2019 Annual Report to The School Community

School Name: Gruyere Primary School (2956)

- 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 21 July 2020 at 06:34 PM by Michele Upton (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 24 July 2020 at 04:33 PM by Kylie Ammerlaan (School Council President)

About Our School

School context

Guiding Principle
Every student has a right to develop their full potential and discover and understand their unique identity as an individual and as a member of the community. Differences and diversity are recognized and celebrated.
Purpose
Gruyere Primary School provides a safe, secure and stimulating environment that:
•	Sustains our children's enthusiasm and talent for self-learning and thirst for knowledge
•	Ensures every child has a thorough understanding of reading, writing and mathematical concepts as a foundation for future learning
•	Promotes the highest standards of education, social and civic values, health and well-being
•	Builds an enthusiastic community of learners
•	Offers a rare and valuable opportunity to develop bilingual skills and cultural awareness through the Japanese program
As a community we are committed to:
Having RESPECT for ourselves, others, our school and community
Taking RESPONSIBILITY for our choices, actions, behaviours and learning
Developing RESILIENCE through emotional intelligence, optimism and problem solving
We believe that we can only achieve our goals by demonstrating these values every day, in all our relationships – teachers, students, parents
At the beginning of 2019 the student enrolment was 29 students. Two of the students participate in partial enrolment which is only for physical education and library lessons. Some of the students live close by, but more choose to travel from surrounding areas.
The school is operating a Japanese / English Bilingual Program. In line with current government initiatives, A range of sporting areas, a vegetable garden and an orchard provide enriching activities for the students.
The students predominantly have an English speaking background with minimum cultural diversity in terms of non-english speaking countries.
The careful allocation of staff and small class sizes has enabled a strong focus on explicit instruction during literacy and numeracy times and increased small group and individual assistance.
Gruyere Primary School hosts the MARC (Mobile Area Resource Centre) program and the two teachers are part of the Gruyere Primary School staff.
Student data is regularly collected through a range of assessments tools and staff continue to work together and analyse this data in order to identify, support and monitor all students. Analysing trends in data can be difficult due to the effect of, at times, having a transient student population and low cohort numbers. Students moving in and out have effects on budgets, individual programs, stability and student relationships within cohorts.
The school participates with other schools in the local area in activities such as sports and sporting events and excursions, which provide opportunities that would usually be reserved for larger groups. The school also participates in network programs to enhance the professional learning of the staff. Gruyere Primary School staff apply for grants on a yearly basis to be able to subsidise bus costs for activities such as excursions and specific programs such as swimming program, Life Education as well as resources to support programs. The Gruyere Primary School, school council also fundraise for the purpose of enriching student's academic and recreational school life.
The classroom resources are enhanced with modern Information and Communication Technologies (ICT) equipment. The school has a generous computer ratio for all students and these and iPads are available for all students to use for educational purposes. Succession planning for technology is an ongoing challenge financially though our school fundraising has maintained current and reliable equipment to date.
Staff carry the shared responsibilities of administration, maintenance and professional learning and teaching, above their typical classroom duties. The school often doesn't qualify for some types of grants or financial assistance particularly for intervention because of small numbers and the SFO of the community. We are able to offer individual assistance during our learning programs but do not regularly have the trained staff for specific individual intervention programs.

Often we do not recieve data reports due to protocol. The Department of Education and Training's protocol is due to the low number of participants and consequently the inability to analyse trends and to avoid indentification.   Teachers look for areas working well and areas for improvement confidentially.
Staff choose not to participate in the Staff Survey.

Framework for Improving Student Outcomes (FISO)

In 2019 Gruyere Primary School's AIP focussed on implementation of key Improvement Strategies (KIS) related to the FISO dimensions of:

Achievement
Evidence-based High Impact Teaching Strategies
KIS - Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional framework

During 2019 the following were successes in achieving improvement strategies:

Development of teachers' awareness and understanding of the Victorian Teaching and Learning Model
Development in teacher capacity and knowledge to work as a team to analyse evidence based student learning improvement strategies (HITS). the Practice Principles and the Pedagogical model and how they are implemented in our instructional model
Develop teacher capacity and understanding to Structure Lessons using the related High Impact Teaching Strategies resources and model.

