

2019 Annual Report to The School Community



School Name: Rosamond Special School (4792)



- 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 18 March 2020 at 11:20 AM by Louise Dingley (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 August 2020 at 03:10 PM by Brett Morris (School Council President)

About Our School

School context

Rosamond School is a day special school. Our mandate is the provision of exemplary individual programs for our students - young people with a clinically diagnosed mild or mild/moderate Intellectual Disability whom live in the Inner West of Melbourne. This is a factor that impacts significantly on our student numbers, as the eligibility of our students to qualify for our setting is based on a Full Scale Intelligence Quotient (FSIQ) of 50-70. Some students only qualify under this criteria for short term eligibility and, therefore, are unable to remain at Rosamond Special School, as a result. Many of our students are also diagnosed with Autism Spectrum Disorder (ASD), Down Syndrome and/or Cerebral Palsy.

Although the demographic of the area in which our school is located has confirmed levels of extreme disadvantage, the culture of our school is strong, vibrant and energetic. The SFO (Student Family Occupation and Education) Index, according to the Panorama Report, in 2017 was 0.5550; in 2018 it was 0.5505 and in 2019 it is trending downwards, with a lower index of 0.5257, which impacts our Equity funding.

The school, with more than 50 teaching and ancillary staff, has a current enrolment of 131.2 students (February 2020 Census). In 2019 the school employed 46.8 FTE staff – 2.0 Principal Class Officers, 21.8 teachers and 25 Education Support staff. This varied from previous years, with less Principal Class Officers, however, the addition of two Learning Specialists, one for Numeracy and one for Literacy was included in the 2019 staffing profile. In November, 2019, the total number of students enrolled was 128.6, as dual enrolments with both Mainstream Government and Catholic settings has become an upward trend, we are predicting less full-time enrolments but more students actually experiencing our setting, as a result. We currently have two dual enrolments in the Early Years and two dual enrolments in the Primary Years. For the year ahead (2020), our predicted dual enrolments are three Early Years students and two Primary Years students. This type of enrolment often leads to full-time enrolment at Rosamond Special School by the end of the enrolment year. Within our student population, there are 19.4% of students who identify as EAL (English as an Additional Language) which is much lower than the EAL component in 2017 and 2018, and 2% students who identify as ATSI (Aboriginal and Torres Strait Islander).

Student attendance is trending upwards, particularly considering the fact that our enrolments are continuously increasing over the years and the future trend indicates that this is to continue. We have improved our understanding of the data input in relation to recording absences, since 2017. This has made our records more reliable and has improved parent communication, as well, as a result of consistent practices and expectations.

All teachers are qualified and meet the registration requirements of VIT. Allied health services available to support students (and their families) ,in 2019, include Speech Pathology, Occupational Therapy, and a Psychologist Consult - as well as access to the Visiting Teacher Service and Student Support Services (SSS). Our staff numbers do not include those who are employed via the Local Payroll.

Our vision is for exemplary learning to be delivered by outstanding and dedicated staff inspiring all to be confident, resilient and independent individuals, valuing self and others.

We provide an inclusive, safe and supportive environment for all to reach their full potential at school and beyond.

Our values are: Honesty; Acceptance; Respect; and Trust.

In all sections of the school, specific programs, camps, incursions and excursions, are offered to promote engagement in learning and independence. Programs such as Canine Comprehension, Blueearth, Swimming and Bike Education have become part of our regular curriculum practice. Café, work placement and community programs such as SBAT (School Based Apprenticeship Training) and Mentoring continue to provide ongoing opportunities and experiences for our students in realistic settings. Our Interschool Sports and End of Year Activity Program enhance student opportunity to engage in the community and promote both gross motor skill development and communication, as does the ASDAN

program. These opportunities also enhance student awareness in relation to life-skills and are transferable beyond the school yard. The vision of the school, SSP, AIP and FISO determine the focus of our meetings and/or Professional Learning, Professional Practice days and/or Curriculum Days throughout the year. All Performance Development Plans are aligned with the SSP/AIP and the process for review is a structured and supportive one. Communication is open and authentic and we ensure that all leadership are approachable, informed and mindful. There are several Roles of Responsibility that have been developed over time, to promote leadership opportunities and best practice. To promote teaching and learning and to enhance the outcomes for all, the school appointed a full-time Occupational Therapist (OT) in 2019, to work within the Allied Health Team, and with our students and staff. An extension of this is the inclusion of our Allied Health Team in classrooms and section meetings, to build the capacity of students and staff within the classroom, rather than withdrawing individuals for 1:1 therapy.

