

2019 Annual Report to The School Community



School Name: Sandringham East Primary School (4429)



- 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 19 March 2020 at 02:56 PM by Lauren Walton (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

Sandringham East is a coeducational primary school located in beachside Sandringham, 15kms south east of Melbourne. Our vision is: "To build an inclusive community where our children are active learners, critical thinkers and creative explorers who Think... Imagine... Become". Our values are Care, Aspiration, Respect - Always our best, the school motto. Our school has a range of strategies to promote engagement, positive behaviour and respectful relationships for students.

Sandringham East is a progressive school preparing students for a dynamic and challenging future where problem-solving of global issues is paramount. We have a proud history since 1931 with 89 years serving the Sandringham community. Our community hub values relationships and a sense of community – a diverse community with 7.5% of students speaking a language other than English. Of our 543 enrolled students, 280 are males and 263 are females. Students with a disability comprise 1.43% of the student population and .55% have an indigenous background.

The school employs a Welfare Officer/ Counsellor who supports our families for educational, wellbeing and family needs. Social and Emotional Learning is a focus with the school nominated as a Lead school in the RRRR program. Play is the Way teaches students resilience through weekly lessons.

Sandringham East prides itself on a diversity of programs that cater for personalising student learning through curriculum programs and Individual Learning Plans. Literacy and Numeracy are essential foundations for student success.

Students enjoy our engaging flexible learning environments which cater for a range of learning styles and individual needs. We are thrilled with the \$7.8 million rebuild of our outdated facilities which opened October 2019. This resulted in 8 learning spaces along with a stadium, performing arts / music space, art room, canteen, staff facilities and student bathrooms. All facilities are available for our whole school community.

Facilities provide a safe and secure setting including a Playscape which the school community funded. Students and teachers creatively utilise this sanctuary environment with ropes, tunnels, tree platforms, cubbies, sandpit, digging pit, water play and log fort. A Ga Ga Pit has been installed with students enjoying this game.

A Play Shed provides creative play resources for younger students during lunch breaks. Our school kitchen gardener provides opportunities for students - sowing and tending the garden, cooking healthy meals and providing produce to the school community.

Finances are budgeted to cater for 21st century learning with a high priority on staff professional learning. The biggest impact on student learning is the quality of the teacher and their relationships. Professional Learning Communities are set up and dedicated to unpacking data, setting high expectations and personalising learning to improve student outcomes.

The school works with external staff to improve teaching and learning including Adam Voigt from Real Schools, Tracey Ezard provides leadership training and Misty Adoniou supports literacy teaching. The Walker Learning Approach connects learning with student interests in Investigations and Inquiry Learning culminates in an Educational Research Project. The school employs support teachers to enhance and challenge student learning in Literacy and Numeracy.

Highly regarded specialist programs include Performing Arts, Physical Education, Visual Arts, and Mandarin / Japanese. We communicate with our sister schools in Japan and the Philippines. Excursions, camps, swimming and Bike Education provide students with a well-rounded education. We work with Sandringham College, John Monash Science and the i Sea, i Care Dolphin Project to support Science and Sustainability learning.

Technology, robotics and coding resources provides students with critical thinking skills which challenge all. Our 1:1 computer program for students in Levels 3 – 6 sees around 75% of students with their own device. We value our links and partnership with Sandringham College, located near us; mutual benefits are gained from this relationship.

The school encourages community participation through School Council, Class Parent Program and Parents and Friends Association as parents are vital partners in a child's education. The school links with the community to provide extra-curricular activities, e.g. Sporting Schools Program, Instrumental music, Choir, Sandy Stars, Chess, Lego Build It, Chinese and Lunch Club. Before and After School Care is provided by Extend.

We value partnerships with community through Lions, Rotary and the Japanese Saturday College. We host the Japanese Saturday College each week catering for over 260 students.

The FISO priority for our school is Building Practice Excellence; encompassing teaching and learning, with a focus for students to: Think...Imagine...Become...

Please see the school website for further information: www.sandringhameast.vic.edu.au

Framework for Improving Student Outcomes (FISO)

FISO - Building Practice Excellence

Following our school review we are implementing PLCs in the areas of Literacy, Numeracy and Engagement and Wellbeing. We have been accepted in to the PLC Initiative with the DET and Bastow which support our professional learning. All staff have completed the online PLC modules to further embed their learning. We continued to work with Critical Friends - Adam Voigt, Misty Adoniou and Tracey Ezard. We had 3 Learning Specialists working with all staff, mentoring and coaching, supporting team learning walks and peer observations. Instructional Practice model and Restorative Practice magnets are visible in all classrooms. NAPLAN and AToSS (Student Attitudes) data guide our future direction.

