

2019 Annual Report to The School Community



School Name: Ripponlea Primary School (4087)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 29 July 2020 at 12:07 PM by Natalie Rose (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Needs to be attested by the School Council President

About Our School

School context

Ripponlea Primary School is located in St Kilda East, approximately 10 kilometres south-east of the Melbourne City Centre. Ripponlea State School No. 4087 was opened on 3 July 1922. In the nearly 100 years since, Ripponlea Primary School has undergone numerous transformations yet two key characteristics have remained constant: a dedicated and enthusiastic school community; and a commitment to high expectations for the achievement, engagement and wellbeing of all our students.

Our vision is for the students of Ripponlea to be global and creative thinkers who are empowered with the skills and empathy to engage with an ever-changing world. They care, they create, they connect.

Our school values reflect we are a learning community where, in partnership, all students, staff and parents can develop their dreams, learn from each other and respond to change. Ripponlea staff, parents and students have an agreed set of values: Community, Creativity, Integrity, Open-mindedness, Resilience, and Respect. Ripponlea Primary School is committed to providing a personalised learning program for all of its students, encouraging students to aspire beyond their potential. 'We work hard to make sure our students are at the heart of everything we do.'

Ripponlea's rich learning environment empowers each student with an understanding of their own strengths and skills, helping them develop strategies to extend on their successes. This includes teaching students to understand how they learn, taking personal responsibility for their learning, self-reflecting for improvement and setting goals to maximise their learning outcomes. Personal attributes such as adaptability, co-operation, gratitude and tolerance are fostered to develop the 'whole' child and empower them for their future. The school has implemented the School Wide Positive Behaviour Support framework to build a positive culture that equally promotes social/emotional achievements alongside academic success.

In 2019, enrolments were slightly lower than the previous year with a total student population of 281. A number of families relocated to cheaper housing options and a number of families moved interstate. Our Foundation year is a stand-alone year, whereas the rest of the students are grouped in a deliberate multi-age structure (Year 1/2, Year 3/4, and Year 5/6). Research has highlighted the benefits for both teachers and children when learning and teaching in a multi-age classroom. Benefits include more holistic, child-responsive curriculum practices that consider the understandings, capabilities and dispositions that children need for future work skills. When working in such diverse environments we help develop multi-skilled, literate, cooperative, creative, adaptable, independent and resourceful students. Across the school we had 13 home groups. The staffing profile supported the growing enrolment trend with 13 full time teaching staff, 4 part time teachers, and 7 Education Support staff members alongside a Principal and Assistant Principal.

Ripponlea PS offers a rich and extensive Victorian Curriculum with literacy and numeracy central to all learning. The school offers specialist programming in the Performing Arts, Visual Arts, Physical Education and LOTE – a multilingual approach teaching both Italian and French. Ripponlea offers Literacy Intervention to all students from Foundation to Year 6. This program is facilitated by our trained intervention specialist and is derived from Macquarie University's MiniLit and MacLit, an evidence-based systematic, explicit and effective model for teaching reading skills.

Staff at Ripponlea work in Professional Learning Communities known as PLCs. Teachers work collaboratively in teaching teams to improve student outcomes, linking teacher practice to the needs of all students. Our students benefit from having teachers with a range of different experiences and skills working together in teams to support the learning of all students.

School NAPLAN data demonstrates the school's performance is above the state in all domains and most often similar to "similar schools" as a comparison, indicating that our students make strong learning gains. Ripponlea continues to ensure that all students are challenged to achieve their personal best and at their point of need. A focus for the school has been to improve the relative growth of our students from Year 3 to Year 5 in Reading, Writing and Numeracy.

Over the course of 2019 we have transformed how we teach writing to our students. Starting initially with the VCOP approach, we have refined our practices and focus on the writer, not the writing. The skills of authorship are complex yet, with Professor Misty Adoniou's instructional approaches, our teachers are inspired to use rich mentor texts and engage young writers in the craft of writing, understanding grammar, sentence syntax and building authorship skills. Our instructional leaders are moving the school into more holistic literacy practices using high impact evidence based practices in both reading and writing.

