

# 2018 Annual Report to The School Community



**School Name: White Hills Primary School (1916)**



- 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 Regulation 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 2018 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 15 March 2019 at 11:25 AM by Andrew Schaeche  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 2019 at 08:58 PM by David Treloar  
(School Council President)

# White Hills Primary School (1916)

## About Our School

### School context

White Hills Primary School provides all students with an opportunity to excel as individuals.

#### VISION

White Hills Primary School's vision is to provide students with the appropriate skills and foster a community of global lifelong learners striving for excellence. We provide an environment that acknowledges students' individuality and supports independence, resilience, self-motivated and responsible students who enjoy and are purposefully engaged in ongoing learning.

#### MISSION

White Hills Primary School's mission is to cater for academic, physical, social and emotional needs. Our School's motto, "educating for the future" enables students to understand, contribute to and succeed in a rapidly changing society. We will ensure that students receive a high quality education to develop both the skills and the competencies essential for success. We seek to create an environment that achieves equity for all students and ensure that each student is a successful learner, fully respected, and learns to respect others.

#### PURPOSE

White Hills Primary School's objective is to prepare our students to contribute productively to an increasingly globalised world.

#### VALUES

During 2018 the school established new school values in line with the work we are doing with School Wide Positive Behaviours. The new jointly constructed and agreed values are White Hills Primary School's values are best defined by the following:

- We show Respect – "thinking and acting in a way that shows others you care about their feelings and their wellbeing"
- We are Responsible – "doing what is expected and owning your actions"
- We display Resilience – "being able to bounce back from challenges"
- We Aspire to be our Best – "be your best, reach your goals"

Students, staff and members of our school community are encouraged to live and demonstrate our core values. Children are fostered to be independent and self-motivated. Our students are engaged in learning and motivated to succeed through the establishment of authentic personal learning goals. Student-led conferences with parents enable our students to have ownership of their own learning and the opportunity to share their achievements.

White Hills PS had an enrolment of 637 students in 2018, 316 female and 321 male. 8% of students had English as an additional language and 4% were Aboriginal or Torres Strait Islander.

Workforce composition comprised 48.4 equivalent full-time staff: 2 principal class, 39.4 teachers and 7.0 Education Support Staff.

This team of professionals is committed to ensuring the positive tone and ethos of White Hills PS is reflected in their practice and standard of education delivery.

The White Hills learning community is characterised by open communication and the formation of genuine relationships between staff, parents and students. All members of our community ensure our school is a caring, positive and stimulating environment.

The school layout offers the opportunity for team teaching to occur in many of its spaces. This is highly valued as our students transition to secondary colleges as they are well prepared for these learning spaces. In 2018 the Government announced a \$5.1 million grant to upgrade facilities. The school established a relationship with an architect firm to upgrade the main building in line with 21st century teaching and learning. This will include a parent and community space, additional permanent classrooms and an upgraded administration area. This is expected to begin in late 2019. Phase two of the project is the construction of a full sized gymnasium, canteen and music facility if and when further funding becomes available.

Our students have many opportunities to develop leadership skills and facilitate community connections, including the student-led assembly, that is a focal point for the community to gather together every week.

The students at White Hills PS are proud of their school and have a strong sense of belonging. Students are treated with a consistent approach, ensuring they have a shared understanding of behavioural expectations.

# White Hills Primary School (1916)

## Framework for Improving Student Outcomes (FISO)

Building practice excellence:

Maths:

On evaluation of the school's data, it is evident that staff are conservative in their judgements of student achievement at or above the expected level based on NAPLAN results. The school chose to focus on NAPLAN growth data over this SSP as this focuses on the value added. We are aiming to increase the percentage of students achieving high growth steadily over the life of the Strategic Plan.

- We continued to focus on extension in 2018 with a staff member dedicated 0.6 to providing additional support to high achieving students in years 3-6.
- We appointed a maths learning specialist in 2018, to assist in improving teacher capacity and aim to improve the growth in student achievement data over the next few years.
- We are also aiming to reduce the percentage of students achieving low growth in NAPLAN. With the continuation of intervention across our school, with a particular emphasis on the Early Years, we hope to reduce this percentage in the subsequent years.
- Support, monitor and build the capacity of teachers in the teaching of maths through coaching, modelling and opportunities for reflection.
- To build teacher capacity to effectively differentiate teaching all students in mathematics, the school trialled the use of Essential Assessment to assist staff to track student achievement and target their teaching at point of need with the pre and post testing capabilities.

