

2019 Annual Report to The School Community



School Name: Abbotsford Primary School (1886)



- 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 12 May 2020 at 04:24 PM by Lynne Kemp (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 11 September 2020 at 01:19 AM by Virginia Dods (School Council President)

About Our School

School context

Abbotsford Primary School is a Chinese/English bilingual school. Our school is embedding the Department of Education and Training's (DET) preferred bilingual model of both languages taught every day, with students undertaking 50% of their learning in Chinese and 50% of their learning in English. The learning of the students is further enhanced through our wide ranging specialist programs, including Visual Arts, Physical Education, Science and Performing Arts. In 2013, 65% of students resided in public housing, compared with 35% in 2019. 49% of the current enrolment comes from a language background other than English. Abbotsford Primary School has students and families from many cultures and backgrounds, as captured by our motto 'Diversity in Learning'. We are an internationally recognised bilingual school, and continue to attract enrolments from International students. The staffing profile includes two principal class (2.0 Full Time Equivalent (FTE), ten teachers (9.8 FTE) and three education support staff (1.25 FTE).

Our school received \$8.28 million for a complete facility upgrade, with works commencing in March 2018 and reaching completion in December of 2019. The whole school has been refurbished, with traditional classrooms being re-modelled into open-plan learning communities, ensuring that the school facilities and grounds match the outstanding education that Abbotsford Primary School provides.

Framework for Improving Student Outcomes (FISO)

In our 2019 our school's AIP (Annual Implementation Plan) had a focus on two goals.

School Strategic Plan Goal 1: Building Practice Excellence: to enhance the learning experience of each student through high quality, consistent teaching practices. With a focus to demonstrate growth and improvement in writing outcomes.

Key Improvement Strategy: research and Implement an agreed pedagogical model that is consistent in Chinese and English Learning.

In 2019 our focus was on developing capacity and consistency of the teaching of text types in Literacy and developing understandings of structure and grammatical features. 2018 NAPLAN data identified this as an area of focus for future work. Improvement to date includes the development/revision of rubrics for different text type each semester and using these to moderate writing tasks. Extensive work was undertaken in the development of rubrics for writing, and speaking and listening, and when using these to moderate, whole staff are participating. Professional Development for teachers included using the Fountas and Pinnell Literacy Continuum. identifying characteristics of different text types and development across learning levels. All teaching staff actively participated in a review of literacy non-negotiable and consensus around protocols. We continue to review the sight words resource to cater for learning in Chinese.

Key Improvement Strategy: Develop a culture of reflective practice to give and receive feedback for all stakeholders. Staff have undertaken a series of observations which have had a focus on modelled writing. We developed the Modelled Writing Observation Touch Points, based on the High Impact Teaching Strategies (HITS) relevant to this strategy, to ensure that feedback was consistent and focused. The development of this tool was undertaken during staff forums. This gave staff the opportunity to actively engage with HITS. We continue to use our structuring feedback protocols during the observation cycles. Sessions were filmed. This filming involved the teaching of the modelled writing sessions as well as the feedback sessions. Filming the feedback allowed staff to critically reflect upon the quality of the feedback being given and to identify areas for improvement. It also ensured that staff were providing non-judgmental feedback as this was an area staff determined as a critical area.

Key Improvement Strategy: Incorporate high quality use of digital and design technologies to equip students to be socially competent global citizens.

In term 2 our Chinese teachers were provided with Professional Development in implementing coding into their Mathematics Programs. Coding resources were explored and discussed in terms of our current resources (IPads, Laptops) and how they could be utilised (what Apps, programs etc.). Chinese teachers were required to plan a sequence of lessons with the outcome that students can code a simple game, and explain coding strategies and

techniques with others.

School Strategic Plan Goal 2: Curriculum Planning and Assessment: to increase the learning growth of every student by implementing and embedding a viable, documented curriculum.

Key Improvement Strategy: Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.

We used our analysis of NAPLAN data to identify areas of need - text structure and specific characteristics of the different text types, identify the text type when reading to assist with comprehension, recreate when writing and demonstrate an understanding of the author's purpose and audience. During the second part of this year, work has continued to develop/revise rubrics for different text type each semester and using these to moderate writing tasks. Teaching staff have developed rubrics for writing, and speaking and listening and when using these to moderate, whole staff are participating. There has been extensive PD- using Fountas and Pinnell Literacy Continuum to identify characteristics of different text types and development across levels with a focus on reading comprehension strategies. PD has focused on moderating running records. There was a whole staff review of literacy non-negotiables and consensus around protocols.