We observed development in our collective understanding of the VictorianTeaching and Learning model - (HITS). the Practice Principles and the Pedagogical model
Our capacity to work as a team lead to the research and formalising of our Instructional model
We began our investigation of examplar practice in Structuring Lessons using the related High Impact Teaching Strategies resources and model
All staff, as a professional learning team, contributed to an agreed instructional model for all teachers

Evaluating Impact on Learning
KIS - Build teacher and student confidence in utilising a range of assessment strategies to effectively plan for and assess teaching and learning to each student's point of learning

During 2019 teachers further developed their understanding of Student Voice and Advocacy and how students can further participate in establishing their point of need.

Engagement
Intellectual engagement and self-awareness
KIS - provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and their wider community
KIS - develop learning for students to stimulate interest, curiosity, promote questioning and connect learning to the real world

During 2019 teachers developed individually and collectively a greater understanding of Student Voice and Advocacy and the related strategies to engage and stimulate students.

Engagement and Wellbeing

Parents and carers as partners
KIS - Engage parents and carers as partners in learning
KIS - Draw upon the skills of parents and carers to support students learning

During 2019 we worked on building communities to give parents more focussed and specific information for the needs of their individual children. We focussed on building communities and specifically - Networks with schools, services and agencies. We successfully established relationships with other schools, both primary and secondary, the local council and specialist services.

Achievement

During 2019 the following actions were implemented to assist the success of the achievement goal:
- Professional learning through videos on DET website and discussed how this fits with our understanding of HITS
- Whole staff efficacy related to where HITS fit in the teaching and learning model
- Discussion about which HITS fit in which part of the model i.e. Engage – questioning, setting goals
- Looked at workshop model and how we can use in our lessons and units as a basis
- Made links between Workshop Model and Pedagogical Model from DET
- Professional learning of Student Voice and Advocacy - curriculum day term 2 – Glen Pearsall
- All staff chose a questioning technique to investigate further and shared with each other at a professional learning meeting
- Students have expanded their use of SMART goals focussing in the area of spelling

Literacy

2019 NAPLAN results for year three reading are not available as trends are not able to be made from a testing group of three as well as avoiding identification of individual students. The four year average shows this year level performing towards the top 20%, above the median of all Victorian Government Schools. 2019 NAPLAN results for year five reading show students performing in the top 20%. Similar to year three achievement, this is consistent with the four year average. It is also substantially above the median of all Victorian Government State Schools.
Strategies which have supported this achievement have been a continued focus on differentiation through small groups and explicit, developmental comprehension skills lessons. Using writing traits to teach writing has also established the link between reading and writing, developing student comprehension skills in a range of text types and purposes. The Mobile Area Resource Centre weekly literature sessions also contributed to student achievement. Student learning gain from year three to five in reading showed 50% medium growth and 50% high growth which is a positive result.

2019 NAPLAN writing data showed 80% students making medium gain and 20% high gain from year 3-5. We continue to work towards our goal of all students deemed capable making high relative gain from year 3-5 in all areas assessed. To achieve this our future direction will be on using item analysis data from NAPLAN to identify specific writing elements for individual student learning programs. We are pleased that this data shows no students in the low gain category, reinforcing our focus on individual learning programs and scheduled student directed writing times. Our Japanese Bilingual program and integrated studies have also positively impacted our writing results. We have structured our curriculum to provide opportunities for students to consolidate and apply their skills in a variety of ways.

NAPLAN growth data did not reflect 100% of students making at least on year growth each year between year three and five (one student in grammar and punctuation, one in spelling and two in mathematics)

Future Directions
In response to data related to low student learning gain in spelling and, grammar and punctuation for 2020 we have planned to:
- incorporate daily spelling sessions using Sound Waves as our whole school spelling program
- timetable small group grammar sessions with a focus on explicitly teaching the vocabulary of grammar
- implement an agreed whole school instructional model with a focus on the High Impact Teaching Strategies, specifically the structure of lessons including the provision of learning intentions, and goal setting.

Numeracy

In 2019, the strategic plan goal 'to improve the learning growth of all students in all curriculum areas' remained the focus of teaching and learning improvement.

