

# 2018 Annual Report to The School Community



School Name: Lilydale Primary School (0876)



- 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 01:22 PM by Andrew Weaver  
(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 22 March 2019 at 09:14 AM by Peter Carswell  
(School Council President)

## About Our School

### School context

Lilydale Primary School is an energetic learning community that focuses on developing each individual student to their full potential. We believe in developing the whole child by offering a range of curricular and extra curricular activities that allow students to experience a breadth of academic and social learning. It is important to us that each student is valued and that the learning programs truly cater for each individual. Lilydale Primary School has maintained and nurtured a strong relationship with its community. The school's excellent reputation reflects its commitment to improvement, cooperative team work and the provision of effective learning programs. Our school is approximately 40km from Melbourne in the town of Lilydale. Our student population reflects those of the beautiful Yarra Valley with our families coming from a wide variety of socio-economic backgrounds and cultures. In 2018, our school consisted of 236 students of whom there were 125 female students and 111 male students. There were 5% of our students who were EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

In 2018, the school employed one Principal class, 10 full time teachers and 3 specialist teachers plus 6 Education Support Staff. Ten classes were run by 12 teachers, with two classes split 0.8 and 0.2 between two teachers employed by the school. The school provided 1 hour of Music and Visual Arts and forty minutes of Japanese as specialist areas. The Music program was enhanced by 2 private instrumental teachers working in the school with fee paying students. Class teachers ran their own PE programs and were supported by the acquisition of Sporting Schools Grants which provided expert tuition in gymnastics, tennis, basketball and lawn bowls throughout the year. Year 5 and 6 students participated in the inter-school sport program. Our annual swimming program was offered to all students and ensured that students were focused on developing their water skills, stroke development as well as basic water safety. The school offers a wide range of extra-curricular activities including Judo, Chess, Library, Choir and Futsal as well as extension programs in Music Japanese and Art. The school entered teams in after school Futsal competitions, which were coached by parents. The School also had a Parent and teacher Futsal team. Our school camping program encompassed all year levels with the Prep to One students coming back to school for an evening of activities, Grade 2 students having a sleep over at the school, Grade 3/4 involved in adventure camp and the Grade 5/6 students traveling to Ballarat. Our annual school production was 'Maria's Mask' written by our Principal and this was also performed at other local schools. The production was very well received and a real highlight of the year involving every year level and ensuring that each child had an opportunity to perform in front of a large audience. We value the importance of team work and the opportunity for students to challenge themselves by taking on singing dancing and acting roles.

In 2018, the staff continued to work using our new Instructional Model that ensured best practice of teaching and learning is consistently implemented across the school. We focused on developing our tracking of students using our new data walls that focus on Literacy and Numeracy Skills. Our Instructional Model focuses on the high impact teaching strategies developed as part of the Department's Education State Initiative and uses the Practice Principles for Excellence in Teaching and Learning and the broader Framework for Improving Student Outcomes as its basis for creating a positive and dynamic learning environment at our school. The school uses the CAFÉ reading program as a whole school strategy for improving reading comprehension and to develop independent readers and this program has had a significant impact on the Reading results of our students.

In 2018, the ICT infrastructure was improved to enable more users on our wireless network and the school started to replace the out of date Smartboards with televisions which provide a more effective display that can be used to present information and ideas to the class and also allow students to mirror their iPad to show their learning. All classrooms have access to computers and televisions. We have 2 computer laboratories in the school. We believe that Technology enhances student learning in all areas of the curriculum and helps teachers to provide many new ways of teaching students with different needs. The Robotics program was extended and offered to all year levels to ensure coding had a real purpose with many of the classes integrating robotics into other areas of the curriculum. The school also focused on developing the capacity of the staff to teach the new Victorian Digital Technologies curriculum in 2018 with the emphasis on understanding computer science through coding and computer aided design. The staff completed MOOCS training in Digital Literacy. The acquisition of a Digital Literacy Grant allowed us to purchase new 3 d printers and scanners and provide training to staff in order to use them. We believe that this equipment linked with an innovative approach to the use of ICT and the embedding of this in every subject will allow our students to have the skills necessary to excel in the Digital Technologies area.