The Chinese team researched and purchased Chinese readers from China to prepare texts for beginning running records for students. Further teaching resources have also been purchased in readiness for 2020. All Chinese resources have been centralised and guided reader sets created. An on-line resource has been created to assist students with reading. (Youtube, APS Chinese Channel) During term 4 we hosted the Bilingual Schools Network Working Party that focused on sharing pedagogical practice to identify consistent strategies that can be implemented across all bilingual schools. The specific area for this meeting was Listening & Speaking. Our teachers shared the assessment rubric and tasks they developed. They also shared their resources and target strategies to improve student engagement in learning the target language.

Learning Gain - Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth, with 35% or more of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.

Mathematics resources were purchased to support teachers in including rich assessment tasks in their mathematics lessons. These tasks provide opportunities for students working at different levels to show their understanding of mathematical concepts. Open-ended tasks have been a focus, which allows students to use their understanding of concepts in different contexts, and to share strategies and understandings. Teachers continue to utilise the Assessment for Common Misunderstandings Tools (DET resource) to identify student misconceptions, and target instruction at 'point of need' for individual students. These tools are also being used to track student growth in mathematics.

Achievement

Participation - Student Attendance: Our target was that the 2017-2020 average student absenteeism days will be 14 days or less, reversing the absenteeism upwards trend from the 2013-2016 period.

In 2019 our average school absenteeism was 12.4 days. This is 4 days below the State median. This continues the downward trend from 15.5 days in 2016.

As we know that absenteeism can impact on student learning outcomes, this is an extremely pleasing outcome. This outcome places our school above that of similar schools (meaning less absences than expected).

Attitudes to School - Stimulating Learning: The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5. From 2017 to 2019 there have been interesting trends in this data. In 2017 55% of students responded as positive, 25% neutral and 20% negative. In 2018 we saw students responses as 73% positive, 23% neutral and 4% negative. In 2019, we saw figures of 41% positive, 45% neutral and 14% negative. This data has highlighted the need for a focus on student voice and agency in 2020.

Parent Opinion Survey – Stimulating learning: The 2017-2020 Mean Factor Score to be an average of 6 or higher out of 7.

Our percent endorsement for stimulating learning was 72%. This is a downward trend from 2018. Our 2018 results showed 79% positive, 13% neutral and 8% not positive. In 2019 the breakdown of results was 72% positive, 22%

neutral and 6% not positive. There has been a shift from positive to neutral, and a decrease in the not positive responses. Once again response rates were low, with only 12 respondents in 2019, this is down from 16 respondents in 2018.

Parent Satisfaction- Parent Opinion Survey. Our percent endorsement was 81% which is slightly lower than the state median.

Our staff Opinion Survey showed 86.2% endorsement which is above the state median of 79.5%.

Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.

The data in 2019 shows that 69.2% of students achieved medium or high growth in reading matched cohort data.

Although this did not meet our target, it is important to note that this result is very pleasing when we compare that our results are above both the state median, and similar schools.

In comparison with 2016 data, we have achieved a 5% improvement in outcomes. However, we have moved from 36% below standard and 36% meeting standard in 2016, to 31% below standard and 62% at standard in 2019. This is a substantial shift in the number of students who have achieved meeting standard results.

Learning Gain - Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth, with 35% or more of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.

The data in 2019 shows that 69.2% of students achieved medium or high results in numeracy in matched cohort results. Once again when we look at state median and similar school results, our school performs above both.

We have had a slight shift from 2016 with 57% of students meeting standard, to 2019, and 62% of students meeting standard. In 2018 we had 8% of students above standard, and in 2019 we had 15% of students achieve above standard. This is a pleasing upward trend.

We achieved significant results in our Writing data for 2019. We had 69.2% of students achieve high growth. The state median was 20%, and similar schools 19% respectively. This is an incredible result for a bi-lingual school, where learning time in English is significantly less than other schools. This also applies to our reading data. 25% of our matched cohort achieved above standard results, with similar schools achieving 12% and the state median being 18%.

Beginning 2020, we will be part of a School Improvement Partnership with two local schools.

Our theory of action is: If we collaborate to build all our teacher capability and ensure consistent high quality teaching, then all of our students, regardless of the language in which they are learning will experience engaging and meaningful learning at their point of need.

We will be engaging a consultant to assist with embedding high quality peer observation and feedback. The consultant will be working alongside the staff member observing, comparing notes for feedback and coaching around effectively giving the feedback. The staff member then delivers the feedback. This will begin within our school then extend to observations and feedback sessions at the other schools. Our SIP will also focus on student agency and student engagement, and will provide the opportunity for students from different schools to come together, with a focus on how students' perceive the concept of stimulating learning.

