**2019 Annual Report to**

**The School Community

School Name: Kurunjang Primary School (5256)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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*.
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| Attested on 17 March 2020 at 05:04 PM by Jennifer Robinson (Principal) |

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| 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.
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| Attested on 29 April 2020 at 03:23 PM by Elizabeth Bajada (School Council President) |

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**About Our School**

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| School context |
| Kurunjang Primary School is located in the northern area of Melton in the Kurunjang estate, adjacent to Kurunjang Secondary College. Our mission is ‘high levels of learning for all students’; our vision ‘At KPS we are committed to being an inclusive, safe and positive community where students are empowered to achieve learning and life success’; and our 6 values respect, excellence, responsibility, effort, resilience and empathy are personified as child super heroes.The school’s student population was 600 in 2019, an increase of 17 students from 2018, however maintained the total of 23 classes across the school with year 1 and 2, 3 and 4, and 5 and 6 classes combined respectively. 22% of students had English as an additional language (an increase of 4% since 2018) and the percentage of students with Aboriginal or Torres Strait Islander descent doubled from 2% to 4%.The 2019 leadership profile consisted of one Principal, two substantive Assistant Principals, the equivalent of 29.2 FTE teaching staff including 2 Leading Teachers and 2 Learning Specialists; and 24 Education Support staff, ranging from EFT 0.5 -1.0 to support Administration and Business Management, the PSD and Intervention programs, Maintenance, Grounds, Library and ICT infrastructure. To achieve the goals of the Strategic Plan, Equity Funding for disadvantage was utilised to include employment of a literacy consultant and numeracy consultant, and implementation of the Positive Support Planning (team around the learner) model for wellbeing and teaching/learning practices to progress student’s academic achievement; and additional education support staff beyond the allocation of funding for the program of students with disabilities. The School Review was conducted in Term 2 2019 and subsequently the new (2019-2022) Strategic Plan was developed, centred on improving student outcomes in Reading, Writing, Numeracy and improving students’ confidence and engagement in learning. 2019 was our fourth year as an AVID (Advancement Via Individual Determination) site team, with the incorporation of Writing, Inquiry, Collaboration, Organisation and Reading strategies within the DET Literacy and Numeracy initiatives, across years F-6. Kurunjang Primary School undertook the first, of a 2 year participation, in the funded AVID Australia/Sydney Myer Primary Maths Project. |
| Framework for Improving Student Outcomes (FISO) |
| In 2019 the FISO improvement initiatives we continued to specifically focus on were Building Practice Excellence, Curriculum Planning and Assessment, and Setting Expectations and Promoting Inclusion. The key improvement strategies continued to embed a whole school focus on purposeful teaching, high expectations of learning and consistent instructional practices in reading and numeracy, across the school. We continued developing the capacity of teachers to analyse and use data at a whole school and Professional Learning Team level to improve planning and instruction, and to monitor student growth, through weekly timetabled year level data and planning meetings. Establishing a guaranteed and viable curriculum was continued with completion of associated proficiency scales linked to the identified essential learnings within the Victorian Curriculum. Explicit leadership in instructional practice continued by the school based Leading Teachers in Teaching/Learning and Learning Specialists; and external literacy and numeracy consultants. Setting expectations and promotion of inclusion was continued through a whole school approach and practice in School Wide Positive Behaviour Supports and the Berry St Education Model. Leadership of professional learning communities was embedded through the completion of the DET Professional Learning Communities initiative and the explicit structure, clear roles and responsibilities in Teaching and Learning and Positive Climate for Learning, for Principals and Leading Teachers, and increased distribution through PLT and School Improvement Team leaders.  |
| Achievement |
| During 2019, School Improvement Teams met with a focus on Literacy, Numeracy and ICT. Staff continued to write proficiency scales in conjunction with planning units of work aligned with the Victorian Curriculum. External Literacy and Numeracy consultants in conjunction with internal learning specialists modeled best teaching practices, observed lessons, planned lessons/units of work across the whole school; and facilitated staff professional learning sessions in Writing (6+1 Traits) and Reading (F&P classroom continuum), open ended math instructional practice and High Impact Teaching Strategies respectively.During weekly PLT data meetings staff continued to develop a greater emphasis on analysing current data to inform planning a guaranteed and viable curriculum. The focus remained in consistent implementation and components of the Reading and Mathematics workshops. Intervention continued with a focus on literacy with 95 students in Years 1-5 participating in the Leveled Literacy Intervention (LLI) program. The Early Years Literacy Numeracy Koori Program (EYLNKP) in semester 2 was extended to include students in Year 3 in addition to students in Years 4-6; totaling 13 students from an indigenous background participating and all achieving 6 months growth in the second semester of the year. 13 Year 1 students participated in the Extending Mathematical Understanding (EMU) intervention program and a Middle Years EMU program commenced for students in Years 4 and 5. Individual Learning Plans were developed for 337 students who were working either 12 months below or above the expected level. The majority of students achieved each of their individual goals. SSGs and Positive Support Planning for students with additional needs including those on the Program for Students with Disabilities reviewed the goals not met and their inclusion in updated plans.97 Year 3 students and 83 Year 5 students undertook the NAPLAN assessment tasks. 2019 was the second year students participated in the online adaptive assessment on reading, grammar and punctuation, and numeracy assessment. In Year 3, 63% of students achieved medium or high growth in reading, 65% in spelling, 87% in writing and 69% in numeracy. In Year 5, 66% of students achieved medium or high growth in reading and 60% In Writing. 69% of students achieved medium or high growth in spelling and 59% in punctuation and grammar. Although the achievement in NAPLAN was below similar schools the greater performance results were achieved in the 4 year average rating in Year 5 Reading and Numeracy. 20% of students achieved high relative growth from years 3 -5 which was 2% above the state mean.Continued emphasis on planning using the FISO improvement cycle and PLC Inquiry process, tracking the achievement data, embedded consistent practice in the reading and mathematics workshops and increasing the explicit goals and conferencing of students in Reading, Writing and Maths will be a priority in 2020. |