At Lilydale Primary School, we are focused on developing the leadership of our students in real and authentic situations. We have School, House, Art and Music Captains as well as our recently formed band of Techsperts who help support students and staff in the use of technology. Our active Junior School Council organises fundraisers throughout the year and regularly reports to leadership and staff meeting relating to the thoughts and concerns of the students. Our weekly assemblies are student run and our School Captains use their initiative in a number of ways; ranging from conducting school tours, representing the school at RSL services and suggesting whole school activities or fundraisers. Year 5 students are Prep Buddies and Year 4 students attend our local pre- schools to support the staff and students. The Pathway to Prep program is a comprehensive transition program that ensures our future students have the skills and experience so that they are ready for primary school. This program was fully developed in 2018 and ensured that we had a thorough understanding of the learning needs of our students before they had even started school. Year 5 and 6 children have many opportunities to visit local secondary schools as part of their transition taking part in sports days, discovery days and Anzac Day services.

We have a range of events throughout the year that involve our community including our Grandparents Day and Art show, Christmas Carols evening, Trivia Night and our discos and barbeques. All our events are well supported by our parent community and we have parent volunteers who help us throughout the year in and out of the classroom. We have an active School Council who are very keen for our school to continue to develop and grow.

We have continued to develop our grounds with the support of our parents during working bees and we are currently refurbishing four classroom spaces, our Gym and our Music room. When these are finished in March 2019 they will provide the staff and students with spaces that are effective for modern teaching practices being light and flexible in how they can be used.

### Framework for Improving Student Outcomes (FISO)

In 2018, the FISO Improvement initiatives that were identified as requiring extra attention were Excellence in Teaching and Learning with a particular focus on Curriculum Planning and Assessment and Professional Leadership. The school developed data walls in order to track individual students and identify students who required extra support of extra challenge and introduced a new assessment schedule which was designed to identify assessments that would support staff in planning for the individuals next phase of learning. The staff moderated their assessments with others and we identified Formative assessment as the next stage of our development. This has been put into action for the 2019 professional learning plan. The staff also worked with other schools in the Network to identify best practice in assessment moderation and planning.

In our professional leadership component the school has developed its planning using the Professional Communities model and this has seen the development of Instructional Leaders across the school in each Level team. This work has allowed staff to take ownership of their results and allow for a clear focus and plan to address the areas for development of our cohort of students. Many staff have also taken the opportunity to develop their own professional practice through Bastow programs that target leaders within the school.

In 2018, the school was part of a FISO cluster of schools that focused on Mathematics and particularly the development of best practice teaching methods at the school. The FISO group focused its attention on the development of learning programs for the highly able students in Year 4 thus allowing us to trial techniques and practices that could later be embedded across the school. The School was involved in several visits to high performing schools and FISO cluster schools to identify best practice and ensure that Mathematics teaching at the school continued to embrace the best practice principles.

### Achievement

Lilydale Primary School's Year 3 NAPLAN Reading results for 2018 were higher than the State median and our 4-year average for Year 3 NAPLAN Reading is similar to the median of all government schools. In 2018 our results in Reading, Numeracy, Writing, Spelling and Grammar and punctuation are similar to schools who have comparable demographics through the Student Family Education Occupation (S.F.O.E.) index.

Our 2018 Naplan results for students in Year 3 in the top two bands of achievement showed the following comparison with other schools

- Numeracy - 38% of our students were in the top two bands compared to 41% for similar schools.
- Reading - 62% of our students were in the top two band compared to 56% for similar schools.
- Writing - 52% of our students were in the top two band compared to 49% for similar schools.

- Spelling - 52% of our students were in the top two band compared to 44% for similar schools.
- Grammar and Punctuation - 19% of our students were in the top two band compared to 32% for similar schools

Our 2018 Naplan results for students in Year 5 in the top two bands of achievement showed the following comparison with other schools

- Numeracy - 24% of our students were in the top two bands compared to 28% for similar schools.
- Reading - 5% of our students were in the top two band compared to 10% for similar schools.
- Writing - 3% of our students were in the top two band compared to 13% for similar schools.
- Spelling - 22% of our students were in the top two band compared to 29% for similar schools.
- Grammar and Punctuation - 41% of our students were in the top two band compared to 27% for similar schools.

The results show that we have improved our NAPLAN results from 2017 but there remains work to be done particularly in Writing and Numeracy. This will be a focus for our Professional Learning in 2019 as we take part in the Professional Learning Communities Program which will specifically target Teaching and Learning in Writing and Numeracy through analysing data and then targeting teaching based on this information.

