

2019 Annual Report to The School Community



School Name: Glenroy Central Primary School (5542)





Glenroy Central Primary School

- 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 21 April 2020 at 01:06 PM by Joanne Money (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 27 April 2020 at 04:14 PM by Leonie Land (School Council President)

About Our School

School context

Vision: To provide a safe, inspiring and challenging learning environment that promotes collaborative, engaged and curious learners who can achieve excellence by contributing positively as global citizens.

Our school values are curiosity, collaboration, character, citizenship and caring. We encourage our students and staff to be curious about the world and to ask lots of questions to build their knowledge. Our school is organised and structured to provide time and opportunities to collaborate and all teachers and integration aides are part of a collaborative teaching team within a learning community. All students are also placed in a three person collaborative team each year. There is a documented and clear set of teaching and learning protocols to ensure that the expectations are shared and consistent across the school. As part of our focus on inquiry we provide opportunities for students and staff to be creative and to think both creatively and critically about the world and their place in it. We want our students to be caring global citizens who understand their responsibility to each other and to the world around them. We want them to be kind, inclusive and respectful.

Glenroy Central Primary School is located on the northern edge of the City of Moreland in the North West Victoria Region. The school is a 21st Century facility located in Logan St Glenroy that opened on the current site in April 2012. The school consists of five buildings: an Administration building, Junior and Senior Learning Communities, a Visual Arts facility, a full sized Gymnasium/ Performing Arts facility and a kindergarten. In 2019, the enrolment was about 275 students with an anticipated enrolment of 300 in 2020 as 50 children in kindergarten programs. We have 23 teaching staff with a mixture of full time and part time staff. There are also 5 staff in the kindergarten. We have 15 Education Support Staff, also a mixture of full and part time, who work in a variety of capacities including office staff, integration aides, a Library technician, IT support, speech therapist, a Primary Welfare Officer and a School Chaplain. An Out of Hours program is run in conjunction with the nearby catholic school Corpus Christi through Extend Australia that provides both before and after school care on the Corpus Christi school site..

The school is located in a disadvantaged community with a high number of EAL students. We have a multicultural community with 65% of our population being Arabic. Our most recent arrivals have included immigrants, asylum seekers and refugees from Nepal, Iran, Pakistan and India. We have about 78% of our families who are on Health Care cards and 80% who have a language background other than English.

Our school works in Learning Communities and is therefore very team focused. Each of the four Learning Communities (Foundation, 1/2, 3/4, 5/6) has an allocated team of teachers who are collectively responsible for providing programs that meet the needs of all students and for ensuring that all students reach their full potential. There is one Leading Teacher allocated to each of the Junior and Senior Learning Communities whose job is to coach, mentor and lead the teams in their Collaborative Teaching Teams. These two leading teachers are also members of the Leadership Team of the school - The School Improvement Team. We also have one Learning Specialist to support the work of the Leading Teachers and to have a teaching role within the school to provide exemplary practice for observing and coaching purposes.

At Glenroy Central Primary School Numeracy, Literacy and Investigations form the core of our curriculum and our daily work. Oral language forms a major part of our focus and is the foundation for student learning. Student talk is encouraged and promoted across the curriculum in both structured and unstructured ways. Successful use of language is critical for student well-being. An EAL teacher supports the students with limited English as well as the teachers with strategies and knowledge. Mathematics is the first session and Reading is the second session of every day across the school from Foundation to Year 6. These two sessions have clear structures that must be followed. Maths includes sessions based on Number, Tool Box and Problem Solving and covers the three strands of the maths curriculum – Number and Algebra, Measurement and Geometry, Statistics and Probability. The afternoon sessions consist of curiosity based Investigation topics that cover the other key areas of the Victorian Curriculum such as Science, History, Geography, Civics and Citizenship, Health, Economics and Business. Writing sessions are based around these Investigations and cover a wide range of text types. Grammar, Punctuation and Spelling are included in writing sessions with explicit sessions for these areas also done across the week. THRASS is used as the basis for our

spelling program.

Our specialist programs consist of Physical Education, Performing Arts, Visual Arts and our LOTE is Indonesian. All specialist teachers are allocated to a Learning Community for the first two sessions of each day when Mathematics and Reading are conducted across the school. Each Learning Community has one afternoon per week for the specialist programs while the Collaborative Teaching Team from that community has planning time together.