| Engagement |
| Continued and consistent implementation of the Victorian Curriculum has supported teachers to plan and implement a viable and differentiated curriculum across all year levels to address individual student needs, abilities and interests. Adjustments and the provision of additional assistance were implemented in the areas of cognitive, social/emotional and sensory needs, to maximise student engagement and therefore learning outcomes. Teaching staff implemented Individual Learning Plans for 324 students and Behaviour Support Plans for 18 students in 2019.Twenty-nine students were funded through PSDMS (Program for Students with Disabilities) under the categories of Intellectual Disability, Severe Language Disorder (SLD), Autism Spectrum Disorder (ASD) and Severe Behaviour Disorder (SBD). The school continued to provide additional support outside PSDMS funding for several students who presented with significant behaviour and learning disorders. Education Support staff were timetabled to assist with whole class support across the school and individual students were also supported both in the classroom and in the school yard.The average 2019 attendance rate per year level saw an increase in absences from 21.4 days to 24.1 days across all year levels. Significant increase in 30+ days of absences from 17% to 26% occurred. There was also an increase in unapproved absences from 8.0 to 8.9. Continued focus on improving student attendance, especially late arrivals and unexplained absences will be a continued priority in 2020. Attendance has continued to be a focus at whole school assemblies. Feedback regarding attendance was provided through SMS reminders for first absences, regular phone calls to parents, letters outlining the percentage of attendance and through discussions at Parent/Teacher conferences. Our Primary Welfare Officer continued to work with our ‘at risk’ and vulnerable families to provide support where necessary and the Attendance Officer continued to monitor the attendance of our high at risk students/families, through phone calls and texts to parents and guardians on the third day of absence.Individual students’ talents continued to be fostered through sporting enrichment activities, such as tennis clinics and through the Music and Art Enrichment programs. Many opportunities were provided to our families throughout the year to engage with the school community including the Parent as Volunteers in the Classroom program, year level and whole school celebrations and events, sporting activities, Education week parade and Family Fun afternoon, school Fete, Parents and Friends Association and School Council. |
| Wellbeing |
| 2019 saw us continue to promote a positive climate across the school with a focus on SWPBS, BSEM and AVID strategies that support and continue to develop whole school expectations and understanding of positive behaviours. Our continuation of PSP, (Positive Support Planning) in 2019 saw an increase in sessions with us reaching over 81 students ensuring they had support plans in place to support their academic and social emotional learning.Breakfast club was again a positive initiative for our students and families, with attendance ranging from 150-180 students attending over the two days it is offered each week; building student independence, and promoting healthy eating. Our student leadership program has continued to support students with our 3-6 students in whole school roles in the areas of Positive Climate, House and School Captains, Attendance Officers, and Junior School Councillors. Junior School Council continued to run lunchtime activities which were well received by students, and conducted each Friday lunchtime.The Student's Attitude to School Survey was conducted for students in years 4 to 6 and demonstrated an overall decrease in positive responses by 3% from 2018 in the area of social engagement. Within this, we saw 63% of students respond positively to feeling a sense of connectedness and 84% of students feeling a sense of inclusion. We will continue to build on our whole school values and fortnightly SEL curriculum across the school.We continued with a variety of transition programs to assist with a smooth transition from Kindergarten to the Foundation year with successful parent information evenings and transition days in term 4. The school received over 55 transition statements from kindergartens or childcare centres, which is an increase from 2018. Transition from Years 6 to 7 continued with an increased number of students identified as vulnerable or at risk, involved in extra transition opportunities; and the continuation of the AVID program across the school with a focus in years 5 and 6 making links to Kurunjang Secondary College. We continued to support students with their transitions by having regular SSGs and transferring information to and from Secondary Colleges and Kindergartens alongside transition books given to students prior to or during the summer holiday period to support them in preparing for the following year. |
| Financial performance and position |
| The 2019 financial position was in surplus of $284,820 as compared to $369,782 in 2018. Although the increased enrolments in each year level, including an extra class of 3/4 students; and the employment of Graduate and Range 1 teachers in fixed term positions, contributed to the surplus, it also included some allocated equity funding. Program planning for 2019 included consultancy for literacy and numeracy, however due to availability, we were only able to have a numeracy consultant for one semester rather than 2, and only for 1 day per week; and a literacy consultant continuing 2 days per week. The school received $462,509 dollars in Buildings and Grounds Capital Works and Maintenance funding. There were no extraordinary revenue or expenditure items. Commonwealth funding outside the SRP (and not including Low SES/Equity) was received for student teacher supervision $10,303.30 and unallocated CSEF funding at 31/12/19, of $23,992.00 whose purpose is to assist eligible families with the cost of school camps, sporting events and excursions. Equity Funding for social disadvantage totaled $1,004,754.Fundraising initiatives through the Parents and Friends Association totaled $7935.73 and revenue of $37,233.10 was received through newsletter advertising, canteen lease, and school photo, student banking and school uniform commission. Voluntary contributions totaled $700.00 and bank interest totaled $8198.62. |
| **For more detailed information regarding our school please visit our website at** [**https://www.kurunjangps.vic.edu.au**](https://www.kurunjangps.vic.edu.au) |

