

# 2019 Annual Report to The School Community



School Name: Eltham Primary School (0209)



- 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 30 August 2020 at 02:34 PM by Lorraine Kennedy (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 30 August 2020 at 04:54 PM by Samantha Jeffs (School Council President)

## About Our School

### School context

Eltham Primary School is situated in the township of Eltham 24 kms to the north east of Melbourne in the council shire area of Nillumbik. The school is part of the North Western Victoria Region of the Department of Education and Training. Our school is steeped in the tradition of excellence and is positioned in a tranquil leafy setting. Eltham Primary School was established in 1856, with the original sandstone school building now housing the administration. The former residence has been refurbished to cater for the Stephanie Alexander Kitchen Garden program. There is a library, art room, music room and Indonesian room. A hall is used for assemblies and the accredited Out of School Hours Care Program. Classes are located in two wings with flexible learning spaces and portable classrooms. The grounds include grassed and paved play areas, playgrounds, seating areas and both native and vegetable gardens. Eltham Primary School currently has an enrolment of just under 380 students. Staffing at the school consists of Principal, Assistant Principal, Learning Specialist, 23.9 full time equivalent (EFT) teachers and 4.7 full time equivalent Education Support (ES) staff. The school's overall Socio-Economic Profile is rated as high and has remained stable over the strategic period with the Student Family Occupation (SFO) index 0.17. The school is supported by Student Support Services (SSS), one part time ICT support technician, canteen and an accredited Out of School Hours Care. In 2019 composite classes were introduced across the school with the exception of Foundation, to deliver the curriculum, ensuring consistency across Foundation to Year 6. The school's timetable operates on five one-hour sessions a day.

Together, we are committed to maximising the learning opportunities for every student in every classroom. Our teachers work in collaborative teams to plan and deliver evidence-based teaching strategies that target the needs of individual students. Teachers and students have a growth mindset when approaching learning, with students taught to use individual learning goals to lead their own learning. We practice a positive education approach that blends academic learning with wellbeing through a School-Wide Positive Behaviour Support (SWPBS) framework. Our student wellbeing program utilises positive psychology strategies and targeted interventions to ensure any student with academic, social or emotional concerns is supported to achieve positive outcomes. We believe the best outcomes are achieved when families, teachers and students work together towards individualised goals.

At Eltham Primary School we provide a guaranteed and viable curriculum underpinned by the Victorian Curriculum. Our teaching teams collaboratively plan units of work that engage students' curiosity and allow them to explore areas of personal interest. A strong focus on English and Mathematics is the foundation to developing literate, numerate and curious students. Students participate in weekly Indonesian, Physical Education and Visual Arts classes, as well as intra and inter school sports competitions, incursions, excursions and a camping program providing students with an enriched primary school experience. Metacognitive strategies are explicitly taught to students across the curriculum. Thinking routines foster creative and curious students who actively and collaboratively problem-solve. Our students develop self-reflective attitudes through engaging with specific and immediate feedback. During 2016 staff, students and parents re-visited the school values, mission and vision ensuring they matched our common goals and aspirations for students. Ethical, personal, social and emotional capabilities are taught through our School Wide Positive Behaviour Supports framework, where expected behaviours are explicitly defined and taught, using our values as a basis: We are Learners, We are Connected, We are Resilient.

The Stephanie Alexander Kitchen Garden complements our Science and Health curriculum units. Our students are strategically exposed to a range of stimulating and challenging experiences around healthy cooking and eating habits, and how to grow, store, prepare and produce, as they engage with units of learning.

At Eltham Primary School we practise a social-constructivist approach to learning, where students collaboratively co-construct new knowledge and skills. We believe and practice a growth mindset for all in our school, where development rather than achievement is the focus. Learning should always be a challenge, with success both hard earned and celebrated. Ongoing assessment through conferring and small group instruction compliments reliable and valid standardised National and State assessments. Teachers work in Professional Learning Communities (PLCs) to collaboratively analyse student learning data, identify individual learning goals for each student, and collaboratively plan targeted lessons, ensuring collective ownership for all student learning. At the completion of learning units, teachers analyse data to determine the impact of their teaching in a constant cycle of evaluating their practice.

We have established strong community partnerships with neighbouring schools and kindergartens to ensure a supportive transition program K-F and 6-7. To support student transitions F-6 into Eltham Primary throughout the year an Eltham Primary School Passport will be introduced in 2020.

Eltham Primary School is committed to developing community partnerships by listening to community input, inclusion in school events, working with local services (Men's Shed, Nillumbik Health, counselling services) and access to school facilities when appropriate. Eltham Primary School's communication strategy continues to clarify and support communication and engagement between school, home and the wider school community. The school uses COMPASS for all communications between school and home, and use of this will continue to be expanded in 2020.

