2019 Annual Report to The School Community

THE EDUCATION STATE

School Name: Mount Eliza North Primary School (5140)

- 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 11 March 2020 at 10:31 AM by Julie O'Brien (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 17 March 2020 at 02:06 PM by Tony Walker (School Council President)

VICTORIA State Government | Education and Training

About Our School

School context

Mount Eliza North Primary School strives to create a community of learners who are empowered to inquire, achieve and contribute to the world around them.

Mount Eliza North Primary School, an accredited International Baccalaureate Primary Years Program school (IB PYP), is situated on a large tract of hilly land bordered by an extensive nature reserve. It is located in the Mornington Peninsula suburb of Mount Eliza, 5 kilometres from Frankston and 45 kilometres from the centre of Melbourne. The school was opened in November 1979 and was built to an architecturally designed plan incorporating many open plan learning spaces. Thirteen state of the art portable classrooms have been installed to cater for the student population. The school is currently capped at 650 students with the majority of families residing within the neighbourhood boundary.

The playground provides extensive areas for students in a unique, rural setting whilst the vast grounds provide ample provision for outdoor activities and Physical Education. The playgrounds include an oval, synthetic turf soccer pitch and games area, an outdoor basketball/netball court, additional asphalt areas and purpose built play equipment for each sub school. The school has a full size gymnasium with adjoining music/band room complex.

The IB PYP develops active global citizens. Our school community values knowledge that is relevant and significant. We develop skills which enable students to become lifelong learners with positive attitudes towards learning. The IB program provides a concept driven, inquiry based framework for teaching and learning which allows for every child to maximize their learning potential.

At Mount Eliza North Primary School, classroom organisational structures allows teachers to meet the individual needs of the children. We teach to the developmental stage of the child, not the chronological age of the child. This belief is supported through the practices of the teachers, programs and initiatives and the multiage structure (P-2).

At Mount Eliza North Primary School, we are committed to continuous improvement and excellence in teaching and learning. Students learn in an engaging environment where we develop inquiring, knowledgeable, caring young people. Students acquire knowledge and apply understanding through high quality programs as well as extensive specialist classes including Physical and Outdoor Education, PMP, Performing and Visual Arts, Language Other Than English (LOTE) program and Library. Our students are also able to access instructional lessons for instruments such as flute, clarinet, trumpet, saxophone, drums, guitar, violin, keyboard and singing.

Learning Technologies are a key component of all education programs in the school. Each classroom has its own computers with all classes networked and linked to the Intranet and Internet. The school also has net books and iPads available for classroom use, one device between two students. Year 3 to 6 classes have large screens in their classrooms and all Junior School classrooms have large interactive screens.

An extensive student leadership program is provided to promote nurturing and development of organisation, initiative, confidence and responsibility in our students. A proactive Student Representative Council has 2 representatives from each grade who are led by our Year 6 Student Representative Council leaders.

There is a strong partnership between parents and staff with a high level of parent participation including: school council, classroom helpers, student mentoring, excursions, the camping program, fundraising and social activities.

At Mount Eliza North Primary School, we have a Principal and 2 Assistant Principals. The first Assistant Principal is responsible for Wellbeing, School Organization and Facilities while the second is responsible for IB / Curriculum Coordination. Our support staff includes 3 office staff, a first aid officer and 3 integration aides. The school staff has a range of experience, from graduates to highly experienced classroom and specialist teachers. All staff are enthusiastic, supportive, willing to embrace change and prepared to take on additional responsibilities.

To support our students through their transition to and from primary school, the school has developed excellent

relationship with Walkers Road Kindergarten, Mount Eliza Secondary College and other local schools and kindergartens.

Framework for Improving Student Outcomes (FISO)

Using the FISO model, Mount Eliza North Primary School identified improvement Priorities, Initiatives and Key Improvement Strategies.
Goal 1: To continue to improve student achievement levels and learning growth in all curriculum areas with a particular focus on literacy.

Improvement Priority: Building Practice Excellence
Key Improvement Strategy 1; Use multiple sources of data and evidence inform professional learning, curriculum and planning.

Teacher Judgement data indicates the following outcomes for students At or Above Expected Level:
Reading and Viewing 98%   Measurement and Geometry 98%
Speaking and Listening 99%   Number and Algebra   98%
Writing 97%   Statistics and Probability   98%

The leadership team believe that we met Goal 1 using this key improvement strategy for a number of reasons. In 2019 we strategically scheduled staff professional learning and meetings around improving staff data literacy. Peer Observations and Learning Walks were implemented with a focus on key HITS and the Mount Eliza North Primary Schools pedagogical approach to teaching and learning to support a consistent whole school approach. Professional Learning Teams were established to research best practice and conduct staff professional learning.

