

# 2019 Annual Report to The School Community



**School Name: Katandra School (4846)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 26 March 2020 at 02:17 PM by Rhett Watts (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.

Attested on 15 June 2020 at 05:19 PM by Kellie Easton (School Council President)

## About Our School

### School context

Katandra School, formally Ormond Special School, was established in 1959 in what was the old Kilvington Baptist Grammar School. Katandra School is part of the Government school sector. The school is located in the South Eastern Victorian Region and serves a wide geographical area that incorporates the cities of Glen Eira, Bayside, Port Philip and Monash.

Katandra School invites a community atmosphere, with an inclusive and positive learning environment. At Katandra we have proud tradition in providing excellence in special education for students with additional learning needs and maximise every learning opportunity to shape our students' future through high quality, values enriched through teaching and learning.

As a Victorian Government Specialist Primary School, Katandra School has a clear vision and purpose. The school is renowned for fostering student excellence with the support and involvement of our learning community. The staff at Katandra School are dedicated and committed professionals who are experts in their field of education. Katandra has provided assistance and expertise to primary and secondary schools within the region through the Katandra Project.

At Katandra, the school community works together to ensure every child has a positive, happy and rewarding school experience. Parents and teachers are genuine partners in the learning process, ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, to be independent and to value the pursuit of knowledge.

The school attracts and retains an experienced, caring and innovative staff who work to provide a range of high quality learning opportunities to stimulate and challenge the individual needs and talents of their students. This is done within a collaborative culture, creating a strong sense of community and team spirit. In 2019, the school had the equivalent of 23.3 full time staff – Made up of 1 Principal Class, 7 Class Teachers, 2 Leading Teachers and 2.6 specialist Teachers, 10 Educational Support Staff and 1 Paramedical Staff.

Student enrollment for 2019 was 57 students with results across ABLES testing and growth against levels B- 3 of the Victorian Curriculum showing students achieving growth in all outcomes. This is testimony to the quality education provided.

At Katandra School, our challenge is to target key indicators which define what it is to be a truly successful learner, a learner who not only achieves their own individual potential, but who is deemed successful within the context of his/her area of talent. To achieve this we focus on providing our students with access to a broad range of learning opportunities that respond to the diversity of their individual needs and abilities. We believe these opportunities will continue to evolve through the commitment of our dedicated staff.

We are confident our focus on individual needs and abilities will be achieved through maintaining strong partnerships with parents, allied health professionals and the wider community. This, in turn, provides a comprehensive approach to challenging our students to achieve their best and build self-confidence in their personal abilities. This holistic approach of building the foundations of academic, physical, social and emotional learning capabilities of our students, reflects our school's ethos.

Students are eligible to attend Katandra School if they meet the criteria for the Program for Students with Disabilities- Intellectual Disability. Once eligibility has been established, students who live within our designated zone have access to free bus travel to and from school.

**Katandra School's Vision Statement:**

Katandra School believes in providing an inclusive and engaging environment which enables students to embrace learning and achieve their full potential. We do this by providing a specialised and challenging curriculum, building

student's social, emotional and physical wellbeing; empowering students to become active and valued members of the community.

**Katandra School's Mission Statement:**

Katandra School is a supportive learning community where everyone is encouraged to be responsible, safe, respectful and resilient. We are a unique learning environment that promotes SUCCESS, FRIENDSHIP & A SENSE OF BELONGING for all students, staff & the community. We enable students to become active in their learning by promoting collaboration, creativity, curiosity, problem solving, teamwork, independence and fostering active participation in engaging programs that prepare them for the future. "Providing the best learning environment for your child"

**Katandra Values Statement:**

Katandra School makes a commitment to embed the following values across our school community; Respect, Responsibility, Resilience and Teamwork. It is an expectation that our school values are continually at the forefront of everything we do.

**Katandra Schools Philosophy:**

Katandra School inspires students to become learners that are creative and socially motivated to experience the joy of learning and achieve at high levels of success in what they do. As students move through the school they consolidate their learning through engaging in age appropriate experiences in the school, and the wider community that promote independence, resilience and self-identity.

