

2019 Annual Report to The School Community



School Name: Romsey Primary School (0366)



- 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 23 March 2020 at 09:52 AM by Kimberley Nicholls (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.

To be attested by School Council President

About Our School

School context

Romsey Primary School is an inclusive government primary school for years Prep – 6. The school was established in 1865 just North of the township and was relocated in 1994 to its current 11.5ha site in White Avenue. In 2019 there were 284.4 students enrolled, drawn mainly from the town and immediate area. The enrollment has remained steady for the last 3 years. The students at Romsey Primary School draw from families with a socio-economic profile slightly higher than the state average. The Student Family Occupation and Education (SFOE) index of the school in 2019 was 0.3894, indicating a lower likelihood of education disadvantage when compared to the state median SFOE of 0.4306. In 2019 the staffing profile consisted of 15.6 Equivalent Full Time teaching staff which were made up of 2 principal class members, 12 class teachers and 3 specialist program teachers (Physical Education .4, Visual Arts .4 and STEAM .4). There was the equivalent of 8 Educational Support (ES) staff who worked across the school in administration, the Program for Students with Disability (PSD) and first aid. The school leadership team consisted of the principal, assistant principal, acting learning specialists and unit/curriculum leaders.

The whole school vision in 2019 was – Romsey Primary strives to be an inclusive and empowering learning community, which fosters confident, creative, caring, curious and collaborative learners who “dare to be excellent”. The values are Respect, Integrity and Responsibility, which are positioned in our values triangle overarching the You Can Do it Keys of Resilience, Confidence, Getting Along, Persistence and Organisation as the skills which form a strong base for our excellent learners.

The teaching of literacy and numeracy is underpinned by a whole school consistent approach. The teachers differentiate the curriculum to suit the individual learning needs of our students. Planning and assessment practices are a high priority and are used to drive curriculum planning and delivery, and are used to track student progress. Instructional models for the teaching of literacy and numeracy have been developed and implemented school wide throughout 2019. The assessment schedule was also revamped by the end last year with the creation of an Electronic Wall of Children (EWOC). The EWOC is where data is collated and shared by all staff.

The You Can Do It program underpins the wellbeing program for the school. A School Wide Positive Behaviour Approach is currently being implemented. Over the year the school's Positive Behaviour Matrix was developed in collaboration with the students. Positive rewards were introduced and targets for rewards were set for each term. Once achieved whole school celebration days were held in Terms 2,3 & 4. In 2020 the school will continue to work to implement a whole school positive behaviour approach (implementation generally takes 3-4 years).

In 2019 the school operated 12 classes on the 11.5 hectare site. The information, communication and technology (ICT) infrastructure included quiet areas, investigative spaces and community hubs. Netbook banks are provided in all areas of the school and interactive whiteboards or tv monitors are in all classrooms to support the learning environment.

The school facilities include a gymnasium, library, performing arts centre, art room and canteen. Within the grounds, there are areas for soccer, football and cricket, an athletics track, basketball, netball and tennis courts. Environmental projects within the school grounds include the kitchen garden area, orchard and chook shed. The children are encouraged to engage in imaginative play and calculated risks with the school's PlayPod and large sandpit, students are able to build cubbies with branches and are permitted to climb trees as part of their play.

Parent involvement at the school includes opportunities within the School Council, the Parent Committee, Kitchen Garden group, classroom support programs, sporting events, camps and excursions. Parents are partners with staff in developing positive educational outcomes. Parents participate in their children's education through fundraising, special days, celebrations and classroom support. Parent communication has been a focus in 2019, the school newsletter, website, Sentral and the UpDated app are the main communication channels. Text messages for unexplained absences have continued in 2019 and have decreased significantly the unexplained absence numbers.

In March of 2018 the State Government announced a \$3.2M grant called the Romsey Regeneration Project which was to investigate expanding Romsey Primary School from a P-6 to a P-9 and to upgrade and modernise facilities. A community consultation process was undertaken in September 2018 in relation to a P-9 school. Initial planning for the upgrading of facilities was undertaken through consultation sessions with students, staff and families. Planning was put on hold until the possibility of a P-9 school was resolved. It has been decided that a P-9 is not necessary at this stage. Meetings have now commenced with respect to the building project progressing well.

In Dec 2019, an inclusive playground space was created and building commenced ready for an opening early 2020.