Building practice excellence:

Literacy:

- A dedicated leading teacher responsible for literacy (non-teaching literacy coach) was employed in 2018 and a classroom based literacy learning specialist advertised and filled internally assisted to build teacher capabilities and student results.
- With the compulsory inclusion of a literacy focus for all primary schools in 2018, the school chose to focus on NAPLAN growth data and to increase the percentage of students achieving at or above the expected level based on teacher judgements. Whilst the four year average in Year 3 reading is above the state mean, the Year 5 growth data is a work in progress with approximately 35% achieving low growth.
- To improve the consistency of the teaching of literacy across the school through coaching, modelling and opportunities for reflection was achieved.
- The joint construction of an agreed whole school literacy instructional model was undertaken and there was evidence of it's elements in all team planning documentation

Setting expectations and promoting inclusion:

- The school has identified from the Continua of Practice that the vision, values and culture is work to be done and part of the school's review of the organisational structure.
- This was supplemented with the introduction of the School Wide Positive Behaviours support training in 2018, where a focus on the identification of the school values and subsequent behaviour matrix based on the selected values was completed.
- Appointed a Leading teacher with responsibility in Wellbeing
- Conducted a Values multi-aged day focussing on the four values and had bollards constructed for the yard to promote the values
- Supported teachers in the classroom through coaching and modelling wellbeing related strategies and curriculum.

## Achievement

Following the successful introduction of an agreed Maths Instructional Model in 2017, the school focused on doing the same for Literacy in 2018. An agreed Reading and Writing Instructional Model was developed by the Student Learning School Improvement Team in Semester 1 and was put in place during Semester 2. Staff were given professional learning support in order to successfully implement these models into both planning documentation and classroom practice.

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Teacher judgement of the percentage of students in year levels Prep to 6 working at or above age expected standards in English and Mathematics demonstrated pleasing results. In English, 86.5% of students and in Mathematics, 84.4% of students achieved at or above the age expected standards, which was in the 'similar' school comparison range. The professional learning and dedication of staff towards improving NAPLAN results in Mathematics has resulted a steady reduction in the number of students achieving below the minimum standards, down to only one student in 2018. We did not fully meet our targets of less than 22 per cent low growth and more than 20 per cent high growth demonstrated in NAPLAN in numeracy, however, further professional learning in this area will focus on the Reasoning Proficiency, in order to deepen student understanding, which will support this shift.

Extra emphasis was placed on Writing in the Grade 5 area, which led to growth targets being exceeded in both the low and high growth areas. We were successful in meeting our NAPLAN Reading target of extending our high growth, however we did not meet our target for the number of students achieving low growth, potentially due to the shift in emphasis away from Reading within this team. Professional Learning in 2019 will focus on refining teacher practice in the elements of the Reading Instructional Model in order to extend student growth in this area.

All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

## Engagement

The school continues to maintain a very good absence average per student when compared with like and local schools.

Measures to address non-attendance included:

Reviewing and promoting the school's absence flowchart (absence follow up procedure for teachers) again and reinforcing the importance of following up absences as part of the new staff induction program.

Engaging the Wellbeing Leading Teacher, Student Wellbeing Officer and Chaplain to assist with chronic absence families.

The continuation of the 'Attendance Morning Tea' at the end of each term to celebrate those students with no absences has contributed to an improved average attendance across the school, combined with goals set for each student of achieving 4 days or less of absence each semester. The schools attendance data remained steady when measured by FTE days of absence per student. A slight increase occurred from the 10.7 days FTE achieved in 2017 to 11.7 days in 2018. In 2019, the school will work towards electronic notification of absences via the Sentral App for parents on the day students are absent.

A school ethos of 'belonging' and social responsibility is promoted through regular Group (multi-age) Days and programs-2018 saw the focus on a STEM Day, along with a School Values multi age day in semester 2.

Successful community engagement strategies the school employed in 2018 were Mother's & Father's Day breakfasts coordinated by the school's chaplain, this included international food to engage the school's growing Karen population.

The school prides itself on a comprehensive transition program from kinder to prep. it is supported through information sessions and an Open Day, teachers liaising with local kindergartens and child care centres, school visits and the Prep buddy program.

Year 6 students are provided with a wide range of experiences that challenge and support them in the transition to secondary college. The White Hills Cluster of schools develops and implements an agreed program of primary to secondary transition experiences with our neighbourhood secondary college to support our students.

As a member of the Team China group of Bendigo primary schools, we hosted Chinese students and a staff member, from Suzhou for an eight week home-stay. In 2018, five students and a staff member visited Jinji Lake School, our Sister School in Suzhou, China.

The school hosted parents at their annual ANZAC Day ceremony, conducted by student leaders, while Grade 6 students continued with their community connections program, linking with community groups including BUPA, who hosted students visits throughout the year.

