

2019 Annual Report to The School Community



School Name: Morang South Primary School (1975)



- 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 26 April 2020 at 12:43 AM by Julie Jones (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 20 May 2020 at 02:27 PM by Max Anderson (School Council President)

About Our School

School context

Morang South Primary School is situated in the northern growth corridor of Melbourne, in the city of Whittlesea. The majority of students live in our local area but such is our reputation and size, we have some families from other areas who chose to travel attend our school

We are a committed and unified partnership of teachers, parents, carers and students. We value diversity and strive for excellence.

Almost sixty percent of the students were born in Australia. However, a small percentage are of Aboriginal descent and many others come from a variety of cultural backgrounds, a significant number of whom have parents born overseas. The remaining forty percent born overseas come from a variety of countries throughout Asia, South-East Asia, the Middle East and Europe.

We are a family friendly, welcoming school and strongly encourage parents to become involved in their child's education and the school community. In 2019 we continued to utilize extensive communication media between the school and the community including a school app, website, email and Facebook Group.

We promote life-long learning and have an active professional learning culture amongst staff, students and the broader community.

The school had the full time equivalent of twenty-five teaching staff including a number of part time members, two Principal class staff - a Principal and Assistant Principal, seven Integration Aides, three administration staff, and an enrollment of 419 students in 2019. There were eighteen grades. Each year we, usually, host International students both on long and short term study. This broadens our students understanding of other cultures and global citizenship. The parent opinion survey indicated that the 'General Satisfaction' variable decreased marginally it is above that of the same school types and the state median. The parent satisfaction variable has been above ninety percent for a number of years.

The number of students attending the school with English as an Additional Language (EAL) continued to increase in 2019. We accessed support from the Collingwood Language School and some students attended the Thomastown Language School. In 2019 we provided both a 0.7 teacher and 0.5 EAL oral language aide for the EAL program.

We are steadfast in our determination to provide a high quality education in a cooperative, caring and safe environment. Children are encouraged and challenged to reach their full potential.

Our school values of respect, learning, trust, honesty, tolerance, caring and cooperation are deeply embedded in our practice and Student Engagement, Inclusion and Well Being Policy.

We have a strong reputation for the strategic support and relevant programs we provide for our students and their parents. There were twenty-two students in the Program for Students with Disabilities in 2019. These students have had successful Individual Learning Plans and regular Student Support Group meetings to monitor, maintain and achieve their learning goals. We also provide Student Support Group meetings for a significant number of students who are not part of the Program for Students with a Disability.

There is a strong student leadership focus which supports active Leadership, Junior School Council and Student Voice teams.

Young people will live and work in a globalized, internationally focused world. They need to be equipped to participate and thrive in a society and economy that is increasingly connected to the rest of the world and to take responsibility as global citizens. This can be achieved by developing their ability to communicate effectively across cultures and boundaries and their knowledge about the world and our interdependence. Consequently there has been a continued focus on developing a 21st century digital learning environment where ICT is used broadly to engage students, enabling them to connect, communicate and collaborate across the globe as active global citizens, while improving their learning outcomes. An effective 'one to one' Netbook program extends from grade 3 to 6, with a combination of android devices and iPads utilized in the P-2 area. Morang South prides itself on taking full advantage of the DET EduStar software package. There is also a range of ICT resources available including interactive TVs and digital cameras. All of which are integrated across the curriculum programs.

In 2019 our Specialist programs taken by specialist teachers were Arts, Italian, P.E and Science with Library taken by the class teachers from P-6

Extra-curricular activities continued to be a focus at our school including a raft of sporting opportunities, chess and maths extension and a student influenced Curiosity program for Inquiry Learning.

We are proud of the school's achievements, the quality of curriculum delivery by our professional staff and the reputation that our school enjoys in the community as a result.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement. Research (Hattie J – Visible Learning) indicates that the teacher and their capacity is a strong source of influence over improving student outcomes. At MSPS there is a range of experience among the teaching staff. The purpose of this initiative is therefore to harness and build the teaching capacity of all the teaching staff in the school to improve student outcomes.