Staff at SEPS had a strong focus on Building Practice Excellence as a goal from our AIP and our involvement in Melbourne University UMNOS. Staff were made aware of the many DET initiatives relating to this aspect of the FISO model and were provided DET resources / booklets as references. Initiatives covered were Practice Principles for Excellence in Teaching and Learning, High Impact Teaching Strategies, Professional Practice, Literacy and Numeracy Toolkits, Insight Assessment Platform, Peer Observation, Feedback and Reflection and SPOT.

HITS (High Impact Teaching Strategy) lenses were used primarily for our PLC learning walks but also for monitoring planning and teaching practices. Our focus on the HITS were supported by coaching, modeling, observation and feedback by the UMNOS team and Learning Specialists.

Over the year teachers worked closely in a collaborative environment deliberately focusing on our practice and actioning feedback for improvement.

Peer Observation, Feedback and Reflection

Every staff member committed to participate in one Learning Walk and one Peer Observation per term to reflect on the observations and to implement change. Many peer observations were made each term as we worked in flexible learning environments and co-taught. We have a collective responsibility for all students, so together we discussed our practice, concerns for the students and made teaching adjustments. Our meeting protocols ensured that comments and observations were made without judgement and a positive intent was assumed. The more we participated in the process it became more about self reflection than judgement.

Our PLC Learning Walks provided the opportunity to discuss as a team a concern of practice or how to implement one of the HITS or Social Emotional Learning strategies or learning environment spaces. Our Learning Specialists were also observed and observed others with the purpose of providing feedback to improve our teaching practice, to develop consistency and to support graduate teachers.

After each learning walk and peer observation a reflection was written by the participants in a collaborative document. The document is evidence of personal and collective growth.

Professional Practice Days allocated by DET one per full time teacher per term.

Each Level PLC took advantage of the Professional Practice Days to focus on building our collective efficacy. Teams spent time:

- analysing student data
- developing differentiated teaching groups focusing on the needs of the students
- participating in Learning Walks to analyse elements of practice
- moderating work samples and data
- mentoring staff
- developing learning intentions and success criteria
- discussing teaching techniques / strategies
- reflecting on our teaching practice and seeking advice and support

After each Professional Practice Day, a reflection was written by the participants in a collaborative document. The document is evidence of personal and collective growth.

Learning Walks, Peer Observations, Feedback and Reflections are embedded processes at SEPS and support us in building practice excellence.

Staff at SEPS had a strong focus on Building Practice Excellence as a goal from our AIP and our involvement in UMNOS. Staff were made aware of the many DET initiatives relating to this aspect of the FISO model and were provided DET resources / booklets as references. Initiatives covered were Practice Principles for Excellence in Teaching and Learning, High Impact Teaching Strategies, Professional Practice, Literacy and Numeracy Toolkits, Insight Assessment Platform, Peer Observation, Feedback and Reflection and SPOT.

Achievement

Achievement is monitored using identified assessment strategies (both formative and summative). Teaching is differentiated to address student need. Level teaching teams analyse cohort and whole school data and plan learning sequences to cater for individual needs; supporting, challenging and extending. Students working at 12 mths or more below the expected curriculum level or have made insufficient growth in the last 12 mths are placed on an Individual Learning Plan.

Teacher judgement and NAPLAN scores indicates that our students are performing above the median of all Victorian Government primary schools and similar to like schools in both English and Mathematics.

2019

Teacher Judgement in Reading is above similar schools. Some discussions were had regarding Reading Level and Reading Victorian Curriculum level and more moderation will be a focus for 2020. Writing and Speaking and Listening levels matched similar schools. Our assessment practices in Writing showed more consistency and matched similar schools.

Maths is 2% below similar schools in Measurement and Geometry and match the percentage of similar schools in Number and Statistics and Probability.

NAPLAN

Numeracy Year 3 - showed growth in the top 2 bands to be above similar schools

Numeracy Year 5 - showed growth in the top 2 bands to be above similar schools.

Reading Year 3 - showed growth in the top 2 bands matched similar schools.

Reading Year 5 - showed growth in the top 2 bands to be below similar schools.

Writing Year 3 - showed growth in the top 2 bands to be above similar schools.

Writing Year 5 - showed growth in the top 2 bands to match similar schools.

From our trend data an area of focus for 2020 is Reading across Level 3 - 6. Through our Literacy PLC our focus will be on building engagement and comprehension. We will also continue to work with critical friend - Misty Adoniou to support Literacy teaching and learning. The Literacy PLC will be set up to identify problems of practice and to work

through the FISO inquiry cycle.