We provide students with experiences that build upon their talents and interests. Students can choose to follow various pathways of interest such as sport, instrumental music and performance, visual arts, languages, technology and leadership programs. These pathways ensure that the students of White Hills PS are engaged in school

# White Hills Primary School (1916)

programs and their skills, talents and interests are valued.

The school investigated and conducted the 'Pivot Survey' trial as part of a Network Community of Practice. The trial was conducted by specialist teachers, with 3 grades from various year levels, and provided feedback in relation to teaching practices and how students felt about curriculum delivery.

## Wellbeing

The school's Well-being Leading Teacher lead a well being team including, a Well-being Officer and School Chaplain. The Well-being Officer (three days) and School Chaplain (two days) are employed to work on alternate days to allow students and families access to pastoral care every day. Breakfast club continued to run two mornings a week, Fresh Fruit Friday is delivered each week for all students, sandwiches and snacks are available for students who do not have lunch along with a limited supply of second hand uniform.

The school's Attitudes to School data for student safety was positive compare to past years. Percent endorsements indicate the percent of positive responses. The school achieved a score in the 88th percentile for 'Sense of Connectedness', while 'Management of Bullying also scored in the 88th percentile.

The school established a team to attend and implement the School-Wide Positive Behaviour program across the whole school. Throughout the year, the team reviewed and implemented whole school systems and practices. This included reviewing and establishing our school values and vision and introducing the Expectation Matrix. The School-Wide Positive Behaviour team will continue to attend PD in 2019. All classrooms schedule a 30 minute well-being lesson each week. Lessons focus on students' social and emotional learning, including understanding emotions awareness, promoting resilience, effective communicate skills etc. in 2018 students from Grades 3-6 completed a Student Bullying and Safety survey. This survey provided an insight into how safe students felt at school. The survey provided students with a voice and the opportunity to give feedback in regards to their safety and the management of behaviour in the school environment. The survey is planned to be completed again in 2019.

## Financial performance and position

In 2018, White Hills Primary School Council formulated, implemented and monitored school revenue and expenditure budgets to achieve a net operating surplus of \$478,884. This figure is closer to \$370,000 after the reconciliation process was completed. The school ensures that unless a special project is underway, funds received by the school are committed to the education of students currently attending the school. The school received an additional inclusion supplement boost (once off payment) in 2018 that was used to purchase a broad range of sensory items to assist students to manage their emotions and remain in classrooms. The Parents and Friends Group organised a very successful school Fair in 2018 and funds raised will be used to maintain and upgrade the school grounds and facilities. SRP funds and grants were targeted to support student achievement, engagement and wellbeing, in line with goals outlined in the school's Annual Implementation Plan.

In 2018, equity funds were directed towards the following:

- The continuation of intervention and extension support teachers in all year level and the ongoing employment of an English as an Additional Language (EAL) teacher and translator to support the school's growing population of Karen students.
- An additional classroom teacher was employed to reduce the number of students in each class.
- Two additional non-teaching leading teachers to support the development of teaching staff in the areas of wellbeing and literacy. These roles along with the maths leading teacher will continue in 2019 and 2020 and equity funding will be used to fund their employment.
- The completion of the staff and visitor car park, alleviating car parking on the surrounding streets.
- The replacement of a further two heating furnaces. This means all heating furnaces associated with the main building have been upgraded.
- To continue the school's one-to-one netbook computer program for students in grades 5&6 and the purchase of additional mobile large televisions to replace older interactive whiteboards. This will continue into 2019.

The school planned to utilise surplus funds from 2018 to build teacher capacity and to furnish the Government funded building project that will begin in the latter part of 2019.

## White Hills Primary School (1916)

- The school has committed to professional learning for the next 3 years with the University of Melbourne Network of Schools (UMNOS) & School Wide Positive Behaviours Support (SW-PBS) to build teacher capacity & improve student learning outcomes.

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**  
<http://www.whitehillsp.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 637 students were enrolled at this school in 2018, 316 female and 321 male.

