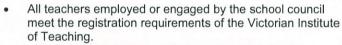# 2018 Annual Report to The School Community

School Name: Sydenham - Hillside Primary School (3559)

- 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 30 April 2019 at 12:18 PM by Sharon Nichols (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 01 May 2019 at 02:00 PM by Hande Unalan-Conn (School Council President)

About Our School

School context

Sydenham-Hillside Primary School is a large dual campus primary school located in the North Western corridor of Melbourne, situated in the two local government areas of Brimbank and Melton. The school has maintained stable student numbers with a total enrolment of 1365 students, 805 students at Sydenham Campus and 560 students at the Hillside Campus. Of the student population, 30 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

The schools workforce comprised of 76 equivalent fulltime teachers, 5 Principal Class, 4 Leading Teachers, 58 classroom teachers, 7.6 specialist teachers and 23.2 ES (Educational Support) staff working across the school in administration roles or as education support staff. All staff were allocated relevant duties to support improved learning outcomes and achieve goals set out in our Annual Implementation Plan.

The school aims to cater for the needs, talents and interests of all students in a caring and stimulating environment, through allocated specialist programs and additional support programs. Additional support programs including EAL, Levelled Literacy Intervention and Language Support are also resourced to support student learning and achievement. The Japanese language program continues to be highly respected in the community and there is a long-standing Sister School program with two primary schools in Japan.

Sydenham-Hillside Primary school prides itself on setting high standards for students and staff. We continue to hold at the forefront of our practice maintaining a sense of community and keeping our attention on providing our students opportunities to grow. Our vision underpins the schools focus for educating our students for the future. 'Sydenham Hillside Primary School builds resilient, kind and inclusive individuals who value their education and empowers them to follow their life passions'. Our school values of Respect, Responsibility, Integrity, Compassion and Honesty (RRICH) continue to be embedded in our daily interactions and the culture of the school. These values are displayed, articulated and fostered in classroom practice and are recognised during school assemblies and promoted through student awards. We continue to build on our implementation of the 'You Can Do It' program. The YCDI program is based around 5 keys to success: Getting Along, Organisation, Persistence, Confidence and Resilience and the 12 Positive Habits of the mind and how these work together to help students gain success academically, socially and emotionally.

Our Annual Implementation Plan directed our Teaching and Learning programs, meeting schedule, performance and development plans and Professional Learning for the year. This alignment supported our staff to build their knowledge and skills in the areas of Literacy, Numeracy and e Learning. The Leadership Team committed to building teacher capacity in 2018 by allocating resources and providing coaching opportunities, appointing learning specialist's and focussed professional learning, including revisiting the school's agreed instructional model, aligning planning documents with the Victorian Curriculum and data analysis.

We also had a clear focus on reducing student absences and decreasing unexplained absences across the school through implementation of DET strategies such as first day contact by teaching staff and increasing parent awareness of changes to department policies through newsletters and communication APPS.

The PLC initiative was a significant Professional Learning that a team of principals and staff from both campuses participated in during 2018. We have commenced implementation across the school in developing Effective Professional Learning communities focussed on delivering improved outcomes through the inquiry process. This will continue to be implemented in 2019, through the support of PLC Manager Marie Claridge.

Framework for Improving Student Outcomes (FISO)

In 2018 the school focused on two FISO priorities: Excellence in Teaching and Learning and Positive Climate for Learning

FISO Initiative 1: Excellence in Teaching and Learning:
Dimension: (a) Building Practice Excellence; (b) Curriculum Planning and Assessment

Key Improvement Strategies: Building Practice Excellence

* Build the effectiveness of each teacher by full implementation of an agreed research based instructional model and instructional practices across the school.
* Build quality teacher practice through engagement in regular coaching, feedback and structured professional learning in Literacy.

 Key Improvement Strategies: Curriculum Planning and Assessment

* Build teacher capacity and student confidence in utilising a range of data/evidence to assess student progress and plan future learning using the Victorian curriculum and scope and sequence documents.