Key Improvement Strategy 2: Enhance tracking and monitoring of individual students and sub-groups to more effectively personalise learning and differentiate the curriculum.
The leadership team believe that this improvement strategy supported the school to achieve Goal 1.
The school schedule reflects dedicated time for staff to analyse class, cohort and whole school data in POD, sub school and whole staff meetings. Staff trialled and utilised a Reading and Number Data tracking template to more closely align teacher judgements with external data sets. This year the Literacy Intervention team was established to build teacher capacity to meet the diverse needs of all learners.

Goal 2: Develop highly motivated, creative and adaptive students who have a sophisticated understanding of global issues, have the capacity to become future global citizens and can contribute to and benefit from a stimulating learning environment.

Improvement Initiatives: Empowering students and building school pride
Key Improvement Strategy 1: Enhance structures and processes within the curriculum planning and instructional model that enable students to further develop student voice, agency and leadership.

The leadership team believe that we have partially met goal 2 using this key improvement strategy. Student voice, agency and leadership was a focus for the school in 2019, with a Professional Learning Team established to reflect on current practices. This team explored DET resources and international research and developed an action plan to embed student voice, agency and leadership into all learning programs across the school. Staff participated in 2 curriculum days which focused on Authentic Inquiry with an internationally renowned author and presenter. The school trialled the use of a student feedback program 'Survey My Class' where students were given an opportunity to provide feedback their teacher. All Student Survey data targets were met.

Key Improvement Strategy 2: Continue to enhance the school's inquiry approach with a focus on international mindedness and global citizenship
The leadership team believe this strategy has assisted the school to partially meet goal 2. The school strategically

employed consultants to build staffs understanding and application of authentic inquiry utilising the whole school instructional model. Curriculum and planning documentation reflect opportunities for student voice and agency in their learning. IB planners reflect connections to local, national and global issues.

The IB Principles into Practices were implemented in 2019.The PYP coordinator conducted professional learning in the IB Principles into Practice with all staff. This resource has a strong focus on the Learner, Learning and Teaching and the Learning Environment. Student Voice, Agency & Leadership is a strong thread that runs throughout each of these pillars.

Achievement

Mount Eliza North Primary School continues to be extremely proud of its achievements in student learning. In English and Mathematics over 97% of students in all year levels are achieving at or above expected Victorian Curriculum standards. Our Year 3 and 5 NAPLAN results consistently indicate students performed well above the state median in all areas tested. The percentage of students achieving in the top 2 bands well exceeds the state median with 83% in Year 3 Reading, 63% in Year 3 Numeracy, 52% in Year 5 Reading and 37% in Year 5 Numeracy. An average of 82% of our students achieved medium to high learning gains in all NAPLAN areas between sitting NAPLAN in Year 3 2017 and Year 5 2019.

Developing strong foundation skills in literacy and numeracy remain a focus for our junior school students. Through the strategic allocation of resources, the school employs a speech therapist to target prep students through a Phonemic Awareness Program, and to provide professional learning and support to staff. The school also employs a full time Literacy Intervention teacher to support students and staff across the school.

The development of teacher instructional practice, through the leadership of the Instructional Practice Assistant Principal continues to lead to improved student learning outcomes. In 2019 staff Professional Learning included curriculum days working with an Educational Consultant– Inquiry learning and Building a Collaborative School Culture. These days supported the staff in their understanding of the importance of having a growth mindset in teaching and learning. The work allowed staff to explore this concept in relation to student learning and their own professional practice. As part of the performance and development process staff again undertook action research projects to enhance their professional knowledge and practice to improve student learning outcomes. Staff focused on areas such as guided reading, the writing process, student agency, and the use of rubrics to support student ownership in the learning process.

Our Peer Observation processes were reviewed and revised in accordance with the newly released DET resources. The Approaches to Teaching and Learning PLT provided professional learning in relation to peer observation and in consultation with staff developed new peer observation practices which focus on the High Impact Teaching Strategies (HITS).

Another major focus in our professional development has been the introduction and implementation of the SMART Spelling approach. All staff committed several hours of learning and have implemented the program in their classrooms. The school employed a speech therapist to supported staff by completing peer observations, consulting with individual staff and providing feedback to groups of staff. Another major focus was developing our teachers' knowledge of David Kilpatrick's work on orthographic mapping and the importance of phonemic awareness.