Positive relationships formed with Network schools have also developed since 2018. Liaisons with other Special settings, as well as mainstream schools, has enabled recognition of Rosamond School highlights, as well as the attainment of additional strategies to enhance our own practice both in and outside the classroom. Improved communication practices between the school and its learning community have also evolved with the development of a Welcome Pack, upon confirmed enrolment, to support both the student and their family. This pack includes a Parent Information Booklet and a Visual Booklet for the student transitioning. Additional resources, such as magnets for Student Transport contact details and a SkoolBag app complement the Newsletter and the (now more formally published) School Magazine and Student Diary. Such resources are assisting to improve the communication we have with our families and the connection that exists, as a result, but is also extending the awareness of our school with feeder Early Years providers.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning was the focus in 2019. The provision of a more structured approach to the school's daily organisation (since 2017) has provided staff with a consistent framework to collaborate and plan for our students. This includes lesson planning, assessment and discussions regarding pedagogy, to share our practice, which has enhanced the manner in which staff interact, analyse data and are accountable (to each other as well as to Leadership/DET expectations). The development and implementation of an Instructional Framework for the school (since 2018) is promoting consistency of practice and enhanced the understanding of best practice and improved pedagogy to improve student outcomes. This has been complemented by the use of common templates, up to date schedules and improved documentation that can be accessed by all.

Targeted Professional Development (PD) is offered throughout the year, both internally and externally, and the school budgets accordingly to accommodate the needs of both teaching and non-teaching staff, to ensure that all have access to learning opportunities to ensure the building of capacity (strategically). Internal Professional Learning (PL) is offered weekly, via our Allied Health and Leadership Teams as well as DET and/or relevant external providers. Additional PL is now accessed via the Professional Practice Days and through the Peer Observation Processes that were initiated in 2019.

Collaborative opportunities, such as our weekly Section and Professional Learning Team (PLT) meetings are inclusive of an agenda and minute taking, to ensure accountability and productivity. This also provides clarity and consistency, promoting knowledge and understanding, and the opportunity for enhanced communication practices, within and across sections. In 2019, the AIP documented the following FISO initiatives for improvement: Curriculum Planning & Assessment and Evidence-based high-impact strategies. Within these elements the following Key Improvement Initiatives were implemented:

To develop and implement a purposeful curriculum for all students in the school:

- All students to show growth over a 2-year period in all areas of the curriculum taught.
- 90 % of the responses to the Staff Opinion survey indicate that there is support in the areas of: Instructional Leadership, Teacher Collaboration, Parent and Community Involvement
- All staff demonstrate evidence of effective use of the curriculum documentation by attaining at least "Evolving" on a continuum in a school-developed rubric by the end of 2018 and to "Embedding" in 2020, within the PDP process.

To increase the use of evidence-based instructional practices that maximise engagement for all students in learning:

- Reduce the unapproved absences to be no more than 5% of all absences.
- Document and implement a comprehensive instructional model.
- 90% positive responses on the Staff Opinion survey in the areas of collective efficacy, guaranteed and viable curriculum and academic emphasis.
- 85% of students have positive responses to relevant dimensions of the student attitudes to school survey.
- Documented annual professional learning plan for teachers.

Our targets to achieve success, based on the Key Improvement Strategies (KIS) were:

- To have completed the curriculum statements for all Victorian Curriculum areas and continued the development of the VCAL and ASDAN curriculum statements.
- For 75% of the responses to the Staff Opinion survey to indicate that there is support in the areas of: Instructional Leadership, Teacher Collaboration, Parent and Community involvement.
- For the PLTs to have trialled and refined the instructional framework using the teacher observation process to ensure that the key elements become embedded.
- For 75% positive responses on the Staff Opinion survey in the areas of collective efficacy, guaranteed and viable curriculum and academic emphasis.
- For 70% of students to have positive responses to relevant dimensions of the student attitudes to school survey.
- To reduce the unapproved absences to be no more than 10% of all absences.

Progress was measured by the responses recorded on the three Organisational Health Surveys provided by the DET and via the student growth recorded within our assessment and reporting processes. Student growth documentation was developed to enable determination of growth inclusive of the academic achievement and the level of support necessary for that achievement. Growth figures across literacy demonstrated a 73% growth rate for students between 2017 semester one and 2019 semester one. The numeracy results displayed a 65% growth rate over this same period. Recording of data against the Victorian Curriculum Pre-Foundation and F-10 commenced into CASES21 Semester 2 2016 and, since this date, there has been a number of strategies put into place to increase teacher judgement accuracy, assessment and classroom instruction practices.

