

# 2019 Annual Report to The School Community



**School Name: Boroondara Park Primary School (5288)**



- 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 13 March 2020 at 04:18 PM by Susanne Lowe (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 October 2020 at 03:29 PM by Greg Campbell (School Council President)

## About Our School

### School context

Boroondara Park Primary School prides itself on being the school where Care, Learn and Share are reflected in the core purpose, values and principles that are embedded across the school culture. As a local primary school, we are situated on expansive grounds serving families in North Balwyn. By the end of 2019 the school had a student population of 585 in 25 classes.

The school values of respect, care and trust are underpinned by three rights for all students - the right to learn, the right to be treated with respect and the right to feel safe. We are responsible for fostering growth and development in all students. The school has a small number of International Students.

As a school community it is our role to work together to develop the whole child – socially, emotionally, academically, culturally and physically. At Boroondara Park PS we have developed a safe and caring environment where we celebrate success and build on student learning at every opportunity. We have a commitment to the learning of all students, striving to identify ways the learning programs can be adapted to ensure everyone has equal access. We have a rigorous program that is distinguished by a balanced approach of explicit teaching and inquiry.

Our school offers the widest possible range of experiences and educational opportunities to our students through a comprehensively planned and structured learning program. The curriculum includes discipline-based learning, studies in language, the arts, physical education and capabilities that are transferable across the curriculum. We focus on providing our students with strong academic programs, enabling them to achieve the best possible learning outcomes, especially in English and Mathematics. The provision of English as Additional Language and Literacy Support programs supplements classroom learning programs.

In 2019 the school had 53 staff (38.15 Equivalent Full Time): 3 Principal class (2.8 EFT), 39 teachers (29.91 EFT) and 11 Education Support staff (6.2 EFT).

### Framework for Improving Student Outcomes (FISO)

Boroondara Park joined a new Framework for the Improvement of Student Outcomes (FISO) network in 2019 with a focus around building pedagogical practice through peer observation. The school was involved in a number of meetings including Leading Teachers sharing school practice. The involvement in the network was less than hoped for and the school will pursue continued work with this network in 2020 or seek guidance from Region around joining a new FISO Network.

Through the Riversdale Principal Network the school was able to participate in a Community of Practice with Balwyn High School, Balwyn PS, Balwyn North PS and Greythorn PS. This Community of Practice group gave the Year 5/6 team the opportunity to participate in moderation at Balwyn High School, gaining an understanding of how our secondary colleges undertake assessment and make judgements about their student work. This group continues in 2020 with a focus around data sharing and moderation between Primary and Secondary schools.

The FISO focus for 2019 across our school is in the following areas: Excellence in Teaching and learning - Building practice excellence and Curriculum planning and assessment; Positive Climate for learning - Empowering students and building school pride; Community engagement in learning - Building communities.

The FISO focus areas were part of the Annual Implementation Plan with strategies implemented throughout the school year. The use of feedback tools and strategies and student learning goals were further developed in 2019 with staff including these as part of their team performance goals. The school's Instructional Model was finalised by our Curriculum team and in 2020 will form part of the focus of Learning Walks to view how well our model is embedded

across the school.

Undertaking professional learning with a focus on Formative Assessment built the skills set of all teachers, with trial of new data tools, questioning techniques and gathering feedback took place in 2019.

Building communities continues as a focus in 2020 with the work from the Partnering for Learning Bastow Institute of Educational Leadership program (undertaken by Principal and Leading Teacher in 2019) being planned, with a focus on engaging parents and carers. The appointment of an Acting Learning Specialist - Student Voice, Agency and Wellbeing supports the ongoing work around empowering students and building school pride in 2020.

## Achievement

The learning program at Boroondara Park Primary School is developmental and built around evidenced based teaching and learning practices. The school has worked to build the capacity of staff and develop their knowledge in targeted areas. In 2019 staff participated in professional learning on Formative assessment, Writing Moderation, a Balanced Reading program, Inclusion, assessment, Cultural Understanding and Sensitivity Training (Indigenous), Peer observation and Feedback and Autism.

When reviewing the achievement of students in 2019 the following is observed from the data – Teacher judgement in English and Mathematics is similar to comparative schools, above the State median and above the top 60% of results across the state. In 2019 the school worked on building staff capacity to analyse and use data to focus student learning needs, as well as undertaking focused professional learning in the areas of Literacy and Numeracy.