Staff continue to work, plan and moderate in teams, which leads to a consistent approach to instruction. This work has been further enhanced through the strategic allocation and whole school implementation of the teacher tool kits which contain key resources which support teaching and learning at Mount Eliza North Primary School. The school uses Essential Assessment to identify student learning needs and growth in mathematics, and utilises Sentral to track and monitor student learning.

In 2019 a number of the staff attended a 3 day International Baccalaureate conference. The Instructional Practice Assistant Principal/ IB Coordinator, sub-school leaders and sub-school representatives conducted a review and refined the whole school Program of Inquiry to ensure that it aligned with the Victorian Curriculum and met the learning needs

of our students.

Engagement

The average days of student absences is similar to the median of all Victorian Government Primary schools. Student absences at Mount Eliza North Primary School in 2019 can be attributed to illness, parent choice (unauthorized – usually sporting commitments) and the fact that many families take extended or overseas holidays during school time. Recording of absences using the Sentral platform and a formalized process for late arrivals, early leavers and school visitors has parents taking greater responsibility for their child's attendance. Student attendance data is shared with parents twice a year on Student Reports. Students with absenteeism concerns receive regular correspondence to alert families and in extreme cases, Student Support Group Meetings are held to address particular concerns. Information regarding the importance of students attending school daily is included in the school newsletter on a regular basis. The 2019 Student Attitude to School Survey data indicated that 95% of students have a positive attitude to attendance. The 2019 Performance Summary data indicates our students Sense of Connectedness to School at 90% was higher than the median of all Victorian Government Primary Schools, 86% of staff were positive about the School Climate while Parent Satisfaction was at 93%. Community Engagement in Learning and Student Connectedness to school will continue to be a focus of us in the future.
The Student Representative Council continues to play a major role in student engagement and to give our students voice across the school. The actions of the SRC are purposeful and authentic and include whole school cross-age special events such as: Footy Fun Day, school parades, whole school picnic, charity fund raising and sporting events. These events further promote student engagement with their peers across the school and greater connectedness to school.

School initiated programs provide opportunities for our students to be engaged in non-academic yet challenging activities. These include before school cross-country training, tennis and basketball clincs through Sporting Schools and lunchtime programs led by our PE specialist such as basketball and soccer competitions. Teachers and Year 6 students led lunchtime activities such as the HORIZONS program and athletics skill development sessions. Year 5 Play Leaders were introduced in 2019 to support younger students play during lunchtime. Students can borrow play equipment such as games, cars, balls, chalk, books etc from the Developmental Play Shed during lunchtime. The Instrumental Music program continues to engage a large number of students across the school. Kelly Sports conducted 2 after school sessions for students in year P – 3 and Team Holiday continued to conduct their holiday program on site.

Throughout 2019, Parent Information sessions were conducted by staff after school hours to further enhance community engagement in learning. These included sub school information sessions, THRASS, Cued Articulation, PYP and Exhibition and literacy and numeracy sessions.

At Mount Eliza North Primary School, we continue to strive to provide our learning community with a stimulating, safe and nurturing environment where excellence in teaching and learning is at the core of what we do.

Wellbeing

At Mount Eliza North Primary School we have a well-defined whole school approach to Student Wellbeing. Our data indicates that 93% of our students have a sense of inclusion and an improve connectedness to school. This is due to our excellent processes and policies concerning wellbeing. Our highly effective and experienced Wellbeing team meet regularly with our Key Contact Student Support Officer to support Student Wellbeing and to provide professional learning and support to our staff. The Wellbeing Team and staff use a variety of data to monitor student performance and to closely track and support our 'Students At Risk'.

At Mount Eliza North Primary School we continue to implement an effective Behaviour Management Plan. Staff and students have a common understanding of the processes and high expectations of student behaviour. Its key features include commonality of language, classroom and yard behaviour management processes, an Indoor Play area, building relationships, behaviour strategies and school-based positive recognition initiatives. The plan focuses on

developing essential agreements between staff and students to ensure all stake holders feel safe, confident and respected in the school setting. During the oval redevelopment we have modified this plan to ensure there are a variety of areas to play in. A new initiative, the Restorative Group Chat (RCG), has been implemented to help guide our students and help them reflect after yard incidents.