The growth of our students from Grade Three to Grade 5 continues to be a feature of the school with 70% of students in Reading making Medium to High growth, 80% of students making medium to high growth in Numeracy. 69% of students making medium to high growth in writing. 73% of students making medium to high growth in spelling and 73% of students making medium to high growth in Grammar and Punctuation. This continues to be our focus and trying to ensure that the school continues to develop all our students to the best of their ability.

Teacher judgements relating to Mathematics were slightly above the median for all Victorian Schools and the teacher judgements for English were slightly below the median for all Victorian Schools. Our school had an 85% correlation between teacher judgements and NAPLAN performance which demonstrates the depth of the knowledge the teachers have of their students at our school.

In 2019, our Annual Implementation Plan will focus on improving Writing outcomes by focusing on continuing to implement our new Instructional model and engaging in professional Development related to Writing through the Victorian Learning Communities project with several other schools and research into best practice writing techniques.

## Engagement

At Lilydale Primary School our teaching staff work hard to support students in their learning and each lesson has a clear learning intention and success criteria in line with our new Instructional Model. We have introduced a clear assessment, moderation and planning cycle within the school which ensures that teachers are planning sequences of lessons that meet the needs of the cohort of students and that cater specifically for each individual student's needs.

We have a Literacy Intervention Program for students across the school which runs for three days a week based on their proficiency in Reading. An experienced staff member monitors the student's progress and reports directly to the class teacher and parents. We also identify students in Mathematics who have additional needs and provide them with the Bridges program and the Number Fluency Tasks, which support the development of basic Mathematical skills.

Individual Learning Plans are used across the school to identify additional needs of students and provide an individual work program. The Leadership of the school monitors the Individual Learning Plans and these plans are discussed with parents at a Student Support Group meeting. These meetings ensure that teachers, support staff and parents are aware of the student's learning goals and the strategies to be employed. These meetings also recommend ways that the parent/carer can support their child and how they can assist with their learning.

At Lilydale Primary School, we believe in supporting all our students and so the school offers our high achieving students opportunities through the differentiated learning in all curriculum areas. We also provide extension groups in Japanese, Art and Chess. These groups ensure that high gifted students in these areas are identified and given opportunities to receive extra support and challenge at Levels beyond their academic year level.

The School's attendance figures for 2018 remain inline with the attendance figures from previous years. The School has implemented new procedures for non attendance in 2018 with clear protocols relating to how absences are reported to the school and procedures for improving student attendance. These strategies include making direct contact with parents through Email each morning, phone calls, formal letters and notifications as well as pastoral care for students to encourage them to attend. The School also uses the school chaplain and support for families that are facing personal difficulties in getting their children to attend school. These support measures have included involving other families in the transport of students to the school, regular communication and conversations with families whose student attendance is a concern and clear guidelines to staff regarding what to do when absences become an issue.

## Wellbeing

At Lilydale Primary School we believe that everyday counts and therefore we carefully monitor attendance daily. We talk to parents about support we can provide if they are having difficulty getting their children to school. In 2018 the percentage of students who were absent less than ten days during the year was greater than the State average and similar schools. Our PRIDE values are - Perseverance, Respect, Inclusion, Determination and Encouragement. The values provide the framework for the development of a respectful and safe learning environment. These are very important to us and they form the framework for all the conversations that we have with students regarding their behaviour and wellbeing at school. The Values are the focus of our assemblies as we celebrate student citizenship with awards and recognition.

The School employs a Chaplain who works at the school two days a week. The Chaplain focuses on helping students who need extra support due to home or school situations. The Chaplain provides the students with pastoral care and organises activities and events to help the students to feel safe and secure whilst also identifying any further support that is necessary. The Chaplain talks to the teachers, support staff and parents and offers strategies to help ensure the student receives the best possible support.

The school offers a Breakfast program every day. This program is supported by local organisations and allows any student, access to good quality food and drink before the school day starts so that they are ready to learn. This breakfast club also allows staff and the Chaplain to talk to students in a social setting and identify any students who may need extra support or help.

Student wellbeing programs are implemented across the school with circle time used to allow students opportunities to talk about issues or concerns either at School or at home. Cyber safety is taught across all year levels culminating in the Grade5/6 students completing the Alannah and Madeline foundation Digital Licenses which focuses on teaching students the skills so that they can keep themselves safe online.

