

# 2019 Annual Report to The School Community



School Name: Yackandandah Primary School (1103)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 17 April 2020 at 09:49 AM by Michael Edwards (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 29 October 2020 at 08:38 PM by Jane Dowsley (School Council President)

## About Our School

### School context

Yackandandah Primary School is situated in North-East Victoria between Beechworth and Wodonga and approximately 300km from Melbourne. It serves a community within a 20km radius from which the students are bussed or driven. The school had an enrolment of 177 students at the beginning of 2019, growing to over 180 by the end of the year. Our Student Family Occupation Education figure was below .20 in 2019. We aim to provide a calm, safe learning environment and endeavour to embed the values of being fair, being respectful and being learners into all we do. Yackandandah Primary School has a strong presence in the local community – including organizing elements of the Yackandandah Folk Festival, Yackandandah Billy Cart race and involvement with local sporting and arts organisations. In 2019 there was a principal, six full-time teaching staff and seven part-time teaching staff. The school runs a before school, after school and vacation care program. It is also responsible for the local Kindergarten. The school is committed to maintaining its role as an active part of the local community and reflecting the local community values of participation and openness.

### Framework for Improving Student Outcomes (FISO)

Throughout the 2019 school year, our school focussed heavily on the FISO area of Building Practice Excellence. Specifically, staff concentrated on reviewing and updating our Writing pedagogical and instructional model. This included documenting current practice, engaging in professional development and comparing our practice with other examples. We considered how high impact teaching strategies are employed in our classrooms and how we are assessing the learning of our students. Excellent progress was made and a revised teaching and learning model has been documented. Consistency in writing instruction across the school is evident in observed practice. Another area we focussed on was developing the Professional Learning Communities (PLC) model for improving student outcomes. Professional Development was undertaken and PLC activities were initiated in the second half of the year with successful outcomes.

### Achievement

Student achievement in 2019 was strong, significantly above the state average - as measured by NAPLAN in Spelling, Reading, Numeracy, Grammar & Punctuation. The area we wish to continue to focus upon is Writing as this area of the curriculum is where there is most room for improvement. This is reflected in our 2020 Annual Implementation Plan. Of particular note is the benchmark growth in Numeracy as this reflects our previous year's (2018) focus on improving Numeracy instruction and the strategies implemented since then. Our above benchmark growth in NAPLAN numeracy in 2019 was 55% compared with the state average of 23%. Our benchmark growth in writing, however, was slightly below state averages, hence our ongoing focus on improving writing instruction into 2020. Our above benchmark growth in all other areas was significantly above state averages.

### Engagement

During our work redesigning the Writing Instructional model we have been considering how to empower students to be more engaged with and proactive with their learning - not just in writing but across the curriculum. This includes looking at how feedback in writing can be used and how students can take a greater role in working towards and setting learning goals. This attitude can easily cross over all subject areas and will continue to be a focus on 2020. The aim of developing goal setting is to develop a greater sense of self-efficacy among our students. Student absences in 2019 did not indicate any systemic engagement issues. We reviewed how absences were coded through our CASES-21 system to ensure we have access to accurate absence data. Student absences are being followed up more promptly to address any issues around individuals with attendance concerns.

### Wellbeing

We continue to drive our student wellbeing focus through the Social & Emotional Learning (SEL) program. This includes a weekly, cross-age lesson focusing on school values and various areas of student wellbeing. We have codified our SEL program and aligned it with the Victorian Curriculum outcomes in the Ethical Capability and Personal/Social capability section of the curriculum. Our parent led Health & Wellbeing Team has continued to work towards full certification in the Healthy Achievement Program. Towards the end of 2019 Yackandandah Primary School has committed to engaging with the Respectful Relationships program. This will be implemented over the 2020 year in conjunction with our SEL program.

