

2019 Annual Report to The School Community



School Name: Croydon Hills Primary School (5255)



- 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 19 August 2020 at 08:11 AM by Christian Holdsworth (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 19 August 2020 at 08:52 PM by Sian Jamison (School Council President)

About Our School

School context

Croydon Hills Primary School, established in 1988, is situated in the eastern suburbs of Melbourne. In 2019 the school delivered a holistic educational experience to 732 students, up from 726 in 2018. In 2019, 94% of students and 85% of parents were Australian born, four students identified as Koorie, four were in Out of Home Care and 25 were supported by the Program for Students with a Disability.

The school mission is: To provide a child-safe, inclusive, caring and dynamic environment that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation. The community aims to build social responsibility, resilience, perseverance and independence so students can best meet the challenges of our rapidly changing world and become ethical and responsible global and digital citizens. The school values are responsibility, respect, resilience, integrity, care and compassion. Croydon Hills has a commitment to zero tolerance for child abuse and is committed to child safety.

The school places great emphasis on the provision of a friendly, safe, caring and supportive environment for students, staff and parents. Broad programs provide a stimulating and meaningful learning experience in which all children learn together and experience shared successes. The community views education as a shared responsibility. The co-operative partnership between the school and home is a highly valued feature of the school.

Students engage in eight units of study over a two-year cycle with Prep students completing four units in their Prep year. These units are aligned to the Victorian Curriculum and delivered pedagogically through an inquiry approach. Whole-school approaches to health and wellbeing, curriculum development and assessment are embedded across the school. Social-emotional skills and concepts are developed via Positive Education, Restorative Practices and The Resilience Project. In English, teachers use a Reader's and Writer's workshop model and an approach consistent with 6+1 Traits of Writing and SMART Spelling. In Mathematics the school uses an open-ended problem-solving approach that was developed in consultation with Rob Vingerhoets. The school has an enduring focus on global education.

Our specialist programs of Physical Education, Visual Arts, Performing Arts, Indonesian and Science provide students with high-quality programs and enrichment activities. The school's extracurricular programs also provide a broad range of educational opportunities for students.

Our Learning Enhancement team coordinate our literacy support program and provide input into the Individual Educational Plans for students with learning needs or those who require extension. Our Student Wellbeing team provide individual and small group student support as well as support and advice to families.

The school values student voice and learner agency. The students are represented by a Year Six Student Leadership team consisting of four School Captains, and two captains for each of Visual Arts, Performing Arts, Science, Eco (Environment), Positive Education (Wellbeing), Global Education and Sport. The Junior School Council is the formal student body of the school. Representatives from each class meet fortnightly with a focus on 'leading change' and 'being the voice of the students'. Two JSC representatives report to the School Council each month sharing updates on their fundraisers and student-led projects.

Croydon Hills Primary School is proudly a technologically rich environment. Classrooms are equipped with Apple TVs, MacMinis and an allocation of Chromebooks, iPads and iMacs. The school has a fully equipped computer lab with 25 iMacs. Year Five and Six students engage in a Bring Your Own Device program which proves to be invaluable when extending learning at home via the use of Google Classroom.

Both the physical environment and the learning programs are organised to facilitate four collaborative learning communities. In 2019 the school had five Prep classes, nine Junior classes (Year One and Year Two), eight Middle classes (Year Three and Four) and nine Senior (Year Five and Six) classes. Geographically the school is zoned to naturally support each of the four learning levels.

The school's three-hectare site houses a broad range of buildings and facilities. The school is equipped with:

- * thirty-two dedicated classrooms (including one school-owned)
- * a visual arts room
- * a computer laboratory
- * a science laboratory
- * a library
- * a Performing Arts Centre (the original school hall)
- * a dedicated language room (Indonesian)
- * a dedicated Out of School Hours room
- * two multi-purpose rooms (school-owned)
- * a competition size sports stadium
- * four outdoor sports courts (two of which are covered in synthetic grass, one of which is covered by a waterproof shade shelter)
- * a competition size cricket/football oval
- * a junior sized soccer pitch
- * two junior sized football ovals
- * five playgrounds that are dedicated to the learning levels of the school
- * a farm complete with vegetable gardens, chickens and a frog bog
- * a Japanese garden.

The school borders Yarrunga Reserve, a large reserve with walking trails throughout the reserve and wetlands, a large playground, BBQ area, BMX track, open tennis courts, fitness equipment and a community centre.