All our Preps have a Year 5 buddy and we run a Pre-School helpers program for Year 4 students. Year 5 and 6 students attend transition programs at our local secondary schools. Our Pathway to Prep transition program begins in Term 2 with focused teaching on the skills the students require to start Prep and School orientation and experience sessions. Our leadership program includes School and House Captains, Junior School Council and Responsibility Day. The Kids Hope Program identifies vulnerable students and matches them to a trained mentor who remains with them during their time at the school.

## Financial performance and position

The School remains on a sound financial footing and although we have seen a deficit in 2018 this deficit supported a staffing model that allowed for more quality teaching for students and a stable structure that could be sustained into the future. This change in the staffing has resulted in the school to grow further in 2019 moving from 10 classes to 12 classes. The Capital Works grant is focused on improving the flexibility of workspaces to ensure that staff and students have modern facilities that support modern teaching and learning practices. The grants we have received in 2018 will have a significant impact on the buildings and grounds as well as the ICT infrastructure at the school. Equity Funding was used in 2018 to provide extra literacy support for disadvantaged students. Operating costs continue to be monitored to ensure that funds are directed at the point of need for our students and staff.

**For more detailed information regarding our school please visit our website at**  
<https://www.lilydaleps.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.

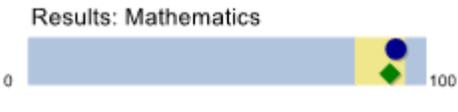
Members of the community can contact the school for an accessible version of these data tables if required.

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 233 students were enrolled at this school in 2018, 119 female and 114 male.</p> <p>6 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Higher</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> Higher</p> <p> Similar</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>

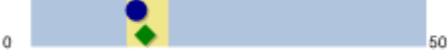
## Performance Summary

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>30%</td> <td>60%</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>66%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>55%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>57%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>60%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	60%	10%	Numeracy	21%	66%	14%	Writing	31%	55%	14%	Spelling	27%	57%	17%	Grammar and Punctuation	27%	60%	13%	<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> <table border="1" data-bbox="545 913 1029 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>91 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> <td>93 %</td> <td>95 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	93 %	90 %	93 %	95 %	96 %	<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>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	93 %	90 %	93 %	95 %	96 %										

## 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	\$1,824,575	High Yield Investment Account	\$11,320
Government Provided DET Grants	\$288,879	Official Account	\$8,068
Government Grants Commonwealth	\$26,863	Other Accounts	\$48,252
Revenue Other	\$3,127	<b>Total Funds Available</b>	<b>\$67,640</b>
Locally Raised Funds	\$162,844		
<b>Total Operating Revenue</b>	<b>\$2,306,287</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$31,558		
<b>Equity Total</b>	<b>\$31,558</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,863,999	Operating Reserve	\$24,484
Communication Costs	\$5,307	Other Recurrent Expenditure	\$10,302
Consumables	\$46,302	Funds Received in Advance	\$11,982
Miscellaneous Expense <sup>3</sup>	\$129,946	School Based Programs	\$3,289
Professional Development	\$7,012	Maintenance - Buildings/Grounds < 12 months	\$17,584
Property and Equipment Services	\$118,740	<b>Total Financial Commitments</b>	<b>\$67,640</b>
Salaries & Allowances <sup>4</sup>	\$120,809		
Trading & Fundraising	\$21,223		
Utilities	\$24,348		
<b>Total Operating Expenditure</b>	<b>\$2,337,686</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$31,398)</b>		
<b>Asset Acquisitions</b>	<b>\$59,369</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)

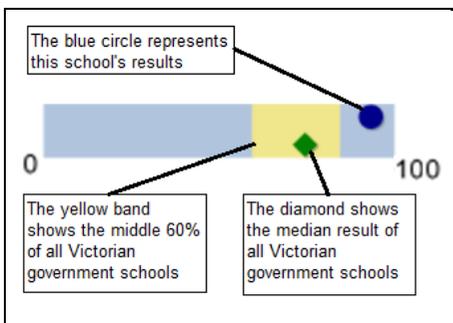
### Engagement

- 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).

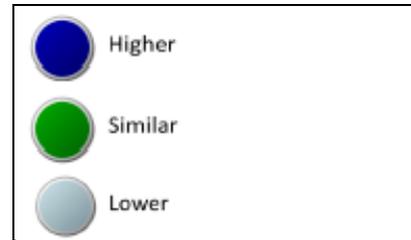


## What does *School Comparison* refer to?

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').