

2019 Annual Report to The School Community



School Name: Warringa Park School (5165)



- 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 28 October 2020 at 08:27 AM by Ashwini Sharma (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 24 November 2020 at 04:23 PM by Sean O'Mahoney (School Council President)

About Our School

School context

Warringa Park School is a specialist school located in Hoppers Crossing. The school population is drawn from the City of Wyndham and caters for students aged 5 to 18 years who have a diagnosed intellectual disability ranging from mild to profound.

Warringa Park is a P-12 school organised around the three stages of learning - Early, Middle and the Later years. The Victorian Certificate of Applied Learning (VCAL) is offered in the later years at Foundation Level. An alternative year 9 to 12 vocational training program is offered at a rural campus in Cayleys Rd Werribee South. A year 7-12 campus is situated on the grounds of The Grange P-12 College in Bethany Rd.

The school has 160.77 equivalent full-time staff: 4.0 principal class, 84 teachers, 116 education support staff and an enrolment of 533 students.

Warringa Park School promotes and values excellence in education for students with additional learning needs. There is collective efficacy amongst teaching staff that all students in our school can learn and want to learn and by working together we can make a difference to their learning achievements. The school provides a balanced and personalised curriculum where improved learning outcomes in English, Mathematics and Science are seen as integral to the achievement of successful post school options. The learning growth of students is charted using ABLES and The Victorian Curriculum. A high level of student engagement and improved student learning is being achieved by integrating eLearning into teaching and learning practice.

Warringa Park School is a 1:1 iPad school and is one of 5 schools in Victoria that are an Apple Distinguished School. Our purpose is to provide a stimulating, safe, challenging and flexible learning environment where student achievement is acknowledged and celebrated. The school provides facilities and centres of learning which are spacious, bright and well resourced to meet the needs of the 21st century learner. There is a strong focus on student well-being and building effective home school partnerships.

Provision is a key challenge for the school. Sustained enrolment makes the planning and expansion of the Cayley's Road campus vital. Giving students voice and choice and a wide range of authentic work experiences that enable viable post school options continues to be a focus of the school in the later years.

Framework for Improving Student Outcomes (FISO)

Progress in Excellence in Teaching and Learning

PLC leaders continued to use the PLC improvement cycle in their meetings. The data from the PLC Matrix indicated that teachers believe the school has a clear instructional model that is supported by the high-impact teaching strategies with 64% of PLCs identifying as Embedding/Excelling in the domain Building Practice Excellence. As part of the AIP review process the PLC leaders presented their Semester 2 work to the leadership team and Lisa Bennet (PLC Manager) who provided feedback that there was clear consistency across the teams in the work that was being undertaken. In Term 4, 2019 we were invited to be a PLC link school and will be partnering and mentoring 4 schools in the Wyndham network in 2020.

PLCs have supported the teachers in their teams to become more data literate with a particular focus on using formative assessment data to inform teaching (PLC Matrix 29% increase in Using Data in Embedding/Excelling). 100% of teachers at the Warringa Park Campus and Bethany Road Campus used Guttman charts to assess students ZPD and create pre, post and ongoing assessments through the PLC inquiry cycle in the areas of Writing in Semester 1 and Reading/Mathematics in Semester 2. Renaissance has continued to be used throughout semester 2 in the Later Years learning centre. Year 7 - 12 teachers at BRC have participated in PL which has supported them to effectively use the program and to become more data literate when interpreting the data reports.

100% of teachers are setting goals (English, Mathematics) based on evidence and using a repertoire of high impact teaching strategies to teach to the point of need (36% increase in embedding/excelling in goal setting in the High Impact teaching strategies survey). The increased teacher pedagogical knowledge was supported with a suite of digital curriculum documents and instructional placemats that provided clear expectations and supports that reduced variability between classrooms (68% Collective participation). Through undertaking Instructional Rounds and learning

walks Team Leaders have identified that the instructional model continues to be embedded in all classrooms across the school and that there is an explicit lesson structure present across classrooms. In our Semester 2, HITs data 63% of teachers reported that they were embedding/excelling in the area of lesson structure. Feedback from our Communities of Practice visit from our mainstream colleagues corresponded with this finding as they indicated that there was consistent practices across all classrooms that were observed during their visit with 100% of observers reported seeing HITS in use within teacher instruction in particular Feedback and Lesson Structure.

Learning Consultant and Learning Specialists worked with 100% of the Later Year's leaders to build practice and support teams to implement PBL whilst also modelling the use of the instructional framework to complete two iEarn projects this year. They also developed a placemat to support a teacher and student view of the cycle, along with leaders creating a goal tracking template to form part of student profiles. We have joined the WynBay LLEN cluster for 2020 allowing our students to join Wyndham Network schools for VET and SBAT. This allows our students to be included in the Intermediate Level VCAL certificate. 100% of year 10 students have participated in work experience.