Data used from 2019 includes NAPLAN results and teacher judgement of student achievement. Teacher judgements for 2019 showed that the majority of students performed at or above the expected level in English and Mathematics. Implementing the Victorian Teaching and Learning Model became a focus to clarify learning intentions with students and enable the provision of more and better opportunities for targeted teaching and feedback. This was a Key Improvement Strategy identified in the Strategic Plan to support the SSP goal.

NAPLAN cohort data was unavailable for year 3 due to the low number of participants. The 4-year average shows that students are meeting or exceeding the median result for Victorian schools and are achieving within the top 20th percentile. The year five NAPLAN numeracy data shows that students performed within the top 20th percentile consistent with previous results. They also performed marginally better than the 4-year average in this assessment. While the data represented here is good, the school has implemented additional targeted learning programs to extend high-achieving students as their growth data (difference in achievement between year 3 and 5) was lower than in previous years. This has been identified as an area of focus across Yarra Valley schools and teachers are participating in regular professional learning to support these students.

Strategies to support progress in this goal area have been identified for the 2020 year. They include adopting a whole school approach to instructional practice and the agreed instructional framework, and building teacher and student confidence in utilising a range of assessment strategies to greater plan for and assess teaching and learning to each student's point of learning.

Students who did not meet, and those who exceeded the expected level in their learning have been provided with an individual program suited to their specific needs in these areas. Learning programs in numeracy are differentiated to support and extend students where required. Students participate in small, needs-based groups and work on an individualised program including assigned learning tasks online. Independent assessment tools (including online applications) further supported differentiation for these students.

To continually improve student achievement in all areas of the curriculum Gruyere Primary School's 2020 AIP will include:
- continuation of the focus to build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional framework. This will be a development from the 2019 action of developing Gruyere Primary School pedagogical model. The actions will relate to refining the pedagogical model and delivering teacher professional learning to support its understanding and use and include:
- Developing a formal 'School Improvement Team where all teachers engage in the planning, implementation and monitoring of this Action
- Planning and implementing explicit classroom observations and learning walks
- Planning and implementing whole staff and individual professional learning related to the High Impact Teaching Strategies
- Developing an induction process to ensure new and returning staff and Casual Relief Teachers are trained in the GPS pedagogical model

Engagement

During 2019 the following actions were implemented to assist the success of the engagement goal:
-          Professional learning of this area - curriculum day term 2 – Glen Pearsall
-          All staff chose a questioning technique to investigate further and shared with each other at a professional learning meeting
-          Students have expanded their use of SMART goals
Teachers understand Student Voice and Advocacy after research and attending the Professional learning of this area - curriculum day term 2.
A decision to focus on questioning was made which drove our collegial learning and sharing. Current practice was audited and the level of success of practice. Peer coaching and reflection assisted in collective efficacy.

By focussing on Student Voice and Advocacy our AtoSS results for mid 2019:
- school connectedness - lower than anticipated with the following results of positive responses - 94% inclusion, 83% student voice and agency and 80% sense of connectedness
- stimulating learning - 94% positive
- student motivation - 78% positive with the remainder 22% neutral. 94% responded positively to self regulation and goal setting.
Parent survey:
- school connectedness - was lower than the target with the result of 74% positive response
- student motivation - was lower than the target with a result of 67% positive response

The following extra curricula events and activities were organised for the dual purpose of student learning and engagement:

   - Upper Yarra School Sports swimming carnival   - House Sports Day   - Inter – school athletics competition
-        Yarra Valley FM 99.1 Radio Show segments produced by students   - Inter school winter sports competitions
- inter school cross country competition   - Gruyere's Got Talent   - ICAS competitions   - Somers Camp   - school city camp   - Soccer day   - Book Week dress up day   - HoopTime basketball competition   - Private music tuition (violin, singing, guitar)   -   Japanese Calligraphy   - video-conferencing with Japanese students in Japan   - Sporting in School specialist coaching
- Year 6 cooking classes   - Kitchen garden program   - Lilydale Mobile Area Resource Centre weekly literature sessions

Gruyere Primary School's attendance rate is more positive than the state median both for 2019, 14.6 compared to 16.3, and the four year average 12.2 compared to 15.5. Student response to attitude towards attendance is considered similar in relation to similar school comparison.
Student attitude towards attendance was 94% positive. Gruyere Primary School will continue adopting attendance strategies culminated through the Yarra Valley Principal network.