Excellence in Teaching and Learning

Building practice excellence (initiative)

The Key Improvement Strategies in 2019 were as follows:

- Implement the Victorian Curriculum
- Implement improved accountability in relation to improved student outcomes
- Teams take responsibility for outcomes of whole cohort
- Appropriate data utilized and triangulated
- Continue to use pre & post testing data to target learning needs
- Peer feedback process documented and proforma utilized
- Maintain an action research cycle around peer Feedback for teaching staff, working towards a strong and documented 'Feedback' process
- Continued to implement a Feedback process for teaching staff
- Continued to effectively utilize data as part of the assessment and feedback processes
- Continued to develop and up skill teaching staff in Maths, MSPS Reading Strategies, Write to Read, Investigations and Writing.
- Transparent Performance and Development Plans and processes
- Professional Learning for Victorian Curriculum and FISO implemented for continues for all staff
- Assessment Schedule and processes reviewed and rigor added
- Continuous Professional Learning carried out for staff on Maths, HITS, Writing, Investigations and Questioning.
- Continued
- Both in-house and external professional learning was effectively utilized by School Improvement team and individual staff

Professional Leadership

Building leadership teams (initiative)

At MSPS the current School Improvement Team consists of enthusiastic and talented leaders. In order to strengthen the capacity of this team to effect change and improve student outcomes focus needs to be placed on providing them with opportunities to build their skills and develop as change agents. (School Improvement Leaders – SIL)

Key Improvement Strategies Achievements

- Resources Allocation
- PL and increase opportunities for leadership; coaching; change
- Increase SIL capacity as leaders
- Scaffold and support leadership skill development
- Communities of Practice – Middle Leaders WSN School Improvement Leaders (SIL) – collective efficacy for Strategic Plan, AIP and leading of team meetings immediately after SIL meeting
- Leader completed Bastow emerging Leaders
- Reflection and discussion during SIL meetings
- Community Engagement in Learning

Building communities (initiative)

The parent opinion survey data prior to 2018 for 'parent participation' was marginally below both the State and School Type variables. In 2019 the 'parent participation variable was above this variable for similar schools, network schools

and the state.

Key Improvement Strategies:

- Resources Allocation
- Continued connection to Be You (KidsMatter)
- Continued Respectful Relationships implementation
- Respectful relations bookswere purchased for classrooms and Professional Learning for staff
- Parent Involvement budget
- Education week
- Transition sessions
- Communication budget -
- uEducateUs App
- Website
- Newsletter
- Facebook Group
- All staff regularly connect to parents through school App
- EoY Letters to all parents

Achievement

At Morang South Primary School we aim to provide rich programs for all students by having a differentiated, innovative curriculum where improved learning outcomes for students are the focus.

Morang South Primary School is proud of its achievements in student learning and the positive improvement in teacher capacity through professional development.

The teacher judgments with regard to P-6 student achievement in English indicate that student achievement is just below comparative schools and above the State median of all schools.

The teacher judgments with regard to P-6 student achievement in Numeracy indicate that student achievement is just below comparative schools and only 06 below the State median of all schools.

In 2019 we translated to NAPLAN on computer. There were statewide issues with the translation. While our system ran well compared to some other schools and despite the students having practice sessions, we believe this impacted on our results. Anecdotal evidence suggests that there can be up to a ten percent drop in student performance when first transitioning to NAPLAN on line.

There has been a decrease in the percentage of students with a low learning gain in Writing, Grammar and Spelling and a pleasing increase in the percentage of students with a high gain in Spelling and Grammar.

In 2019 the Write 2 Read program was further embedded across the whole school. It is expected that this will continue to result in improved Literacy outcomes in future NAPLAN results.

All students in the Program for Students with a Disability showed progress at satisfactory or above in achieving their individual goals.

The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. In Numeracy, Writing and Spelling there were more than 25% of students with low gains. In most areas our student achievements have similar or greater percentages for medium gains, however we are aware that more effective strategies need to be put in place to increase the percentage of students making high gains and further reduce the students making low gains.

In English we will continue to focus on the non-negotiable classroom requirement practices incorporating:

- Morang South Primary School Reading Strategies including HITS
- Questioning
- Learning Intentions/ Success Criteria
- Explicit Teaching
- Early Year's Literacy model
- Write to Read Framework
- Writing through experience - from the spoken word to the written word

- Minimum 10 hours English per week

In Mathematics we will continue to focus on the non-negotiable classroom required practices incorporating:

- Lesson plan structure of fluency, launch, exploration, summarize
- Open-ended tasks/differentiation
- Problem Solving
- Learning Intentions/ Success Criteria
- Explicit teaching
- Early Year's Numeracy model
- Minimum 5 hours Maths per week
- Targeted Maths P- 6 investigations

Professional Learning and classroom practices will continue to focus on improvement in literacy and numeracy across the school.