Staff survey results show increased positive response in the areas of Instructional Leadership and Teacher Collaboration. There was an increase in the staff response rate over this period from 67% to 90%, which indicates the increase in a positive school climate. Staff survey results concerning effective use of curriculum documentation indicated that the school is evolving and is embedding an holistic approach to curriculum, pedagogy and assessment. These results are on the rise and support further expected positive achievement by the end of 2020. In all but two areas, within the Staff Opinion Survey in 2019, our school is surpassing all other State Special Schools in relation to positive responses against each factor.

Achievement

In 2019, reference to our Organisational Health Surveys considers the Parent and Staff Opinion Surveys and we also completed a modified Students Attitudes to Schools survey. Our results once again surpassed both our 2017 and 2018 results in all three surveys.

With regards to our Parent Opinion Survey for 2019, Parent Satisfaction is above the State Median for Special School settings. In regards to our Staff Opinion Survey, the measure of School Climate is above the State Median for all Special Schools. Our students completed the Students Attitudes to Schools survey. Results demonstrated 90 -100% satisfaction in all areas.

A highlight in the area of achievement was staff having a greater understanding of the curriculum development and review processes, collaboration skills development, professional learning and use of data to inform teaching. A

curriculum review process is to be developed to track and monitor the curriculum impact and suitability regarding student outcomes in 2020. Our Learning Specialist input into the classroom observations, with respect to the focus and the feedback, and their support of colleagues with respect to classroom pedagogy and professional learning was an additional highlight.

In relation to our 2019 Annual Implementation Plan targets and consideration of their level of achievement, the following outcomes were achieved:

Goal 1: To develop and implement a purposeful curriculum for all students in the school

- Goal congruence
- Shared responsibility
- Enhanced teacher collaboration
- Improved collective efficacy.

Success indicators noted were: the Staff Opinion Survey results; Parent opinion survey results; Student Attitudes to School Survey results; and feedback from focus groups specific to the Rosamond Instructional Model.

Goal 2: To increase the use of evidence-based instructional practices that maximise engagement for all students in learning

- Goal congruence
- Shared responsibility
- Enhanced reflective practice
- Positive participation in the Peer Observation process
- Improved student outcomes
- Improved collective efficacy.

Success indicators noted were: Staff involvement in the Peer observation process; Staff Opinion Survey results; Parent Opinion Survey results; Student Attitudes to School Survey results; and the feedback from focus groups specific to the Rosamond Instructional Model

Our proposed future directions and strategies in 2020, in light of the 2019 AIP and its outcomes, includes the following:

- Lead a review of the school curriculum documentation, assessment support and its associated resources in terms of its quality and usefulness to inform teaching.
- Implement, monitor and evaluate the Rosamond Instructional Model
- Organise focus groups for parents and students to provide feedback on the Instructional Model
- Further develop the operational support for the classroom observation process in terms of resources required, timeframe and administration.
- Review the classroom observation documentation and feedback mechanism.
- Review and refine the instructional model based on the experiences through the classroom observation process.

With reference to student achievement, our students present as being similar in Maths (median is F), when compared with 2018 results, and higher in English (median is F). Our students now range between Level B and 5.0 within the Victorian Curriculum. In terms of achieving their goals, our students demonstrated growth across all curriculum areas with varying levels of support.

Engagement

A number of factors were addressed in 2019, in the area of Student Engagement. Student absence was targeted, as in 2018, and attendance was deemed to have increased significantly, as a result of improved practice in the area of student absence approvals and parents keeping the school informed of student movement. Absences were mainly due to illness and extended family holidays. Unexplained absences have dropped dramatically, as a result of improved communication processes and data entry.

The Student Attitudes to School survey results continued to be very positive in 2019. Particularly noteworthy were the factors relating to student safety, student learning and confidence.

Wellbeing

A variety of programs were either added to the regular program or expanded upon from previous years in 2019. Our allied professional team was enhanced, via the introduction of Psychologist Consultant and the inclusion of our Speech Pathologists in Section Meetings (with Teaching staff).

Some highlights in 2019, was the inclusion of the Canine Comprehension Program for Secondary students. Blueearth, Driver's Education, Work placement/experience program for VCAL students, ASDAN for post compulsory students, Inter-School sport opportunities, café operation experience and incursions ranging from musical presentations to Family planning programmes and the end of year activity program all continued and/or were further enhanced.