Future Directions for the 2020 AIP:
Designing and delivering professional learning on metacognition and mindset, including the effects/challenges with students with special needs.
Designing and trialling tasks for students to experience how these specific approaches help them to learn and stimulate their learning more effectively.
Examples of strategies include Gardner's Multiple Intelligences, Costa's Habits of Mind, Bloom's Taxonomy, and Thinker's Keys, Inquiry approach to learning.
Participating in professional learning based on creative and critical thinking
Utilising metacognitive learning journals, providing opportunities for students to discuss thinking and reflection of learning.

Wellbeing

During 2019 the following actions were implemented to assist the success of the engagement and wellbeing goal:
-        Community of Practice – Upper Yarra Secondary & Launching Place – organised teacher observation visit for early this term (extending student writing)
-        Worked in conjunction with the Shire of Yarra Ranges - Youth Focus Services and local schools beginning with Girl's team building term 2 (strengthening confidence for transitioning to secondary school for small cohorts)
-        Contacted Berry Street for Professional learning i.e. trauma, behaviours
-        Staff participated in CUST (cultural understanding and sensitivity training) – day one this year
-     Continued contact with DET Nurse particularly for sight, speech and hearing.
-     Contact and referrals to SSO personnel - psychologist, social worker, speech pathologist

During 2019 our school provided the following programs in support of student wellbeing: buddies, school awards, student leadership opportunities, sporting opportunities, excursions, camps and the Resilience, Rights and Respectful Relationships program. The Life Education program is provided annually and strengthens the children's knowledge of, and decision making capabilities in personal health, drugs and cyber safety.

The Student Attitudes to School Survey in relation to sense of connectedness showed 0.9 percent less than the state median and below similar school comparison. The three year average continues to be 2.7 percent higher than the state median. Similarly management of bullying was 0.1 percent less than the state median though retained a strong 8.7 percent above state median over the three year average.

During 2019 Gruyere Primary School applied to participate in the School Wide Positive Behaviours Program and the Respectful Relationships program for 2020 to improve the 2019 results.

During 2020 Gruyere Primary School will be completing a self-evaluation in preparation for a school review in term four. this process will enable a greater connection for all stakeholders - students, parents and teachers to analyse and plan for future goals and actions related to Achievement, Engagement and Wellbeing.
Actions proposed:
SIT and School Leadership:
- Read and understand the School Review Guidelines (SIT)
- Engage school parent community through School Council (Prin)
- Engage parent School Council member to lead parent focus groups (Prin)
- Complete VRQA requirements (AP)
- Analyse school data to identify areas of focus (SIT)
- Review Implementation reports to identify highlights and successes from current SSP (SIT)
- Review current SSP goals and use data to reflect on outcome (SIT)
- Review FISO Continua of Practice to assess current achievement and establish focus (SIT)
- Engage 2 challenge partners

Staff will:
- Review Panorama Report to identify successes and areas of focus
- Review current practice using the FISO continua of practice
- Assist in reviewing policies and child safe standards to complete VRQA requirements
- Ensure Team and Grade planning documents are completed
- Deliver lessons using the GPS Instruction Model
- Develop professional development plans that reflect school priorities and goals

Students will be able to:
- Reflect and provide feedback on schools success and areas for development
- Judge the impact of their feedback through the 2020 Attitude to School Survey
- Work collaboratively with their peers and staff to develop complete requirements of review
- Experience the power of student voice to develop student agency

Financial performance and position

Gruyere Primary School ended the 2019 year with a Net Operating Surplus of $69,269. This was managed strategically to account for the Mobile Area Resource Centre program cumulative funds and to continue the school's bilingual program in accordance with the Department of Education and Training Memorandum of Understanding.
The school is the base, including banking, school for the Mobile Area Resource Centre program. This program effects the overall school financial summary in the following areas:
Revenue - Locally raised funds from schools participating in the program
Commitments – School Based Programs. This financial area includes vehicle replacement. In 2019 this program required revenue to be held for future van replacement and has a total of $ 41 174 committed.