This project is nearing completion.

The school meets all requirements of the VRQA.

Romsey Primary is about to undertake a review in order to create a new Strategic plan.

Framework for Improving Student Outcomes (FISO)

In 2019 Romsey Primary School focussed on three FISO priority areas which were identified through the 2016 School review:

1. Excellence in teaching and learning – with a focus on curriculum planning and assessment.

Goal: To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.

Achievements made in this FISO priority area during 2019 included:

- Developing teacher knowledge and understanding of the “Workshop Model” approach.
- Developing a clear relationship between the curriculum standards, learning goals, learning activities and assessment strategies to ensure consistent expectations for achievement.
- Developing a deep understanding of teaching and the effect it has on student learning
- Staff are more confident in their curriculum knowledge as evidenced in their planners. Increased staff confidence in placing students on the learning continuum.
- Teachers using data as the first driver of individualising the teaching and learning plans.
- Planner structure. Student groupings. PLC presentations. Use of the EWOC and the Data Spreadsheet.
- Developing a whole school deep understanding of the use and purpose of assessment to inform planning for student learning
- The development of an electronic data wall (EWOC)
- All teachers collecting, sharing and access data using the EWOC (PLC)
- The development and increased use of the Assessment Schedule, EWOC and Data Spreadsheet have increased the capacity of staff to collect and analyse data to enable and meet individual learning needs.
- PLC presentations heavily incorporating data.
- Mindset - staff feel empowered to use data more efficiently - this is at an individual and PLC level (Collective Efficacy).
- Evidence - Student Files / EWOC
- Developing teacher capacity to connect student assessment with learning to evaluate and modify their teaching practice
- Developing a whole school deep understanding of the use and purpose of assessment to inform planning for student learning.
- Excellent progress as Staff Survey Data has improved. Nearly all met staff and like school levels with some areas exceeding both state and like schools.
- Staff are consistently focused on the use of data to inform teaching and learning sequences.

2. To build the capacity of School Leaders to lead the learning in the school.

Goal: To be at or above the state mean in the Staff Opinion Survey in the components of the leadership module.

- Developing capacity of Leadership team (SIT) to lead teachers in a cycle of improvement to continuously monitor and evaluate teaching practices in learning.
- Providing regular coaching sessions for Leadership team (SIT) to develop their ability to lead Professional Learning Communities at Romsey Primary School.
- The SIT team has shown great growth in all areas of the Leadership survey
- SIT are committed to future learning and driving change within the school.
- SIT team have enjoyed professional reading and then shared this with staff.
- SIT team have felt empowered to step up as required and work across the school to assist with whole school decision making.
- Growth in the Staff Survey data in the School Climate and Professional Learning modules.
- All staff taking up the number of points required related to their teaching level.
- PDP plans reflecting and monitoring distributed leadership across the school.
- It has been pleasing to see how the Team Leaders have taken on their leadership roles throughout the school. They

are pushing the use of data across the school. They are learning about PLCs

- Team Leaders have undertaken Professional readings.
- Team Leaders have stepped up when the SIT team require them to.
- The whole school have taken on extra responsibilities to support everybody.

3. Positive climate for learning- setting expectations and promoting inclusion. Calm, orderly and safe learning environment.

Goal: To implement a consistent Romsey based school-wide positive behaviour approach (RPB) that ensures all students feel safe, learning time is maximised and students are engaged.

Achievements made in this FISO priority area during 2019 included:

- Understanding the terminology for students around diversity, bullying and having an advocate at school.
- Developing the mindset around the importance of education.
- Implementation and refinement of reward system (SWPB)
- Teachers focussing on reinforcing positive behaviours.
- AToSS data has shown a positive increase in all areas.
- Lower Pink Slip data
- Calmer feel across the school
- Teachers using positive language
- Leadership Team has not been relied upon as heavily for behaviour support enabling them to focus on other areas of the school.
- Students are engaged with learning which decreases the behaviours.
- Developing the mindset around the importance of education.
- Respectful Relationship activities are in year, term and weekly planners.
- The implementation of Cordial, Cake and Conversations for the students has strengthened the use of student voice throughout the school.
- Junior school council also attending School council meetings to give feedback on what decisions and ideas they have been working on has shown an increase in student voice and agency.Increased

Achievement

Romsey Primary School is focussed on increasing achievements in student learning in all areas of the curriculum. The teacher judgement data for Years P-6 in the areas of Numeracy and Mathematics indicates that the school is tracking in alignment with similar schools.