### **Financial performance and position**

It is important to note that the financial statement within this report includes funds belonging to Yackandandah Kindergarten (\$89766.94). We are unable to separate out the Kindergarten funds in this statement due to State Government expectations. Despite this, the school still carried an operating surplus forward. This is due to some unexpected funds being made available for specific purposes e.g. maintenance funds, bushfire mitigation funds and not spending all budgeted amounts in all areas. Our school received minimal equity funding (also known as Gonski funding) due to the socio-economic status and other factors in our school community. The money we did receive in this regard was used to fund special needs support for children in the early years. The school has also used some bushfire mitigation funding to reduce potential fire risks. Toward the end of the year, the school received funding to furnish the new Mod-5 relocatable classrooms that were installed in December. This money was spent to ensure the classrooms had adequate furniture and fittings.




**For more detailed information regarding our school please visit our website at**  
<https://www.yackaps.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 177 students were enrolled at this school in 2019, 88 female and 89 male.

0 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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





#### School Staff Survey

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













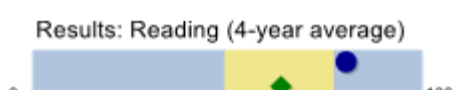




Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

| Achievement   | Student Outcomes   | Similar School Comparison  |
|---|--|--|
| <p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="color: yellow;">■</span><br/>           Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p>  | <p><b>Key:</b> Similar School Comparison<br/> <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p>Above <span style="color: teal;">●</span></p> <p>Above <span style="color: teal;">●</span></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><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>   | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <p>Above </p> <p>Above </p> |   |   |

## Performance Summary

| Achievement  | Student Outcomes   | Similar School Comparison |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
|--|--|---------------------------|------------|-----|-----|--------|-----|------|-----|----------|------------|-----|-----|--------|-----|------|-----|----------|------------|-----|-----|--------|-----|------|-----|----------|------------|-----|-----|--------|-----|------|-----|----------|------------|-----|----|--------|-----|------|-----|---|----------|------------|-----|-----|--------|-----|------|-----|
| <p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <p><b>Reading</b></p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>26%</td></tr> <tr><td>Medium</td><td>32%</td></tr> <tr><td>High</td><td>42%</td></tr> </table> <p><b>Numeracy</b></p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>20%</td></tr> <tr><td>Medium</td><td>25%</td></tr> <tr><td>High</td><td>55%</td></tr> </table> <p><b>Writing</b></p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>15%</td></tr> <tr><td>Medium</td><td>65%</td></tr> <tr><td>High</td><td>20%</td></tr> </table> <p><b>Spelling</b></p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>15%</td></tr> <tr><td>Medium</td><td>55%</td></tr> <tr><td>High</td><td>30%</td></tr> </table> <p><b>Grammar and Punctuation</b></p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>5%</td></tr> <tr><td>Medium</td><td>55%</td></tr> <tr><td>High</td><td>40%</td></tr> </table> | Category                  | Percentage | Low | 26% | Medium | 32% | High | 42% | Category | Percentage | Low | 20% | Medium | 25% | High | 55% | Category | Percentage | Low | 15% | Medium | 65% | High | 20% | Category | Percentage | Low | 15% | Medium | 55% | High | 30% | Category | Percentage | Low | 5% | Medium | 55% | High | 40% | <p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>25%</td></tr> </table> <p>Statewide Distribution of Learning Gain (all domains)</p> | Category | Percentage | Low | 25% | Medium | 50% | High | 25% |
| Category   | Percentage   |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Low  | 26%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Medium   | 32%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| High   | 42%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Category   | Percentage   |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Low  | 20%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Medium   | 25%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| High   | 55%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Category   | Percentage   |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Low  | 15%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Medium   | 65%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| High   | 20%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Category   | Percentage   |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Low  | 15%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Medium   | 55%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| High   | 30%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Category   | Percentage   |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Low  | 5%   |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Medium   | 55%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| High   | 40%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Category   | Percentage   |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Low  | 25%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| Medium   | 50%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |
| High   | 25%  |                           |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |     |        |     |      |     |          |            |     |    |        |     |      |     |   |          |            |     |     |        |     |      |     |