Ripponlea Primary School was successful in an application for the Primary Mathematics and Science Specialists (PMSS) Initiative for 2019-2020. This is a two-year initiative and the school is committed to ensuring we focus our efforts on making sustainable change for improvement across the school as Mathematics becomes a priority area for us in 2020. With two of our staff members delving into rich professional learning through the PMSS initiative on a weekly basis, we are well positioned for this upcoming shift in priority.

Our parents are keen, creative, dedicated and proactive. They value education and have high expectations of the school's academic provision. The school community is privileged to enjoy high student achievement, well-behaved and focused students and a skilled and enthusiastic team of teaching and non-teaching staff. School Council, its committee structures and Ripper Families are committed to the school, its students, their learning and play environment and increased sustainability practices. In partnership with students, staff and parents, Ripponlea Primary School is well placed to assist students to become highly confident, resilient and adaptive, with the capacity to become effective future global citizens who care, create and connect.

Ripponlea Primary School offers opportunities for International students and families who wish to stay on a long term basis at the school and experience the opportunities that a small school can offer. Although small in student population Ripponlea has big offerings in unique, quality educational experiences.

Framework for Improving Student Outcomes (FISO)

In 2019 the school selected the following areas of focus aligned to the Framework for Improving Student Outcomes:

Building Practice Excellence:

Over the course of 2019, the school has been extremely focused working on its improvement strategies and goals. This year saw a continued emphasis on improving student outcomes in writing and reducing the number of students with low growth from Year 3 to Year 5 down to 15%. Teachers increased knowledge and awareness of teaching writing using high impact teaching strategies, VCOP common assessment practices, instructional approaches of Misty Adoniou and some staff began trialing aspects of the workshop model by attending workshops with Deb Sukarna.

Most importantly we placed emphasis on developing the school's instructional model based on the Gradual Release of Responsibility (GRR). In the latter part of the year, teams started to trial, plan and use the language of GRR with students. Across the school the culture of collaboration started to grow organically as teams started to realise the importance of data analysis and assessment in guiding teaching sequences. Leaders led staff through professional learning on diagnostic tools that capture cohort and individual learning growth, student's Zones of Proximal Development (ZPD) and started to run mini inquiries to address some learning needs. Professional Learning Community principles and practices moved staff into better understanding their roles and responsibilities; additional visits to Kingswood Primary, our local link school, made the PLC culture a reality and an inspiration for many teams at RPS.

Intellectual Engagement and Self-Awareness:

The implementation of Tier 1 SWPBS saw the introduction of a school-wide matrix of expected behaviours, a common language across the school, a developed school-wide acknowledgement system and the explicit teaching of all expected behaviours in all learning spaces. The school environment moved once again into positive realms and learning spaces continued to embed high expectations for all. Students began learning the language of the matrix,

making connection to the values of RESPECT, PRIDE & SAFETY and how these link to their own decision making. The school continued to engage with DET coach Anthony King and an introduction to SWPBS was delivered to the parent community.

Shared & Instructional Leadership:

The School Improvement Team were highly collaborative, professional and all contributed to leading and improving the school. Each of them held a significant role in leading Professional Learning Teams both in driving curriculum and contribution to their own year level teams. Their approach to instructional leadership was committed and consistently informed by the Framework for Improving Student Outcomes and Practice Principles. Teams across the school gained greater understandings around PLC principles and practices by visiting Kingswood Primary School and attending the SaGE Network Communities of Practice meetings. The leadership team led school-wide focus on team protocols and the importance of truly collaborative rather than just cooperative practices. The school introduced the RPS Data Conversation tool and teaching teams trialed mini inquiry cycles into writing. PLTs continued to drive the goals of the Annual Implementation Plan with a vertical, collaborative structure, representative of all teams. The school finally moved to employ a Learning Specialist in the later part of the year with a key focus on the school's PLC practices and implementation of the school's Instructional Model.

