

2018 Annual Report to The School Community



School Name: Barnawartha Primary School (1489)



- 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 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 01 April 2019 at 02:42 PM by Lisa Van Noordennen (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 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 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 08 May 2019 at 11:52 AM by Bernadette Kelly (School Council President)

About Our School

School context

Barnawartha Primary School is a small, rural school, situated in the Indigo Shire of North East Victoria. We are situated off the Hume Highway, approximately 18 kilometers from Wodonga.

Our core values, which we call our Barny Stars, are to be SAFE, RESPECTFUL LEARNERS - Safe and responsible citizens, Respectful and honest individuals and successful and confident Learners. We believe that Emotional Intelligence (EQ) is the foundation of student well-being and engagement and has the greatest impact on achievement. Therefore we challenge students to understand their thoughts, feelings and actions and the impact they have on themselves and those around them. We challenge them to learn how to become accountable for the things they say and do. Resilience, Self-Control, Persistence, Motivation and Empathy are taught through The Golden Rule, to "Treat Others The Way You Want To Be Treated". EQ teaches our students how to be smart with their emotions.

We believe that "It takes a village to raise a child". We acknowledge that education extends beyond the school where families, local businesses, sporting clubs and community members have a significant impact on the emotional well being and success of our children. We are all accountable and we are all united in our vision to ensure our children become the best that they can be. Our school ensures at all times that it has a positive physical presence in the community and engaged in community events that promote our school and build connections with families and locals.

We believe in developing skills and strategies to build independent and confident learners who are motivated to excel at a high standard academically. Our students build their stamina and love of literacy and numeracy with a differentiated instruction, delivered through an instructional Model of the Daily Five (English) and Daily Three (Mathematics), which targets the individual child's point of need. Mappen provides our Rich Task Curriculum of Community, Identity, Sustainability, Change, Social Justice, Discovery, Creativity and Connections. All teachers are responsible for core curriculum development and delivery in English, Mathematics, EQ, Science, PE the Arts and Rich Tasks, that incorporate the core capabilities as outlined in the Victorian Curriculum. Ongoing formative assessments using online, written tasks, rubrics, I Can Statements, models and presentations allow students to receive immediate feedback and monitor their progress to set learning goals to determine pathways to success. Teachers across all levels ensure scope and sequence and curriculum coverage is monitored and assessed across the school.

Whilst there is a low ethnic or cultural diversity within the school, there are students with a language background other than English and students funded under the Program for Students with a Disability, (PSD). We currently have one student enrolled with a Koorie background. At the time of the Bi annual Census in 2018 we had 33 students enrolled. At the end of 2018 we had an enrollment of 42 students (18 Year 3-6 and 24 Year F-2). At February Census 2019, there was an enrollment of 45 students from 33 families - 24 girls, 21 boys.

The school's Student Family Occupation Education (SFOE) index has ranged from . 4980 in 2018, and 0.4431 in 2019, placing us in the medium range.

The five teaching & learning areas are open classrooms. We utilise two main classrooms (f-2) and (3-6). The other three classrooms are used for Specialist Subjects of Science, Spanish, and Performance Arts which are taught weekly, Art and Library are taught fortnightly through the MACC and MARC mobile vans. PE and sport is taught by classroom teachers and through sporting school grant coaches and vary from year to year. In 2018, Sporting school grants subsidised the coaching and travel to table tennis, swimming lessons and wheelchair basketball for all students in year Foundation to Six. Students in Year three to six also have opportunities to participate in sports at a competitive level though the NERSSA swimming, athletics, cross country and winter sports programs.

The staff of Barnawartha Primary School take pride in providing a safe and supportive environment with a strong emphasis on emotional intelligence and student learning outcomes. In 2018 we provided specialist teachers to teach subjects in Spanish and Science, Art and Literature and Music to fulfill our mandatory requirements of the

Victorian Curriculum, but predominantly to provide a unique point of difference for our student engagement. During 2018 we continued to deliver an extensive range of extra-curricular programs including robotics, life education, first aid, bike education, physical activity excursions e.g indoor rock climbing at Clip n Climb and live theatre in Melbourne, visiting music performances and perform our own school theatre production of 'The Amazing Adventures of Superstan' to our families and community at the Town Hall. We continued to place priority on family and community involvement and provided end of term family nights, annual Fete, fundraising and catering for the annual quilt show.

Our school grounds are extensive and well cared for, with well shaded high activity areas, we have an adventure playground, oval and basketball court. Our newly built sensory gardens provide a quiet and relaxed social space during break times and also accommodate as outdoor classroom environments.