**Enactment of School Philosophy:**

Our school operates by asking a fundamental question, "Is this work or process in line with the school vision, mission values and beliefs?" This question guides and directs the practice of all staff in the school. The vision of the school will sit at the centre of our focus and there will be expectations about all work aligning with the vision. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

All documentation will reflect the set of practices of the school. This includes organisational structures, teaching and learning practices and programs, internal and external interactions, School Council and community programs. A detailed list of school policies sit within this framework as part of VRQA quality assurance requirements. The belief that all students can achieve high standards transform nearly everything about the way we approach schooling. An organised structure of attributes, principles and understandings expressed in the design of our curriculum amplifies the possibilities for long range planning, short term preparation and clear communication. Our highly skilled staff provide programs based upon team curriculum design, evidence based research and theories, school priorities and most importantly offering differentiated learning and instruction for the individual student needs.

## **Framework for Improving Student Outcomes (FISO)**

During 2019, Katandra School focused on two improvement initiatives from FISO. The areas that Katandra focused on were 'Curriculum planning & assessment' and 'Building practice excellence'.

At the beginning of 2019, Katandra had a school review. It was noted from the school review that initiatives in Excellence in Teaching and Learning have brought about consistency in use of components of the Victorian Curriculum, We have made significant changes to improve how we work in collaboration with other teachers across the school. Teacher participation in PLT's is providing a better understanding of the role and need for collection of evidence and overall consistency of practice. Participation in professional learning teams, encouraged robust and professional discussions about a need for a more structured PLT system continued to evolve, and focused on an agreed common instructional framework, using the High Impact Teaching Strategies as a benchmark for quality instruction, begin moderating assessments & tracking data, along with collaboration around behavior management and tier 1 SWPBS strategies.

An improved curriculum plan has been developed and documented. The Leading teacher of curriculum has worked closely with the newly developed Special School Curriculum networks, with a focus on Numeracy and Literacy. In 2019 Katandra continued have to be active in supporting the development of Goal banks, and other projects of the Specialist Schools networks.

Katandra continues to have a holistic approach to curriculum, pedagogy and assessment. Our Teachers in 2019 all work together in PLC's to lead the curriculum development . Time was spent developing a structure of inclusion, where the roles of developing assessment and moderation activities have been shared. These have then been discussed and considered by the whole staff. 2019 was a great year for Katandra to review current curriculum practices and determine what was working well, along with what needed to change and improve for the new strategic plan.

## Achievement

Katandra School strives to continually maintain and challenge a high level of participation and achievement for students within the Victorian Curriculum. Teachers use the ABLES assessment resource to support this process and record achievement.

At Katandra School every student has an individual learning plan. This results in very high engagement in the learning process of all students. Staff set realistic learning goals for each student attending Katandra. Student results reflect the teacher's capacity to plan thoroughly and use appropriate pedagogical practices with continual monitoring. Continued improvement in student outcome progress is enhanced by student and staff competency in our new technology devices, like iPads and Interactive Whiteboards. We are using ABLES to guide our Teaching, Assessment and Reporting.

Teachers have been working on building capacity to provide differentiated learning, where the students are working and plan tasks which are both enjoyable but challenging for every student. By developing teacher knowledge through Professional development & meetings, the school has been able to implement consistent and sustained high-impact teaching strategies.

The school monitors and evaluates its practice. Our evidence in this area is anecdotal, from class observations and we have not yet set up a structure of review and monitoring. Evaluation of student learning occurs in the classroom. This takes many forms from video evidence, to student examples of work, checklists and teacher judgement assessments. In 2019 we focused on team or whole school analysis of assessment data, and this continues to be key focus for 2020.

Achievement from our 2019 monitoring of the AIP demonstrated:

- Katandra has seen a positive shift in the development of a guaranteed and viable English curriculum across the school. The change of practice has seen staff adopt a whole school literacy focus by implementing a morning literacy block every day to ensure VRQA minimum standards are met of 5 hours of English.

- In Term 2 all classroom teachers also shared their practice around the reading & viewing classroom programs. Teachers were asked to share an activity they do in class, share 2 students achievements and assessments, along with where the activity connected to the Victorian Curriculum. There was a shift in teachers behaviours and mindsets around reflective practice, as they were also asked to share what was working well and what they would change.

- Through looking at teachers weekly work programs, and also participation in PLC's we can clearly see an improvement with the understanding of teaching literacy conventions. This can be evidenced in the teacher work programs and planning documents and participating in learning walks and classroom observations. Although there is improvement in 2019, this will be a continued focus in 2020 to ensure practices are embedded and there is consistency from class to class.