Achievements and Highlights in the above dimensions include:

Building Practice excellence:
* Revisiting our instructional model through staff professional development and collaboration in Professional Learning teams.
* Increase in the consistency of the delivery of the agreed instructional model, with particular emphasis on incorporating Learning Intentions and Success Criteria
* Leading teachers supported and modelled for staff the agreed instructional model to develop quality teacher practice and implementation
* Developed and documented a peer observation model
* Began instructional observations and learning walks with some staff participating in observations of their colleagues and coaches
* Reviewed, refined and documented student centred coaching model and shared this with staff.

Curriculum Planning and Assessment:
* Teachers participated in Professional Learning workshops to develop capabilities, review the Victorian Curriculum and align Literacy scope and sequence documents
* Development of consistent planning documents across both campuses and year levels
* Collaborative planning across the campuses
* Sharing resources, skills and knowledge across the school
* Re introduction of data walls to provide opportunities to build data literacy and ability of triangulating data to support consistent teacher judgements
* Aligned meeting schedule with professional development plan
* SIT team regularly analysed data and monitored student achievement
* Planned moderation of work samples during team meetings and whole school workshops to work towards developing consistent teacher judgements.

FISO Initiative 2: Positive Climate for Learning
Dimension: Empowering Students and Building School Pride

Key Improvement Strategy: Develop a whole school approach to engage with families around attendance and late arrivals.

Achievements and Highlights in the above dimension include:

* Review and communication of attendance procedures and policies with staff and parents

* Anecdotal data collection monitored through SENTRAL data base indicates most students attend school unless ill or on family holiday
* Increased teacher and administration contact on the first day of absence
* Increased awareness of the importance of notification of absence via various communication tools
* High attendance rates, including 100% attendance acknowledged and celebrated through a range of incentives.

Achievement

Sydenham-Hillside Primary school is achieving results in student learning that are mainly similar to other schools. Our similar schools reference group is outside the Keilor/St Albans network. We are compared with schools who have less disadvantage as our socio economic profile is midrange.

Our 2018 Year 3 NAPLAN result were very pleasing:

* Students Reading in the top 2 bands:- 58%: result above similar schools (55%), network (47%) and state (57%)
* Students Writing in the top 2 bands:- 68%: result well above similar schools (51%), network (51%) and state (51%)
* Students Spelling in the top 2 bands:- 56%: result above similar schools (54%), well above network (48%) and state (50%)
* Students Numeracy in top 2 bands:- 40%: result below similar schools (43%), above network (35% and below state (45%)
* Students Grammar and Punctuation in top 2 bands:- (60%) result well above similar schools (51%), network (44%) and state (50%).

Our 2018 Year 5 NAPLAN results overall are below similar schools and network with the exceptions of Spelling, Grammar and Punctuation.

* Students Reading in the top 2 bands:- 29%:result below similar schools (36%), network (similar29%) and below state (40%)
* Students Writing in the top 2 bands:- 10%: result below similar schools (14%), network (11%) and state (14%)
* Students Spelling in the top 2 bands:- 41%: result above similar schools (35%), network (34%) and state (33%)
* Students Numeracy in top 2 bands:- 20%: result below similar schools (29%), network (24%) and state (32%)
* Students grammar and Punctuation in top 2 bands:- 33% result the same as similar schools (33%), above network (29%) and below state (35%).

Throughout 2018, emphasis was placed on the explicit teaching of writing, in particular building teachers knowledge and practice in the 6 traits of writing through work with an Educational consultant. A school wide focus on writing and identifying students to track progress and present evidence of growth was documented in each teacher's performance and developed plans. This improvement is evidenced in our increased NAPLAN results, particularly in Year 3 Writing, Year 3 and 5 Spelling and Grammar.

Teacher judgement of the percentage of students in P-6 working at or above expected level was lower than similar schools. This reflects conservative teacher judgements, as we continue to build our knowledge of the Victorian Curriculum, develop common assessment tasks and prioritise discussion about data during PLC's. Our work on developing a more consistent alignment between NAPLAN data and teacher judgement of students against the Victorian Curriculum will remain a key focus in 2019.

Our NAPLAN relative growth from Year 3-Year 5 is slightly below similar and network schools in Reading, Writing and well below in Numeracy. In 2019, particular emphasis in Year 3-5 will be on using data to identify the required skills that need to be explicitly taught to maintain high growth from Year 3 to 5, in all areas. Teachers will continue to participate in Professional learning workshops and PLC's to build their knowledge and practice.