8 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

**Overall Socio-Economic Profile**

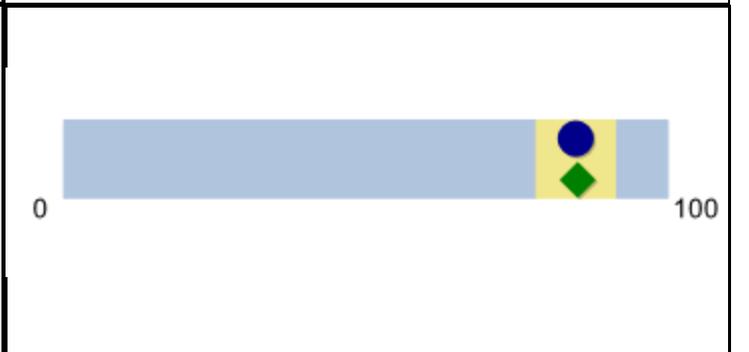
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



**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).

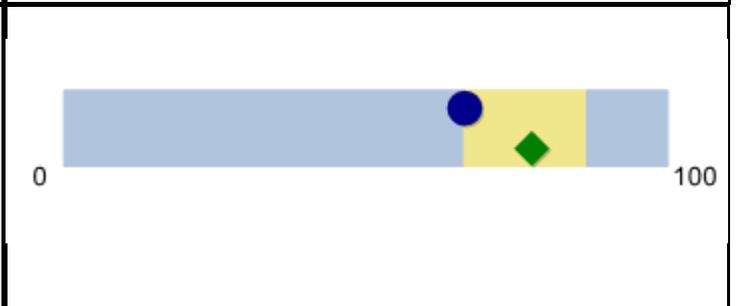
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



**School Staff Survey**

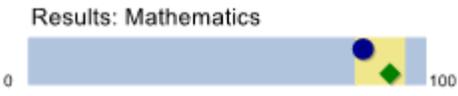
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

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

Achievement	Student Outcomes	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>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</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:

Achievement	Student Outcomes	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> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</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: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>49%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>45%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>47%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>58%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>59%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	49%	16%	Numeracy	38%	45%	18%	Writing	16%	47%	37%	Spelling	22%	58%	20%	Grammar and Punctuation	20%	59%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

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

Engagement	Student Outcomes	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>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p><b>Results: 2018</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <table border="1" data-bbox="550 913 1027 1003"> <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>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	95 %	94 %	94 %	94 %	93 %	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	95 %	94 %	94 %	94 %	93 %										

## 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:

Wellbeing	Student Outcomes	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>Results: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</p> <p> Similar</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>Results: 2018</b></p> <p><b>Results: 2017 - 2018 (2-year average)</b></p>	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,252,364	High Yield Investment Account	\$571,790
Government Provided DET Grants	\$1,011,099	Official Account	\$32,967
Government Grants Commonwealth	\$3,400	<b>Total Funds Available</b>	<b>\$604,757</b>
Government Grants State	\$25,105		
Revenue Other	\$90,624		
Locally Raised Funds	\$440,195		
<b>Total Operating Revenue</b>	<b>\$6,822,787</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$807,205		
<b>Equity Total</b>	<b>\$807,205</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,879,416	Operating Reserve	\$226,694
Books & Publications	\$3,558	Funds Received in Advance	\$70,000
Communication Costs	\$6,401	School Based Programs	\$72,000
Consumables	\$147,532	Cooperative Bank Account	\$109,000
Miscellaneous Expense <sup>3</sup>	\$239,756	Funds for Committees/Shared Arrangements	\$9,500
Professional Development	\$30,048	Repayable to the Department	\$50,000
Property and Equipment Services	\$355,919	Asset/Equipment Replacement < 12 months	\$14,800
Salaries & Allowances <sup>4</sup>	\$469,282	Capital - Buildings/Grounds < 12 months	\$13,500
Trading & Fundraising	\$140,245	Asset/Equipment Replacement > 12 months	\$43,000
Travel & Subsistence	\$6,226	Capital - Buildings/Grounds > 12 months	\$33,600
Utilities	\$65,519	Maintenance - Buildings/Grounds > 12 months	\$20,000
<b>Total Operating Expenditure</b>	<b>\$6,343,903</b>	<b>Total Financial Commitments</b>	<b>\$662,094</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$478,884</b>		
<b>Asset Acquisitions</b>	<b>\$6,780</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 04 March 2019 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)

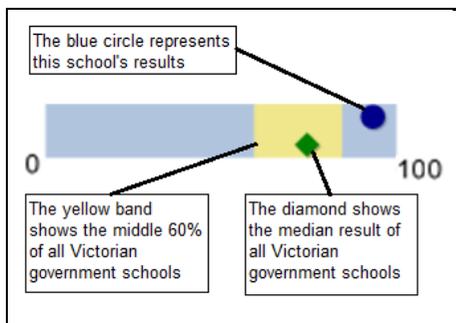
### Engagement

- 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).

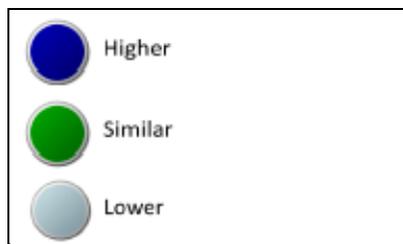


## What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## 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').