The school has an active parent/carer community that seeks to involve parents in the school wherever possible. Parents/carers worked alongside teachers in classrooms, attending excursions and camps and being part of parents groups including Croydon Hills Association of Parents (CHAPS) and Men of the Hills (MOTHS). MOTHS are philosophically aligned to The Fathering Project and aim to support fathers and male role models engage in the school life.

In 2019 the staffing profile consisted of:

- * Three Principal Class, including the appointment of a new principal in Term Two, 2019.
- * Two Leading Teachers and three Learning Specialists who led the building of practice excellence via a program of collegiate coaching.
- * 38 teachers (32.8 EFT)
- * 18 Educational Support Staff (11.13 EFT) supporting our 25 students funded through the Program for Students with Disabilities
- * Two Social Workers (1.2 EFT)
- * Six Administration staff (4.74 EFT) including a First Aid Officer, a Canteen/Uniform Shop manager and Library technician
- * A full-time groundskeeper
- * A team of 13 Out of School Hours Staff

Framework for Improving Student Outcomes (FISO)

2019 was the third year of the 2017 - 2020 School Strategic Plan. In 2019, the school's Annual Implementation Plan (AIP) focused on Key Improvement Strategies (KIS) related to the Framework for Improved Student Outcomes (FISO) Dimensions of Building Practice Excellence and Health and Wellbeing. Specifically:

- * Building teacher capacity to implement a consistent approach to the teaching of numeracy and to make more accurate teacher judgments.
- * Embedding our instructional model for reading across the school.
- * Implementing a number of strategies to improve teacher-student and student-student relationships across the school.

To support the implementation of these KIS, the school enhanced its distributive leadership structure with a greater

focus on collegiate activity. The Principal team, two Leading Teachers and three Learning Specialists led an enhanced professional learning program that included collegiate coaching, peer observations and learning walks. Their work enhanced staff capacity in:

- * the school's whole school instructional model for maths
- * planning for and implementing differentiated teaching practices in reading
- * effectively using and analysing student assessment data
- * providing increased student voice/agency towards their learning through formative assessment, feedback and goal setting.

Positive responses in the School Staff Survey for 'Applicability of Professional Learning' (89%) and 'Renewal of knowledge and skills' (90%) showed clear evidence of impact. Additional evidence gathered through peer observation and learning walks are recorded as part of 2019 AIP monitoring.

The school continued to enhance its focus on Student Wellbeing. Positive Education philosophies and practices were further embedded in everyday teaching practice. This is reflected in the common language and behaviours of the community and the positive responses in student, parent, and staff surveys.

Achievement

The school's commitment to academic growth and achievement continued in 2019. The school maintained high percentages of students at or above age expectations as measured by NAPLAN. In English 92.4% and in Mathematics 93.5% of students were at or above the state age expected standards. Further, the percentage of students in the top three NAPLAN bands (four-year average) was also maintained:

- * Year 3 Reading 86.5%
- * Year 3 Numeracy 84.3%
- * Year 5 Reading 78.6%
- * Year 5 Numeracy 68.6%

Additionally, consistent with the first two years of the School Strategic Plan, the school saw an increase in student learning growth against the Victorian Curriculum. The school had an increase in the mean score of students making one year's growth in almost all Literacy and Numeracy strands across all year levels (NB: data excludes PSD students). Students supported through the Program for Students with a Disability (PSD) all showed positive progress in achieving their individual goals as identified in their Individual Education Plans.

In a glowing reflection of the school's academic achievements in Year Three, the 2017 - 2020 School Strategic Plan and the 2020 AIP has adjusted goals for the percentage of students in the top two NAPLAN bands for:

- * Year Three Grammar and Punctuation - up from 70% to 80%
- * Year Three Spelling - up from 61% to 65%
- * Year Three Writing - up from 55% to 70%

In 2020 the school will look to further enhance the academic rigour associated with the High Impact Teaching Strategies. Leading Teachers and Learning Specialists will have a continued focus on the development of educator capacity in literacy and numeracy teaching and learning. This will include a dedicated focus on differentiation and point of need instruction. School leaders and the school's Learning Enhancement Team will continue to receive additional funding provisions to supporting students both below the indicative level and those identified as High Ability Learners.

