

2019 Annual Report to The School Community



School Name: Poowong Consolidated School (6245)



- 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 April 2020 at 06:04 PM by Cate McKenzie (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 20 October 2020 at 05:29 PM by Royce Nieuwerth (School Council President)

About Our School

School context

About our School

Poowong Consolidated School is a primary school (Prep-6) located in the township of Poowong in the heart of South Gippsland. Poowong is surrounded by dairy farms, located at the edge of the Poowong township, however our school make-up is more far-reaching than this. Our school community draws on children from neighbouring townships as well as families who choose to travel to bring their children to the school from as far as Korumburra and beyond. Poowong Consolidated School is committed to our membership of the Karmai Alliance cluster, drawing on the experience and talents of colleagues in our local schools.

Poowong Consolidated School, in partnership with the community, aims to help children learn and care for each other under the school motto "Learning to Care, Caring to Learn". Poowong Consolidated School proudly serves our local community. We cater for children from Prep to Grade 6 in straight grades. We pride ourselves on our connection to the community and the experiences we offer. These currently include music (classroom and instrumental), visual and performing arts, science, woodwork, physical and health education, sustainability, a school-wide electives program and a variety of sporting programs. Our students are encouraged to challenge themselves both academically and personally in all aspects of school life.

Our staff believe in a team approach and are involved in regular meetings, where collaborative planning and sharing of resources occurs. Teachers are committed to remaining knowledgeable about curriculum and educational theory by participating in a range of professional development. Our staff view one another's teaching and give constructive feedback in order to continuously improve, through a coaching and peer observation process. Both teaching and non-teaching staff are supported professionally through regular, targeted professional learning opportunities as well as work within Professional Learning Teams. The development of Professional Learning Teams, with a focus on the data-wise process, allows staff to delve deeply into the learning needs of students and make decisions about their future learning needs. The support of colleagues within the Professional Learning Teams allows for teachers to share their ideas for the benefit of student learning. Our school is made up of 7 classrooms- one at each grade level, with 7 classroom teachers. We have 2 specialist teachers, one teaching PE and music 4 days per week and another teacher teaching Art 2 days per week. We have additional Education Support Staff comprising 5 ES staff as well as an admin support ES 3 days per week and a Business Manager, 3 days per week. 17 staff members support the learning of our students, including the Principal, every given week.

At Poowong Consolidated School, the School Council is actively involved in the governance of the school and its members actively contribute to a range of school priorities. The School Council is responsible for endorsing school policy, programs and the budget as well as being involved in reviewing the school's progress and developing new policies. Many individual parents and community members volunteer in classrooms, at school events throughout the year and to assist with fundraising.

Our School Vision and Values:

At Poowong Consolidated School we aim to be a leading learning community in South Gippsland, delivering outstanding education to the children of Poowong and surrounds. We empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the local community, as well as the global world, and practice the core values of the school:

- Striving for Personal Best
- Excellence in Learning, Respect
- Independence
- Resilience
- Community Participation and Partnerships

At Poowong Consolidated School, we seek to enable all learners through the provision of:-

- differentiated, in-depth, structured and cohesive learning programs aligned to year level content and

achievement standards informed by the Australian Curriculum

- highly effective teachers, focused on improving student outcomes, through their commitment to ongoing professional development, quality teaching, evidence-based practices, coaching and mentoring and collaboration
- whole school agreed pedagogical practices that focus on a consistency of approach
- a quality inclusive learning environment that is responsive to student voice
- opportunities for community and parents to participate in learning and decision making partnerships.
- producing flexible, creative, innovative individuals who strive to maximise their potential and become contributing members of the wider community.

At Poowong Consolidated School we deliver our Literacy and Numeracy programs based on the principles of the Early Years and Middle Years philosophies of whole, small, whole. This includes the targeted explicit instruction of Guided Reading and Guided Mathematics. We utilise a combined approach of VCOP and Big Write with 7 Steps to Writing Success and a 5 week focus on writing genres as an entire school. Data analysis and ongoing collection of evidence of learning is important to the discussions within our Professional Learning Teams.

We value teachers who are:

- able to positively engage with students, parents and the wider community
- innovative, cooperative, positive and have a strong work ethic
- have a strong commitment to moving each student forward with their learning, no matter what their starting point

Framework for Improving Student Outcomes (FISO)

In 2019, Poowong Consolidated School worked on the following Improvement Initiatives:

1. To build collaborative professional learning teams that support teachers to learn from, and with, each other to develop high impact evidence-based practices and shared responsibility.

