

2019 Annual Report to The School Community



School Name: Belmont Primary School (0026)



- 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 13 September 2020 at 04:39 PM by David Houghton (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 10 November 2020 at 10:42 PM by Joanne Manderson (School Council President)

About Our School

School context

Belmont Primary School is a great place for children to learn. Belmont is an older southern suburb of Geelong. The name means 'beautiful hill'. Belmont is geographically separated from the Geelong central business district by the Barwon River. The suburb is primarily residential but also encompasses a central shopping and services area nearby. Belmont Primary School has a long and valued 163 year history (opened Dec 1, 1856), being one of the very first schools to be built in the area.

At Belmont we understand just how precious each and every child is and take great pride in working with our parents and wider community to ensure every child enjoys a highly successful primary education in a caring, supportive and increasingly innovative environment.

Belmont is recognised as a high performing school in terms of achievement but importantly finds the balance, fostering a highly developed sense of social responsibility in our students. Our values of Community, Responsibility, Learning, Honesty, Respect and Courage help guide us in our daily efforts to improve ourselves and our school.

'Learning together' is our motto and reflects our capacity to all be part of a child's growth and development as a life-long learner. We have a dynamic and hard working teaching staff, specialist team and administrative team that demonstrate daily a collective responsibility to each and every student. As well as outstanding specialist programs in Art, LOTE and PE we provide a wide range of extra-curricula activities including camps, swimming, bike education and regular excursions and incursions. We are a highly inclusive school with a strongly supported and resourced special needs program.

In 2019 the school had an equivalent 20.65 full time staff including: 2 Principal class, 14 classroom teachers including specialists, 1.85 Office Administration and 2.8 Education Support staff. The home school connection is strong with parents regularly invited to participate in the education of their children. We enjoy a high level of direct support from parents particularly across the Junior years where we had excellent small class sizes averaging around 21 students. Parents play an important support role and this home/school partnership is highly valued. We continue to experience strong demand for school entry places at year Prep and international interest with links to Deakin University.

Our children enjoy 'state of the art' facilities resulting from significant building upgrades and improvements that allow us to employ contemporary teaching and learning practices that best meet the needs of our children. Further developments to our grounds were completed in 2017/18 including a significant upgrade to our oval and surrounding areas. New areas including a Playpod and deck area were completed in 2019 using money raised through the fundraising of our wonderful parents and a Mini Village is under development and should be completed in 2020 after receiving a federally funded grant to assist this project.

Our enrolment has been steady; ending in 2019 with 291 students across 12 classes. Next year we will continue with 12 grades and around 295 students which ideally, continues to match our available class and open space areas. We are immensely proud of our school and everyone in it and welcome visitors at any time to see our great school in action.

Framework for Improving Student Outcomes (FISO)

The school has been using the Framework for Improving Student Outcomes (FISO) for some time and our recent and substantial school self-evaluation provided the school with some clear directions for the period ahead. In 2019 our focus remained in the FISO area of Excellence in Teaching and Learning and associated initiatives of 'Building Teacher Excellence' and 'Curriculum Planning and Assessment.' Additional focuses included 'Building Leadership Teams' and 'Empowering Students and Building School Pride'.

The school is pleased to see our progress against several dimensions of the FISO continua. Analysis of the school's NAPLAN and teacher judgement data completed in late 2018, indicated that there was still progress to be made in relation to the student learning growth in writing and number particularly. The Review process also recognised the need for consistent whole school practices in assessment, teaching practice and documentation and recommended this as an area for the school to focus on in the next period.

Student Attitudes to School survey data identified a continued need in the area of stimulated learning and student engagement. The school identified key initiatives which were to be investigated to provide more opportunities for student voice and agency eg. Planning of inquiry units.

Across the 2019 period we saw the following progress and highlights:

- Further planning of whole school professional learning opportunities that focused on pedagogical practice, high impact teaching strategies and effective use of student learning data to inform improved teaching practice
- Strengthening reflective practice to include Professional Learning Communities
- Strengthening school documentation and staff understanding of whole school practice and pedagogical models particularly in relation to the key areas of Literacy and Numeracy
- Providing avenues and opportunities for strong professional development particularly for middle level and aspiring leaders within the school to broaden the schools leadership base and capacity
- Developing a school wide understanding and definition for Student Voice and Agency and providing increasing opportunities for our student leaders
- Strengthening parent opportunity to engage with their children's learning, attendance and progress using existing approaches and key online software including COMPASS and Seesaw.