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 600 students were enrolled at this school in 2019, 281 female and 319 male.22 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures 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. |

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| School Staff SurveyMeasures 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. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| Similar School Comparison |

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| **Performance Summary** |

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| Achievement |

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| Student Outcomes |

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| Similar School Comparison |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 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 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’. |

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| 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. |

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| Statewide Distribution of Learning Gain (all domains) |

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| **Performance Summary** |

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| Similar School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**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. |

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| Few absences <------> Many absences |

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| Few absences <------> Many absences |

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| Average 2019 attendance rate by year level: |

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| Similar school comparison not available |

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). |

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| --- |
| **Financial Performance and Position** |

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|  |
| --- |
| *Commentary on the financial performance and position is included in the About Our School section at the start of this report* |

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|  |
| --- |
| Financial Performance - Operating StatementSummary for the year ending 31 December, 2019 |

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|  |
| --- |
| Financial Position as at 31 December, 2019 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Revenue** |

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| --- |
| **Actual** |

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|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $242,032 |
| Official Account | $24,521 |
| Other Accounts | $0 |
| **Total Funds Available** | **$266,553** |

 |  |  |
|  |  |  |

|  |
| --- |
| Student Resource Package |

 |

|  |
| --- |
| $5,883,067 |

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|  |  |
| --- | --- |
| Government Provided DET Grants | $708,759 |
| Government Grants Commonwealth | $5,514 |
| Revenue Other | $314,166 |
| Locally Raised Funds | $180,991 |
| Capital Grants | $132,969 |

 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Total Operating Revenue** |

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|  |
| --- |
| **$7,225,465** |

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| --- |
| **Equity¹** |

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|  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $1,004,754 |

 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity Total** |

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| --- |
| **$1,004,754** |

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| --- |
| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $218,034 |
| Other Recurrent Expenditure | ($4) |
| Asset/Equipment Replacement < 12 months | $22,078 |
| Capital - Buildings/Grounds < 12 months | $278,509 |
| Maintenance - Buildings/Grounds < 12 months | $184,000 |
| **Total Financial Commitments** | **$702,617** |

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| Student Resource Package² |

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| $4,990,279 |

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| Books & Publications | $83,704 |
| Communication Costs | $6,088 |
| Consumables | $126,760 |
| Miscellaneous Expense³ | $460,652 |
| Professional Development | $36,640 |
| Property and Equipment Services | $810,651 |
| Salaries & Allowances⁴ | $227,526 |
| Trading & Fundraising | $14,083 |
| Utilities | $51,294 |

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| **Total Operating Expenditure** |

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| **$6,807,677** |

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| **Net Operating Surplus/-Deficit** |

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| **$417,789** |

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| **Asset Acquisitions** |

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| **$141,170** |

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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. |

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| *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.* |

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| How to read the Annual Report |

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| **What does *School Comparison* referto?**TheSchool 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 Comparisonwill 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. |

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| **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. |

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| **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’). |

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| **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. |

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| **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 BullyingResults are displayed for the latest year, as well as the average of the last four years (where available). |

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