Framework for Improving Student Outcomes (FISO)

As part of our focus on FISO we selected to continue with Excellence in Teaching and Learning: Building Practice Excellence with a particular focus on writing. This showed some improvement in 2018 and we wanted to continue the work to embed the improved practice. One of the highlights was the Cumulative Writing Project that provided expert support and continual feedback about the work in teaching writing. We ran a Professional Learning Schedule that supported our work both as a whole staff and in PLCs. This work included the use of the texts Collaborative Professionalism and 'The Teaching of Grammar in Context. There was a focus on Worked Examples and a consistent instructional model. We introduced writing portfolios and gave very specific feedback to students on how to improve their work. We developed teacher capacity to understand and effectively analyse multiple sources of student writing data across a variety of text types, utilised the High Impact Teaching Strategies with a particular focus on worked examples, feedback, collaborative learning, and multiple exposures as well as used peer observation to provide feedback to improve teacher practice in writing. Our designated EAL teacher continued to support the needs of our EAL students by addressing their needs in small groups and participating in the PLC meetings to build practice excellence within our school. The EAL teacher also utilised the Common Writing Assessment Tool from TEAL site to identify specific needs and to monitor and track EAL student writing progress

We utilised the Practice Principles for Excellence in Teaching and Learning with a specific focus on Principle 4 (Curriculum planning and implementation engages and challenges all students) and Principle 6 (Rigorous assessment practices and feedback inform teaching and learning). This assisted us to focus on collaboratively planning and implementing a curriculum that is differentiated to ensure that each student progressed along their learning continuum and had individual goals and targets. It also meant that we reviewed our assessment practices and ensured that practices were rigorous and informed and that teachers used the assessment data to diagnose learning, provide explicit feedback to students and to improve their practice. This also assisted us to create a whole school data document that tracks growth and consistency of teacher judgments.

We also participated in a School Improvement Partnership with Brunswick South PS and Brunswick North West PS to build teacher practice through Coaching and Peer Observation. This involved a team from each school completing the Growth Coaching Course and implementing a coaching model across all three schools that focused on identifying opportunities for building practice excellence. This team then shared the work with the remaining teaching staff and provided opportunities for all teachers build their knowledge and to observe and provide feedback to colleagues. This was an invaluable experience and assisted with the implementation of a consistent instructional model that was supportive to student learning.

Our second focus was on Community Engagement in Learning: Global Citizenship. This aimed to develop students' knowledge, skills, attitudes, values and competencies and to deepen students understanding of the world and their place in it. We introduced our new school values of curiosity, collaboration, citizenship, character and caring, that had come out of our school review at the end of 2018. This provided many opportunities to build a common understanding of citizenship and of the many ways we could all demonstrate that we were global citizens. It also included providing a safe and inclusive environment that is appropriate for all forms of identity such as gender, race, culture and religion. We also audited and aligned the elements of Global Citizenship in our 2019/20 Investigations Scope and Sequence through identifying global perspectives, designing activities for authentic active citizenship and providing opportunities for students to be involved in community activities such as Clean Up Australia and Aged Care programs. As each Investigation was planned and implemented students were included and global perspectives were included. This meant students were actively engaging with the Glenroy Community and were seeking opportunities to contribute in a positive and supportive way. Student forums communicated feedback, ideas and opinions through regular meetings with leadership. Junior School Council brainstormed and implemented options for participation in activities that address

global issues such as protecting our environment. The school app was utilised to engage the community in identified issues. The AToSS indicated a 99% positive response rate for Sense of Inclusion and a 97% positive response rate for Student Voice and Agency which was extremely pleasing.

Our third focus was Positive Climate for Learning: Health and Well-being. This is about creating a healthy school environment for staff, students and families through promoting supportive physical and social environments and through partnerships with parents, community organisations and specialist services. In order to do this we developed the area of student voice, agency and leadership through termly student forums with the Principal, students participating in term planning with teachers, utilising student questions to drive investigations and creating documentation posters that showcased student engagement and voice in all curriculum areas. We provided opportunities for leadership roles ensuring that there was a diverse range of student backgrounds and not just those that are high achievers. All Year 6 students participated in the GRIP conference to build their understanding of what it means to be a leader.

We worked with teachers to strengthen their capacity in this area by providing professional development on 'Social and Emotional Capacity' linked to the school's behaviour management policy with a focus on building relationships with students. We also supported staff to develop and implement weekly student personal development programs that focused on the specific cohorts of students and their needs. We utilised outside agencies such as Body Safe Australia, Care in Mind and SSSO services to provide support for groups and individuals as well as parents in the area of well-being. The Respectful Relationship Action Plan was implemented across all learning areas to support belonging and connectedness. Students in Years 3 to 6 participated in the Youth Resilience Survey, the PAT SEW Survey and the AToSS (4-6) to establish specific cohort data and feed information into tailored programs.