Engagement

Our school continued to engage students in school by offering diverse learning experiences.

The 2019 classroom program engaged students in four units of study. The Humanities, Health, Science and Global Education were taught through these units. Learning experiences were deepened and more meaningful as students learnt through play, investigation and real life learning.

In addition to the specialist programs of Indonesian, Performing Arts, Physical Education, Science and Visual Arts, the

school's extracurricular programs provided a broad range of educational opportunities for students. Students engaged in Choir, Rock Band, Art Club, Interschool Sport, Eco Club (Environment), Instrumental Music lessons, the Middle School Production of The Royal Oddball and State School Spectacular. The school's programs drew upon Yarrunga Reserve for the Teddy Bears' Picnic, Cross Country and recreational excursions. The school choir made regular excursions down to the Yarrunga Community Centre to sing to the Yarrunga Retirees. Students were invited to participate in monthly special canteen lunches like Pizza Day and Footy Day.

The school maintained its focus on developing global citizens and students with a global perspective and intercultural understandings. In September 2019 the school held a school wide Global Education Day, raising enough money to fund six preschools with hygienic toilets in Uganda and Ethiopia. In Term Three the school hosted international school delegations from Ungcheon Elementary and Myeongsun Elementary School, South Korea. In December 2019, two indigenous murals were added to the school's facilities, one depicting the Bunjil Creation Story, the other an original design of Kiara (Marla) George, niece of Murrindindi. To deepen educators' understandings of cultural awareness the school is committed to Cultural Understanding and Safety Training (CUST) training in 2020.

Once again the school's formal parent bodies enhanced day-to-day student experiences. Croydon Hills Association of Parents (CHAPS) facilitated fundraising activities and events for the school including the School Disco, Trivia Night and the Colour Run. The Men of the Hills (MOTHS) organised the school's annual school camp out on the oval, a movie night, mini-golf event, social bike ride and pizza night.

The student Attitudes to School Survey positively reflected the work of the AIP. Relative to Student Voice and Agency it yielded 78% positive responses compared to statewide average of 71%. Further to the voice and choice students had in their own learning and goal setting, the School Captains and Junior School Council members effectively led the student body. They presented monthly at School Council, led school consultation and then installation of a new playground, initiated the addition of school beanies to the school uniform and hosted school assemblies.

In absolute terms student engagement and connectedness to school is excellent. Student absence rates are lower than the state median and similar schools' absence rates. The school figure of 13.2 absence days per child is well under the state median of 16.3. It is worth noting that this figure is somewhat inflated by a small number of students that had significant periods of absence. To support students at risk of disengagement the school's well-being staff worked closely with network partners, service providers and agencies to meet the specific needs of individual students.

Wellbeing

In 2019 Croydon Hills Primary School continued to enhance its reputation as a school with an exceptional reputation for student wellbeing.

The school's sustained AIP focus of creating and maintaining a positive climate for learning is reflected in the high positive percentage endorsement in the Student Attitudes to School Survey. The school scored above similar schools and the state in both of the survey measures. 'Sense of Connectedness' had an 85.9% positive endorsement compared to the state median of 80.9% and 'Management of Bullying' had an 85.1% positive endorsement compared to the state median of 81.6%.

The school achieved this with a sustained focus on Positive Education and Restorative Practices. Specifically the school and staff:

- * ensured teaching of social and emotional skills was embedded in weekly planning
- * explicitly taught the character strengths in the classroom
- * continued to embed The Resilience Project lessons in the classroom
- * enhanced the focus of strength based feedback to students
- * facilitated regular proactive community circles
- * consistently implemented Restorative Practices, including the use of effective 'I' statements in restorative conversations.

The school hosted event days for National Day Against Bullying and The Polished Man (raising awareness for violence

against children). Donations received on these days contributed to the Royal Children's Hospital Appeal, State School's Relief and the 2020 school facilities project of a GaGa Pit installation.

Parent Information evenings on Growth Mindset, Anxiety and Peaceful Kids supported community understandings of our school's approach to student wellbeing.

As indicated in the Maroondah Wellbeing Survey and the Student Attitudes to School Survey our approaches resulted in high rates of student self efficacy, resilience and empathy.

In 2020 the school is committed to enhance students' understandings of themselves, others and the world around them. Staff will undertake Respectful Relationships training and the learning program will have an enhanced focus on social responsibility, equality and understanding. The school will continue its Positive Education journey with a renewed focus on growth mindset.