Achievement

Our staff, students and school community have worked hard this past year and have achieved some excellent results.

By 2022 at Year 3 our school is aiming to have an increased number of our students in the top two bands in Writing and Numeracy. This year in Numeracy our percentage was unchanged at 51% (Target 60% by 2022) but in Writing up four percentage points to 73% (target 75% by 2022). Interestingly against similar schools we remained higher by between 5% (Numeracy) and 11% (Writing) which is a strong result for 2019.

By 2022 at Year 5 our school is aiming to have an increased number of our students in the top two bands in Writing and Numeracy. This year in Numeracy our percentage increased by 5% to 54% exceeding our Target 52% by 2022. In Writing, results also increased by five percentage points to 36% (target 50% by 2022). Interestingly against similar schools we remained higher by between 19% (Numeracy) and 14% (Writing) which is an outstanding result for 2019.

Specific to the Performance summary connected to this report, we were pleased to see that Teacher judgement of student achievement of students [at or above expected standard from Year Prep to 6] in English sat at 95.4% and was above Similar school comparisons.

Also pleasing was the high learning gain achieved by our students in both Reading (37.1%) and Numeracy (39.4%) when measured against the statewide medium of 25%. Spelling was a noted exception with a high gain at 21.9% slightly below the statewide medium.

The school's Panorama Report, a more comprehensive measure of school performance, places our school above similar schools in 24 out of the 26 measures of learning achievement.

This past year we have worked hard to address the goals we set for ourselves in this important area. These actions and highlights have included:

- Professional Practice and Curriculum Days utilised to maximise learning aligned to school priorities.
- The school sought to actively build the capacity of literacy and numeracy teams through Bastow training.
- Staff aligned their work, professional learning and Personal Development Plans to the schools goals more accurately and finely.
- The school further developed and documented an agreed instructional model for writing.
- We refined and reviewed our mathematics scope and sequence and lesson structure.
- We developed a greater understanding of High Impact Teaching Strategies.
- We refined term and weekly planning documents.
- Teams shared and implemented consistent practices across classrooms.
- Common assessment tasks were developed and moderated providing regular feedback on student learning for our parents.
- The Professional Learning Community initiative was introduced and cycles of improvement were trialled.
- A Learning specialist was released to provide on ground support, as well as individual and team direction.

Future directions and strategies:

- The school is examining once more the professional learning opportunities of 'Peer observations'. We understand the enormous wealth of ideas, approaches, experience and expertise that we can tap into by learning from each other in a systematic and planned way.
- Our Reading and Writing instructional models will be further developed and finalised across 2020.
- Assessment schedule will continue to be updated and refined
- Tap into further quality PD (Professional Development) like Essentials of Literacy for leaders
- Examine the value and use of mentor texts and text-less picture books to help develop speaking and listening
- Use staff who have trained through BASTOW in 2019 to deliver PD to staff more widely
- Strengthening of the Maths at Belmont document and data tracking using Essential Assessment software
- Development of the concept of Learning intentions and Success Criteria
- Strengthening staff understanding of HITS (High Impact Teaching strategies) and DET Literacy and Numeracy portals

We have much to be proud of here at Belmont.

Engagement

We believe we are on the right path when it comes to developing stronger engagement for our students. The school believes our data may present with a level of drag in these first 1-2 years of our Strategic Plan but that our increasing and broadened actions will see a steady improvement in the near future.

On current figures under the category of Learner Characteristics and Disposition, the Resilience factor is one of three elements that we are focusing on that has shown a slight increase of 2.3% to 82.3% (2022 Target 85%) and Sense of Connectedness, a very minor increase of 0.3% to 82.5% (2022 Target 90%). This result places us above similar schools in this important area. Self regulation and goal setting remains stagnant at 87.3% against 2018 levels of 88%. (2022 Target 95%)

Our 2022 target to improve the percentage of positive endorsement on the Staff Opinion Survey in the factor of parent and community involvement from 80% (2018) to 85% (2022) has been met with a 2019 result of 89%. In summary 82.5% of our students felt connected to school (State average 81) , 89% of staff were positive about the school climate (State average 80%) and 96% of parents were satisfied with the school overall (State average 86%). Our management of bullying in a positive sense (agree or strongly agree) in the view of our students Years 4-6 at 81.3% was similar to that of like schools. It was pleasing to see that for the first time for any year level (4-6) we saw a result of 100% of our Year 6 students report no experience of bullying a 10% year on year improvement since 2017.