The leadership team have accessed professional learning (McRell, Bastow Create & Learning Specialist, Lane Clark, Finland, UMNOS 19, SIN Leadership, Wyndham CoP) which has given them a repertoire of strategies and skills to build the capacity of others and manage change (55% leading Change, 62% Leader Support for Change SOS). A comprehensive and well resourced Professional Learning Plan (PL Workshops, Coaching, Mentoring, Instructional Rounds, Peer Observations, Learning Specialists, Learning Consultant) is building teacher and education support capacity to undertake the work expected of them (68% SOS). 66 % (SOS) indicated that they were receiving feedback that was assisting them to improve learning outcomes

Progress in building 'Positive climate for learning

100% of staff were involved in workshoping a new school vision as a result of the partnership with the Science of learning at Melbourne University and this will continue to drive our work around student voice and agency into 2020. Across all campus student voice and agency opportunities are being explicitly planned for by PLC teams. In the later years this is evident in their Project Based Learning planning and at the Warringa Park Campus 100% of teams are using a student voice and agency rubric derived from the DET Amplify document.

Achievement

Achievement in Excellence in Teaching and Learning:

The student achievement data based on the Victorian Curriculum indicates that every student that progressed in their learning and that the school's focus on high quality instructional practice is delivering improved learning outcomes. At the Warringa Park Campus the Semester 2 student achievement data shows that 53% of students are working at or above Foundation in the areas of Reading in both the Progression Points and Teacher Judgement data (2% increase from Semester 1). 52% of students are working in Foundation or above in the area of Writing (54% in Progression Points). In our ABLES data which combines the areas of Reading and Writing we have had a 6% increase in students working in Foundation and above as compared with Semester 1 data. This can be attributed to 86% of PLCs focusing on Reading Comprehension in their PLC inquiry cycles in Semester 2 and 100% of PLTS focusing on the Writers notebook this year.

In English and Mathematics 58% of students were working in Foundation and above which is a 4% increase from Semester 1 and 60% of students overall in all subject areas were working at F+. ABLES data showed a 3% increase in learning outcomes for Reading and Writing and a 22% increase in Speaking and Listening from Semester 1 to Semester 2. This has been the result of a whole school focus on reading and the UMNOS partnership.

At the Bethany Road Campus in reading there has been a decrease in the number of students reading at age 6 by 17% and decreased by 15% in year 7. There has been an increase in students reading at age 8 by 9%, at age 9 by 14% and at age 10 by 2%. By the end of term 3 there was just 7% of students reading at age 11 years. This growth can be contributed to the PLC focus on reading comprehensions strategies in the PLC inquiry cycle and using the literacy comprehension tool kit to develop and grow teacher pedagogy. In numeracy there has been a decrease in the number of students working in the Year 2 library down 11%, Year 3 library down 5% and down 4% in the Year 4 library.

At the end of Term 3 we had an increase in students working in the Year 5 library up by 8%, Year 6 library up 11% and Year 8 library 1%,

At the Cayleys Road Campus, ABLES data showed that there was a 21% growth from Semester 1 to Semester 2 for students in level 3&4 in the 11/12 cohort in Reading and Writing and a 12% increase for Speaking and Listening. In the Year 9/10 PLC students began accessing the Renaissance Early Literacy Assessment and this saw 71% of the pilot group rate higher than Early Emergent, which was a 21% increase from the initial assessment.

Achievement in Positive Climate for learning:

The introduction of Project based learning at Cayleys Road Campus has seen a Learning Specialist support teachers to embed student voice and agency into the student projects. The Attitudes to school data on 'Student voice and agency' for students at CRC has increased significantly from 78% to 86%

At the Warringa Park Campus, student voice and agency for students in yrs 4 - 6 of the Attitudes to school data has increased from 83% - 84%. Staff opinion data at the main campus places Warringa Park significantly higher than other other special schools when it comes to 'Using student feedback to improve Practice' at 82% and 'Promoting student ownership of learning goals' at 84%. The staff opinion survey for 'Promoting student ownership of learning goals' had 81.64 % of staff in agreement and for 'Using student feedback to improve practice' 79.45%. Both of these scores are significantly higher than other special schools.

The student safety measures in the attitudes to school survey focus on managing bullying and we have seen an increase in positive responses for the Main Campus (86%) and CRC (80%). The ABLES Self Emotion data shows a 6% increase this year in the number of students working above Foundation.