The inclusion and/or expansion of special events was a highlight in 2019 with the following taking place:

- Term 1 and Term 4 Family Picnic events
- Multi-cultural day
- Footy Colours Day
- Graduation Assembly (whole school)
- Hanging Basket Competition (in conjunction with other Special School settings)

A future focus is to continue to improve our programs and promote student voice and agency to assist us ie: inform their planning and implementation.

Financial performance and position

The annual result was a surplus of \$23,461 (excluding \$75,000 that was in surplus in September 2019 and was credited to cash for committed projects) demonstrating that sufficient funds were utilised for staffing and the provision of student programs and facilities to maintain buildings and grounds, including maintenance. The school receives Equity funding as a result of our SFO and SFOE and these funds are used accordingly to support our student body and are accounted for within the AIP documentation. Equity funding is mainly utilised to fund our Allied Health Program which focuses on supporting student wellbeing and engagement, predominantly. The majority of our SRP is used to ensure that staffing is aligned to deliver relevant programs. Additional funds are allocated for student transportation.




For more detailed information regarding our school please visit our website at
<http://rosamond.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 129 students were enrolled at this school in 2019, 46 female and 83 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

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



Performance Summary

Achievement	Student Outcomes																																																																												
<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;"> <p>Results: English</p> <table border="1"> <caption>Results: English</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>5%</td></tr> <tr><td>B</td><td>12%</td></tr> <tr><td>C</td><td>14%</td></tr> <tr><td>D</td><td>12%</td></tr> <tr><td>0.5</td><td>11%</td></tr> <tr><td>F - F.5</td><td>23%</td></tr> <tr><td>1 - 1.5</td><td>9%</td></tr> <tr><td>2 - 2.5</td><td>7%</td></tr> <tr><td>3 - 3.5</td><td>2%</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;"> <p>Results: Mathematics</p> <table border="1"> <caption>Results: Mathematics</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>15%</td></tr> <tr><td>C</td><td>11%</td></tr> <tr><td>D</td><td>12%</td></tr> <tr><td>0.5</td><td>14%</td></tr> <tr><td>F - F.5</td><td>23%</td></tr> <tr><td>1 - 1.5</td><td>15%</td></tr> <tr><td>2 - 2.5</td><td>6%</td></tr> <tr><td>3 - 3.5</td><td>2%</td></tr> <tr><td>4 - 4.5</td><td>0%</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	5%	B	12%	C	14%	D	12%	0.5	11%	F - F.5	23%	1 - 1.5	9%	2 - 2.5	7%	3 - 3.5	2%	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	15%	C	11%	D	12%	0.5	14%	F - F.5	23%	1 - 1.5	15%	2 - 2.5	6%	3 - 3.5	2%	4 - 4.5	0%	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>29.6</td> <td>25.2</td> <td>23.5</td> <td>27.6</td> <td>26.5</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	29.6	25.2	23.5	27.6	26.5
Year	2016	2017	2018	2019	4-year average								
Average absence days	29.6	25.2	23.5	27.6	26.5								
<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
Student Resource Package	\$4,140,494
Government Provided DET Grants	\$583,145
Government Grants Commonwealth	\$4,985
Government Grants State	\$9,725
Revenue Other	\$18,186
Locally Raised Funds	\$46,299
Total Operating Revenue	\$4,802,834

Funds Available	Actual
High Yield Investment Account	\$129,776
Official Account	\$20,622
Other Accounts	\$0
Total Funds Available	\$150,397

Equity ¹	
Equity (Social Disadvantage)	\$57,048
Equity Total	\$57,048

Expenditure	
Student Resource Package ²	\$4,174,336
Books & Publications	\$3,205
Communication Costs	\$7,725
Consumables	\$64,225
Miscellaneous Expense ³	\$346,929
Professional Development	\$26,324
Property and Equipment Services	\$245,164
Salaries & Allowances ⁴	\$60,889
Trading & Fundraising	\$21,948
Travel & Subsistence	\$42,509
Utilities	\$42,590
Total Operating Expenditure	\$5,035,842

Financial Commitments	
Operating Reserve	\$124,931
Other Recurrent Expenditure	\$2,382
Funds Received in Advance	\$7,590
School Based Programs	\$15,451
Total Financial Commitments	\$150,354

Net Operating Surplus/-Deficit	(\$233,008)
Asset Acquisitions	\$26,624

- (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.