This past year we have worked hard to address the goals we set for ourselves in this important area of Engagement. These actions have included:

1. Planning for student feedback in teaching and learning evident in team planning.

3. Staff at many levels have included opportunities for students to access STEM related investigations. Staff have been identified as key learners to connect with any and all PD made available through the Network.
4. Plans afoot to be involved in next years Victorian State School Spectacular.
5. Opportunities for student voice and agency is evident in team planning of units.
6. Extend student leadership program to include access to student leader forums and provide an opportunity for student leaders where possible.
7. Strengthen student reporting processes through the introduction of learning assessment tasks shared with parents through Compass connecting parents to the learning and interests of their children.
8. Modify the structure of the summative semester reports to provide opportunity for classroom teachers to provide more student specific and personalised feedback. This action values student work and effort.
9. Continue to explore the potential of Compass to improve home-school communication processes including attendance notifications, calendar events, newsletter distribution, semester report publication and conference organisation. This helps students and families strongly connect with the events and activities of the school.

Attendance remains a priority for all schools. Although our school average of 15 days absence per student per year over the last three years matches other similar schools we remain challenged by the percentage of students with 20 or more absence days per year. (20%)

We recognise in part we have a small number of very high absence families with more than one child which can and does impact collective data. Our efforts to address this damaging pattern include engaging with these families directly and regularly and offering them additional supports through the school itself and in some cases outside agencies. During 2019, we have seen average absence days fall for Years 1,3, 5 and 6 and unapproved absences fall for all year levels from Prep through to Grade 6 which is a wonderful result and testament to our efforts to strengthen our processes. Year 6 has seen the greatest improvement and we trust that some of the initiatives we are employing more widely across our Senior grades is being reflected in part by falling absence rates and strong falls in unapproved rates. (8.4 days to 0.7 days)

Future directions and strategies

- Engaging fully as a Leadership Team and wider staff with the learning we will have through Quaglia Institute for School Voice & Aspirations. Our school Network has established a strong connection with this group who plan to deliver on-going PD and direction for all schools in our Network
- Strengthening our reporting processes to help parents understand the level and needs of their children. Up to four learning tasks to be created each term and delivered through Compass.
- Students greater self regulation of their own learning will be advanced eg. Development of personal writing goals.

Wellbeing

We had some goals connected to this area and achieved varying results. Although we did not achieve in the target range for positive endorsement in the following categories there remains a large group of our students whose response neither agree or disagree. This reality hampers our ability to accurately track our growth or improvement in this area.

By 2022 improve the percentage of positive endorsement on the Attitudes to School Survey for Years 4-6 for the following :

- Student voice and agency - from 73% in 2018 to 80% in 2022 (In 2019 - 67% Positive endorsement and 21% Neutral)
- Teacher concern - from 79% in 2018 to 85% in 2022 (73% Positive endorsement and 19% Neutral)

Parents remain an important group within our school and as a school we have been taking several actions to encourage their connection with student work and class activities. We believe this positive interaction contributes to students view of themselves as successful and happy learners. Our staff measure 'Parent and Community involvement' grew 9% in this 12 month period to it's highest point in 5 years and exceeded our Strategic Plan target of 85% by 2022. Our parents held a similar view of the schools efforts with Teacher Communication measure rising from 78% to 82% (85% target by 2022), Parent participation and involvement remaining high at 85% slightly down on 2018 levels and a

strong view that the school maintains high expectations for success 95% in 2019 up 10 percentage points from 2018 levels and exceeding our school 2022 target of 90%.

These results are pleasing for the school and encourage us to continue the work we are doing and building on across the school. Some of these actions include:

- Community Circles are evident as regular in classrooms. These provide opportunities for all students to discuss and explore topics of interest, concern or are wellbeing focused.
- Increased learning opportunities in relation to personal and social capabilities, including growth and fixed mindset.
- Increasing opportunities to participate in a range of learning experiences that stimulate their learning in the performing arts, music, science and technology.
- Developing understanding of the Respectful Relationship initiative which will be rolled out in 2020
- Planning weekly opportunities for the explicit teaching of social and emotional learning.
- Developing inquiry units using the agreed school model for inquiry learning. This approach helps our students connect with what is relevant and of interest in their worlds.

