

# 2019 Annual Report to The School Community



**School Name: Monmia Primary School (5336)**



- 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 27 March 2020 at 01:00 PM by Lorraine Bell (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 11 June 2020 at 06:35 AM by Amanda Deakin (School Council President)

## About Our School

### School context

The Monmia Primary School Vision of 'Loving to Learn, Learning to Live and Being the Best' embodies what the school community expects to achieve. The following school values are embraced by all community members-acceptance, caring, friendliness, honesty and respect. These core values shaped the way in which people worked together by creating shared expectations and norms. The community is committed to providing innovative programs that stimulate and challenge each student to become an assessment capable learner. Monmia Primary School is a Prep to Year 6 school with 257 students, located in Keilor Downs. The School Family Occupation is 0.63 and the Student Family Occupation Education is 0.48 that indicates that over one third of the students come from low socioeconomic backgrounds. The cultural backgrounds of the school community is diverse with 27 different languages spoken at home.

The school is:

1. Internationally recognised and published in John Hattie's 'Visible Learning into Action' case study book, with a chapter on 'Effective Feedback'.
2. Nationally accredited as the first 'BE YOU' school in Australia promoting mental health and wellbeing.
3. Locally recognised for having an innovative and inspiring school library.

The ultimate achievement to be celebrated is the consistency of teacher judgement in assessing student achievement. Year 5 NAPLAN data indicates sustained growth in reading and numeracy which is gratifying.

Monmia Primary School provides a safe, nurturing environment where teachers, students and families work together in an effective partnership. The school's core values are reflected by the important relationships fostered between home and school. The school was the first in Australia to become a 'Be You' school. As a 'Be You' school, there is an ongoing commitment to improve mental health and wellbeing and as a result improve the educational outcomes for all students. The school community has developed a sense of belonging and a family centered culture through extracurricular events such as the Twilight Picnic, Annual Arts Show, biennial School Concert, Multicultural Lunch and House Athletics Carnival.

Human resources were allocated to achieve the strategic direction as documented in the 2019 Annual Implementation Plan. These have been prioritised and targeted to support student learning, engagement and wellbeing. The staffing consists of a strong principal class team of 1.0 Principal, 1.0 Assistant Principal for Student Engagement and Wellbeing and 1.0 Assistant Principal for School Improvement. The employment of external literacy and numeracy consultants continued to build teacher capacity through ongoing coaching for teachers. There are 13.86 teachers who are predominantly classroom teacher range 2 level. In addition, Education Support Staff include 1.6 EFT Integration Aides, 2.0 Administration Staff as well as a 0.2 digital learning technician. The Literacy and Numeracy Consultants provided ongoing mentoring to ensure consistent instructional practices were implemented in every classroom. The school based eLearning Leader supported the implementation of new technologies and rich curriculum to enhance student engagement and motivation. Students were provided with specialist programs in Visual Arts, Performing Arts, Languages (Japanese), Health and Physical Education. The Fountas and Pinnell Levelled Literacy Intervention Program was offered to students in Years 1-4, at risk of not achieving the standard in reading. The school motto of 'Learn and Achieve' is evident through working together as Professional Learning Communities, where the responsibility of knowing and developing all students is collective. The school uses current evidenced based research including Visible Learning and Classroom Instruction That Works to develop assessment capable students in an environment focussed on LEARNING for all. Students are able to articulate their learning goals and where to next in their learning. The school community's continued commitment to further improve student progress has been validated by both school and mandated National Assessment data.

### Framework for Improving Student Outcomes (FISO)

#### EXCELLENCE IN TEACHING AND LEARNING

Curriculum planning and assessment-Develop whole school scope and sequence documents that promote high quality teaching and learning in numeracy.

All staff participated in the ongoing professional learning delivered by Numeracy Consultant and provided evidence of

differentiated learning in planning documents.

Whole school scope and sequence was used to plan and deliver Numeracy sessions that target effective teaching for all learners.

Implementation of daily effective evidenced based numeracy teaching strategies through the Monmia Instructional Model.

Student learning goals aligned to key descriptors used in the Victorian Curriculum and Monmia scope and sequence.

Learning Intentions and Success Criteria were articulated by students and staff used precise mathematical vocabulary.

School based assessments, including pre and post tests and common assessment tasks, indicated student progress where there is medium to high growth.

Mathematics online interview data demonstrated progress for all Learners.

2019 NAPLAN relative growth reports indicated high growth in Numeracy.

Students self regulated their effort and achievement through the use of a rubric and learning goals.

Curriculum planning and assessment-Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.