Financial performance and position

The school maintained a sound financial position throughout 2019 despite considerable investments in school facilities. Investments included the installation of an outdoor shade structure on one of the outdoor basketball/netball courts, synthetic grass surfacing on two of the courts, installation of a new Senior School playground, and resurfacing of asphalt in the Junior school.

Program budgeting and expenditure were consistent with the priorities of the 2017 - 2020 School Strategic Plan and the 2019 Annual Implementation Plan. \$40,584 was expended on formal professional learning courses to support the initiatives of the AIP. To enhance student learning school staffing expenditure increased in 2019 by \$143,237. Equity Funding of \$19,972 supported additional human resourcing in Learning Support. Further, as a financial efficiency, the school employed a full-time grounds officer.

The school's locally managed trading operations of Out of School Hours Care/Vacation Care, Canteen and Uniform Shop had a net profit of \$218,178. These funds, together with the \$47,268 locally raised funds of CHAPS (Croydon Hills Association of Parents incorporating MOTHS, Men Of The Hills) was used to support the facilities upgrades listed above.

The school received a \$4,800 Landcare Grant which will contribute to an outdoor facility upgrade in 2020. The school received numerous Commonwealth grants and funding totaling \$21,023. These funds were acquired via tertiary student practicum placements, Sporting Schools, and Telstra Kids.

In 2020 the school's financial resources will continue to be used by School Council to support school programs and priorities as identified in the School Strategic Plan and Annual Implementation Plan. Further, the net operating surplus of \$274,762 will be carried over to support the school's 2020 financial commitments.




For more detailed information regarding our school please visit our website at
<https://www.croydonhps.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 731 students were enrolled at this school in 2019, 366 female and 365 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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



















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



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>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>Above </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>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>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>57%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>49%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>57%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>61%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	57%	22%	Numeracy	37%	49%	14%	Writing	21%	52%	27%	Spelling	24%	57%	19%	Grammar and Punctuation	19%	61%	19%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison														
<p>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" 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>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	94 %	93 %	93 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	94 %	93 %	93 %	92 %										

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
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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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	\$5,255,988	High Yield Investment Account	\$279,716
Government Provided DET Grants	\$842,224	Official Account	\$83,344
Government Grants Commonwealth	\$21,023	Total Funds Available	\$363,061
Government Grants State	\$0		
Revenue Other	\$54,550		
Locally Raised Funds	\$1,562,547		
Total Operating Revenue	\$7,736,333		
Equity¹			
Equity (Social Disadvantage)	\$19,972		
Equity Total	\$19,972		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,306,375	Operating Reserve	\$337,168
Books & Publications	\$5,420	Other Recurrent Expenditure	\$10,177
Communication Costs	\$17,270	Provision Accounts	\$13,121
Consumables	\$178,809	Funds Received in Advance	\$125,886
Miscellaneous Expense ³	\$476,099	Total Financial Commitments	\$486,353
Professional Development	\$40,584		
Property and Equipment Services	\$284,255		
Salaries & Allowances ⁴	\$906,481		
Trading & Fundraising	\$175,047		
Travel & Subsistence	\$877		
Utilities	\$70,354		
Total Operating Expenditure	\$7,461,571		
Net Operating Surplus/-Deficit	\$274,762		
Asset Acquisitions	\$151,989		

(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)

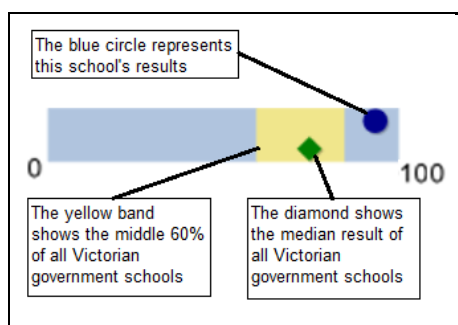
Engagement

- 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).

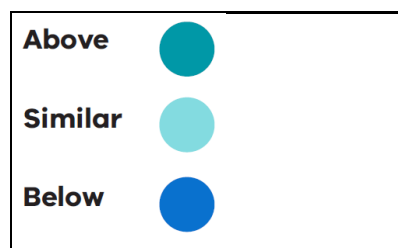


What does *School Comparison* refer to?

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').