Additional support will be provided to identify students who are vulnerable and require extension in the following areas

- Literacy Intervention for years 1& 2
- Mathematics Extension for year 5 and year 6 students
- Chess to support problem solving
- A 'user pays' instrumental program

We are committed to continued use of student data to differentiate teaching and learning. Professional Learning Teams (PLTs) continuously gather accurate and broad data to establish where students' current achievements fall, set targets and measure growth over time. With this knowledge, staff tailor programs aimed at maximizing growth beyond average levels and

towards excellence. The school will continue to build a consistent whole school approach to learning and teaching based on core teaching protocols. There will be continued emphases on developing whole school writing, reading and spelling approaches and continued refinement of teaching practices. Continued teacher planning for differentiation in Mathematics will be a focus in 2019

We are committed to engaging learning mentors and consultants with expertise in the fields of Literacy, Numeracy and Inquiry in order to enhance the skills set and repertoire of our teachers.

All students at the school set individual learning goals.

In 2019 we had a successful school review. The new Strategic Plan was written along with the 2020 Annual implementation Plan.

The goals for the next strategic cycle are as follows:

1. To optimise Numeracy outcomes for all students.
2. To optimise Literacy outcomes for all students, with a focus on writing
3. To develop autonomous learners through enhancement of student voice and agency

Engagement

Our goal at Morang South Primary School is to provide a safe and secure environment that fosters student engagement.

The building blocks for a great education begins with regular attendance, so students coming to school each and every day is a focus at Morang South. Staff are proactive in tracking student absences and acknowledging good attendance, while also working closely with those families for whom attendance is an issue. When necessary we work with the Regional Office staff and the DHHS to improve attendance for particular families. Common reasons for non-attendance include illness and extended family holidays.

Our students' attendance is below that of similar schools. All grade levels with the exception of grade 5 have attendance at or above ninety percent. It is our aim to raise that to at least ninety-two percent across all grade levels. We continue to believe there is reason to continue our focus on increasing attendance. We have used the DET resources and recommendations from the "It Is Not OK to be Away" kit and will continue to do so using the resources

from "Every Day Counts" & 'Its cool to Be at School'.

Morang South Primary School is proactive in managing student non-attendance. These students are monitored closely through:

- Consistent review of individual attendance by classroom teachers
- Consistent communication with parents by notification letter, email, telephone or interview.
- Fortnightly class attendance reports published in the Newsletter
- Students who have outstanding levels of attendance are eligible for school based rewards and recognition of their achievement.

Our programs are geared to foster student engagement, and connectedness to peers, the school, local and global communities.

We commence each year with a Social, Emotional and Well Being unit of work, which focuses on our values and the skills and knowledge to support the development of positive relationships and the setting of high expectations across the school.

There is a strong Student Engagement, Well Being and Inclusion policy in place. This was developed in conjunction with the whole community and is regularly reviewed and changed to reflect the needs of the community. We believe "Everyone has the right to work and learn" and "Everyone has the right to feel safe and comfortable"

The Attitudes to School Survey variables of 'attitudes to attendance', 'motivation and interest', 'self regulation and goal setting' and 'sense of confidence' percentages all above similar schools, network school and the state.

Our Student leadership profile includes school captains and vice captains and house captains, Arts, Science and Language Captains, reporters and photographers. These positions are held in high esteem and are keenly sought after. There are high expectations, accountability, and a rigorous process underpinning these roles.

A broad range of student enrichment programs was provided such as ICAS assessments, Chess, Coding club and a Glee club will be continued in 2019.

Our PE, sport and camping programs continue to make a significant contribution to our students' social and personal growth and connectedness. We have been particularly active in taking advantage of The sporting Schools program, providing our students with many opportunities to experience a variety of sports, particularly during play times.

Parents are encouraged to be involved in their children's education and participate in the 'life' of the school. A variety of opportunities both formal and informal supported this in 2019

Wellbeing

We aim to have a high level of student wellbeing whereby students are socially responsible, motivated, engaged and resilient with a strong sense of connectedness to their peers, the school, their teachers and communities. This is reflected in the Student Attitudes to School survey results.

The results for the variables of 'School Connectedness' and 'Student Safety, related to the management of bullying' are all higher than the region, state and similar schools results. This has been a consistent trend for the past four years. This is clearly reflected in the eagerness with which our students participate in the student leadership process and in the anecdotal evidence from discussions with the students themselves and their parents.

We commenced a partnership with DBT psychological services which provide a psychologist at school for two days per week.