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

Following the analysis of school data, and in order to continue to develop an effective learning community, resulting in richer and more sustainable opportunities for school transformation, the school focused on the following FISO priorities;

1. Excellence in teaching and learning- Building practice excellence
2. Positive Climate for Learning - Empowering students and building school pride

Focus on these school priorities aimed to achieve the following;

- Build a collegiate, professional and supportive working culture that builds distributive leadership & deepens the capacity of all staff to have a shared collective responsibility
- Ensure teachers are effectively using data in making accurate teacher judgments as a guide to differentiating student learning
- Promote a positive school climate to empower students, building engagement, school pride and a culture of inclusion

Every four years, schools undertake a deep and rigorous Pre-review Self-evaluation (PRSE) in the term before their review, which synthesises their ongoing and formal six-monthly self-evaluations from the previous four years and engages the whole school community in a reflective analysis of the school's performance. Eltham Primary School community including students, staff, parents and carers engaged in the extensive self evaluation process prior to the review in Term 2 2019. The PRSE was a collaborative effort that formed a collective view about the school's progress against the goals and targets in the 2016-2019 School Strategic Plan (SSP), and where the school placed itself against the FISO Continua of Practice for School Improvement for each Framework for Improving Student Outcomes (FISO) dimension.

The review panel identified significant highlights including, the development and implementation across the school (F-6) of an instructional model (Gradual Release of Responsibility), structures, processes, schedules, frameworks and expectations that have built consistency and teacher collaboration with a focus on student learning as core business. The school's clearly enunciated vision and a positive school culture, where the school works in partnership with parents, was identified as another significant success. An integral component of the school's positive culture was the implementation of a School Wide Positive Behaviour Support (SWPBS) framework, and initiatives such as Respectful Relationships.

The review panel concluded that a distributed leadership team had promoted professional conversations across the school and enabled processes to be developed to build teacher capability. Leadership planning and implementation led to whole school agreed approaches to teaching and learning and created a positive learning environment for students.

The School Review Panel recommended the following key directions for the next School Strategic Plan (2019-2023)

- Literacy and numeracy
- Professional learning and inquiry cycles
- Team collaborative assessment and planning
- Differentiated teaching and learning
- Student voice, agency and leadership

- Social and emotional learning
- Parent/carer partnerships

## Achievement

Eltham Primary School students have made overall improvement in the focus areas of literacy and numeracy, generally performing well above the median result of government schools in all Victorian Curriculum domains. 2019 NAPLAN Year 3 results for reading despite being above the state median are below statistically similar schools. 2019 NAPLAN Year 3 results for numeracy are above the state median and similar to statistically similar schools. 2019 NAPLAN Grade 5 results for reading are above the state median and similar to statistically similar schools however Year 5 NAPLAN numeracy results despite being above the state median are lower than statistically similar schools. Four year trend results for Year 3 and Year 5 reading and numeracy are in the top 20% of Victorian Government Schools. Our diagnostic assessment schedule enables us to identify and monitor student progress and put in place supports, with the goal of enhancing learning gains for each individual student.

We continue to focus on building the capacity of teachers through the construction of dedicated onsite individual, team and whole staff professional learning using a coaching model, weekly professional learning sessions and whole staff curriculum days, with clear direction for ongoing improvement and embedding the teaching and learning strategies within our instructional model.

A specific focus for staff professional learning has been to develop the capacity to teach Numeracy, Writing and the use of student metacognition to target student growth. Reading competence is developed within a supportive and stimulating language environment, integrating reading, and writing, speaking and listening. Significant literacy and numeracy intervention is offered to those students who need further support. Numeracy competence is developed through a skill based, problem solving approach. Eltham Primary is an accredited Getting Ready In Numeracy (GRIN) school, with Educational Support staff trained as GRIN tutors, providing targeted support for identified students. Our focus on formative assessment ensures that teachers identify individual learning goals for students ensuring specific learning needs are met. Eltham Primary continues to develop comprehensive programs that provide all children with breadth and depth of experiences, building a collegiate, professional and supportive working culture that deepens the capacity of all staff to improve student learning. In 2020 we intend to enhance our current Professional Learning Team structure by implementing the DET Professional Learning Community (PLC) initiative. The PLC initiative will be lead by our Learning Specialists who will build staff capability to use an inquiry cycle to continually evaluate their impact on student learning through the use of our coaching and peer observation model. During 2020 we intend to focus on professional learning with the PLC structure, to build teacher capability to track and use evidence of student learning to inform differentiation of the curriculum.

## Engagement

Engaging students in their learning is a major focus at Eltham Primary School. Students influence the culture and practices within our school through the student leadership program and recess and lunchtime Pop-up activities. In 2019 Eltham Primary expanded student leadership positions to include Library Leaders, Stephanie Alexander Garden Leaders, Indonesian Leaders, School Wide Positive Behaviour Support Leaders and Art Leaders. Building onto the success of the student leader positions we intend to increase the positions in 2020 to include Inquiry, Numeracy, Literacy and Sustainability.