Our 2018 Workforce Composition of 11 staff encompassing one teaching principal (Year 3-6), one teacher (F-2), One teacher who taught at a time fraction of .2 in the capacity of a classroom teacher and Specialist Spanish and Science teacher. A music teacher who taught 2 hours per week, one Primary Well being Coordinator at a time fraction of .2, three Education Support staff at time fractions of .8, .4 and .32. A Business Manager at a time fraction of .3. Through the MARC and MACC Van program, we also had two specialist teachers in Art and Library who instructed students fortnightly in 2 x 1.5 hour lessons for each group (f-2) and (3-6).

Framework for Improving Student Outcomes (FISO)

EXCELLENCE IN TEACHING AND LEARNING:

Building Practice Excellence: Professional learning communities have been established with Chiltern, Wahgunyah and Springhurst primary schools. An instructional leader has been established for each school. We are beginning to work against the FISO and HITS. A professional learning program is being documented within our 2019 AIP.

Curriculum Planning and Assessment: Our whole school curriculum framework is documented and in a constant state of refinement. Writing collaboration amongst our PLC groups is our focus for 2019. A focus on assessment to moderate, curriculum mapping and teacher judgement. HITS will be a pedagogical focus for 2019.

PROFESSIONAL LEADERSHIP:

Building Leadership Teams: our open and respectful communication amongst staff is our strength. Formal processes and protocols need to be established within our School Improvement Team for 2019's school review Process, but also for peer observations, feedback, roles and responsibilities to incorporate our Instructional Leader teacher's role.

POSITIVE CLIMATE FOR LEARNING:

Empowering Students and Building School Pride: Student voice, agency and leadership will need to be more evident and articulated in the school review process. Professional development is needed for staff around student voice, leadership and agency.

Setting Expectations and Promoting Inclusion: Professional development and further investigation needs to be undertaken in 'aspirational learning goal setting' for teachers, students and parents to have a clear understanding of what this looks and sounds like.

COMMUNITY ENGAGEMENT IN LEARNING

Building Communities: The school operates a before and after school care program. The school hosts a playgroup, maternal health nurse and psychologists from Indigo North Health. Communication between the groups is proactive and supportive. The playgroup is potentially increasing their hours/days for 2019 to two mornings to cater for increased participation.

Achievement

All curriculum planning, implementation & assessment is based on the Victorian Curriculum. During 2018 our AIP focused on writing and was the main priority for resourcing and professional development, with continued works in programs such as 'VCOP' for assessing students writing. The principal undertook the Bastow Literacy Leaders Program in 2018 to gain a clearer focus for the schools priorities in teaching, learning and assessing reading and

writing. The SPA platform for entering and analysing data will continue to be used to determine growth and achievement over the term and year.

OUR KEY IMPROVEMENT STRATEGY for 2018- Build the capacity of every teacher to collaborate and implement a whole school approach to instructional practice within an agreed instructional model in writing.

Student Outcome Targets:

*Students will have demonstrated growth in pre and post test scores of an effect size of .94 per term. This means that 82.5% of the post-test scores exceed the average pre-test scores in writing (VCOP assessment).

OUTCOME: All students had exceeded their average pre test scores. However due to the inconsistencies in the data entries and levels of assessments changing for individual students we therefore needed to modify the way in which data was recorded. As a result we were unable to determine the actual effect size over the year for the individual students and the cohorts. This will be future work in 2019 to ensure growth can be measured over multiple assessments using VCOP and the SPA program.

*Increase the number of students achieving Above and Well Above (B, A) in Writing, as per the VIC Curriculum Standards:

OUTCOME - At the end of 2018, the percentage of students at or above the expected level in reading and Viewing 95% (well above*), Speaking and Listening 98% (well above) and Writing 93% (well above) Compared to 2017 the percentage of students at or above the expected level were Reading and Viewing 75% (well below), Speaking and Listening 83% (well below*) and Writing 67% (well below). (* Primary schools with similar characteristics).

*Decrease the number of students achieving Below and Well Below (D, E) in Writing, as per the VIC Curriculum Standards. OUTCOME:

At the end of the 2017 year, 19% of students (5) were writing below and well below the expected level. At the end of the 2018 year only 7% were reported to be below/well below the expected level (2 students).