Our targets included sustaining 90% or above in the 'Sense of connectedness' for the Attitudes to School Survey Years 4-6., clearly achieved at 98%; sustaining 90% or above in the 'General satisfaction with the school' for the Parent Opinion Survey also achieved at 90%.

Achievement

Over 2019 we utilised a number of strategies and assessments to ascertain our progress towards the set targets. We set three targets to assist us to measure student achievement in the area of writing. Our first 12 month target from our AIP 'To increase the number of students working above the expected level (Victorian Curriculum) in writing from F-6 from 15% in 2018 to 18% in 2019' was achieved with 24% of students judged as working above level.

Our second 12 month target from our AIP 'To increase the percentage of Year 5 students assessed in the top two NAPLAN bands in writing from 6% in 2018 to 8% in 2019' was achieved with 12% of students achieving top two bands.

Our third 12 month target from our AIP 'To reduce the disparity in NAPLAN writing bands to Semester 1 teacher judgments from 42% to 37% was achieved with only a 21% disparity indicated.

The clear achievement of all three of our writing goals has been very encouraging and is an indication of the improvement of teacher knowledge and skills as well as improvement in student outcomes.

We achieved this by spending time building our knowledge of the writing process, participating in the Cumulative Writing Project with an outside expert from UNSW, collaboratively moderating student work, developing student writing portfolios, setting individual learning goals and providing specific feedback to students on how to improve their work, explicit teaching using worked examples and shared inquiry topic texts as well as Peer Observations and feedback to colleagues on effective teaching practices.

Our Teacher Judgement of student achievement data indicated that we are 'above' our similar schools in both English

and Mathematics. This is supported by the NAPLAN data. Our overall NAPLAN data for 2019 indicates that we are in the 'above' group for comparative schools across all NAPLAN areas in both Year 3 and Year 5 including the 4 year average. The Learning Gain from Year 3 to Year 5 indicates in Reading 49% of students had medium growth and 34% had high growth; in Numeracy 43% of students had medium growth and 34% had high growth; in Spelling 41% had medium growth and 56% had high growth; in Grammar and Punctuation 47% had medium growth and 50% had high growth. This is a fantastic effort and clearly exceeds the average at 25% low, 50% medium and 25% high. The medium gain of 47% and high gain of 24% in writing is slightly lower than the state average and indicates we will need to continue our focus on writing even though we had many pleasing results in this area.

Our PSD students have made some amazing gains with all students continuing to build on their skills and requiring regular resetting of their ABLES goals throughout the year to continue their progression through their individual learning journey. The feedback from families of these students has been encouraging and positive and assessments indicate they have all continued to achieve. By utilising aide support, the speech therapist and specific program development they have had extensive targeted support.

For the future we will continue to build on teacher practice through a specific professional learning program as well as focusing on the work of our Collaborative Teaching Teams and PLCs. We will work on the development of specific cycles for different writing text types in a continuum based on language features and also develop specific moderation practices and guidelines that will assist teachers to measure the student growth more specifically. We will also continue to build our links between reading and writing specifically in the area of our Investigations topics.

As always we will continue to review our work across the curriculum and the impact on different year levels and continue to adapt and modify to ensure a developmental continuum particularly focused on the transition between Year 2 and Year 3 when students move from the Junior Learning Community to the Senior Learning Community.

Engagement

Student attendance, a major indicator of student engagement has continued to be a priority. It is always high on the agenda of the school with the understanding that there are a range of reasons that a student's attendance may be low. We focus on ensuring the programs delivered are specific to the needs of students and are engaging and supportive of student growth. An Attendance Committee met every fortnight to work on ways to promote Attendance and Punctuality and to monitor attendance. The average number of days absent per student has continued to fall in 2019 with the average days absent at 13.6. This is below our four year average of 14.8 and well below the state average of 16.3 and the similar schools average of 18. The number of unapproved and unexplained absences has also continued to drop across every year level due to a rigorous system of follow-up and support. This included daily parent contact to discuss reason for absences and to reduce unexplained absences. These have all been recorded utilising Accelerus. The Attendance Committee which includes both Principal Class Officers, the Primary Welfare Officer and a representative from each Learning Community Team discussed ways on promoting these important issues within our school community. The Welfare Team followed up the attendance of vulnerable students and worked with families to support attendance improvement. An Attendance Cup for Year Levels was also introduced with weekly updates given at assembly. Term individual wrist bands are also given out in recognition of students with excellent attendance.