Engagement

Abbotsford Primary School offered a wide variety of extra-curricular activities that complements our specialist leaning program that included Music, Visual Arts, Physical Education and Science. The Year 3-6 students attended camp for two nights in November, undertaking team building activities. Students in Year 1-2 took part in the Junior Adventure Day at school, giving them the opportunity to prepare for the offsite Year 3-6 camp by experiencing activities similar to camp experiences away from their family for a school day that extended into an evening. Additionally, we continued to offer our students the opportunity to participate in a 14 night school trip to China, and one of our students, and one teacher undertook this trip this year. We also hosted students and teachers from our sister school, further strengthening the relationship between our two schools. Students partook in the Active Kids Program, focusing on Cricket and Soccer. Additionally, we offered an intensive swimming program to students from Foundation to Year 6. The school community came together at our end-of-year picnic in December to celebrate the learning of Music, both as

a specialist subject and the Instrumental Music program that includes piano, guitar, vocals and drums . Our fundraising school events offered more opportunities for the school community to come together. These included a Movie Day and A Trivia Evening. Chess Club and a Soccer Clinic occurs on a weekly basis. Student led clubs included Art Club, Coding Club and Gardening Club. In term 4 Grade 3-6 students participated in a Bike Ed program run by Cycling Unlimited. We have continued to utilise our Attendance Messaging System (through Sentral) and send notes home to request explanations for unexplained absences. Unexplained absences have significantly reduced over the last three years. Our two main reasons for absences are illness and family holidays. We utilise our Primary Welfare Officer and our Education Support staff to liaise with families to develop strategies to ensure regular attendance of students who have been identified as attendance concerns.

Student voice and agency was represented by the 2019 Student School Captain and House Captain and Junior School Council elections. Voting was school-wide across the student body, and the voting preference system used mirrors our country's democratic system.

Wellbeing

Our school continued to focus on child safety and engaging with the Child Safety Standards through our Personal Safety Program that focuses on equipping students with the skills to identify and respond to situations that may negatively impact their well being. This program encompasses our CyberSafety program. It compliments classroom teachers' work on developing social skills and resilience, utilising the Bounce Back program. We continued to participate in the 1:2:1 Mathematics Mentoring and SPARK reading program. These partnerships provided our students the opportunity to build a positive relationship with a mentor, whilst focusing on valuable mathematical and reading skills. Our Primary Welfare Officer has continued to liaise with families in regards to the social and emotional wellbeing of our students, and continues to support students with additional needs. Our Art Therapy program, supervised by our Primary Welfare Officer, gave several of our students a 'safe space' in which they could explore issues/concerns relating to their social and emotional wellbeing. In term 2 we introduced the Berry Street model to proactively and consistently respond to student and community wellbeing. The Berry Street Education Model is a positive education framework that supports teachers to meet the specific needs of young people, particularly those who have been affected by trauma. In term 4, all classroom teachers will deliver a sequence of lessons and activities that draw upon the resources from the Bullying No Way Framework. These activities will support the main ideas of: What is bullying?, Understanding Bullying, Responding to Bullying, and Preventing Bullying. Through utilising the Bullying No Way! Framework, our aim is to provide students with opportunities to learn and practice effective strategies for responding if they are bullied and if they see bullying happening to someone else. The framework allows our teachers to tailor teaching strategies and resources to the unique needs of the students in their class. Abbotsford Primary hosted the program Tuning in to Teens which was run over 7 weeks during term 4. The program was facilitated by The City of Yarra and Brotherhood of St Laurance. This 7 week program was tailored to culturally and linguistically diverse communities such as our school community. Tuning in to Teens™ is a parenting program for parents of children between the ages of 10-14. It focuses on emotions and is designed to assist parents to establish stronger relationships with their teenage children. The program provides parents with a greater understanding of their teen's emotional experiences while teaching specific skills that can assist in being supportive, empathic and staying connected with the young person. Abbotsford Primary School became a Respectful Relationships school in term 4, and we are leading a mini cluster of local schools as we develop a framework to promote and model respect, positive attitudes and behaviours. As we continue to work with our cluster, there will be a focus on teaching our students how to build healthy relationships, resilience and confidence. Foundation (Prep) Transition sessions were held in Term 4 to assist students and families to make a smooth transition into their new school environment. Parents attended an information session where they were provided information about preparing their child for school and activities they could do at home to build literacy and numeracy skills. Students participated in our whole-school transition program which allowed the opportunity to familiarise themselves with their class and teacher for 2020.