Attendance data shows an average of 23.8 days missed which is tracking to show a decline from the 2018 average of 25.4.

Engagement

The PBIS Team have updated the Major/Minor behaviour chart and have utilised a data app 'Power Bi' to effectively track whole school incident data. This has enabled the PBIS and leadership teams to be responsive to incident data and ensure relevant supports are in place. Staff are also actively seeking support to implement and review student response plans. MyRight2Voice whole school professional learning has developed the capacity of staff across the school to track student behaviour in order to identify the function of this behaviour and implement effective strategies. Team Leaders have also been upskilled in the use of functional behaviour assessment and planning. The student safety measures in the attitudes to school survey focus on managing bullying and we have seen an increase in positive responses for the Main Campus (86%) and CRC (80%). However we have seen a drop from 77% to 59% at BRC. Managing bullying was also our third highest score on the parent opinion survey after physical environment and positive transitions.

Universal expectations including classroom expectations, reward systems, positive language and regular check ins are observed in all learning environments. The PBIS team have supported the implementation of these strategies through Professional learning and PBIS bulletins. The Whole school MTSS workshop supported staff to deepen their understanding of the tiered approaches and helped clarify for staff what the universal expectations at Warringa Park look like across each campus. At the Main campus 100% of teachers agreed or strongly agreed that classroom expectations were visible and referred to in their classrooms.

The attendance role has developed this year to ensure we are making same day contact with all students who are absent from school. A whole school attendance project has communicated to students and families the importance of being at school and rewards students as they meet attendance goals. This compliments the work of the Wellbeing Team who provide holistic support to families who are struggling with school refusal, complex behaviours, mental health concerns and many other barriers to attending school. Attendance data shows an average of 23.8 days missed which is tracking to show a decline from the 2018 average of 25.4.

Our next steps in terms of student engagement will have our Student engagement coach support the creation of positive climates for learning in each classroom and will move between campuses to ensure we have a whole school approach to student engagement, functional behaviour assessment and planning and PBIS. Multi Tiered Systems of Support will be rolled out in the form of fortnightly staff support meetings. The tiered support documents will be utilised to support

staff to develop strategies to address complex needs students. MyRight2Voice will continue to support behaviour tracking and functional behaviour planning as part of this MTSS work.

Wellbeing

Compass Wellbeing data shows Mental Health, Behaviour support and NDIS were the three key areas for family and student support. The Wellbeing Team have connected with a number of community organisations such as Headspace, Next Door Psychology and Wyndham youth services to address the mental health needs of students. Respectful Relationships and in particular Bystander workshops have been utilised to support student engagement. Our school Chaplain is our key contact for NDIS support and has worked closely with the later years team this year to ensure all year 12 students have been supported to access the NDIS and plan for their post school pathways.

Respectful Relationships continues to be delivered whole school with 100% of students accessing the program. Our new sequence of topics this year has provided extra time for professional learning for topics 7 and 8, 'Gender and Identity' and 'Positive Gender Relations'. Bethany Road campus has been successful in gaining lead school status for 2020 and the work that has been done to date on Bystander, the Gender equity project and Student wellbeing has been recognised by the DET RR team as important in terms of supporting partner schools.

The OT team has worked on combining the States of Regulation lessons with the Respectful Relationship curriculum. There are many areas where the two programs overlap and by amalgamating the two we have increased the long term continuation of both. The combined program which will fall under the Respectful Relationships heading is ready to roll out whole school in 2020. The OT teams have continued to develop States of regulation toolboxes for individual students. Every learning area in the school utilises States of regulation posters to check in with students and support the development of emotional literacy and emotional regulation for all students. The ABLES Self Emotion data shows a 6% increase this year in the number of students working above Foundation.

Key next steps for supporting student Wellbeing include the delivery of the Health and Human development program across all settings. The scope and sequence and lesson plans for this program are available on Google drive and will be supported by the Wellbeing Team and the school based RR/HHD Team. Next year BRC will continue to be a lead school in the RR program which will see us working with some new partner schools across the network.

Financial performance and position

The final 2019 financial result for Warringa Park School was a surplus of \$4,421,145
The breakdown of extraordinary revenue that the school has received from the Student Resource Package during the 2019 year is as follows:

In the month of June the school cash down from SRP credit to cash surplus from previous year the amount of \$1,000,000.00, and again in October \$1,500,000 to support the approved 2019 budget.