-New curriculum programs related to English are being implemented in classrooms such as Rip it Up Reading, Magic Words and Little Learners Love Literacy, along with whole school English assessments and these are starting to be used to look at student engagement and achievement through PLC structures. This is evidenced in data walls and assessments completed. Staff received refresher training for Rip it Up Reading and Little Learners Love Literacy.

From the implementation of Rip It Up Reading in Group F, we have seen a significant increase in the students working memory and also improvements in reading abilities. The students have also become more confident in working towards the modules in the program and excited to share their individual achievements. The same class also trialed a learning intervention for students who have poor word and letter recognition using the magic words combined with the HIT's domain of multiple exposures. From a 6 week intervention, the teacher saw the 2 students selected improve in recognizing a selection of the golden words. We are hoping to trial this process with more classes in 2020.

Throughout 2019, all staff have received a number of professional development opportunities focus on building capacity around the learning domain of English with a particular focus on Reading and Viewing. This has involved being involved with the PASS literacy group, Little Learners Love Literacy PD, Rip it up Reading PD, Spotlight on learning sessions and weekly participation in PLC's.

Teachers have broken down the Victorian curriculum levels A-2 in relation to reading and viewing and what it looks like at Katandra for each of our students and how it relates to the programs we run. This has changed teachers perceptions of each of the levels and also built their capacity to apply the achievements standards of each level to student progress.

The leading teacher of curriculum has drafted a scope and sequence for English to ensure the breadth and depth of English is taught and assessed over the students time at Katandra . This has allowed the leadership team to prioritize what is guaranteed and viable for student learning. This draft was trialed in Semester 2, with slight modifications made for full implementation in 2020. Complementing this, another scope and sequence of the English resources used across each area of the school has been finalised to show what literacy programs will be taught in each age group across the school. This will be launched in 2020 and will ensure that we have a scope of programs that are age appropriate to deliver English.

Finally to support the students learning outcomes in English, a home reading program was introduced to students and their families in Term 2. Every student was assessed with the PM benchmark reading assessment to determine a reading level. All students were provided with a home reading program that included a reader, daily activities to complete and a reading log. For students who were not yet reading, they were still sent home a level 1 reader so they could learn and consolidate pre reading behaviors identified in level A and B of the Victorian Curriculum. A parent information session was held on supporting literacy and reading at home. The principal also developed a home reading schedule of activities, along with a support guide for parents to help them with building reading capacity with their child.

## Engagement

Inclusion and engagement are the basic tenants that Katandra lives by. This is achieved through promoting our school values of Respect , Resilience, Responsibility and Teamwork. All the students who come to Katandra have a right to learn and be exposed to the full curriculum. While we do not measure student engagement explicitly, anecdotal evidence and the feedback we get from families inform us that student engagement is extremely high. In terms of having high expectations for our students we are constantly striving towards improvement in student learning, with the expectation that expanding of our assessment processes will give us greater clarity around this.

The cognitive level of our students can limit their ability to significantly apply metacognitive strategies to their learning. We have found that with the expansion of the curriculum offerings the students' engagement has increased. This includes Bike education, Sports Clinics, Gymnastics, Horticulture, Horse riding, Swimming, Community access and Tennis coaching clinics.

We provide parent, carer and family engagement through a variety of mediums. We have found that by extending the Class Dojo app into all classes, our families have a fantastic window into the learning lives of their child. Previously it was hard for parents to know what their child was doing in class - often due to the limited communication skills of the child. Now pictures, photos, video and audio open this world for parents and carers. Our Leading Teacher, also held regular coffee and chat morning teas to build relationships between parents and engage them with one another across the school.

Introducing a Guided Inquiry Based Learning approach to Katandra, has been successful for the entire school community. Teachers have built upon their knowledge and capacity to deliver an inquiry unit each term that addresses an integrated approach to the Victorian Curriculum. A six year rotational cycle was developed to ensure that students do not repeat an inquiry topic during their time at Katandra. Through implementing a whole school inquiry approach we have a consistent focus on teaching and learning, and a change in practice around all teachers collaboratively planning the week by week contributing questions and activities. The cycle also ensures that we meet the 2 year band of learning for subjects such as Geography, Science etc.