Year 3 NAPLAN data in Literacy and Numeracy indicates that the school is below like schools for 2019 and in the four year trend data. Year 3 Naplan Numeracy achievement indicated a significant decline on the 2018 data.

Year 5 data is above on a school comparison basis in literacy for 2019. The school results are significantly higher than those in 2018. The numeracy Year 5 achievement indicated a significant improvement from 2018 bringing the school inline with like schools.

The NAPLAN learning gain from Year 3 to Year 5 showed a substantial increase in all areas apart from spelling in high growth bands. There was a minor dip for Spelling on the 2018 data.

All areas show an increase from the 2016 data, which was the start of the School's Strategic Plan.

- Numeracy high growth improved from 16% in 2018 to 21% in 2019, a 5% increase
- Reading high growth improved from 16% in 2018 to 27% in 2019, a 11% increase
- Writing high growth improved from 14% in 2018 to 25% in 2019, a 11% increase
- Grammar & Punctuation high growth improved from 16% in 2018 to 27% in 2019, a 11% increase

These results should be celebrated by the community.

The school continued to focus on documenting and implementing a consistent whole school approach to teaching literacy and numeracy. Instructional models were developed and consolidated for Reading and Numeracy which will be fully implemented over 2020. Regular individual conferences identifying students' individual reading and writing goals were conducted as part of the Literacy Program which will continue to be guided by the CAFÉ reading menu and the Six Traits in Writing. Fountas and Pinell (F&P) assessment for reading was extended from Prep – 2 in 2017 to whole school in 2019. The Program for Students with Disability (PSD) showed all students progressed at satisfactory levels or above in achieving their learning goals. Each PSD student has had one SSG meeting per term.

Engagement

The school aims to provide a supportive environment that challenges students to accomplish their goals and celebrate achievements. Weekly You Can Do It Awards continue to be presented at assemblies and advertised in the school newsletter.

Average attendance for all students is commensurate with similar schools and is consistent across the year levels. In 2019 average day of absences across the school increased from 2017 data in all year levels apart from Year 2, 3 & 5. In Years 3 & 5 we have maintained lower than state average absences. It is evident that the year levels with the highest attendance rate also have the highest achievement data. Indicating that the presence of children at school directly impacts their learning levels. The main reasons for absence is illness and a number of families taking extended holidays. The number of unexplained absences has decreased due to follow up texts and messages to families when students are absent. Measures to follow up on absences will continue in 2020 with texts and follow up calls to all parents with unexplained absences each day. Phone calls and meetings for families with prolonged absences will also be conducted each term.

Student attitudes to school data indicated the school was above like schools in school connectedness and management of bullying. The school is confident that the continued work in the area of School Wide Positive Behaviours has supported this decrease in the gap between the state and school results.

Developing the home school partnership is important and teachers placed a high emphasis on having parents involved in a range of activities in 2019. The Updated App continued to be used to send reminders to parents about events and messages. The Sentral student management system was further developed and the Parent Portal was opened to enable families to access the reporting continuum and to allow school emergency communication. This portal will be further utilised through 2020.

2 Coffee, Cake and Conversation forums with the principal team and staff were conducted each term in 2019. An evening session was held in Semester 2 and will be continued in 2020 with 2 evening sessions, 1 per semester. School developed surveys were sent out twice (start Term 2 and 4) to parents and carers during the school year providing timely feedback on initiatives and activities. Surveys were completed in preparation for the review in 2020, with more families completing the survey monkey school based survey than the department based survey. The number of respondents to the department survey was very low in comparison to previous years.

Wellbeing

Central to wellbeing at Romsey Primary School is the social emotional program "You Can Do It". The Bendigo Bank continues to sponsor the program. Our weekly celebration awards support the explicit teaching of "getting along, confidence, resilience, organisation and persistence" the keys in this program.

The school offers a range of leadership opportunities for senior students including School Captains, Literacy and Numeracy Leaders, Student Councillors, Wellbeing leaders, school sporting team captains, PlayPod Squad and buddy classes.