Key Improvement Strategy 1- Build Professional Learning Teams that value shared responsibility of student data

Throughout 2019, our school maintained a strong focus on building our PLTs and their capacity. We have had a continued and aligned common focus on "Growth" and have a collective commitment to share responsibility, which has contributed to positive change. Our clear schedule of foci for PLTs and for workshops and staff meetings have ensured that everyone is able to attend, be prepared and value the discussions from each other. Deeper discussion about curriculum and assessment have ensued from our PLT focus. There has been a clear openness to vulnerability of practise in order to improve student outcomes. The culture we have created has facilitated this. There is now a shared curiosity around mathematical mindsets to support learning and assessment through our shared reading focus of the Mathematical Mindsets book. The development of norms and protocols in our PLTs has been invaluable for setting a positive and respectful tone to our weekly meetings. Staff engagement with Fast Track and the subsequent detailed discussions have presented opportunities to look at the links between setting classroom tone, school expectations, balancing restorative conversations with high expectations of behaviour and learning as well as enabling us, as a school, to have a clarity in direction around social and emotional learning and academic learning. Workshops run by our PMSS leaders, our Literacy Learning Specialist, Wellbeing and Engagement Leader and Assessment and Reporting Leader, have helped to clarify directions from our Strategic Plan and start incremental steps towards achieving our goals. These workshops have been highly valued by the whole staff. Engagement in Curriculum Days run by area leaders eg. PMSS leaders have also helped to support learning and teaching and have complemented our work in our PLTs. Having the Education Support staff attend these days was also beneficial in ensuring that there is understanding of the vision moving forward and that they also share the learning with the teaching staff. Staff meetings having a focus and structure, goals and agreed agenda have also enabled us, as a staff, to achieve our goals set out in the 2019 AIP. Professional Practice Days have been aligned with PLT needs, whole staff needs and individual PDP goals. Professional reading in 2019 has been embraced, not seen as a burden.

Staff are now:

*More engaged with discussions around student learning and growth

- *More reflective of their own practice and knowledge
- *More likely to utilise their professional practice days to support their own growth, support their goals or their whole school role than they were previously
- *Contribute actively to, and run, workshops for other staff on their portfolio area
- *Actively use their reflection journal after workshops, PLT meetings and their professional practice day
- *More willing to engage with the peer observation templates

Actions for 2020 include:

- *Updating the criterion scale/ rubric in all areas of English to complement the work completed in Mathematics in 2019
- *Introduction of Daring Classrooms to support Goal Setting, Social/Emotional learning and identifying strengths
- *Higher focus on the inquiry cycle of Data Wise and the availability of data through the change to Sentral
- *Professional Development for staff on Data Wise as a refresher, in conjunction with the principal completing the Harvard training with Bastow
- *Look at embedding the work of the past 3 years
- *Continue with reflective journals for teaching staff

2. To provide high impact teaching that motivates students to strive for excellence and achieve continuous learning growth in writing and numeracy

Key Improvement Strategy 2- Build the capacity of staff around a common language and consistency of high impact teaching practices across the school with a focus on effectively monitoring student learning progress.

This year we have had a significant focus on Goal Setting and Feedback as a big part of our CoP work as well as our work in implementing our Instructional Model. This has linked in to our extended focus on Goal Setting for 2020. The change in behaviours that have been noted are around the use of teacher reflection as an ongoing tool for teaching and learning. Staff are now using student reflection in writing moderation. There has been time for mastery through workshops this year with focuses on Reading, Maths and Fast Track. Everyone is actively using the Instructional Model and identifies key components of the model in their weekly planning. This has helped to drive PLT discussions with a focus on implementing the Instructional Model. During Walkthroughs it is evident that staff understand the key aspects that we have identified as important in our Instructional Model including Explicit and Engaging Learning, Purposeful Practice and Reflection and Synthesis. Our work around Feedback and Self-Reflection leading to Goal Setting has been set up for further work. Explicit HITS and Elaborations are displayed around the school and in each classroom. They are accessible and have been shared with all staff, not just teaching staff. This has allowed for engaging discussions between teaching and ES staff. Peer Observation opportunities have continued to be highly valued and requested. Having a schedule for Peer Observations has assisted staff in being prepared to be observed as well as being ready to observe and reflect. Our updated Peer Obs template focusing on our Instructional Model has assisted staff to focus their observations. Attitudes have changed around being more open to feedback, communication and growth this year. Talking in feedback from a variety of sources in order to be informed about our practices has been highly valued and sought out. PMSS leaders have put in practices and resources that are sustainable, with a gradual release of responsibility model in place for this year moving towards work without the PMSS leaders next year. There is a strong work schedule in place that has supported staff. Whole school PD and Workshops have been deliberately connected so that staff can "layer the learning". High staff welfare/ wellbeing focus has been supportive this year, with loads of acknowledgement, time and resources targeted to the specific needs of each and every staff member.