Achievement

Ripponlea Primary School continues to ensure that all students are challenged to achieve their best and are successful and supported in their learning journey. 'Like schools' are grouped based on the characteristics of the school, families and students, using the SFO (Student Family Occupation) index.

Teacher Judgements (Victorian Curriculum)

From F-6, 44% percent of all students were achieving 6 months and above their expected levels in Reading, 27% were achieving 6 months and above their expected level in Writing and 32% of all students were performing at 6 months or more ahead of their expected achievement in Number and Algebra.

NAPLAN

Students in Year 3 and Year 5 continued to achieve above the average in all areas of NAPLAN when compared to other Victorian Government Schools.

Year 3: 85% of students were in the top 2 bands for Reading, compared to 57% for the state and 71% for 'like' schools. 55% of Year 3 students were in the top 2 bands in Numeracy, higher than the state average of 43%.

Year 5: 54% of students were in the top 2 bands for Reading, which was above the state average of 40% and similar to 'like' schools. In Numeracy, 31% of Year 5 students were in the top 2 bands, with only 9% in the bottom bands. This is above the state, however 10% lower than 'like' schools. Over the last 4 years we have seen a declining trend in our results, alongside state results. This has made Mathematics an identified priority area in our 2020 Annual Implementation Plan. We are fortunate enough to be engaged in the Primary Mathematics Specialist initiative over the next 3 years. Considering an overall state trend has also declined in Numeracy, over a 3-year period we have maintained 36% of students in the top 2 bands comparative to 32% of the state.

In Writing, our NAPLAN results indicate that we have significantly reduced the low growth of our students from Year 3 to Year 5; this has been a reduction of 11 percentage points, down to only 15% of students showing low growth. 64% of students show medium growth and 24% show high growth. Diagnostically looking at our school's NAPLAN growth data, students who sat the NAPLAN testing in Year 3 and Year 5 at RPS had far better outcomes and growth when compared with students who enrolled at RPS after the Year 3 NAPLAN.

Engagement

Ripponlea Primary School supports students to reach their full potential by providing a challenging, nurturing and safe learning environment and a positive school culture that is fair and respectful to engage and support their learning. Students who attend school regularly increase their engagement levels and feel connected to school on many levels.

In 2019 our student attendance rates were lower to schools with similar characteristics. Across all year levels we identified higher absence rates in Year 2 whereas as other year levels are significantly lower. Overall our data shows poorer results against state and similar schools. We continue to monitor students who are continuously absent due to high levels of illness, pre-existing medical conditions, disability and parent choice unexplained that exceed 20 or more days.

The focus for the 2019 school year was on developing a supportive and inclusive learning environment where students are challenged and engaged. Staff were equipped with further data sets, coupled with support to enhance their own data literacy skills, to make informed decisions on what students need to learn, down to the individual level. School-wide focus on differentiation of student learning saw a further increase in the student endorsement of 'Differentiated learning challenge' which was 78% (compared with 75% the previous year and 72% in 2017).

Learning confidence in 2019 was targeted through teachers' use of PBS language, increased explicit feedback on student learning and the learning focus of 'growth mindset' through the Personal and Social capability component of the Victorian Curriculum. Students' sense of confidence was recorded at 75% positive endorsement in the Student Attitudes to School survey, meeting our 2019 target. The breakdown of this data from Year 4 to Year 6 saw a broadening difference between the results of males and females, with males reporting a lower sense of learning confidence. The divergence of these results means reviewing how we can lift the confidence of our boys in response to their learning. Student responses to 'Stimulated learning' similarly showed a discrepancy between boys and girls (62% and 80% respectively) and prompts a future need to intentionally target boys' interests.