NAPLAN relative growth in writing - In 2018 the percentage of students with high relative gain in our school was 50 % compared to 17 % of students from similar schools. Relative to the similar schools group, our school's result is well above the results for primary schools with similar characteristics. Between 2016 and 2018 the percentage of students with high relative gain in our school was 29% of students compared to similar schools with 15% of students . Relative to the similar schools group, our school's result is well above the results for primary schools with similar characteristics.

OUTCOME- Building teacher capacity: We have an agreed Instructional Model to teach reading and writing using the Daily 5. We have developed a scope and sequence for teaching and assessing reading and writing. We are using VCOP moderated assessments to assess growth in writing aligned with the VC. 2018 year had set processes in place for us to begin consistency in our instruction using the 6+1 traits of writing at a whole school level. At the beginning of 2019, both teachers are now implementing the model, and using the teaching resources of the Traits, and assessing students work using VCOP assessments. The 2019 year will focus on the documenting our curriculum - the teaching and assessing.

In addition to the Victorian Curriculum we also began to incorporate into our planning, delivery & assessment newly released Departmental documents. These include 'High Impact Teaching Strategies – Excellence in Teaching and Learning', 'Practice Principles for Excellence in Teaching and Learning', 'Peer Observation and Feedback and Reflection: A Practical Guide for Teachers', 'e5 Instructional Model' and the 'Literacy and Numeracy Strategy'. Writing will continue to be a focus of our AIP for 2019.

It is also noted that, whilst Mathematics was not part of our AIP for 2018, we were able to document that; at the end of 2018 the percentage of students* at or above the expected level in Mathematics was 98% (well above) in Measurement and Geometry; 98% (well above) in Number and Algebra and 98% (well above) in Statistics and Probability. Compared to 2017 results Measurement and Geometry, 87% (below); Number and Algebra 83% (below) and Statistics and Probability 87% (below) - (* compared to primary schools with similar characteristics).

Engagement

In 2018 our student attendance percentage ranges between 91% to 97% attendance rate from Foundation to Year 6. (92,91,97,96,96,94,93) comparing us as similar to the average of all Victorian Government Primary Schools. Students Attitudes to School - In 2018 the percentage of students with 20 or more absence days was 13 % (3 students) compared to 25 % (10 students) of Similar schools. Relative to the similar schools group, our school's result is well below the results for primary schools with similar characteristics.

From a student perspective, the Attitudes to School survey includes students' views on how connected they feel to school. From a staff perspective, the school climate module of the School Staff Survey demonstrates the extent to which staff are positive; are actively involved in activities; and promote a culture that is conducive to improving student outcomes. From a parent perspective, the Parent Opinion Survey provides an indication of how satisfied parents are with their child's schooling. Our 2018 Opinion survey results indicated that 82% of students felt connected to school (8 students surveyed in year 4-6. 82% = 6.56 students). 95% of staff were positive about school climate and 100% of parents were satisfied with the school overall.

Highlights of the 2018 would be the Whole School Musical Production of 'The Amazing Adventures of Superstan.', our annual Fete, catering at the Indigo Quilt Show, and our Family excursions. We also held other regular events to promote family involvement within our school such as end of term family dinners, Easter egg hunts, dress up night, pool parties, presentation nights, robotics, visiting performers and athletes, Anzac Day ceremony, Arts Festival, sporting competitions, bike education, life education van, and specialist subjects of science, Spanish, music, art and library, coaching in swimming, table tennis and wheelchair basketball, whole school sleepover and acknowledging growth and achievement at our assemblies with Barny Stars and Principal Awards.

Our Foundation Transition Program begins in term 1 and provides 8 sessions for future Foundation students to engage in. Over the year they have the opportunity to meet their specialist teachers and build relationships with their peers and teachers.

Wellbeing

We have continued to implement the Student Engagement and Wellbeing Manual, our Barny Stars and the teaching of EQ. A scope and sequence for teaching EQ has been developed, future areas of focus will be to develop assessments. Student voice, agency and leadership will also be a focus for the school's student leadership team and across the school in 2019 and our future strategic plans. The new Youth Ambassador Program initiated in 2018 by the Indigo Shire gave valuable opportunities for our Youth Ambassador to build their leadership. The Melbourne Halogen Young Leaders Day was a great opportunity for all of our student leaders to attend and listen to guest speakers give their insight as to what leadership meant to them.

Our school also receives Scholarships from community members and financial and physical donations from community groups and individuals - this also contributes and fosters a sense of pride, connection, accountability and purpose within our students. The feeling of knowing that other people want to be involved in their school and give our students recognition, is a reflection of our students overall pride in themselves and their school and how they conduct and represent our school in the community.