Proposed future directions and strategies:

In 2019, we will focus on improving Literacy and Numeracy at the top two bands, in particular reading growth from Year 3 -Year 5. Teachers in Year 3-5 will work closely with our Education Improvement Leader, PLC Manager and coaches to analyse data effectively, utilise data to plan differentiated learning as a part of the PLC inquiry cycle. Targeted Intervention, Levelled Literacy Intervention and Reading Booster groups are strategies that will be implemented to assist with improving student reading growth.

Engagement

In 2018, Sydenham Hillside Primary school has continued to work on improving student attendance as a Key Improvement Strategy in 'Positive Climate for Learning' dimension of our Strategic Plan and Annual Implementation Plan. Students had an average attendance rate of 92 % across all grades. This is a 'similar' result when compared to other schools with comparable background characteristics to our school. Our target was to reduce abseentism by an average of 2 school days per year level. We have successfully achieved this goal in some year levels, however, the average is consistent with last year's results of 16 days per student. Common reasons for non-attendance included illness and extended family holidays. Our unexplained absence has decreased from 4.3 in 2017 to 2.4 in 2018 which is pleasing.

The Leadership Team along with the teaching staff have continued to implement the school attendance policy, as well as the DET Initiatives that are part of 'Every Day Counts'. Families who take an extended holiday are required to sign a letter indicating their reasons for their child/ren being absent from school. Strategies are in place to promote attendance, with 100% attendance records being recognised and celebrated. Teachers and administration staff continue to contact families on the first day of student absence if the family hasn't reported the absence.

Administration staff have also reported there has been a significant reduction in the number of letters distributed asking for explanation as to the reason for absence and an increased awareness from parents in notifying the school through the student portal, Flexibuzz APP, Class Dojo and the absence line. Our school strategy of entering the classroom at 8.50 continues to be effective, however, there remains a core group of students who are late on a frequent basis.

Sydenham-Hillside Primary School has continued to perform at a high standard in the area of Student Engagement, with student and parent opinion survey data correlating with our daily observations. Our classroom environments and extra curricula activities provided opportunities for students to be engaged and motivated at school. Student Engagement is promoted through leadership opportunities including School Captains, Junior School Councillors and House Captains who are elected representatives to support projects, programs and school events. Students from both campuses benefited from the opportunity of attending Student Leadership Conferences and participating in the Principal for the Day program.

At the end of 2018, we were accepted into the 'School Wide Positive Behaviour' program. (SWPBS). A School wide team has been appointed to work closely with a coach to focus on implementing 'School Wide Positive Behaviours' across the school in 2019. This research based program has proven to increase student engagement and wellbeing through explicit teaching of expected behaviours, values and positive reinforcement.

Wellbeing

Student wellbeing as measured by the Student Attitudes to school survey indicates that Sydenham Hillside is performing well in this area. The result for the' Connectedness to School' factor on the 2018 survey indicates 82 % for positive responses which is a similar result to other Victorian Government schools. Our schools result for the 'Management of Bullying' factor indicates a result of 80% of positive responses, which is also a similar result

to other schools. Students at Sydenham Hillside Primary school are connected to their peers and school and are positive about teacher/student relationships, safety and engagement.

In relation to School climate, 58% of our staff were positive about our School Climate which is a significant drop from 2017 results. The 2018 parent opinion survey results indicated that 81% of parents were satisfied with the school overall.

At Sydenham-Hillside Primary School, we provide a very supportive transition program for Prep students and new students joining our school community. Our Prep Transition program provides prospective parents an opportunity to visit the school and participate in a school tour along with opportunities for students to become familiar with the school environment through a variety of transition activities throughout Term 3 and 4. The transition program also invites feedback from parents once the enrolment process has been completed. Invitations are sent to parents of the students that are enrolled in Prep for the following year, to attend open learning sessions in Literacy, Numeracy and e Learning. These sessions provide a very clear picture of the teaching and learning that will occur in their child's classroom. We are continuing to work with local pre-school service providers to build strong and lasting relationships that support Kinder to Prep transition. Several staff attend local Kindergartens, network meetings and are running a modified Japanese Language class.