The parents have been impressed with our Inquiry Based Learning Model in particular the Inquiry Celebrations of Learning held at the end of each term. This has been a new practice at Katandra and the parents/families have enjoyed the opportunity to actively see what the students have been learning in class and the chance to share in the celebration of what the students have achieved. The celebration of learning has seen an improved behavior and practice of collaboration and sharing student learning between school and home.

The Inquiry displays and immersion week, will need to have a bigger focus in 2020, as this week has not been facilitated in line with the inquiry model and aligned to the High Impact Teaching Strategies. One of our identified outcomes is the educational support staff would be heavily involved in the inquiry immersion displays to start each terms inquiry. We have found that direct instruction and time provisions need to be made for this, and for 2020 this will be a focus to ensure that the immersion week is implemented more successfully for the students.

Students at Katandra school have relatively high attendance and enjoy coming to school. We have 2 students that have higher than usual non-attendance records and individual support plans are put into place with the students and their families. This is focused regularly at Leadership and care team meetings, then further communicated with relevant staff across the school. For the general cohort of students , reminders are made at assemblies and in the school newsletter about attendance. Student absence is also shown at the front of the school reports at the end of each semester. The well being leader also monitors student attendance records on Sentral and communicates this with families and students when attendance becomes a concern. If a student is absence for a number of days, an absence plan is created and the teachers send a work pack home for the student to complete.

## Wellbeing

Katandra School continued to use the School Wide Positive Behavior Support (SWPBS) to promote student safety, well being and to support students to manage their behavior. The SWPBS coordinator, continued in seeking to achieve tier one fidelity through this DET initiative. Our class expectations are clear for all students and SWPBS has been well embedded throughout the school. SWPBS assemblies were introduced on a Friday to celebrate the new raffle ticket system to promote students rewards aligned to the SWPBS values.

Katandra's focus of respect, safety and responsibility has enabled the planning of focused interventions, in the form of the evidence based video self-modelling. Our teaching of PBS has a strong focus is reflected by the positive approach all staff take to working with and supporting students.

A tier 2 team has been researched to work with and support teachers to meet the needs of students with behaviors considered to be of concern. These apply to behaviours that impact the learning and engagement of the student or others. In semester 2, the teachers worked together to develop a template for a Behavior Support Plan.

Video modeling of expected behaviors that align to the schools SWPBS matrix was a key focus for 2019. All students and staff were involved in this process of making short videos that teachers can use in classrooms or at whole school events to reinforce the correct behaviors required of all students. These when then showed at the Friday assembly and the teachers created activity cards for explicit teaching in the following week.

Implementing Respectful Relationships was a priority for Katandra as a immediate recommendation from the school review. Leaders and teachers collaborated and worked together to write and implement a continue of learning and a Respectful relationships scope and sequence to be implemented at Katandra 2019-2021

In 2019, all staff received professional development from DET employees on Respectful Relationships and Eliminating Restraint and Seclusion, and Child Safe obligations.

Monitoring the end of year achievements in the 2019 AIP also demonstrated :

-The yellow PLC session Behavior Well-being Learning Team, was facilitated by the LT of well being in Semester 1, and has improved teachers understanding and mindsets around consistent use of SWPBS tier 1 interventions, and consistency in ready to learn behavior management strategies. We have seen improved implementation in classroom practice, and we have also seen it correlate to students able to regulate behaviors and show their receptive and expressive understanding of the expected behaviors in the matrix. In semester 2, yellow sessions , were clearly planned and aligned to priorities in this AIP goal to support the key targets and actions, to ensure that we were meeting expectations and outcomes.

-In semester 1, the swpbs coordinator and team, developed new posters that are student friendly that allow our expected behaviors to be clearly shown and transitions has been added to the school matrix to support our students in moving between classes, specialist programs and to buses. We have seen a shift in staff mindset to positively support transitions and have been slowly seeing changes in student behavior of a more positive nature and orderly environment. This is evidenced through a slight reduction in student behaviors and incidents recorded in Sentral data. Introducing transitions into the SWPBS matrix has also positively impacted our change in practice for end of day transitions for school buses and parent pick up, with a new system being put into place to ensure more of an orderly environment.

-All staff built on their knowledge and application of supporting behaviors of concern, through completing the online elearning modules on positive behavior interventions. From completing these modules we have seen a greater consistency in the practices of staff working in an agreed way across the school to support students at Tier 1, and starting to a see a positive shift in the mindset and practices of managing Tier 2 behaviors.