The Attitudes to School survey, including Years 4 to 6, indicates students feel very connected to the school (positive response of 98%), they feel they have agency and a voice (positive response 97%) and that they feel socially included (positive response 99%). Their overall attitude to attendance indicated 100% positive response which is fantastic. The Parent Opinion Survey indicates a positive response rate of 93% for the area of School Connectedness.

As part of the engagement of our parents, we provided a number of opportunities for them to participate in curriculum-based events such as literacy, numeracy, information technology and science.

The percentage of students with 20 or more days absent remained at 23% which is well below the similar schools percentage of 32%. Our campaign of Every Day Counts - making daily contact with families of absent students and using our welfare staff to support at risk families is gradually making a difference and we are very proud of the positive response from students and families to the staff work in this area.

Wellbeing

In 2019 we introduced our new school values of the 5Cs - Curiosity, Collaboration, Citizenship, Character and Caring. Our focus in this area was built around the social and emotional well-being of our students and their understanding of how we can use our values to ensure our learning environment is respectful, inclusive and embraces the diversity of our community. We utilised the values to broaden students' voice and agency across the school and explored ways for students to show their leadership skills in a range of ways. The personal development programs were tailored for each specific cohort and utilised the data from surveys such as the Youth Resilience Survey and SEW-PAT survey (Social and Emotional Well-being assessment). These programs worked on social skills, attitudes and behaviour and assisted students to focus more successfully on learning and improving their outcomes. Our Respectful Relationships Action Plan was also enacted.

The Attitudes to School Survey results for 2019 indicate that the students of Glenroy Central are highly connected to school, motivated and engaged in their learning with all results coming out in the fourth quartile.

We achieved 98.4 for Sense of Connectedness and 98.7 for Management of Bullying putting us at above similar schools in both these areas.

The statements below from the survey list the percentage of positive responses indicating a high level of well-being among our students.

School connectedness

I feel proud about being a student at this school 98%

I like this school 99%

I am happy to be at this school 99%

I feel like I belong at this school 99%

Management of Bullying

I feel safe at this school 100%

This school deals fairly with bullying problems 97%

I know where to get help if I feel bullied 99%

Financial performance and position

Over 2019, a substantial financial commitment was the construction of a new playground, refurbishment of the junior school playground area and sandpit and a new staff car park that accommodates both school and kindergarten staff and increased the parking availability for parents around the school.

We received substantial equity funding, allowing us to ensure a Leading Teacher for our Junior and Senior Learning Communities who lead, coach and mentor the Collaborative Teaching Teams to consistently build excellence in Teaching and Learning clearly reflected in our excellent results. We also utilised this funding for support in a range of areas including low teacher/student ratios in Learning Communities, EAL, Library support, IT and Speech Therapy. We were able to resource all programs to a high standard and provide the best education possible for all of our students.

We also received a Commonwealth Grant through the School Chaplaincy Program which allowed our students to have access to social and emotional support as part of our welfare program. This support is essential to ensure that all students can achieve their best.




For more detailed information regarding our school please visit our website at
www.glenroycentralps.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 273 students were enrolled at this school in 2019, 128 female and 145 male.

73 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).







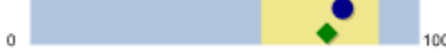

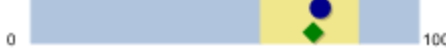




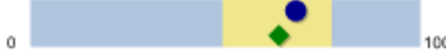


Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



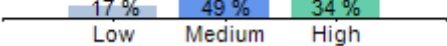
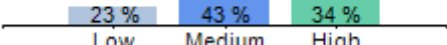
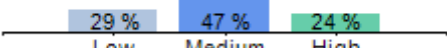
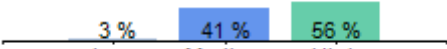
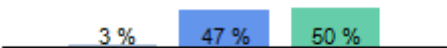
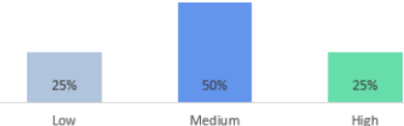
Performance Summary

| <div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools:  </div> <div> <div>Key:</div> <div> Similar School Comparison  Above  Similar  Below </div> </div> </div> | | |
|--|---|---|
| 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>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 |
| NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6. | Results: Reading  | Above  |
| | Results: Reading (4-year average)  | |
| | Results: Numeracy  | |
| | Results: Numeracy (4-year average)  | |
| NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8. | Results: Reading  | Above  |
| | Results: Reading (4-year average)  | |
| | Results: Numeracy  | |
| | Results: Numeracy (4-year average)  | |