REVENUE
Government Provided DET grants include: Essential and Security management, conveyance allowance, camp / sports / excursion fund, targeted grant reimbursement – Bushfire Clearance grant,
Commonwealth Government grants in 2019 were the Sporting in Schools program grants.
Revenue other included interest and reimbursements.
Locally raised funds included: MARC schools contribution, school fundraising, school fees for essential items, voluntary contributions, donations and camps and excursions

EXPENDITURE
Equity funding: trauma informed practice, Essential Assessment subscription, phonological awareness resources, mathematics manipulatives
Miscellaneous – purchase of laptops
Consumables – curriculum and non curriculum consumables, photocopying, computer applications

FINANCIAL COMMITMENTS
School based programs include MARC cumulative funds and Bilingual program allocation
Buildings / grounds maintenance and repairs
Equipment replacement - cumulative for purchasing, updating and repairing information and communication technology

1.   The equity funding reported above is a subset of the overall revenue reported by the school.
2.   Student Resource Package Expenditure figures are as of 26 Feb 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.

For more detailed information regarding our school please visit our website at
www.gruyereps.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 29 students were enrolled at this school in 2019, 10 female and 19 male.

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

Overall Socio-Economic Profile

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

low	low-mid	mid	high
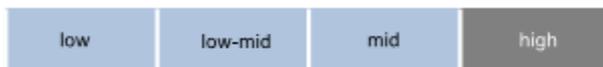
Parent Satisfaction Summary

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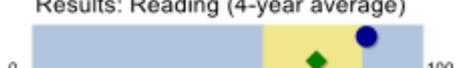
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Above Above

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	No Data Available No Data Available
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above

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

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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'.

Student Outcomes

Reading

50 %	50 %
Medium	High

Numeracy

67 %	33 %
Low	Medium

Writing

80 %	20 %
Medium	High

Spelling

33 %	33 %	33 %
Low	Medium	High

Grammar and Punctuation

33 %	33 %	33 %
Low	Medium	High

Similar School Comparison

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.

25%	50%	25%
Low	Medium	High

Statewide Distribution of Learning Gain
(all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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.	Results: 2019 0 ▬▬▬▬▬ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ▬▬▬▬▬ 50 Few absences <------> Many absences	**Similar** ◯

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	94 %	97 %	95 %	93 %	89 %	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: ◆	Key:	Similar School Comparison ● Above ○ Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Below
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Below

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	$584,169	High Yield Investment Account	$213,363
Government Provided DET Grants	$103,648	Official Account	($651)
Government Grants Commonwealth	$4,400	Other Accounts	$0
Government Grants State	$11,964	**Total Funds Available**	**$212,712**
Revenue Other	$5,194		
Locally Raised Funds	$29,547		
Total Operating Revenue	**$738,923**		

Equity[1]			
Equity (Social Disadvantage)	$5,000		
Equity Total	**$5,000**		

Expenditure		**Financial Commitments**	
Student Resource Package[2]	$550,740	Operating Reserve	$17,011
Books & Publications	$2,474	Other Recurrent Expenditure	$386
Communication Costs	$2,361	Funds Received in Advance	$200
Consumables	$6,716	School Based Programs	$117,376
Miscellaneous Expense[3]	$16,768	Funds for Committees/Shared Arrangements	$61,896
Professional Development	$3,184	Asset/Equipment Replacement < 12 months	$4,668
Property and Equipment Services	$39,550	Maintenance - Buildings/Grounds < 12 months	$11,175
Salaries & Allowances[4]	$30,858	**Total Financial Commitments**	**$212,712**
Trading & Fundraising	$8,756		
Travel & Subsistence	$3,085		
Utilities	$5,162		

Total Operating Expenditure	**$669,654**
Net Operating Surplus/-Deficit	**$69,269**
Asset Acquisitions	**$0**

(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)
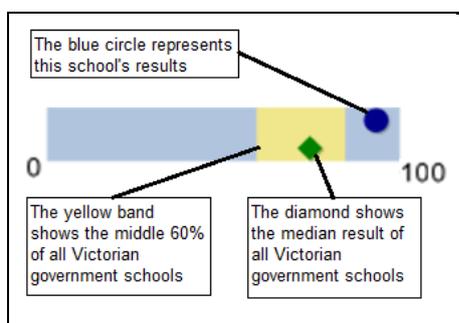
Engagement
- student attendance and engagement at school
   - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.

Above

Similar

Below

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').