In 2020 this continues with:

- building the capacity of staff to further develop their skills in data literacy,
- use of data for targeting learning including using data conversations to focus teaching and learning,
- developing knowledge of the Numeracy Toolkit resources to build the mathematics program across the school
- ensuring a developmental reading program across the school
- developing tracking tools to support teachers to monitor individual student and cohort goals

It should be noted that the 2019 NAPLAN data (Top 3 bands) indicates Year 5 Numeracy results are similar to comparative schools. The Year 3 Reading, Numeracy and Year 5 Reading are below the level of comparative schools. In all of these measures, the school is well above the State median. The four year average NAPLAN results indicate the school is well above the State median and in the top 20% in Reading in Year 5 and Numeracy in Year 3 and Year 5.

We are currently reviewing the reading practices across the school to ensure consistency and a developmental program at Boroondara Park PS. The appointment of a Learning Specialist - Literacy and Leading Teacher - Curriculum Development will support Literacy in 2020. This work will involve:

- Building on the knowledge of the Literacy Toolkit and embedding practices across the school
- Undertaking Learning walks
- Focusing professional learning on mini lessons and explicit teaching, and
- Accessing Regional and system wide professional learning and expertise.

The school will train the Leading Teacher in MultiLit - to build a literacy support program for Year 3-6 students.

The NAPLAN learning gain data explores the growth of students moving from Year 3 to Year 5. This is matched cohort data, measuring the same students who undertook the assessment at our school in Year 3, tracking their results in Year 5. The data indicates a greater percentage of students had high growth in all areas in 2019, above Statewide results. The data indicates that fewer students had low growth than the Statewide results, with 4-8% fewer students having low growth at Boroondara Park PS. In 2020 the focus on Individual Education Plans and reviewing individual data of students will continue to build the capacity of staff to cater to the needs of all students.

In 2019 the Student Outcomes performance goal for all teaching staff focused on literacy, with ongoing conversations and professional learning opportunities. Embedding the use of Individual Education Plans was supported by Inclusion professional learning undertaken with all staff. This continues in 2020 with agreed parameters for development of IEPs with set templates, ten week cycles of review and regular meetings with parents. The school is also developing strategies for monitoring IEPs and building on the collection of teacher judgement data across the school as part of the Annual Implementation Plan.

## Engagement

Parental engagement throughout 2019 was evident with increased attendance at the newly formatted Whole School Information night. The school's stadium was full of parents and carers keen to hear about the Boroondara Park PS learning programs, this continued with a learning walk in classrooms to finish the evening. The Whole School Expos throughout 2019 had increased attendance by parents and carers, students also visited each other in their classrooms to share learning.

The Parent Opinion Survey results are based on significantly more invited respondents completing the survey (2019 - 97; 2018 - 51). The involvement of parents in classroom programs, on excursions and camps continued throughout the year. In 2019 work was undertaken by School Council parents to get the Volunteers Group up and running again. They have worked to build a timetable of social and fundraising events for 2020.

The importance of students attending school every day and the impact that absence can have on student learning is regularly communicated to parents and carers. The absence rate in 2019 was below the state median and the absences are below when compared to other schools, meaning the school records more absences than expected. The attendance rate across the year levels ranged from 92-93% (93-94% in 2018). The absence rate across four years is 14 days per student, whilst this is below the State median it is an increase from 13.4 days in 2018. Illness will be the cause of a number of these absences however the school continues to attribute significant absence to extended family holidays and in term seasonal activities. Whilst acknowledging that this is a continued area to work on, the data is addressed through regular and ongoing communication with parents about the importance of being at school, which will continue in 2020.

Whilst attendance records continued to be reported to parents twice a term, there was a particular focus on reducing unexplained absences. With considerable work in this area Term 4 2019 had zero unexplained absences. Students with significant absence days are regularly followed up by principal class officers and meetings with parents and ongoing support is provided to many families around areas of school anxiety and refusal, this work is ongoing in 2020.

## Wellbeing

For a number of years Boroondara Park Primary School has had a focus on student wellbeing that provides for consistent development and use of school wide Rights and Responsibilities.

The wellbeing data is built on student response to the Attitude to School survey which is conducted annually with Year 4-6 students. The survey covers many areas with the data being reviewed regularly and student forums held to delve deeper. The Sense of Connectedness factor indicates that the school is achieving below the level of comparative schools and below the State median but within the middle 60% achievement across the state. In response to the Sense of Connectedness results we are reviewing all opportunities for students to make connections - for example Junior School Council, environmental groups such as Keen Green Team and Care for Country, student led lunchtime groups such as Minecraft, Robotics, Lego, Drawing and Film Club.

The management of bullying is below the State median and below comparative schools. Student forums were conducted in the first term of 2019 to gain more insight into student views in a number of areas of the survey. In 2020 staff revisited behaviour expectations with all students as part of the Start Up program. This program is conducted at the beginning of the year establishing school wide Rights and Responsibilities with staff continuing to use the B.P.P.S.

