

2018 Annual Report to The School Community



School Name: Talbot Primary School (0954)



- 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 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 22 March 2019 at 09:28 AM by Sharon Ranger
(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 29 March 2019 at 09:13 AM by Amanda Conn
(School Council President)

About Our School

School context

In 2018, Talbot PS was a school of around 65 students in rural Victoria. The school dates back to 1869 but has been sympathetically updated and extended over the years. In 2018 there were 3 classes, P/1, 2/3/4 (with two full time teachers) & 5/6. The school also offered specialist classes in Visual Art, Library, PE, Music, French & ICT. The school had a total equivalent full-time staff of 8.51 plus 0.2 shared library specialist. This consisted of 1 principal, 4 full time teachers, 0.38 Visual Art teacher, 0.2 MARC Library teacher, 1 full time ES and 3 part time ES staff members.

The current Strategic Plan was in its second year, with an overall focus on developing student voice and personalised learning. The goals in the 2018 AIP were to build teacher capacity in the agreed instructional model, with a particular focus on feedback, and to design and implement a personalised and differentiated curriculum for our school, with a specific emphasis on Writing. The school continues to have a significant focus on STEM and has invested heavily in learning technology.

Vision

Talbot Primary School seeks to provide a safe, caring, supportive environment, which promotes a healthy spirit of co-operation, encourages respect for all while protecting the right of each individual to maximise their learning potential and experience success through recognition of achievement and effort.

Values

The Talbot Primary School community maintains a commitment to the five values of:
Respect, Responsibility, Persistence, Teamwork, Honesty

Through these values we aim to:

- provide a caring, supportive and protective environment, which promotes a healthy spirit of co-operation and encourages respect for all
- offer a comprehensive curriculum, which encourages high standards in learning and provides opportunities to maximise the potential of all students
- develop in each child the ability to adapt to change, accept challenges, set realistic goals and check their own progress against these goals
- foster and develop each child's natural abilities, which make it possible for each to enjoy a sense of achievement and self-worth
- develop in each child a sense of responsibility to the community by fostering networks with other local groups
- promote effective communication processes, which enhance and strengthen the partnership between home and school, with a particular focus on the use of web-based technology.

The school made a significant investment in 2018 in building a new 'Student' kitchen as part of our move towards embracing the Stephanie Alexander Kitchen Garden Program. This involved sourcing a grant to get the project moving, then bringing in a range of volunteers to do most of the work. It was great to see so many of the staff coming in on their own time to work with parents on this project. Local tradies were also employed for the electrical and plumbing, but other than that, the kitchen was built mostly by parents, friends and staff. One of our E.S. staff (Kaylene) has jumped at this opportunity to share her passion for good food with the students and now plans and runs our cooking sessions for students as part of our clubs program. A parent has volunteered to lead the work in the garden and has been coming to school at least one day a week in the second half of the year to work with a teacher and a small group of students to weed, prepare, plant, water and harvest our garden beds.

Framework for Improving Student Outcomes (FISO)

The school's main FISO focus areas were:

1. Build teacher capacity to implement the agreed instructional model across the school, which will have feedback as a major component.

Staff are committed to the school priorities and keen to make a difference for our students. They are very receptive

to self reflection and modifying teaching strategies to be the best they can be.

All teachers have implemented the instructional model and this is evident in weekly and term planners. The next step is to develop ways we can now evaluate the impact of this model on our teaching and student outcomes. We have focussed specifically on Feedback and Goal Setting from the HITS (High Impact Teaching Strategies). Self evaluation shows we are working in 'Excelling' for Feedback and moving from 'Embedding' to 'Excelling' in Goal Setting.

Whilst we have developed a range of student surveys, particularly around writing, and always encourage our students to talk to us about how they are going with the set work, we are yet to formulate specific, more formal protocols for students to provide feedback to teachers about their teaching.

2. Design and implement a differentiated and personalised curriculum specific to the school, with a significant focus on improving student learning in writing.

Whilst the overall focus of the Strategic Plan has been on improving student voice in their learning, the specific focus on improving student outcomes in writing has been welcome. There has been a significant amount of staff training with all members completing VCOP training and three staff completing the Leading Literacy Course. Through these we have been able to review our writing teaching and assessment practices. There has been a marked increase in moderation of student work against set criteria, with a staff member scheduled to bring at least one piece of writing per week to our sessions for moderation. The discussions that ensue are robust, making each teacher articulate their reasoning for ticking a given criteria. Teachers can then take the piece of writing back to the students and work with them to set goals for their own improvement.