The Be you association and Respectful Relationships initiatives will be continued in 2020.

The following programs support and foster student well being:

- Respectful Relationships and Our Watch
 - Social and Emotional Learning
 - Values Education
 - Bounce Back
 - We provide positive support for students as they move through the school and enter and exit.
 - Extensive and effective Transition K to F
 - Extensive and effective Transition 6 to 7
 - Extensive and effective Transition between grade levels
 - Seven core values along with statements of rights and responsibilities
- "Everyone has the right to be safe and comfortable at school"
- "Everyone has the right to work and learn"

- Bounce Back & You Can Do It programs
- Student Voice
- Community involvement
- Partnerships with parents and careers, teachers and students (Student-led three-way conferences)
- School buddies program (across all grades)
- “Every day counts” – aimed at improving attendance
- Friendship seat and Buddy Bench
- Maintain eSmart accreditation
- Providing information sessions for families in areas such as cyber safety

The above initiatives will continue in 2020.

Financial performance and position

In 2019 the school received approximately \$62000 in equity money which was used to implement a range of intervention and improved student achievement strategies. The Parents' Association once again raised in excess of \$20000 which supports our extensive ICT program, Library and Reading stock. At the end of 2019 there was a moderate surplus of \$130000. This included prepayment of Essential Resources monies; funds allocated for 2020 staffing and unspent funds from the DET Maintenance Blitz grants, provided in term 4, which will be expended in 2020. 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 approves the intent/purposes for which funding was provided or raised monthly.




For more detailed information regarding our school please visit our website at
<https://www.morangsouthps.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 418 students were enrolled at this school in 2019, 179 female and 239 male.

25 percent were EAL (English as an Additional Language) students and 2 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).



















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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>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>Similar </p>		

Performance Summary

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

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>25%</td> <td>53%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>54%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>53%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>53%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>60%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	53%	22%	Numeracy	29%	54%	18%	Writing	29%	53%	19%	Spelling	33%	53%	14%	Grammar and Punctuation	22%	60%	17%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <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>Below ●</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>91 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	92 %	92 %	89 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	92 %	92 %	89 %	92 %										

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>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>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	\$3,519,727	High Yield Investment Account	\$100,672
Government Provided DET Grants	\$345,997	Official Account	\$31,670
Government Grants Commonwealth	\$8,287	Other Accounts	\$0
Revenue Other	\$14,235	Total Funds Available	\$132,342
Locally Raised Funds	\$492,430		
Total Operating Revenue	\$4,380,676		
Equity¹			
Equity (Social Disadvantage)	\$61,815		
Equity Total	\$61,815		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,499,569	Operating Reserve	\$104,193
Books & Publications	\$765	Other Recurrent Expenditure	\$3,032
Communication Costs	\$3,719	Provision Accounts	\$537
Consumables	\$89,591	Funds Received in Advance	\$5,971
Miscellaneous Expense ³	\$285,762	School Based Programs	\$40,000
Professional Development	\$8,640	Asset/Equipment Replacement < 12 months	\$15,607
Property and Equipment Services	\$166,707	Maintenance - Buildings/Grounds < 12 months	\$12,535
Salaries & Allowances ⁴	\$95,222	Maintenance - Buildings/Grounds > 12 months	\$26,510
Trading & Fundraising	\$13,811	Total Financial Commitments	\$208,385
Travel & Subsistence	\$3,156		
Utilities	\$42,376		
Total Operating Expenditure	\$4,209,319		
Net Operating Surplus/-Deficit	\$171,358		
Asset Acquisitions	\$8,000		

- (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)

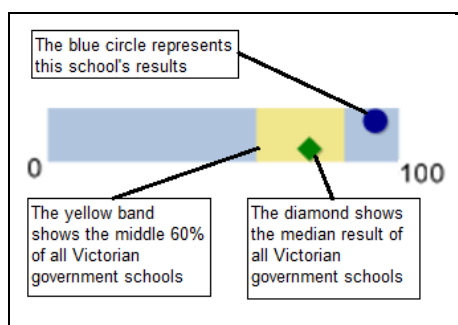
Engagement

- 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).

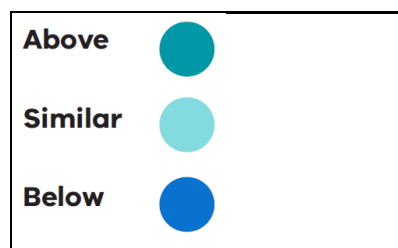


What does *School Comparison* refer to?

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').