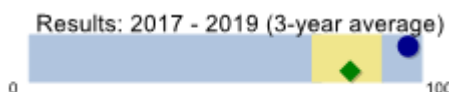
Performance Summary

| Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ | | Key: Similar School Comparison: ● Above ● Similar ● Below | |
|---|--|---|--|
| Results for this school: ● Median of all Victorian Government Primary Schools: ◆ | | | |
| Achievement | Student Outcomes | Similar School Comparison | |
| NAPLAN Learning Gain Year 3 - Year 5 | | | |
| Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. | | | |
| 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'. | | | |
| | Reading | | |
| |  | | |
| | Numeracy | | |
| |  | | |
| | Writing | | |
| |  | | |
| | Spelling | | |
| |  | | |
| | Grammar and Punctuation | | |
| |  | | |
| | | <p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p> | |

Performance Summary

| Key: Range of results for the middle 60% of Victorian Government Primary Schools:  | | Key: Similar School Comparison  Above  Similar  Below | | | | | | | | | | | | | | | |
|--|---|---|------|------|------|------|-----|-----|-----|------|------|------|------|------|------|------|--|
| Results for this school:  Median of all Victorian Government Primary Schools:  | | | | | | | | | | | | | | | | | |
| 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><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>93 %</td><td>93 %</td><td>93 %</td><td>93 %</td><td>95 %</td><td>92 %</td><td>94 %</td></tr></table> | | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 93 % | 93 % | 93 % | 93 % | 95 % | 92 % | 94 % | <p>Similar school comparison not available</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | | |
| 93 % | 93 % | 93 % | 93 % | 95 % | 92 % | 94 % | | | | | | | | | | | |

Performance Summary

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,944,842 |
| Government Provided DET Grants | \$671,423 |
| Revenue Other | \$8,981 |
| Locally Raised Funds | \$22,762 |
| Total Operating Revenue | \$3,648,008 |

| Equity ¹ | |
|------------------------------|------------------|
| Equity (Social Disadvantage) | \$629,386 |
| Equity Total | \$629,386 |

| Expenditure | |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,790,346 |
| Books & Publications | \$20,552 |
| Communication Costs | \$7,886 |
| Consumables | \$172,725 |
| Miscellaneous Expense ³ | \$126,013 |
| Professional Development | \$7,995 |
| Property and Equipment Services | \$162,372 |
| Salaries & Allowances ⁴ | \$19,038 |
| Trading & Fundraising | \$27,323 |
| Utilities | \$27,332 |
| Total Operating Expenditure | \$3,361,581 |
| Net Operating Surplus/-Deficit | \$286,427 |
| Asset Acquisitions | \$139,574 |

Financial Position as at 31 December, 2019

| Funds Available | Actual |
|-------------------------------|-----------------|
| High Yield Investment Account | \$28,402 |
| Official Account | \$13,709 |
| Total Funds Available | \$42,111 |

| Financial Commitments | |
|------------------------------------|-----------------|
| Operating Reserve | \$42,111 |
| Other Recurrent Expenditure | \$308 |
| School Based Programs | \$41,804 |
| Total Financial Commitments | \$84,222 |

(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)

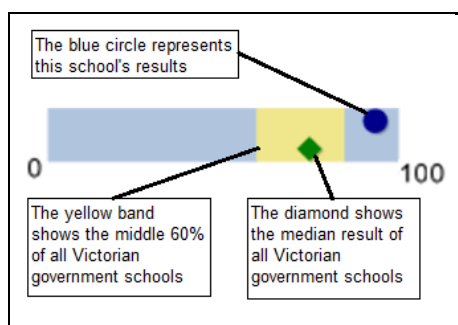
Engagement

- 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).

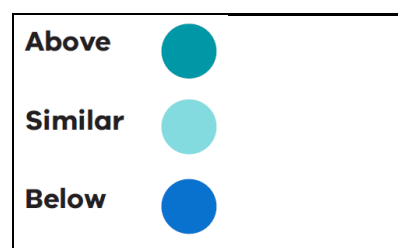


What does *School Comparison* refer to?

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').