2019 saw the implementation of the Play Leaders. Over 30 Year 5 students applied and participated in a training day where they learnt many new games, how to resolve conflict and how the process worked. Play leaders work in pairs, wearing green vests, to facilitate games with a range of students. The play leaders promote cooperation, inclusivity and fun!

Mount Eliza North Primary School is an accredited eSmart school. As an eSmart school the smart, safe and responsible use of information and communication technology is a cultural norm and expectation here at Mount Eliza North Primary School. Our students, teachers and the wider school community are equipped to embrace the best these technologies can offer while being savvy about the pitfalls.

In 2019 we continued to utilise resources from The Resilience Project including the use of the Resilience journals. Our Year 5 and 6 students completed the Resilience survey again at the end of Term 1 2019 to provide us with feedback about our growth in this area. Building resilience through practising gratitude, empathy and mindfulness is a school-wide priority.

2019 saw the continued implementation of the Mount Eliza North Primary School's Koori Policy in line with the state's Marrung Initiative. The policy outlines our commitment to several actions including all Koorie students having a Personal Learning Plan, Koorie links being made to the curriculum and units of inquiry and attendance data for Koori students being tracked using Sentral. In early 2020 all staff participated in the CUST (Cultural Understanding and Safety Training) to support our commitment to the initiative.
Respectful Relationships has become our priority as it is mandated that all schools offer this program as part of the Victorian Curriculum. Wellbeing leaders have attended professional development and teacher training, parent information session and student support will be introduced throughout 2020.

Financial performance and position

The Finance Performance and Position document demonstrates strong financial management processes and procedures within the school administration. The annual net operating surplus was $256,159. All locally raised funds from the annual Art and Design show and PFA were allocated to improve the school grounds and playground equipment. In 2019 the School Council have set aside locally raised funds to finance the School Oval redevelopment program. This major project began in April 2019 and is due for completion in April 2020. Through the strategic allocation of equity funding, the school employs a speech therapist to target prep students through a Phonemic Awareness Program, and to provide professional learning and support to staff. Inclusion funding was directed towards staff professional development, consultation with allied health workers and to purchase sensory items for all learning spaces. Teacher Professional Practice days funded from the state government continue to be highly valued by all teaching staff.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 642 students were enrolled at this school in 2019, 299 female and 343 male.

2 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	85.1	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	85.8	79.5	68.5	87.9

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary year levels.*

"Similar School Comparison" is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are 'Similar', 'Above' or 'Below' relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

• English

• Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	**Percent**	**Percent**	**Percent**	**Percent**	
English	98.1	89.7	81.7	95.0	Above
Mathematics	98.0	90.3	81.8	95.8	Above

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (latest year)	94.1	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	94.2	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	87.0	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	69.7	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (4 year average)	88.0	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	84.7	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	84.5	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	77.5	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	11.3	55.7	33.0
Numeracy	13.5	64.6	21.9
Writing	24.0	51.0	25.0
Spelling	29.2	56.3	14.6
Grammar and Punctuation	14.6	60.4	25.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.7	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	14.4	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	93	94	92	93	92	91

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	90.2	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	88.6	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	88.5	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	87.0	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	$4,510,240
Government Provided DET Grants	$557,258
Government Grants Commonwealth	$5,020
Government Grants State	$0
Revenue Other	$54,867
Locally Raised Funds	$829,030
Capital Grants	$0
Total Operating Revenue	$5,956,415

Equity [1]	Actual
Equity (Social Disadvantage)	$10,214
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	$10,214

Expenditure	Actual
Student Resource Package [2]	$4,436,354
Adjustments	$0
Books & Publications	$10,085
Communication Costs	$7,760
Consumables	$153,813
Miscellaneous Expense [3]	$366,979
Professional Development	$27,817
Property and Equipment Services	$258,948
Salaries & Allowances [4]	$296,803
Trading & Fundraising	$89,635
Travel & Subsistence	$1,187
Utilities	$50,875
Total Operating Expenditure	$5,700,256
Net Operating Surplus/-Deficit	$256,159
Asset Acquisitions	$89,324

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$724,187
Official Account	$2,869
Other Accounts	$0
Total Funds Available	$727,055

Financial Commitments	Actual
Operating Reserve	$193,579
Other Recurrent Expenditure	$554
Provision Accounts	$0
Funds Received in Advance	$219,670
School Based Programs	$2,391
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$348,300
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$764,494

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
    - 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) factors:
    - 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 *SIMILAR SCHOOL COMPARISON* REFER TO?

The Similar 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 '*NP*' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').