Increased proportion of students in the top 2 bands in NAPLAN, Numeracy.

Teacher judgements align with NAPLAN, Numeracy student results.

Numeracy school based leader and Numeracy Consultant feedback confirmed improvement in teacher practice evidenced through student work samples and assessments.

A common language in numeracy was applied by students and teachers.

Learning Walks and Talks using the Dr Lyn Sharratt model, verified assessment capable students.

Building practice excellence- Build the capacity of all staff to use evidence-based targeted teaching across the school.

Teaching and Learning Leaders led their PLCs to achieve the AIP and PLC goals validated through PDP discussions.

Targeted student needs were addressed, students know where they are at in their learning and where to next.

School based assessments, including pre and post tests and common assessment tasks, indicated student progress where there is medium to high growth.

Mathematics online interviews and 2019 NAPLAN relative growth reports indicated high growth in Numeracy.

Two peer observations per term were completed and professional learning reflections documented in Google Drive by all teachers.

Building practice excellence-Develop a school-wide instructional model that effectively supports student learning in Numeracy.

PLC planners reflected the Monmia Instructional model in Numeracy with a strong focus on differentiation.

WIN sessions delivered 3 times a week in Numeracy in P-6.

Teaching and Learning Leaders led their PLCs to achieve the AIP and PLC student outcome goals validated through PDP discussions.

Targeted student needs addressed through focused teaching in numeracy.

Evaluating impact on learning- Develop the capability of teachers to evaluate the impact of teaching practices on students' literacy learning.

Increased proportion of students in the top 2 bands in NAPLAN, Reading.

Teacher judgement aligned with NAPLAN, Reading.

An agreed use of common language and strategies in literacy.

Learning Walks and Talks using the Dr Lyn Sharratt model, verified assessment capable students.

Work Programs indicated the use of effective strategies of Guided Reading, Reciprocal Teaching and the use of the Readers Notebook.

Literacy School Based Leader and Literacy Consultant feedback confirmed improvement in teacher practice evidenced through student work samples and assessments.

#### POSITIVE CLIMATE FOR LEARNING

Empowering students and building school pride: Develop whole-school structures and processes to support and embed student voice and agency for learning in all classrooms.

Student attendance data improved across P-6 with a reduction in unexplained absences.

Learning Walks and Talk sessions data validated students can articulate the purpose for learning. Students across P-6 are self assessing their work and that of their peers using success criteria and rubrics. The Attitudes to School Survey data indicated positive response to the dimensions of student voice, student agency and engagement. The Parent Opinion Survey data indicated an increased positive endorsement from 2018 to 2019 in the dimensions relating to student voice and agency.

Intellectual engagement and self-awareness: Embed the high impact teaching strategies of Goal Setting, Questioning, Feedback and Metacognitive Strategies to enhance students intellectual engagement and self-awareness. The Attitudes to School Survey data indicated positive response to the dimensions of student voice and student agency. The Parent Opinion Survey data indicated an increased positive endorsement from 2018 to 2019 in the dimensions relating to student voice and agency. Student attendance data improved across P-6 with a reduction in unexplained absences.

#### COMMUNITY ENGAGEMENT IN LEARNING

Building communities: Strengthen strategies and programs that build partnerships between the school and wider community to support students learning in literacy.

### Achievement

Monmia Primary School is strongly committed to achieving high levels of student growth in all areas of student learning. Considerable emphasis and substantial allocation of resources have been committed to the continual improvement in the delivery of research based instructional practices in every classroom so that all learners can learn and achieve. Collaborative planning practices are firmly embedded within the school culture with all PLCs having weekly structured collaborative planning time. School based consultants are employed to work collaboratively with PLCs during planning to support and provoke high level teaching and learning reflection to build teacher effectiveness. Data Managers in each PLC have developed proficiency in using a range of data to plan and confirm student progress and achievement. The staff is accountable for all students within PLCs and this mindset is firmly embedded in the culture of the school. Consistency in teacher judgement has been obtained following a robust moderation process to include triangulation of various school based assessments and statewide assessments. Student data is examined during collaborative planning sessions and used to direct the next stages for explicit teacher instruction and learning. Individual student needs are addressed through explicit teacher instruction and differentiation. Thirty minute WIN (What I Need) sessions are timetabled three times a week, across the whole school, where students solidly consolidate strategies that need to be strengthened in literacy and/or numeracy, ensuring there is continual growth and development. During this time there is a committed involvement of all staff, including Specialist Teachers and Education Support Staff to ensure that students are given additional time and support by all staff available. Individual student conferences are common practice across all PLCs on a daily basis. These conferences provide valuable insight into understanding student meta-cognitive strategies used and for the development of personalised learning goals that are developed in collaboration with students. These learning goals are highly visible, self-monitored and tracked regularly by students, in partnership with teachers and peers. Student voice is strongly encouraged to support students in becoming assessment capable learners, being responsible for their own learning and knowing what they need to do next. Student effort is recognised and honoured daily by all teachers so that purposeful feedback is given to all students.