Two student surveys have been completed to collect data on what students believe makes a good writer and how they see themselves as writers. The staff were surprised to find that most students believed that the elements of spelling and neatness are what make a piece of writing 'good', so we have worked hard to help them understand that there are many other elements that can be much more important, such as the generation of original ideas and using a wide variety of interesting vocabulary.

While we do not have a whole school scope and sequence mapped out for Writing specifically for Talbot, the differentiation and personalisation can be clearly seen in teacher planning documents and as part of each lesson. Teachers have been sharing celebrations with the rest of the staff as they see individual students set, then achieve goals across the curriculum. It is very exciting to see our young people beginning to take more responsibility for their own learning!

Achievement

The school is an active learning community and celebrates each milestone the students achieve. Student progress is tracked using a variety of measures including Naplan, On Demand and Online interviews. This data is used to target strategies required both in Literacy and Numeracy and additional assistance is provided to individuals and small groups to work on specific needs.

The school focused heavily on Literacy, and in particular Writing, this year. Three staff members completed the Leading Literacy training and we also took on board the Big Write and VCOP (Vocabulary, Connectives, Openers, Punctuation) Writing Program from Andrell Education. This gave us more structure around the assessment of student writing and we have found that it is helping us to be a lot more consistent and specific when we look to match students to specific levels or set individual learning goals in Writing.

While the results in student growth in NAPLAN from Three to Five is not as positive as it has been in previous years, it must be kept in mind that this particular cohort consisted of only two students, which makes the results statistically irrelevant when considered in the context of our whole school. However, both students achieved medium growth in Writing and Spelling, which is worth celebrating. In Grade Three, we had improvement in the percentage of students in the top two bands in Reading, Writing and Spelling, with 50% of Grade Threes who sat the test achieving this.

The whole school Spelling program (Words Their Way) continues to support good results and most students are achieving at or above the expected growth on the spelling tests which are conducted each term. All staff, including

our ES staff, and even our Principal, have been involved in teaching groups of students who have all been identified as having the same learning needs in this area. The students really enjoy getting the opportunity to work with adults and other students from across the school. One highlight of this program is how well students are working in these 'mixed level' groups, which can often have people from every class!

During the year the staff continued to implement student led goals in Reading, Writing and Numeracy. The students developed the goals in consultation with teachers after reviewing work or results in each area. Whilst this continues to be a work in progress, the students appear to have responded positively and improvements in work are obvious, with many students now able to articulate exactly what they are working on and what they need to do to achieve their goals.

Staff continue to work collaboratively to develop consistent planning and school specific scope and sequence documents were reviewed during the year. Teachers also met each term with staff from our cluster schools to improve consistency in Literacy teaching and assessment across the cluster. The 'Swivl' robot cameraman has been used across the school for teachers to record sections of their lessons that were then either viewed by the teacher themselves for their own professional development, and/or by all the teaching staff for discussion and feedback on whatever the focus for the session was. So far, we have used this tool to explore what different types of Writing lesson (modeled, shared, guided or interactive) could look like in each class and to clarify exactly what each is and how it can be used.

Engagement

While there were some challenges, the staff at Talbot have continued to develop strong relationships with our students and their parents and carers. We have a proven history of being able to support students to connect with the school, other students and staff and enable them to build positive behaviours that they then carry on to Secondary School. Students trust that staff are trying to help them be the best they can be which has a positive impact on motivation and confidence.

We have an active student leadership group. The School Leaders participate in a Student Leadership Conference during the year, lead our Monday assembly on a weekly basis, represent the student body in an official capacity, decide on and organise playtime games and sports, and convene, with a teacher, the Student Representative Council. The SRC is made up of a representative from each year level and meets approximately fortnightly to plan special school activities and fundraisers.

Our Clubs program was re-introduced in 2018 - with much celebration from the students! All staff are involved in running this program, with students from all classes choosing a preferred activity and working with others from across the school in that particular club. One highlight has been the building of the student kitchen which has been well-used by the cooking club already! Other clubs have included Knitting, Lego, Photography, Science, Major Games (outdoors), Woodwork, Board Games, Drawing/Craft and Gardening club. Each term the range of activities is reviewed, with some removed and others added, to ensure the students have a broad range of opportunities to try out.

The teachers facilitate Ethical learning sessions within the classroom approximately three times a week focusing on the school values and building students' ability to interact effectively in a complex world. This includes circle time activities that give students a chance to voice their concerns and ideas for improvement. Any staff that had not completed their training in the Berry Street Educational Model were given the opportunity to do this. This supported the teachers in trauma informed practice and facilitated the further development of our Ethical learning sessions. Additionally a curriculum day focused on Respectful Relations. The staff worked together to familiarise themselves with the content and include the elements in our Ethical Learning program. A whole school outline for the teaching of our Ethical Learning program for the year has been documented and we continue to evaluate and improve this as we go.