Financial performance and position

All funds received from the Department of Education & Training (DET), or funds 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 DET policies, School Council approvals and the intent/purposes for which funding was provided or raised. Capital Grants funding was provided to the school in 2018 from the \$8.28 million

of building works to purchase new furniture and fittings. These funds were been carried over into 2019 for the purchase of new furniture as part of the school upgrade. These funds were used to purchase furniture and fittings for our flexible learning communities and also for the purchase of window fittings (blinds and blackout blinds) throughout the building.

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




<http://www.abbotsfordps.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 154 students were enrolled at this school in 2019, 84 female and 70 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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





School Staff Survey

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








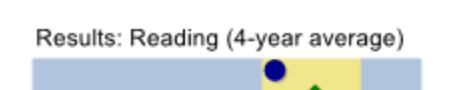





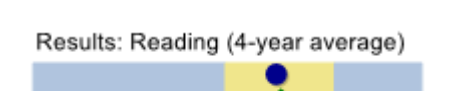




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Performance Summary

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>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</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>Similar </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>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>Reading</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>31%</td></tr> <tr><td>Medium</td><td>62%</td></tr> <tr><td>High</td><td>8%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>31%</td></tr> <tr><td>Medium</td><td>54%</td></tr> <tr><td>High</td><td>15%</td></tr> </table> <p>Writing</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>23%</td></tr> <tr><td>High</td><td>69%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>15%</td></tr> <tr><td>Medium</td><td>38%</td></tr> <tr><td>High</td><td>46%</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>15%</td></tr> <tr><td>Medium</td><td>38%</td></tr> <tr><td>High</td><td>46%</td></tr> </table>	Gain Level	Percentage	Low	31%	Medium	62%	High	8%	Gain Level	Percentage	Low	31%	Medium	54%	High	15%	Gain Level	Percentage	Low	8%	Medium	23%	High	69%	Gain Level	Percentage	Low	15%	Medium	38%	High	46%	Gain Level	Percentage	Low	15%	Medium	38%	High	46%	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <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> <p>Statewide Distribution of Learning Gain (all domains)</p>	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>Above ●</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>94 %</td> <td>95 %</td> <td>96 %</td> <td>94 %</td> <td>89 %</td> <td>95 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	96 %	94 %	89 %	95 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	96 %	94 %	89 %	95 %	91 %										

Performance Summary

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

Wellbeing	Student Outcomes	Similar School Comparison
<p>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	\$1,387,153
Government Provided DET Grants	\$169,633
Government Grants Commonwealth	\$5,200
Revenue Other	\$47,788
Locally Raised Funds	\$98,920
Capital Grants	\$10,668
Total Operating Revenue	\$1,719,362

Funds Available	Actual
High Yield Investment Account	\$160,955
Official Account	\$17,656
Other Accounts	\$1,485
Total Funds Available	\$180,097

Equity ¹	
Equity (Social Disadvantage)	\$32,994
Equity Total	\$32,994

Expenditure	
Student Resource Package ²	\$1,385,146
Books & Publications	\$7,079
Communication Costs	\$8,714
Consumables	\$38,011
Miscellaneous Expense ³	\$153,818
Professional Development	\$11,815
Property and Equipment Services	\$112,546
Salaries & Allowances ⁴	\$25,215
Trading & Fundraising	\$6,717
Travel & Subsistence	\$3,564
Utilities	\$15,969
Total Operating Expenditure	\$1,768,592
Net Operating Surplus/-Deficit	(\$49,230)
Asset Acquisitions	\$0

Financial Commitments	
Operating Reserve	\$63,604
Other Recurrent Expenditure	\$3,216
Total Financial Commitments	\$66,820

- (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)

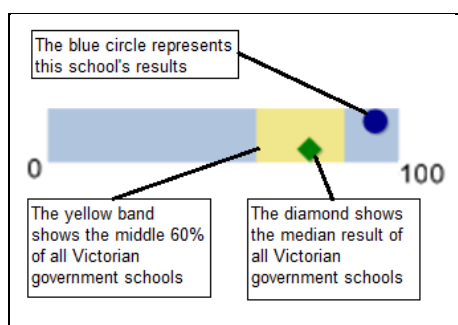
Engagement

- 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).

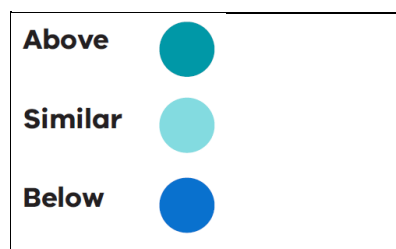


What does *School Comparison* refer to?

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').