The School Chaplain program is continuing with both campuses having a 0.4 allocation. This program enables students, staff and families to access the support that the chaplain provides. The school also provides a 'Step-Up' day in Term 4 where the students meet their classroom teacher for the following year.

We continued to offer an extensive range of additional lunchtime activities such as drawing, dance, drama, boom whacker and garden club, choir, school band and Japanese extension to further develop student wellbeing and inclusion. Our staff went to amazing lengths in order to provide the students with additional lunch time activities in their own time, often additional to their yard duty allocation. The staff are to be commended on their commitment to supporting the students to be happy, occupied and engaged during play time.

Financial performance and position

Sydenham-Hillside Primary School showed a net operating surplus of $151,180 on the Operating Statement Summary for the year ending 31 December 2018. This surplus relates to managing a planned staffing deficit and therefore for this reason major expenditure was kept to a minimum. Budgets are monitored regularly by the Business Manager, Principal and School Council. Finance meetings are held every month and School Council members are provided with regular budget updates and relevant budgeting reports.
Equity funds of 156,291.46 allowed for our Levelled Literacy Intervention program to continue to be staffed & resourced; 4 Leading Teachers providing support in planning, coaching, mentoring. Expression of interest for Learning Specialists were sort from staff and 2 positions were filled to the end of 2018.

Grants were received for: Chaplaincy program $40,000; Overseas Fee Paying students $45,108; S & H Sporting Schools Program $4,800.

Projects that were completed at the Sydenham Campus were: Refurbishment of Multipurpose room at Sydenham campus $11,450; cabinetry in Room 19 $2,364; upgrade of lighting $6,560
Projects that were completed at the Hillside Campus were: Refurbishment of administration area at Hillside campus $44,762.

Major fundraising activities included our chocolate drives: Sydenham $18,776 and Hillside $6,857 dollars. Sydenham Hillside Primary School was unable to run a Spring Market due to logistical difficulties.

**For more detailed information regarding our school please visit our website at
https://www.sydenham.vic.edu.au**

Performance Summary

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

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

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 1365 students were enrolled at this school in 2018, 706 female and 659 male.

30 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	80.4	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)	61.6	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	88.1	90.1	82.6	95.3	Lower
Mathematics	85.3	91.1	84.0	96.4	Lower

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)	79.3	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	71.5	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	56.4	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	43.4	55.6	37.0	75.0	Similar

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)	75.7	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	65.0	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	59.2	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	52.7	54.8	39.2	71.4	Lower

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	34.2	46.2	19.6
Numeracy	32.0	51.9	16.0
Writing	29.4	51.7	18.9
Spelling	25.7	53.0	21.3
Grammar and Punctuation	29.5	51.4	19.1

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)	16.1	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.6	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	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	92	92	92	92	91	92

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)	81.6	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	82.7	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)	79.9	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	79.5	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	$9,916,694
Government Provided DET Grants	$1,340,289
Government Grants Commonwealth	$40,281
Government Grants State	$0
Revenue Other	$41,289
Locally Raised Funds	$636,851
Total Operating Revenue	**$11,975,404**

Equity [1]	Actual
Equity (Social Disadvantage)	$136,376
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$136,376**

Expenditure	Actual
Student Resource Package [2]	$9,829,245
Adjustments	$0
Books & Publications	$42,298
Communication Costs	$18,985
Consumables	$167,345
Miscellaneous Expense [3]	$826,121
Professional Development	$41,029
Property and Equipment Services	$440,443
Salaries & Allowances [4]	$259,761
Trading & Fundraising	$95,459
Travel & Subsistence	$538
Utilities	$102,999
Total Operating Expenditure	**$11,824,224**
Net Operating Surplus/-Deficit	**$151,180**
Asset Acquisitions	**$30,718**

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	$41,699
Official Account	$62,625
Other Accounts	$666,926
Total Funds Available	**$771,250**

Financial Commitments	Actual
Operating Reserve	$305,506
Other Recurrent Expenditure	$27,079
Provision Accounts	$0
Funds Received in Advance	$235,133
School Based Programs	$24,602
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$30,000
Asset/Equipment Replacement < 12 months	$104,242
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$44,688
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$771,250

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').