Classroom Behaviour Expectations and Consequences flow chart. In 2020 the staff will focus on careful monitoring of incidents reported in Sentral, with an emphasis on bullying and supporting students to feel safe, ensuring all are treated with respect.

The redevelopment of the Behaviour Reflection Forms with a focus on expectations for behaviour across the school and 'Closing the loop' was a focus at the end of 2019. This came from students indicating in the Student Forums that they did not think anything happened when they told a teacher about an issue they were having with a student or students. In 2020 the full implementation of new Behaviour Reflection Forms will support 'Closing the loop' so that all students know the outcome of any concerns or incidents with other students. On the first day of 2020 staff participated in a Wellbeing presentation to focus on school wide expectations and processes.

The school undertook the ACER Social, Emotional Wellbeing survey to gain more insight into student wellbeing and need. This survey will be undertaken in early 2020 and data will be analysed and compared with the Attitude to School Survey. The ACER survey provides a significant amount of information that will inform the work of our Learning Specialist in 2020.

The Care, Learn and Share pastoral care program continues to run each fortnight with relationships being built across the school. The focus in Semester 1 was Empathy in line with the principles of Positive Psychology. Groups worked through planned activities and units to build their understanding of other people's thoughts, feelings and point of view. In Semester 2 the focus was Sustainability, with the groups working through activities to support the school to work towards the Resource Smart five stars. The program will focus on Mindfulness in Semester 1 2020 and continue to have a Sustainability focus in Semester 2 2020.

Resilience, Rights and Respectful Relationships (RRRR) program was included in weekly learning programs with ongoing review of the implementation continued throughout 2019. The appointment of an acting Leading Teacher - Wellbeing enabled the development of the 2020 RRRR program. Based on staff feedback we have introduced a structure that enables odd and even year implementation of RRRR. This will provide time to explore topics with more depth, a review will take place at the end of the year. In 2020 the acting Learning Specialist - Student Voice, Agency and Wellbeing will provide an ongoing focus on student wellbeing. There is a planned Parent Forum around RRRR to be held in 2020 to support parent understanding of the program and learning that can be supported at home.

## Financial performance and position

The school continues to manage a large annual cash budget with oversight of the Finance Committee and School Council. The use of Google Sheets for budget submissions and the development of budget tracking sheets has supported all staff responsible for budgets to carefully monitor their expenditure in 2019. We have also built the capacity of Team Managers with budget responsibility in 2019, with a review at the end of the year setting in place new practices in 2020.

Significant areas of expenditure in 2019 included commencing a lease for new school servers, purchase of televisions to replace old interactive whiteboards, purchase of new iPads, new chairs for classrooms and significant purchases of books for classroom programs. Updating reading resources will continue in 2020 and new leases for iPads will also commence.

The continued implementation of the Professional Practice Days meant an increase in the expenditure on casual relief teachers. The ability for staff to focus on assessment, program development, peer observation and planning supported the learning program across the school.

Ongoing maintenance of the 4 hectare site and the buildings continued in 2019, this included purchase of new furniture for the office, upgrade of sections of the playground, repairs to the building and grounds. The OHS issue in two classrooms was resolved in January, although this was an unexpected expense the conservative budgeting of the school enabled funds to be available. Maintenance of the school will be an area needing funds as the school buildings continue to age. With the Rolling Facilities Evaluation taking place in 2020 the school hopes to have a clear

understanding of maintenance issues and can plan for future works with support of the Department of Education and Training.

The school expended funds on the significant number of trees on the property and will develop a comprehensive plan for ongoing maintenance in 2020.

The Landscape Master Plan for the bottom oval was completed and School Council aim to start implementing this project in 2020. This will be a considerable financial commitment for the school. In 2019 the school community continued to raise funds for this project.

Implementation of Passtab as the sign in program for all visitors and contractors was a new expense in 2019. This program supports the school to meet Occupational Health and Safety and Child Safe requirements.

With reduced enrolments in 2020, the Finance Team and School Council continued to budget conservatively and will monitor expenditure carefully. The school will focus on continued implementation of an outstanding teaching and learning program; marketing and celebrating all that is Boroondara Park Primary School.




**For more detailed information regarding our school please visit our website at [www.bpark.vic.edu.au](http://www.bpark.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 571 students were enrolled at this school in 2019, 287 female and 284 male.