Engagement

In 2019, Student Engagement was one of our 3 key foci alongside Key Learning Areas of Literacy and Numeracy. Key programs which we continued to embed in 2019 school-wide were Play Is The Way and the Resilience, Rights and Respectful Relationships program which commenced in 2016 and 2018 respectively. For Play Is The Way, we tapped into staff expertise including support through the induction process for new and returning staff through modelling and we continued to build consistent use of the 'life raft' language. We are a lead school for RRRR, where in 2019 Russell Watson, Leon Tremain and Ryan McCulloch led this school-wide. Communities of Practice commenced at the beginning of 2019 across the network which saw us support partner schools more closely, including presenting at CoP days and hosting other schools at SEPS. Russell, Leon and Ryan held a RRRR-based staff meeting in Term 4 to set the agenda for 2020. 'Sense of Connectedness' and 'Management Of Bullying' were the two sections of AToSS in which we were scored as 'below'. These subsequently became areas for improvement across 2019. Adam Voigt (RealSchools) and SEPS began working together in 2018 and this continued last year. We developed and rolled out our Student Engagement Plan, and built on the tenants of Restorative Practices. Staff benefited from modelling and Professional Learning from Adam Voigt to target teacher-identified needs for their class/cohort. Staff continued to build their skills and understandings in Restorative Practices. This work with Adam Voigt will continue into 2020. Our School Review saw us look deeply into our student absence data, during which our Compass evidence was analysed. 'Family Holidays' comprised a large number of our absences, which anecdotally is consistent with our family demographic/SFO. This, whilst not ideal, is still preferable to unexplained absences. However we implement strategies such as the weekly 'Tendy Award' to promote attendance school-wide and provide an incentive to the class with the highest attendance percentage. We also communicate via the school newsletters and posters the message that "Every day counts – It's not OK to be away". Parents report the reasons for student absence via Compass and sign in at the digital kiosk if bringing students late to school. For 2020, one of our PLCs is 'Engagement and Wellbeing' and will be tasked with undertaking the inquiry cycle to enhance the engagement and wellbeing of all students. Areas which have been flagged as possible improvements based on AToSS and BYRS (Bayside Youth Resilience Survey) are 'Connectedness', 'Teacher concern' and 'Student agency and voice'.

Wellbeing

Our 2019 Goal 2 was "To develop resilient learners across the school F-6", which relates to both engagement and wellbeing. As above, SEPS have developed an Engagement and Wellbeing PLC. Our strategy was to build the capacity of teachers to implement a whole school approach to social and emotional learning – which included Play Is The Way, RRRR and Restorative Practices supported by Adam Voigt (RealSchools). Our Student Engagement Plan developed at the beginning of 2019 with Adam was reviewed at the end of 2019 and updated to the commencement of the 2020 school year. Additionally to this, our pedagogy of Walker Learning is built on the tenants of 'Play Matters' and 'Engagement Matters'.

Our key survey targets are to grow from 69%-76% for Agency and Voice, and for School Connectedness from 72%-79% for 2019-2020 survey period. Our achievement in terms of these targets will be results based on the 2020 survey yet to be completed.

Further to the strategies previously mentioned, wellbeing for students at SEPS is supported by an employed counsellor (Sabine K) and speech pathologist (Helen E). Fortnightly SSS Key Contact meetings to discuss individual student needs are held with AP Russell Watson and psychologist Sophie Willer. For 2020 these meetings will also include the Acting AP and counsellor. Specific student wellbeing needs are discussed including those in Out Of Home Care and with PSD funding. All staff meetings, team meetings, SIT meetings and School Council meetings have Child Safety as a standing agenda item and team level meetings also discuss the student wellbeing needs of their cohort. Teachers identify students requiring Behaviour Management Plans and hold meetings as necessary, plus Student Support Groupss held termly for students which require one as per the guidelines.

Financial performance and position

The school maintained a strong financial performance in 2019. Income received was ahead of budget due to the receipt of higher commonwealth grants than expected. Expenditure was below budget and below prior year with savings made in casual relief teacher expenses and consumables. Budgets were monitored on a monthly basis throughout the year and finance reports were reviewed at each school council meeting. Importantly, funds were allocated to all curriculum and building programs in order to meet the school's objectives.

Income

The total income for the year amounted to \$1.6M. This comprised of government grants and locally raised funds (which includes money received from fundraising, camps, essential learning and voluntary contributions, Japanese School and Extend). Other income includes interest and reimbursements.

Expenses

SEPS expenses for 2019 were \$1.3M (decrease of 6% YOY).