The 2019 teacher judgements indicated that students across the school were working at or above the expected level in English and Mathematics. Students on the Program for Students with a Disability demonstrated achievement against personalised goals. NAPLAN data was a cause for great celebration. 76% of Year 5 students achieved in the top 3 bands in numeracy as measured by NAPLAN. This result is comparative to similar schools. 83% of students achieving medium to high growth in spelling as measured by NAPLAN. There was an exceptional level of medium to high growth in individual student NAPLAN results across Years 3 to 5. This result verifies that students are learning and progressing at high levels.

All Professional Learning Communities at the school consistently focus on teacher learning in order to secure that students make measurable and ambitious gains. All staff share accountability for all students at the school. The school's intent is to focus on maintaining the impressive results achieved, further improving reading outcomes and focusing

solidly on improving numeracy outcomes for all students.

## Engagement

Monmia Primary School has maintained an average of 17 days absence per student which is relative to similar schools. However, in 2019 the overall absence data records indicated a reduction in the number of students with more than 20 days absence. In addition 41% of students had an absence rate of less than 10 days. The school is committed to ensuring that attendance rates continue to rise, and focus on working with families of students with chronic absenteeism of more than 20 days. The school uses a personal approach to work with families experiencing difficulty with regular attendance, punctuality and taking extended holidays during the school term. For families where attendance is a concern, the Assistant Principal for Student Engagement and Wellbeing has engaged the Keilor/St Albans Network Student Support Services Officers for assistance. The school has implemented an attendance policy and procedures and uses a SMS system to ensure all absences are explained. When requesting approval for extended holidays, families meet with the principal to seek permission for the extended holiday and to develop an Absence Learning Plan for continued learning whilst on holiday.

The Attitudes to School Survey demonstrates happy, healthy, engaged and resilient students which is extremely satisfying given the schools deliberate focus in this key area. All components demonstrated an increase in results compared to similar schools. Among the school's highest areas were 'Managing Bullying' (87%), 'Sense of Connectedness' (85%), 'Effective Teaching Time' (90%) and 'Stimulating Learning' (82%) which are all above similar schools. This high result has had a positive impact in achieving successful outcomes in literacy and numeracy. Further areas of success in the perception data were the positive responses indicated in 'Advocate at school' (91%), 'Differentiated Learning Challenge' (88%), 'Resilience' (82%) and 'Motivation and Interest' (82%). Most exciting, is the positive endorsement and student positivity over the past three years using the Attitudes to School Factors as a measure of success.

Similarly, feedback given to staff by students validated that students were connected to peers, staff and the school. This data also validated that Students from Year Prep to Year 6 indicated that the learning environment was safe and engaging. 89% endorsement was achieved for 'Sense of Inclusion' which is gratifying given the school's deliberate attention to social justice. This evidence convincingly demonstrates that the school community's work in implementing Visible Learning had a positive impact on both teacher practice and as a result on student achievement. The school will focus on increasing authentic student voice and agency so all students are equal partners in their learning.

## Wellbeing

Monmia Primary School has been deliberate in elevating the importance of Student Engagement and Wellbeing alongside Student Achievement. The school's commitment to the 'Be You' initiative continues to have a positive impact in building community connectedness and community partnerships within the school. It is evident that the school is committed to the ongoing promotion of creating mentally healthy communities. The school community continued to implement the BounceBack Resilience and Wellbeing Program which explicitly teaches a variety of core values and social and emotional learning skills. Monmia successfully participated in the National Day of Action against Bullying and Violence to promote a safe learning environment. The school community is committed to the ongoing work in promoting respectful, responsible and safe student behaviours and practices, both online and offline through the eSmart initiative. The CASEA Program was implemented in term 3 with success for the individual students involved in the program. The Bucket Filling Philosophy continued to 'Catch students doing the right thing' and acknowledge student achievements at weekly assemblies and through the newsletter. The Bluearth Program continued and promoted healthy bodies and healthy minds and has been extremely successful with students in Years 3 and 4. The school continued to implement Restorative Practices to further establish, maintain and repair authentic relationships. The Assistant Principal for Student Engagement and Wellbeing continues to build close partnerships with the Keilor/St. Alban's Network Student Support Service Officers and parents/guardians to implement a range of strategies to best support student achievement, engagement and wellbeing. The school will continue to prioritise and embed whole school structures and social and emotional learning programs to

enhance student self-awareness in order to build resilience and develop strong relationships.