Consistent attendance is promoted through classroom rewards (e.g. a 100% chart where 10 days with 100% attendance means a whole class reward) and whole school incentives. Students who were at school for every day

for any given term received a gift card at the start of the following term. We also had special awards for students who are able to be at school every day of the school year.

The school caters for all interests through taking part in local and regional sporting competitions, facilitating camps for years 3-6, the Maryborough Energy Breakthrough, a Performing Arts program and Code Club. Our Health and Physical Education, French, Visual Arts and Library programs provide other avenues of learning that are not always available in a small community.

Technology was a tool that was used widely to enhance student and parent engagement, particularly through the development of digital portfolios and student reflections using Seesaw and the implementation of Clasdojo as a system to recognise and encourage good choices within the classroom. The school Facebook page continued to be a point of regular contact between the school, parents, carers and the wider community, with very high levels of engagement with some posts. The school purchased a class set of 'Sphero' robots towards the end of the year, after consulting with Technology teachers from other schools. These are being used across the school to teach a wide range of subjects, from personal values (self-control, sharing, turn taking, etc) through to Numeracy (angles, distance time, speed, etc) through to block based programming and problem solving. The students love using them, with an audible cheer often heard when our ICT teacher walks into a room with the case in his hand!

Wellbeing

The school's commitment to the health and wellbeing of students is evident in our curriculum, professional learning, physical spaces and policies. As a small school our staff know every student, their immediate family and in some cases the extended family. We are very aware of the family, social and community pressures on each child and ensure they are supported to achieve their best.

As a rural school access to community programs is limited but we endeavour to link with the community where ever possible, eg; Best Start, Linking Learning & Early Years Forum. In addition, we share professional learning opportunities, student activities like camps with network schools and have provided school spaces for local health professionals to meet with families.

The school actively monitors the wellbeing of all students. Teachers are committed to creating a positive learning environment. School wide positive behaviour plans are implemented where required to ensure the students feel safe, learning time is maximised and students are engaged. The school actively develops students' social and cognitive skills and provides an inclusive environment. Individual Learning Plans are in place for all students who are in out of home care, are Koorie or at risk academically, as well as for those that need significant extension within the class. SSG's (Student Support Group meetings) are held as needed for these students and external agencies are invited to attend these meetings, where appropriate. In 2018 we had a number of visits from a representative from BADAC in Ballarat to support the school as we work with the high number of Koorie students that attend. This has included sourcing grants for technology and equipment to support one student.

Student Attitudes to School Survey data remains mostly positive. We have seen improvement from 2017 to 2018 in the students' 'Sense of Connectedness and Inclusion', and in 'Student Voice and Agency'. We have also seen significant improvement in the students' perspectives on the way the school manages bullying, moving from 70% positive to 79%. The students continue to believe that the staff have high expectations for them and care about how they are doing.

Our breakfast club program continued in 2018, due to the hard work of a small number of dedicated volunteers. Students were able to have breakfast on Mondays, Wednesdays and Fridays throughout the year before school. On Breakfast Club days, nearly all the students are at school early enough to have a piece of toast or two, a bowl of cereal, fruit and milk. Special thanks also needs to go to our local Coles who donate the bread and spreads used in Breakfast Club and to the Department Breakfast Club program (through Foodbank) for providing the cereals, milk, porridge and fresh fruit. On days when the club is not operating, students who arrive at school without breakfast are also provided for, but on a smaller scale.

Transition programs at the school provide many opportunities to experience a new setting for students entering or

exiting the school. The Prep transition is organised in co-operation with the local kindergarten and many visits are held at both sites throughout the year, making the new arrivals very confident to enter the school. Prep students are ready for learning from day one of the new year as the social aspects are already underway and each child feels comfortable at the school and within the class. Parents are also made welcome during these visits and are invited to be involved in many school projects. Our Kinder to Prep transition program starts from the beginning of the year with the local Kinder children walking up to the school most Mondays from Kinder (with their teacher, of course!) for a formal Art lesson with our Art teacher. In Terms One and Two our senior students walk down to the local Kinder for two sessions per term. Each Kinder child is allocated a Grade Five buddy who connects with them, reads to them, plays with them and helps them get ready for when they come to school. In the second half of the year we have a number of sessions when the Kinder children join in with the P/1/2 class, including staying for an outside play time (recess or lunch). This program has shown again and again that our new Preps come to school ready to learn, with the only tears on the first day of school coming from the parents!