Our staff routinely track all students carefully and have mastered the use of Compass (software program) to identify and record more accurately and centrally student and family details, medical reports and diagnosis, student attendance and behaviour.

Future directions and strategies

- Build on our connection with student families using Seesaw and Compass.
- Create opportunities for the school to enjoy events and activities on a regular basis eg. Welcome picnic, Area inquiry work showcases.
- Engage with our local Respectful Relationship Schools Cluster as we begin a new journey to deliver this work. This will include an introduction to the whole school approach to Respectful Relationships – the what, the why and the how, the evidence base for the initiative and the teaching and learning resources (Resilience, Rights and Respectful Relationships)

We are hugely proud of the efforts of all of our staff, the commitment shown by our families to support the school and our fabulous students who work hard, learn and grow as individuals each and every day. Here at Belmont we take pride in 'Learning together'.

Financial performance and position

Our school is currently in a sound financial position and this has been through the careful, planned and sustained actions of the school, the Finance Committee of School Council, School Council and our Business Manager who oversees all elements of this important area.

The school finished in surplus once more and this is not by pure circumstance but through careful management. The school receives very little in the form of equity funding because of its strong student/family background. This has meant we have needed to rely heavily on the constraints of the Student Resource Package and any grants that were issued by the Department or we could access through application. These additional grants included: Sporting Schools grants Term 2 and 3, DET specials grants towards maintenance and compliance.

Key actions we have sustained have included; maintaining a balanced staffing profile, increasing student class sizes, measured specialist teacher provision, fundraising and appropriate budget setting. A weekend based Chinese School on-site proved very successful and provided us with a new revenue stream. Out of Hours School Care also were asked to contribute to the school being an independent business on the school site. Our term deposit, which we had negotiated a very good rate for, had to be closed in May 2019 as a result of a DET directive to all schools. The school made several large purchases including a new photocopier, bank of 30 new laptops, replacement TV, new air conditioner and other technology including iPads. In the grounds we completed a substantial Koorie sculpture, replacement of two large shade sails, installation of a large Playpod decking area and completion of the large retaining wall garden and seating features.

We are grateful for the funding we receive as a Government school, the funds both voluntary and requested from our parents and the fundraising dollars that come to us from our wider community. All of these actions and inputs provide the resources we need for our teaching staff to do their best work and our students, their best learning.

For more detailed information regarding our school please visit our website at
<http://www.belmontps.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 286 students were enrolled at this school in 2019, 146 female and 140 male.

7 percent of students had English as an additional language and 5 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: High

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)	85.7	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)	89.4	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	95.4	89.7	81.7	95.0	Above
Mathematics	94.6	90.3	81.8	95.8	Similar

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)	78.4	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	73.0	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	86.5	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	89.2	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)	83.3	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	79.9	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	78.4	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	78.3	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	22.9	40.0	37.1
Numeracy	9.1	51.5	39.4
Writing	15.2	57.6	27.3
Spelling	31.3	46.9	21.9
Grammar and Punctuation	25.0	43.8	31.3

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)	14.1	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	14.6	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)	93	93	93	94	92	93	93

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)	82.5	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	80.3	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)	81.3	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	83.0	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	\$2,055,310
Government Provided DET Grants	\$353,577
Government Grants Commonwealth	\$7,100
Government Grants State	\$800
Revenue Other	\$10,206
Locally Raised Funds	\$224,877
Capital Grants	\$0
Total Operating Revenue	\$2,651,870

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,760
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,760

Expenditure	Actual
Student Resource Package ²	\$2,047,625
Adjustments	\$0
Books & Publications	\$1,183
Communication Costs	\$2,155
Consumables	\$53,139
Miscellaneous Expense ³	\$114,531
Professional Development	\$26,770
Property and Equipment Services	\$149,510
Salaries & Allowances ⁴	\$179,585
Trading & Fundraising	\$12,337
Travel & Subsistence	\$0
Utilities	\$28,379
Total Operating Expenditure	\$2,615,214
Net Operating Surplus/-Deficit	\$36,656
Asset Acquisitions	\$6,979

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$301,219
Official Account	\$43,908
Other Accounts	\$0
Total Funds Available	\$345,127

Financial Commitments	Actual
Operating Reserve	\$92,501
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$18,289
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,013
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$6,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$77,999
Asset/Equipment Replacement > 12 months	\$42,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$100,325
Total Financial Commitments	\$345,127

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').