### **Financial performance and position**

The Financial Performance and Position report shows an end of year surplus of \$66,062. This surplus is due to DET grants provided at the end of 2019 for the maintenance blitz as well as some changes in staffing which occurred towards the end of the year.

Focused expenditure, using Equity Funding, on the priority areas of literacy and numeracy continued with ongoing coaching provided by external consultants. Equity Funding enabled the employment of a teacher to deliver the Fountas and Pinnell Levelled Literacy Intervention Program for students in Years 1-4. Equity Funding was also utilised to release eLearning, Literacy and Numeracy Leaders from classroom duties to support and mentor teachers. Additional funding through the School Sporting Grants provided students with access to sports workshops and coaching thus improving student fitness and skill levels. The \$100,000 grant provided by DET and \$30,000 of locally raised funds from the school's Family and Friends (Parent Club) were completely expended on the new refurbished library.

All school expenditure was strategically allocated to improving student learning, engagement and wellbeing.




**For more detailed information regarding our school please visit our website at**  
<http://www.monmia.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 257 students were enrolled at this school in 2019, 127 female and 130 male.

39 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.










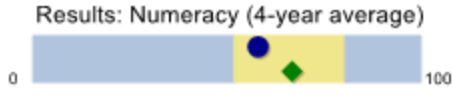










## Performance Summary

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>Above </p> <p>Above </p>



## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>		
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </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><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>	<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>44%</td> <td>47%</td> <td>9%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>57%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>43%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>49%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>40%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	44%	47%	9%	Numeracy	20%	57%	23%	Writing	29%	43%	29%	Spelling	17%	49%	34%	Grammar and Punctuation	29%	40%	31%	<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%
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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><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>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>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></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>89 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>94 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	91 %	91 %	91 %	94 %	92 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	91 %	91 %	91 %	94 %	92 %	91 %										

### Performance Summary

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

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p><b>Above</b> <span style="color: teal; font-size: 24px;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p><b>Above</b> <span style="color: teal; font-size: 24px;">●</span></p>

## Financial Performance and Position

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

Financial Performance - Operating Statement 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	\$2,239,192	High Yield Investment Account	\$43,620
Government Provided DET Grants	\$517,040	Official Account	\$16,153
Government Grants Commonwealth	\$3,000	<b>Total Funds Available</b>	<b>\$59,772</b>
Revenue Other	\$14,781		
Locally Raised Funds	\$166,757		
<b>Total Operating Revenue</b>	<b>\$2,940,771</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$278,059		
<b>Equity Total</b>	<b>\$278,059</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,230,046	Operating Reserve	\$59,772
Books & Publications	\$6,215	Other Recurrent Expenditure	\$776
Communication Costs	\$10,294	Funds Received in Advance	\$15,211
Consumables	\$89,732	Funds for Committees/Shared Arrangements	\$14,022
Miscellaneous Expense <sup>3</sup>	\$224,872	Maintenance - Buildings/Grounds < 12 months	\$30,396
Professional Development	\$6,271	<b>Total Financial Commitments</b>	<b>\$120,177</b>
Property and Equipment Services	\$154,348		
Salaries & Allowances <sup>4</sup>	\$82,269		
Trading & Fundraising	\$34,883		
Utilities	\$35,780		
<b>Total Operating Expenditure</b>	<b>\$2,874,709</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$66,062</b>		
<b>Asset Acquisitions</b>	<b>\$30,789</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)

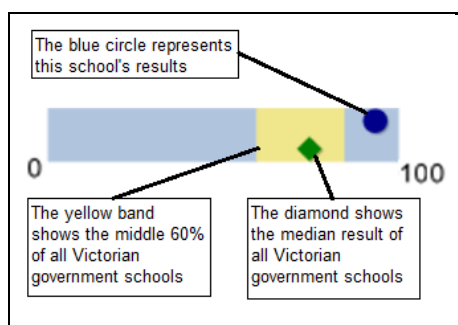
### Engagement

- 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).

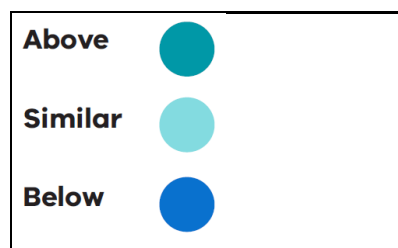


## What does *School Comparison* refer to?

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').