## 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><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b><br/>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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>  | <p>Above <span style="color: teal; font-size: 2em;">●</span></p> |      |      |      |      |     |     |      |      |      |      |      |      |      |  |
| <p><b>Average 2019 attendance rate by year level:</b></p>  | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table> | Prep   | Yr1  | Yr2  | Yr3  | Yr4  | Yr5 | Yr6 | 94 % | 93 % | 94 % | 94 % | 95 % | 94 % | 93 % | <p>Similar school comparison not available</p> |
| Prep   | Yr1  | Yr2  | Yr3  | Yr4  | Yr5  | Yr6  |     |     |      |      |      |      |      |      |      |  |
| 94 %   | 93 %   | 94 %   | 94 % | 95 % | 94 % | 93 % |     |     |      |      |      |      |      |      |      |  |



### 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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p> | <p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p> |
| <p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p> | <p>Above <span style="color: teal; font-size: 2em;">●</span></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<br>Summary for the year ending 31 December, 2019 |                    | Financial Position as at 31 December, 2019  |                  |
|--|--------------------|---|------------------|
| <b>Revenue</b>   | <b>Actual</b>      | <b>Funds Available</b>                      | <b>Actual</b>    |
| Student Resource Package   | \$1,335,116        | High Yield Investment Account               | \$237,835        |
| Government Provided DET Grants   | \$390,446          | Official Account                            | \$60,514         |
| Government Grants Commonwealth   | \$91,200           | <b>Total Funds Available</b>                | <b>\$298,350</b> |
| Revenue Other  | \$10,274           |   |                  |
| Locally Raised Funds   | \$361,730          |   |                  |
| <b>Total Operating Revenue</b>   | <b>\$2,188,767</b> |   |                  |
| <b>Equity<sup>1</sup></b>  |                    |   |                  |
| Equity (Social Disadvantage)   | \$5,000            |   |                  |
| <b>Equity Total</b>  | <b>\$5,000</b>     |   |                  |
| <b>Expenditure</b>   |                    | <b>Financial Commitments</b>                |                  |
| Student Resource Package <sup>2</sup>  | \$1,280,314        | Operating Reserve                           | \$119,442        |
| Books & Publications   | \$1,687            | Other Recurrent Expenditure                 | \$3,154          |
| Communication Costs  | \$2,001            | Provision Accounts                          | \$338            |
| Consumables  | \$46,929           | School Based Programs                       | \$46,492         |
| Miscellaneous Expense <sup>3</sup>   | \$78,125           | Funds for Committees/Shared Arrangements    | \$89,767         |
| Professional Development   | \$6,327            | Maintenance - Buildings/Grounds < 12 months | \$28,502         |
| Property and Equipment Services  | \$135,781          | <b>Total Financial Commitments</b>          | <b>\$287,695</b> |
| Salaries & Allowances <sup>4</sup>   | \$399,712          |   |                  |
| Trading & Fundraising  | \$53,012           |   |                  |
| Travel & Subsistence   | \$377              |   |                  |
| Utilities  | \$21,691           |   |                  |
| <b>Total Operating Expenditure</b>   | <b>\$2,025,955</b> |   |                  |
| <b>Net Operating Surplus/-Deficit</b>  | <b>\$162,812</b>   |   |                  |
| <b>Asset Acquisitions</b>  | <b>\$900</b>       |   |                  |

- (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)

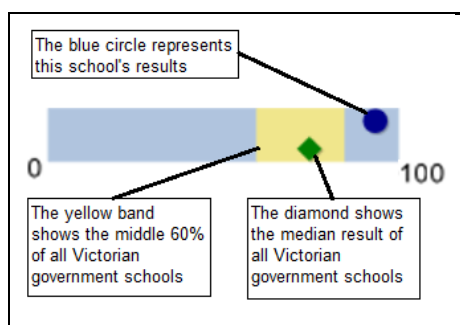
### Engagement

- 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).

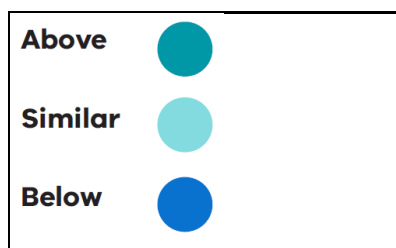


## What does *School Comparison* refer to?

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').