Financial performance and position

At the end of 2018 our school was in a surplus of \$22,609.

In 2018, our equity funding grant of \$18,126 was used to purchase writing resources (6+1 traits of writing crates) and to supplement the employment of an additional Education Support staff for literacy intervention of both equity funded and non equity funded students from year Foundation to year six..

Our school continues to build its strong links within the community which has attributed to gaining financial, emotional and physical support within the school. Barnawartha Neighbourhood Watch, Chiltern Lions and the Indigo Shire continued to provide financial contributions at our Presentation Night to acknowledge our students community mindfulness, Junior School Council and the academic achievements of our students.

Local residents and businesses continued to provide scholarships to students acknowledging the community leadership, persistence and health and wellbeing of our students to the value of \$650.

The Barnawartha Star Hotel contributed in helping us raise \$2384 in raffles. The Indigo Creek Fishing Club

donated \$980 from their raffles and Anzac Day two-up. Shelly Kelly who is a local business owner of Skellyawags Sewing School held a Quilt Exhibition at the Town Hall and invited our school to cater over the three days which contributed to our school raising \$1796 and she also donates her hand-made library bags for each of our new Foundation students as part of their Transition Pack each year.

Family member Dan Garner donated his time and materials to create a stone wall well, that now stands above the original underground well, and has its own place in the history of our school outside the Historic Building.

The Barny Store and Chiltern IGA donated their space and sausages for us to hold our monthly sausage sizzle. In total, including \$700 donated by another local business, we raised \$2358 at the 4 stalls in 2018.

We received \$14,025 to purchase assisted learning technologies and resources and teaching equipment through the Inclusive Boost Grant. We were also successful in the joint application with our Cluster Schools (Springhurst, Chiltern and Wahgunyah Primary Schools) to share in a \$20,000 grant to purchase reading and writing resources and teaching materials across the four schools. We continued to be successful in our Sporting Schools Grants, accessing \$5400 to travel to and from sporting venues and coaching sessions in Table Tennis, Swimming and Wheelchair Basketball, as well as the purchase of three table tennis tables and table tennis equipment and 40 brand new basketballs. In January 2019, new pathways were installed using money raised from through fundraising.

For more detailed information regarding our school please visit our website at
<https://barnawarthaprimaryschool.com/>

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 33 students were enrolled at this school in 2018, 16 female and 17 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: Low - 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)	90.5	85.1	78.3	91.6

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)	94.8	77.7	66.6	86.7

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.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

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	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	95.2	90.1	82.6	95.3	Higher
Mathematics	97.6	91.1	84.0	96.4	Higher

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	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	83.3	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	100.0	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	np	64.9	48.8	80.0	np
Year 5	Numeracy (latest year)	np	55.6	37.0	75.0	np

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	60.0	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	81.3	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	57.1	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	46.7	54.8	39.2	71.4	Similar

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'.

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 Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	np	np	np
Numeracy	np	np	np
Writing	np	np	np
Spelling	np	np	np
Grammar and Punctuation	np	np	np

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.7	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	14.8	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 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)	92	91	97	96	96	94	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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	82.2	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	89.3	81.7	73.8	88.7	Similar

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	77.8	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	85.9	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$432,251
Government Provided DET Grants	\$136,619
Government Grants Commonwealth	\$19,676
Government Grants State	\$0
Revenue Other	\$1,364
Locally Raised Funds	\$40,557
Total Operating Revenue	\$630,467

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,558
Equity (Catch Up)	\$0
Transition Funding	\$569
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,126

Expenditure	Actual
Student Resource Package ²	\$409,641
Adjustments	\$0
Books & Publications	\$535
Communication Costs	\$1,293
Consumables	\$17,193
Miscellaneous Expense ³	\$15,407
Professional Development	\$1,758
Property and Equipment Services	\$48,771
Salaries & Allowances ⁴	\$69,914
Trading & Fundraising	\$6,912
Travel & Subsistence	\$0
Utilities	\$9,220
Total Operating Expenditure	\$580,643
Net Operating Surplus/-Deficit	\$49,824
Asset Acquisitions	\$17,378

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$22,088
Official Account	\$5,681
Other Accounts	\$0
Total Funds Available	\$27,769

Financial Commitments	Actual
Operating Reserve	\$23,049
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$4,720
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	\$27,769

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 04 Mar 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, 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 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.

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 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 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').