Staff Opinion Survey responses in 2019 which help us measure improvement in the development of a supportive and inclusive learning environment increased significantly on previous years. 'Collective focus on student learning' has risen to 86% positive endorsement, up over 20 percentage points from the previous year (and above 30 percentage points over the two-year period). Similarly, staff have responded to 'Understanding contribution to school improvement' as 94% positive endorsement, an increase of over 20 percentage points from 2018.

Similarly, Parent Opinion Survey results saw a sizable shift from the previous year. Our 2019 parent responses to 'Stimulating Learning Environment' were positively endorsed at 83% (up from 67% the previous year) and 'Effective Teaching' ranked at 80% (up from 65% in 2018).

Wellbeing

We have made significant progress in student wellbeing over the past two years, and this is reflected in ongoing improvements in our Student Attitudes to School Survey results which surveyed all students in Years 4 to 6. Implementation of Tier 1 PBS strategies and our focus on Respect, Pride and Safety, have contributed to 'Classroom Behaviour' student survey responses showing a 76% positive endorsement in 2019. Finer analysis of this data shows that further investigation could be undertaken in exploring ways in which students might observe further levels of respect towards one another and teaching staff.

'Teacher Concern' and 'Managing Bullying' responses in the Student Attitudes to School Survey have improved over the two-year cycle, however, we fell just shy of the targets we set for 2019. The subject of bullying requires ongoing discussion, investigation and learning as we are seeing differences in girls and boys. The survey factor of 'Teacher Concern' shows that overall, 76% of students in Years 4 to 6 positively endorse the statement, 'My teacher cares about how I am feeling.' Students' sense of belonging, as expressed in the survey factor of 'School Connectedness' reveals an overall endorsement of 71%. Strong responses were shown towards statements like 'I like this school' (84%) and 'I am happy to be at this school' (79%). The weakest overall response in this survey domain was towards the statement, 'I look forward to going to school' (53%); through discussions with students it was discovered that many students answered this comparatively to things they look forward to like birthdays and family holidays.

The 2019 Parent Opinion Survey results revealed we surpassed all of our targets related to student safety and wellbeing. 'Promoting positive behaviours' and 'Confidence and Resiliency' were endorsed positively with percentages of 92 and 91 respectively. 'Non-experience of bullying' and 'Managing bullying' continued to trend positively in the survey results. 'Student voice and agency' was endorsed by 75% of parents surveyed and continues to be an areas that will likely become a priority for the school in the next strategic planning phase.

Staff Safety and Wellbeing data from 2019 continues to show upward trends from previous years. All survey factors related to staff safety and wellbeing are at or above the levels of 'like' schools.

Financial performance and position

Ripponlea Primary School is committed to continuing the provision of high quality educational opportunities, as well as upgrading its facilities to a high standard.

Ripponlea Primary School was in a healthy financial position securing a surplus of \$251,807.00 for the 2019 school year. This was due mainly to a carry-over funds in the SRP from 2018 of \$114,000.00 and grant monies afforded through the Primary Mathematics Science and Specialist initiative. At the commencement of the year, two staff members were identified to undertake this work but classroom release was managed within the existing budgets, allowing for monies carried forward to sustain this work over a longer term. Additional to this, all budgeted expenditure was tracked and monitored carefully by the Finance Committee of School Council.

Ripponlea Primary School expenditure was directly linked to identified goals and priorities specified in the 2019 Annual Implementation Plan and School Strategic Plan. Resource allocation continued to focus on student learning, building teacher and leadership capacity and student wellbeing. Strong parental support enabled the school to purchase excellent curriculum and classroom materials and to maintain buildings and grounds to an exceptional standard. Continued strategic financial management in 2020 will allow RPS to continue to maintain and improve the 100-year-old main building, support strong ICT programs and fully fund approved program budgets.