Staff are now:

- *More willing to engage in coaching conversations and do not see this as a punitive process, rather something that everyone is engaged in
- *Very willing to undertake peer observations for their own professional growth
- *Willing to have people come into their classrooms and observe their teaching, without this being a stressful process
- *Willing to utilise their planning time to engage with the PMSS leaders and the Learning Specialist for Literacy to support their own professional needs
- *Excited to trial new things in their classrooms, with support
- *Engage readily with the use of reflective learning journals
- *Willingly engage in workshops designed and delivered by their colleagues

*Are excited to engage as part of the Feedback Community of Practice

Actions for 2020 include:

- *Further refine expectations around goal setting so there is consistency across the PLTs/School (agreed norms)
- *Look at time for discussion post peer observation to allow for the learning to be reciprocal
- *Parent Communication of the HITS and the PCS Instructional Model
- *Change the way parent/teacher interviews are conducted in Grade 3-6 to be 3-way conferences based on student goals and feedback
- *Adapt current student portfolios in Grades 3-6 to reflect the 3-way conference focus

Achievement

The 2019 Achievement results were pleasing. Teacher judgements in English and Mathematics both showed that our students are performing above that of similar schools. Teacher judgement in both English and Mathematics was supported by staff data discussions and evidence using PAT reading and maths in June and November, Maths Online Interview, English Online Interview, regular running records, On-Demand testing in English and Numeracy. This was also supported by classroom work samples, moderated writing samples and classroom observations made by staff.

Staff triangulated data and worked robustly with evidence to form a full picture of the abilities of students in their grades. NAPLAN in Grade 3 showed that students were similar to "like" schools yet below in Numeracy. We, as a school are confident that our school-based data showed significant and continued growth for each and every student throughout 2019, despite this result in NAPLAN for Grade 3. Grade 5 NAPLAN showed PCS students as being above "like" schools in both reading and numeracy showing pleasing results in our 4 year average growth.

Our Improvement Strategy around building Professional Learning Teams highlighted teacher growth in areas of peer observation, understanding of evidence-based teaching and learning practices, knowledge of student data and continual building on staff capacity. The PMSS program has helped staff to develop and hone their teaching and learning in numeracy and has continued to be a highlight for our school.

After the development of a school-based Instructional Model, developed in 2018, we needed to work on the implementation of our Instructional Model, ensuring the High Impact Teaching Strategies were understood and applied consistently in every classroom. Our School Strategic Plan goal of "Providing high impact teaching that motivates students to strive for excellence and achieve continuous learning growth in writing and numeracy" ties in to this Key Improvement Strategy. Our NAPLAN results in 2019 show movement and impact from our focus on implementing High Impact teaching practices. A change in some staffing over the past 12 months means that we need to cement our expectations around teaching and learning to ensure a clear direction into the future.

Engagement

The school's Strategic Plan target to develop students as highly motivated and independent learners has again been of focus this year, despite not being an Improvement Strategy in our Annual Implementation Plan. Student Attendance continues to be an area that we need to work on, being slightly below the median of all Victorian schools. We sit at a similar attendance percentage as our "like" schools, but continue to look at ways to reduce unnecessary absenteeism and work with families with chronic absences. This has been highlighted in our Community of Practice work with Nyora PS, Loch PS, Korumburra PS and Korumburra SC in the Attendance Project. Suzy Winterbottom has worked with identified families across each school to work on attendance concerns and support families to get supports needed.

In 2019, a key staff portfolio was student Wellbeing and Engagement and Student Voice. We have been looking at key recommendations from the Amplify document to develop ways and means to continue to include and refine ways that we connect students in to their learning and find their voice on key issues. Development of our Junior School Council has been a key component of this. Our Student Attitudes to School Survey results support our efforts, with high levels of feeling engaged and motivated in their learning. We are excited about the results of the survey from the past two years as this supports the work staff are doing to engage students in school life and their learning.