-To support student transitions a Headstart program and document was developed to support students at the end of the year transitioning from one class to the other. The program has been designed that the whole school will move to their new classes in the last 2 weeks of term 4 for the following year. This means that both student. teachers and families can get to know each other before going into the long holiday break. The program has been written with a host of activities supporting SWPBS, transition supports and building relationships.

-In 2019, the Sentral well-being platform was created and implemented to ensure that both documentation and incident recording was on a digital platform for student management and accountability. The well-being platform has been extremely successful with all staff using it to log major incidents that occur at school. This has been a significant change in practice for staff at Katandra, where prior to 2019 there was no digital platform and incident reporting was inconsistent and behaviors could not be tracked. Through using the well-being platform as a leadership team we are able to collate the student incidents into a data set that is produced fortnightly by the schools IT manager. The student well-being data is discussed by the leadership team, where major incidents are highlighted, triggers and consistent information is identified and both immediate and long term interventions are discussed.

### **Financial performance and position**

Katandra School as at the 31st December 2019 as per the Reconciliation Pay Period showed a Projected Surplus as per School Budget Management Report. Katandra School did not received extraordinary revenue items nor did Katandra incur extraordinary expenditure items. In 2019, Katandra School received Equity Funding (Social Disadvantage), also Katandra School Accumulated extra funds locally raised via our Term Deposits interest received. In 2019, Katandra along with other schools, received State Government funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning Katandra School received extra funding in the SRP School Specific Programs such as monies for Curriculum Support for students participating in Program for Disabilities, also funding received under the area's of targeted Initiatives such as Respectful Relationships, Inclusion Boost, Equipment Boost for Schools and Swimming in Schools.

**For more detailed information regarding our school please visit our website at [katandra.vic.edu.au](http://katandra.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 Performance Summary' 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 specialist school type.*

### Enrolment Profile

A total of 54 students were enrolled at this school in 2019, 15 female and 39 male.

13 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

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

This school's socio-economic band value is: 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)	80.0	88.6	83.0	93.9

### 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)	56.7	64.9	56.9	73.7

**ACHIEVEMENT**

**Teacher Judgement of student achievement**

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)	English	Mathematics
Achievement Level	Percent	Percent
A		
B	8.3	5.4
C	28.6	30.4
D	40.5	44.0
0.5	4.2	3.6
F	11.3	8.3
F.5	0.6	
1	3.6	7.1
1.5	3.0	
2		1.2
2.5		
3		
3.5		
4		
4.5		
5		
5.5		
6		
6.5		
7		
7.5		
8		
8.5		
9		
9.5		
10		
10.5		
11		
11.5		
NA		

## **ENGAGEMENT**

### **Average Number of Student Absence Days**

Absence from school can impact on students' learning.

Common reasons for non-attendance include illness and extended family holidays.

<b>Student Absence</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>4 year average</b>
<b>Average number of absence days</b>	18.3	17.2	12.7	17.2	16.4

### **Students exiting to further studies or full-time employment**

Percentage of students going on to further studies or full-time employment.

<b>Student Exits</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>4 year average</b>
<b>Percent exiting to further studies or full-time employment</b>	100.0	100.0	100.0	np	100.0

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$2,111,915
Government Provided DET Grants	\$254,286
Government Grants Commonwealth	\$0
Government Grants State	\$3,600
Revenue Other	\$12,472
Locally Raised Funds	\$60,802
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,443,075</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$8,249
Transition Funding	\$0
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$8,249</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,073,227
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$7,673
Consumables	\$77,152
Miscellaneous Expense <sup>3</sup>	\$41,999
Professional Development	\$19,752
Property and Equipment Services	\$203,871
Salaries & Allowances <sup>4</sup>	\$238,700
Trading & Fundraising	\$8,278
Travel & Subsistence	\$5,312
Utilities	\$15,190
<b>Total Operating Expenditure</b>	<b>\$2,691,153</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$248,078)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$159,934
Official Account	\$33,273
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$193,207</b>

Financial Commitments	Actual
Operating Reserve	\$96,593
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$421,097
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$517,690</b>

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 26 Feb 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 two key areas:

### **Achievement**

Student achievements in

- English and Mathematics

### **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)

## WHAT IS THE MEANING OF 'DATA NOT AVAILABLE' OR 'NP'?

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.

## TOWARDS FOUNDATION LEVEL VICTORIAN CURRICULUM

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').