All expense categories were in line with budget and prior year with the exception of furniture which increased \$28k compared to prior year, resulting from the fit out of the new learning spaces.

The school has available funds of \$791k at 31 December 2019 which is mainly comprised of cash received in 2019 for 2020 expenses, including:

- Materials, Resources and Services;
- Camps and Excursions; and
- Library and building funds

Voluntary contributions were below budget, with 42% of families contributing \$51k in 2019, down from \$63k in 2018 (2017 \$43k). In 2018 the library contribution was increased from \$40 to \$120 and in 2019 the building contribution was increased from \$40 to \$120 while the library contribution was reduced. These contributions supported additional services in first aid, grounds, the library and buildings and provided a more comfortable, safe and secure environment for our students. We are grateful for these contributions and continue to encourage families to support these beneficial programs.

Fundraising

Fundraising monies are a vital input to the school's funding, with \$68k raised by the school community. The Seaside Fair and Walkathons both being major contributors generating over \$37k and \$12k respectively. These funds will be well utilised for completing landscaping and grounds projects.

We experienced declining support of the 'Busy Parent Contribution' during 2019, with contributions of \$7k. The Busy Parent Contribution allows families to make a voluntary contribution towards fundraising and receive an automatic exemption from fundraising sales, rewards towards the Walkathon & Easter Lucky Tickets and the right not to attend working bees.

Other valuable income sources that we have drawn upon this year include the Japanese Saturday College (JSC) and the Extend School Care Program. These represent important partnerships that SEPS has fostered over many years. Finally, 2019 was a busy year with much activity around the new building and learning spaces and the very successful seaside fair. We look forward to the children and teachers enjoying these new facilities in the upcoming year.




For more detailed information regarding our school please visit our website at
www.sandringhameast.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	
<p>Enrolment Profile</p> <p>A total of 546 students were enrolled at this school in 2019, 255 female and 291 male.</p> <p>7 percent were EAL (English as an Additional Language) students and ND 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>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: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </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>Above </p> <p>Similar </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>Below </p> <p>Above </p>	

Performance Summary

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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ 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="margin: auto;"> <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>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	92 %	93 %	93 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	92 %	93 %	93 %	92 %	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>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>Below ●</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>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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,803,138	High Yield Investment Account	\$654,453
Government Provided DET Grants	\$633,544	Official Account	\$80,844
Government Grants Commonwealth	\$111,955	Other Accounts	\$56,819
Revenue Other	\$36,018	Total Funds Available	\$792,116
Locally Raised Funds	\$833,880		
Total Operating Revenue	\$5,418,535		
Equity¹			
Equity (Social Disadvantage)	\$14,075		
Equity Total	\$14,075		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,596,307	Operating Reserve	\$203,251
Books & Publications	\$7,192	Other Recurrent Expenditure	\$982
Communication Costs	\$5,638	Funds Received in Advance	\$180,544
Consumables	\$118,317	Beneficiary/Memorial Accounts	\$6,390
Miscellaneous Expense ³	\$489,405	Asset/Equipment Replacement < 12 months	\$103,662
Professional Development	\$46,906	Capital - Buildings/Grounds < 12 months	\$298,844
Property and Equipment Services	\$226,943	Maintenance - Buildings/Grounds < 12 months	\$616
Salaries & Allowances ⁴	\$213,257	Total Financial Commitments	\$794,288
Trading & Fundraising	\$132,051		
Travel & Subsistence	\$953		
Utilities	\$53,467		
Total Operating Expenditure	\$4,890,436		
Net Operating Surplus/-Deficit	\$528,098		
Asset Acquisitions	\$478,200		

- (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)

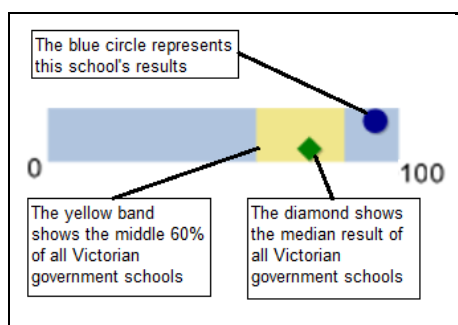
Engagement

- 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).

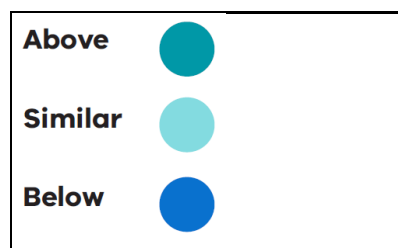


What does *School Comparison* refer to?

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').