In 2020 we aim to continue to develop student engagement via introducing 3-way conferences and align student portfolio work to support their evidence of meeting their goals.

Wellbeing

The Wellbeing aspect of our student performance is a highlight for our school for 2019. Our Attitudes to School Survey showed that our students are above that of similar schools in their sense of connectedness to school. We are excited by this. Our three year average also shows that these outcomes are consistent for our students. Work that staff have put in to developing their understanding of the way in which students learn, effective teaching and learning strategies, understanding and application of Restorative Practices approaches and their connection to staff and to peers is exciting. Student perception of the way in which staff and the school as a whole manage issues of bullying is also impressively above similar schools and is well above the median of Victorian primary schools. As too, our three year average shows that we are consistently meeting the wellbeing wants and needs of our students, year after year. Our parent satisfaction and staff satisfaction surveys also support that this is not an anomaly. All stakeholders feel connected, supported and satisfied by the work we are doing at our school. Both Parent Satisfaction Survey and Staff Survey show that our school performs above the median of all Victorian Primary Schools. This is certainly a celebration for PCS in 2019.

Financial performance and position

Finishing the 2019 school year in a small surplus continued to be a priority for Poowong Consolidated School. We have continued to spend a high proportion of our budget on updating our facilities and resources for the benefit of the students, rather than develop a "healthy bank account". Our priority each year has always been to continue to provide the highest level teaching and learning and to continue to invest in this. Purchases across the school in curriculum resources to update available materials for students, continue to update our technology and continue to update the school's facilities to keep the school functioning at the highest possible standard, have continued to be a priority for Poowong Consolidated School in 2019. School Council have purchased a portable PA system this year to assist with whole school days and activities and a portable stage that was utilised for our successful whole school production. We continue to plan project work and plan maintenance work to upkeep and develop our grounds and have done this in conjunction with regular working bees. We have spent a great deal of money on urgent works this year including shade sail repairs and cleaning, gas and water tank maintenance and works to repair pumps and leaks and continue to maintain our school buildings with other planned works such as installation and replacement of several air conditioning units in classrooms and shared spaces. Pest and weed control have also been a continued cost to the school. Extraordinary expenditure has come in the form of funding by DET for our final year of the Primary Maths Science Specialists in 2019. We have received this grant to fund two part time staff members to develop our numeracy skills and understanding across the school. This year we installed new signage to our entry of the school, including in our car parks. This has helped to identify our school and has publicised our modern logo. Our CRT cost in 2019 were higher than normal, with some significant staff absences due to hospitalisation, meaning our CRT budget was higher than predicted.

For more detailed information regarding our school please visit our website at

<http://www.poowongcs.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 141 students were enrolled at this school in 2019, 64 female and 77 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	87.6	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	85.3	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.8	89.7	81.7	95.0	Above
Mathematics	93.4	90.3	81.8	95.8	Above

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	72.2	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	36.8	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	68.0	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	66.7	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	74.3	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	59.2	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	68.9	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	64.9	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	20.8	54.2	25.0
Numeracy	13.0	39.1	47.8
Writing	43.5	52.2	4.3
Spelling	21.7	69.6	8.7
Grammar and Punctuation	34.8	52.2	13.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.5	16.3	13.9	19.4	Similar
Average number of absence days (4 year average)	13.6	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	90	93	93	92	93	92	94

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	97.0	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	90.3	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	98.9	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	94.4	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$1,369,414
Government Provided DET Grants	\$192,261
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$33,543
Locally Raised Funds	\$71,587
Capital Grants	\$0
Total Operating Revenue	\$1,666,805

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,251
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,251

Expenditure	Actual
Student Resource Package ²	\$1,319,581
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$2,374
Consumables	\$45,105
Miscellaneous Expense ³	\$41,255
Professional Development	\$18,432
Property and Equipment Services	\$89,659
Salaries & Allowances ⁴	\$72,803
Trading & Fundraising	\$5,810
Travel & Subsistence	\$4,340
Utilities	\$20,354
Total Operating Expenditure	\$1,619,714
Net Operating Surplus/-Deficit	\$47,091
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$7,094
Official Account	\$10,119
Other Accounts	\$0
Total Funds Available	\$17,213

Financial Commitments	Actual
Operating Reserve	\$17,213
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$17,213

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.

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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').