Buddy classes support the building of close relationships between students and increase their feeling of safety. Individual behaviour management plans are in place when required and regular meetings were held with parents to support these plans. Student Support Groups (SSG) meetings were held for children on the Program for Students with a Disability (PSD). Comprehensive transition programs support students starting prep, moving onto secondary education and moving between year levels. Transition data is one of our highest areas of satisfaction for students and parents.

Staff continued professional learning in the area of Respectful Relationships and The Berry Street Education Model. Respectful Relationship lessons will be conducted by teams at the same time in 2020 to provide cohort teaching opportunities and support for all teachers in the implementation of this program.

Financial performance and position

Romsey Primary School commits to carrying a surplus equivalent of at least one top of the range staff member for CRT coverage in the following financial year, approximately \$100,000 per year. This allows for any unforeseen staffing requirements leaving the school in a healthy financial position each year. In 2019 it was decided to implement an Auslan language Program in 2020 for the whole school and to provide a supportive and large budget to release Literacy and Numeracy leaders (at least 1 day per week each to coach and mentor staff in both major priority areas of

the Annual Implementation Plan 2020) and Unit leaders to lead their teams development.
In 2019 we were successful in receiving an Inclusive school grant for a Playground which is planned to be completed in 2020.
The \$3.2 million which Romsey Primary School received as part of the rejuvenation project is still in its its planning phrase. The money will be used for maintenance works and also a new STEAM center

For more detailed information regarding our school please visit our website at
<https://www.romseyps.vic.edu.au/>




Draft




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.










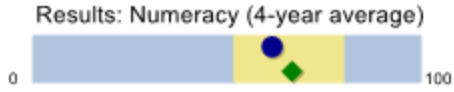








Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 284 students were enrolled at this school in 2019, 136 female and 148 male.</p> <p>ND were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</p>

Performance Summary

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

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>47%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>52%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>53%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>47%</td> <td>27%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	47%	27%	Numeracy	28%	52%	21%	Writing	25%	50%	25%	Spelling	27%	53%	20%	Grammar and Punctuation	47%	27%	27%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	93 %	91 %	92 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	92 %	93 %	91 %	92 %	90 %										

Performance Summary

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 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,284,550	High Yield Investment Account	\$221,267
Government Provided DET Grants	\$334,865	Official Account	\$5,891
Government Grants Commonwealth	\$3,184	Other Accounts	\$22,292
Revenue Other	\$32,657	Total Funds Available	\$249,450
Locally Raised Funds	\$313,896		
Total Operating Revenue	\$2,969,153		
Equity¹			
Equity (Social Disadvantage)	\$36,522		
Equity Total	\$36,522		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,224,259	Operating Reserve	\$94,011
Communication Costs	\$6,341	Funds Received in Advance	\$38,812
Consumables	\$81,877	School Based Programs	\$145,765
Miscellaneous Expense ³	\$182,980	Beneficiary/Memorial Accounts	\$10,000
Professional Development	\$5,669	Asset/Equipment Replacement < 12 months	\$20,000
Property and Equipment Services	\$176,493	Maintenance - Buildings/Grounds < 12 months	\$154,950
Salaries & Allowances ⁴	\$72,543	Total Financial Commitments	\$463,538
Trading & Fundraising	\$60,166		
Utilities	\$33,549		
Total Operating Expenditure	\$2,843,877		
Net Operating Surplus/-Deficit	\$125,275		
Asset Acquisitions	\$5,080		

- (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)

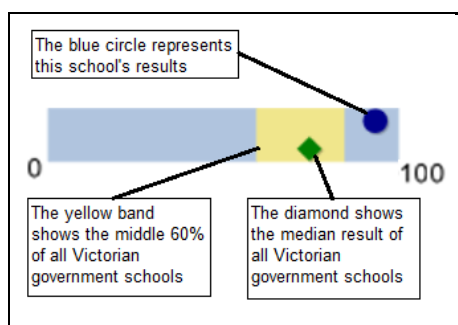
Engagement

- 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).

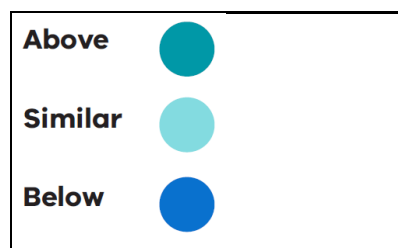


What does *School Comparison* refer to?

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').