Fundraising activities generated a profit of \$45,000 and the school received a number of special grants through the Sporting in Schools program and Inclusive Education grants. The fundraising efforts of the school community contributed to the upgrade of the senior playground, new footy/soccer goal posts, new fencing for added security at the back of the school, an upgrade of the Productive Garden, extensive maintenance across the school and the relocation of the uniform shop to allow for a new intervention room.

As a result of community generosity through the Library and Building funds, the school's library had a full refurbishment with new shelving, soft furnishings, book titles and a borrowing station. Building funds have also helped provide for the installation of five brand new air conditioners.

A small amount of Equity funding (\$6,845) was used to provide intervention to students in F-2 using the MinLit reading program. An intervention specialist was trained to facilitate the MacLit and MiniLit intervention programs. A large number of decodable books, resources and curriculum consumables were also strategically managed under this small amount of funding.

Overall, Ripponlea Primary School was financially well managed and is in a very sound financial position.




For more detailed information regarding our school please visit our website at
<http://www.ripponleaps.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 281 students were enrolled at this school in 2019, 143 female and 138 male.

10 percent were EAL (English as an Additional Language) students and ND 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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above	● Similar
● Below			
Achievement	Student Outcomes	Similar 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>Above ●</p> <p>Above ●</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>Above ●</p> <p>Below ●</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: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>47%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>39%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>64%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>64%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>48%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	47%	29%	Numeracy	35%	39%	26%	Writing	15%	64%	21%	Spelling	21%	64%	15%	Grammar and Punctuation	12%	48%	39%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>93 %</td> <td>93 %</td> <td>91 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	91 %	94 %	92 %	92 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	91 %	94 %	92 %	92 %	93 %										

Performance Summary

Wellbeing	Student Outcomes	Similar 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>Below </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>Below </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, 2019

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$2,499,378
Government Provided DET Grants	\$291,662
Government Grants Commonwealth	\$7,328
Revenue Other	\$11,732
Locally Raised Funds	\$517,396
Total Operating Revenue	\$3,327,495

Funds Available	Actual
High Yield Investment Account	\$150,171
Official Account	\$56,449
Other Accounts	\$36,744
Total Funds Available	\$243,365

Equity ¹	
Equity (Social Disadvantage)	\$6,845
Equity Total	\$6,845

Expenditure	
Student Resource Package ²	\$2,303,539
Books & Publications	\$6,156
Communication Costs	\$6,470
Consumables	\$68,814
Miscellaneous Expense ³	\$301,849
Professional Development	\$22,971
Property and Equipment Services	\$214,139
Salaries & Allowances ⁴	\$85,774
Trading & Fundraising	\$45,917
Utilities	\$20,058
Total Operating Expenditure	\$3,075,687

Financial Commitments	
Operating Reserve	\$115,945
Other Recurrent Expenditure	\$372
Total Financial Commitments	\$116,317

Net Operating Surplus/-Deficit	\$251,807
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Asset Acquisitions	\$78,920
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- (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 26 February 2020 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

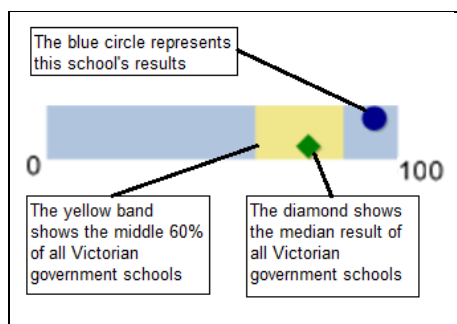
Engagement

- student attendance and engagement at school
- 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).

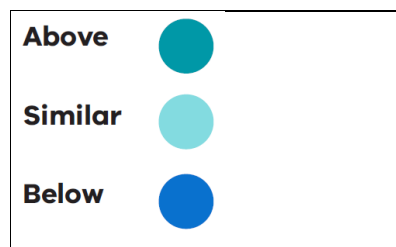


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*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').