29 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

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:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Similar </p>



## Performance Summary

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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Key: Similar School Comparison:  Above  Similar  Below</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>Below </p> <p>Similar </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>19%</td></tr> <tr><td>Medium</td><td>48%</td></tr> <tr><td>High</td><td>33%</td></tr> </table> <p><b>Numeracy</b></p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>17%</td></tr> <tr><td>Medium</td><td>49%</td></tr> <tr><td>High</td><td>35%</td></tr> </table> <p><b>Writing</b></p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>17%</td></tr> <tr><td>Medium</td><td>47%</td></tr> <tr><td>High</td><td>36%</td></tr> </table> <p><b>Spelling</b></p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>19%</td></tr> <tr><td>Medium</td><td>52%</td></tr> <tr><td>High</td><td>29%</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>21%</td></tr> <tr><td>Medium</td><td>49%</td></tr> <tr><td>High</td><td>30%</td></tr> </table>	Category	Percentage	Low	19%	Medium	48%	High	33%	Category	Percentage	Low	17%	Medium	49%	High	35%	Category	Percentage	Low	17%	Medium	47%	High	36%	Category	Percentage	Low	19%	Medium	52%	High	29%	Category	Percentage	Low	21%	Medium	49%	High	30%	<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	19%																																																	
Medium	48%																																																	
High	33%																																																	
Category	Percentage																																																	
Low	17%																																																	
Medium	49%																																																	
High	35%																																																	
Category	Percentage																																																	
Low	17%																																																	
Medium	47%																																																	
High	36%																																																	
Category	Percentage																																																	
Low	19%																																																	
Medium	52%																																																	
High	29%																																																	
Category	Percentage																																																	
Low	21%																																																	
Medium	49%																																																	
High	30%																																																	
Category	Percentage																																																	
Low	25%																																																	
Medium	50%																																																	
High	25%																																																	

## Performance Summary

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> 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>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="color: yellow;">■</span> Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Key:</b> Similar School Comparison <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</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>Below <span style="color: blue; 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>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	93 %	93 %	93 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	93 %	93 %	93 %	93 %	92 %										

### Performance Summary

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

Wellbeing	Student Outcomes	Similar School Comparison
<p><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>Below </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>Below </p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,148,221	High Yield Investment Account	\$696,737
Government Provided DET Grants	\$434,296	Official Account	\$36,447
Government Grants Commonwealth	\$6,550	Other Accounts	\$50,427
Government Grants State	\$1,063	<b>Total Funds Available</b>	<b>\$783,610</b>
Revenue Other	\$45,630		
Locally Raised Funds	\$661,530		
<b>Total Operating Revenue</b>	<b>\$5,297,289</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$11,057		
<b>Equity Total</b>	<b>\$11,057</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,091,969	Operating Reserve	\$157,183
Books & Publications	\$6,179	Other Recurrent Expenditure	\$5,335
Communication Costs	\$5,438	Funds Received in Advance	\$195,467
Consumables	\$95,203	School Based Programs	\$9,204
Miscellaneous Expense <sup>3</sup>	\$376,195	Funds for Committees/Shared Arrangements	\$2,073
Professional Development	\$15,150	Asset/Equipment Replacement < 12 months	\$23,381
Property and Equipment Services	\$183,207	Capital - Buildings/Grounds < 12 months	\$106,270
Salaries & Allowances <sup>4</sup>	\$259,500	Maintenance - Buildings/Grounds < 12 months	\$20,000
Trading & Fundraising	\$54,695	Asset/Equipment Replacement > 12 months	\$125,000
Travel & Subsistence	\$95	Maintenance - Buildings/Grounds > 12 months	\$139,000
Utilities	\$31,533	<b>Total Financial Commitments</b>	<b>\$782,913</b>
<b>Total Operating Expenditure</b>	<b>\$5,119,163</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$178,126</b>		
<b>Asset Acquisitions</b>	<b>\$11,878</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)

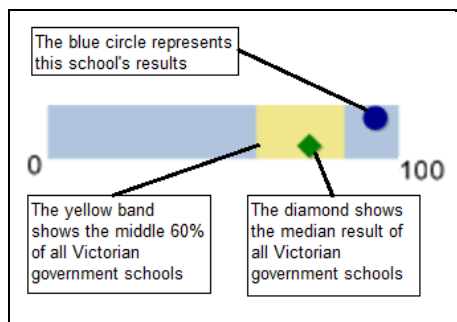
### Engagement

- 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).

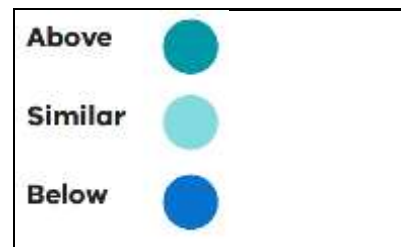


## What does *School Comparison* refer to?

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').