Additional funding the school received from (State/Commonwealth) beyond the Student Resource Package during 2019:

1. 3 x Advance Grants totalling \$28,725
2. Chaplaincy Grant of \$20,280.00
3. Relocatable furniture & equipment for portable at Warringa Park campus of \$32,000
4. Kefford Trust Scholarship (for the Bethany Road Campus students) \$4,389.47
5. Youth Employment Scheme (YES) grants to support the Education Support Trainees \$6,750
6. Quality Music in Schools Grant \$4,536.36
7. Safety for Specialist Schools initiative \$20,000
8. Inclusive Education Grant \$23,704.60

Extraordinary expenses that occurred during the year 2019 was \$88,112 to continue supporting the growth and resources for the Caleys Road Campus students to commencing in 2019.

For more detailed information regarding our school please visit our website at
<http://www.warringapark.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 Special Schools:  Results for this school:  Median of all Victorian Government Special Schools: 

School Profile

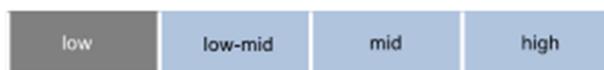
Enrolment Profile

A total of 534 students were enrolled at this school in 2019, 148 female and 386 male.

25 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

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



Performance Summary

Achievement	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard 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>	<div style="text-align: center;"> <h3>Results: English</h3> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>2%</td></tr> <tr><td>B</td><td>11%</td></tr> <tr><td>C</td><td>15%</td></tr> <tr><td>D</td><td>19%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>19%</td></tr> <tr><td>1 - 1.5</td><td>20%</td></tr> <tr><td>2 - 2.5</td><td>6%</td></tr> <tr><td>3 - 3.5</td><td>3%</td></tr> <tr><td>4 - 4.5</td><td>1%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <h3>Results: Mathematics</h3> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>2%</td></tr> <tr><td>B</td><td>11%</td></tr> <tr><td>C</td><td>10%</td></tr> <tr><td>D</td><td>15%</td></tr> <tr><td>0.5</td><td>0%</td></tr> <tr><td>F - F.5</td><td>17%</td></tr> <tr><td>1 - 1.5</td><td>19%</td></tr> <tr><td>2 - 2.5</td><td>17%</td></tr> <tr><td>3 - 3.5</td><td>4%</td></tr> <tr><td>4 - 4.5</td><td>2%</td></tr> <tr><td>5 - 5.5</td><td>0%</td></tr> <tr><td>6 - 6.5</td><td>0%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	2%	B	11%	C	15%	D	19%	0.5	0%	F - F.5	19%	1 - 1.5	20%	2 - 2.5	6%	3 - 3.5	3%	4 - 4.5	1%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	2%	B	11%	C	10%	D	15%	0.5	0%	F - F.5	17%	1 - 1.5	19%	2 - 2.5	17%	3 - 3.5	4%	4 - 4.5	2%	5 - 5.5	0%	6 - 6.5	0%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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Performance Summary

Engagement	Student Outcomes												
<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>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>23.8</td> <td>23.4</td> <td>25.4</td> <td>28.5</td> <td>25.3</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	23.8	23.4	25.4	28.5	25.3
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Average absence days	23.8	23.4	25.4	28.5	25.3								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> <td>100.0</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	100.0	100.0	100.0	100.0	100.0
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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	Funds Available	Actual
Student Resource Package	\$19,811,956	High Yield Investment Account	\$893,552
Government Provided DET Grants	\$3,566,804	Official Account	\$83,094
Government Grants Commonwealth	\$10,262	Other Accounts	\$0
Government Grants State	\$19,533	Total Funds Available	\$976,646
Revenue Other	\$140,947		
Locally Raised Funds	\$130,590		
Total Operating Revenue	\$23,680,092		
Equity¹			
Equity (Social Disadvantage)	\$304,578		
Equity Total	\$304,578		
Expenditure		Financial Commitments	
Student Resource Package ²	\$15,390,811	Operating Reserve	\$604,481
Books & Publications	\$6,929	Other Recurrent Expenditure	\$1,565
Communication Costs	\$91,930	School Based Programs	\$32,437
Consumables	\$215,597	Funds for Committees/Shared Arrangements	\$70,475
Miscellaneous Expense ³	\$1,134,399	Maintenance - Buildings/Grounds > 12 months	\$267,688
Professional Development	\$87,325	Total Financial Commitments	\$976,646
Property and Equipment Services	\$1,202,497		
Salaries & Allowances ⁴	\$1,087,324		
Trading & Fundraising	\$67,987		
Travel & Subsistence	\$73,999		
Utilities	\$113,484		
Adjustments	(\$402)		
Total Operating Expenditure	\$19,471,880		
Net Operating Surplus/-Deficit	\$4,208,212		
Asset Acquisitions	\$5,200		

- (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 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 '*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.

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.