In co-operation with the local secondary school a very successful two year program operates for students in the senior school. Students spend half days at the secondary school accompanied by their own teacher, experiencing each subject area, spending time in the playground and having an opportunity to purchase lunch at the canteen. Older students act as guides and mentors on these days.

Transitions within the school are provided through buddy visits to classrooms and co-operative activities, as well as through teachers regularly working with each other's classes. Reports back from the secondary schools about students who have entered Year Seven are overwhelmingly positive. At the end of 2018, we had a number of students receive academic scholarships to attend Highview, our local independent secondary school, which is fantastic.

Financial performance and position

The School continues to be in a strong financial position. Due to the unpredictability of student numbers, the school maintains a healthy surplus to ensure staffing continuity.

The school spent significant additional funds on repairs and upgrades to the facilities, including the installation of new shade sails over the sandpit and asphalt play areas, the installation of a new student kitchen in the Art room and on a range of equipment including sit/stand tables and additional computers. Some of the funding for these items was sourced through grants and additional targeted funding.

The school used much of the equity funding we received on additional staff to provide intervention, 1:1 support for 'at risk' students, and to ensure staff could access training to better meet the individual needs of all students. This includes a significant increase in the amount of aide time in classrooms over and above what is directly funded. In 2019 we are looking to install a new artificial turf playing surface in between the playground and the basketball court to allow students to be more active all year round.




For more detailed information regarding our school please visit our website at
<http://www.talbotps.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile

Enrolment Profile

A total of 64 students were enrolled at this school in 2018, 35 female and 29 male.

0 percent were EAL (English as an Additional Language) students and 11 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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





School Staff Survey





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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</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>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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>No Data Available</p> <p> Lower</p> <p>No Data Available</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>NAPLAN Learning Gain 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>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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>School Comparison 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="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>89 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	94 %	94 %	89 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	94 %	94 %	89 %	92 %										

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>Students Attitudes to School - Sense of Connectedness</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$876,686	High Yield Investment Account	\$135,898
Government Provided DET Grants	\$201,054	Official Account	\$20,356
Government Grants Commonwealth	\$4,400	Total Funds Available	\$156,254
Government Grants State	\$21,772		
Revenue Other	\$27,473		
Locally Raised Funds	\$39,337		
Total Operating Revenue	\$1,170,722		
Equity¹			
Equity (Social Disadvantage)	\$153,487		
Equity Total	\$153,487		
Expenditure		Financial Commitments	
Student Resource Package ²	\$781,588	Operating Reserve	\$32,437
Books & Publications	\$1,029	Funds Received in Advance	\$9,650
Communication Costs	\$5,219	School Based Programs	\$23,100
Consumables	\$16,594	Beneficiary/Memorial Accounts	\$6,485
Miscellaneous Expense ³	\$29,465	Asset/Equipment Replacement < 12 months	\$5,000
Professional Development	\$13,507	Capital - Buildings/Grounds < 12 months	\$70,000
Property and Equipment Services	\$70,483	Maintenance - Buildings/Grounds < 12 months	\$2,000
Salaries & Allowances ⁴	\$58,894	Asset/Equipment Replacement > 12 months	\$5,000
Trading & Fundraising	\$7,165	Maintenance - Buildings/Grounds > 12 months	\$2,500
Travel & Subsistence	\$3,721	Total Financial Commitments	\$156,172
Utilities	\$4,506		
Total Operating Expenditure	\$992,170		
Net Operating Surplus/-Deficit	\$178,552		
Asset Acquisitions	\$21,772		

- (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 15 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)

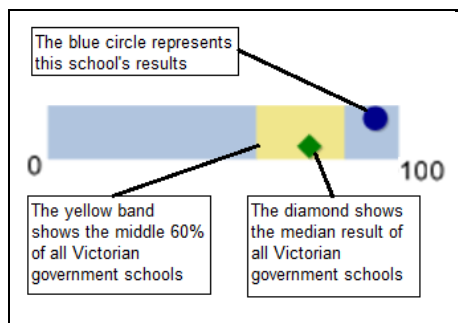
Engagement

- 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).

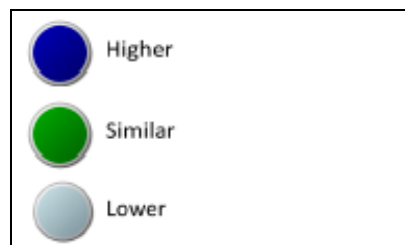


What does *School Comparison* refer to?

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').