Goals in the 2016-2019 School Strategic Plan include deepening and strengthening students' sense of connectedness to school and peers and promoting a stronger sense of engagement in their learning. During 2019 we continued to focus on building teacher expertise to plan for and implement engaging, rigorous learning tasks through targeted professional learning for Professional Learning Teams, and Curriculum Action Team leaders. We continued to build teacher expertise by working with an Inquiry consultant to plan units with a stronger focus on student lead inquiry. In 2019 a number of staff accessed the Department of Education Bastow professional learning program Impact: Emerging Leaders, to deepen their understanding of student voice, agency and leadership. Their learning will support a whole school consistent approach and understanding of increasing opportunities for student voice, agency and leadership in

2020. The Specialist program is designed to augment the classroom programs and to engage students in a range of varied learning experiences. The bi-annual Art Show was once again a huge success in 2019 with the hall packed with parents, carers, grandparents and past and present students on opening night.

We practice an anywhere, anytime approach to digital technologies. Students are taught to independently select and utilise a repertoire of devices, apps and programs to enhance their learning. Currently the school is leasing devices for student use, however, with the lease agreement due to expire late 2020 the feasibility of a Grade 3-6, 1:1 Bring Your Own Device (BYOD) program will be undertaken during 2019. Learning intentions and success criteria enable students to lead their own learning. Students are encouraged to self assess through the use of developmental rubrics and to make independent choices about their learning, from developing inquiry questions to whether digital technologies will enhance their experience of a particular learning task. The school library offers students further opportunities to develop a love of reading and to focus on information literacy.

Our Camping program builds independence and operates across F-6. Students in Foundation participate in a school breakfast, Years 1-2 in a school dinner with the Year 2 students sleeping over at school, and Years 3-6 have the opportunity to participate in a range of camping experiences off-site.

Our Stephanie Alexander Kitchen Garden (SAKG) program supports students to form positive eating habits for life and to discover the benefits of growing, harvesting, preparing and sharing school grown seasonal food. The SAKG enhances our science and sustainability curriculum.

The average number of absences during 2019 remained just below the median for all Victorian Schools and similar to statistically similar school. The school addresses the non-attendance of students through several communication channels such as the school newsletter, website and COMPASS to raise awareness among parents of the importance of punctuality and attendance requirements. Extended family holidays continue to impact negatively on the school's absence data.

In response to the Parent Satisfaction Survey which is below the median result for all Victorian government schools, School Council approval was gained to implement a music instrumental and band program 3-6 in 2020. To build a strategic, sustainable music program for our younger F-2 students, in 2020 the school will enter into a partnership with The Song Room to provide onsite professional learning and mentoring for F-2 teachers. Student lead parent information evenings and events planned by the Community and Fundraising School Council Sub-committee continue to build community engagement. Towards the end of 2019 the School Council engaged Justin Staggard, a landscape architect, to consult with students to develop a concept design for a Natural Play Space near the sand pit. The building of the Natural Play Space will be a place where students will be able to engage in imaginary play, digging and creating, using moving parts. The Natural Play Space project and F-6 music program has seen an increase in community interest and engagement within the school. To increase communication to parents and carers, we introduced in 2019 the Compass class homepage where teachers posted highlights of the week. Ongoing reporting for Foundation – 6 and Specialist programs continued with students submitting work through learning tasks on Compass.

In 2020 we intend to focus on developing quality relationships that enhance engagement, self-confidence and learning growth by teachers seeking and using student feedback to engage students in their learning. During 2020 we intend to collaborate with students, staff and the community to refresh our vision and values.

## Wellbeing

Despite student well being continuing to be a high priority focus at our school, the response to the 2019 Students Attitudes To School - Sense of Connectedness and Management of Bullying remains below the state median and lower than statistically similar schools.

Following a review in term 4 2018 of the school's processes for managing student behaviour, by students and staff, a revised matrix of expected behaviours based on the school's values was developed and implemented in 2019. Teachers began to implement the Teacher Toolkit with an increased repertoire of strategies to Prevent, Teach and Reinforce, which enabled them to adapt strategies that were more targeted and responsive to incidents and student needs. Eltham Primary continues to annually review the Student Engagement and Wellbeing Policy as well as participate in the National Day of Action Against Bullying and Violence. As a priority focus we continue to work with students and the school community to clarify the definition of what Bullying is and is not. The introduction of composite classes across the school with the exception of Foundation, created opportunities for students to develop friendships

across year levels which enabled a positive shift in friendship groups and how student's played. We saw an increase in mixed gender and multi-age play. We also saw an increase in students playing more passive games using equipment that was purchased for borrowing from the Sports and Rec shed. Timetables for year levels to use the oval and synthi court were finally removed with an increase in use of both spaces.

Eltham Primary is committed to ensuring students experience a safe, caring and nurturing environment and continues to implement a Systematic Response to Intervention managed by the Student Wellbeing Team. In 2019 we continued to incorporate and implement explicit teaching of our key behaviour expectations and proactive strategies linked with the School Wide Positive Behaviour Support (SWPBS) framework and The Resilience, Rights and Respectful Relationships learning materials to develop students' social, emotional and positive relationship skills. Our goal to provide a caring and nurturing environment is also enhanced by our participation in the Department of Education and Training (DET) Respectful Relationships initiative as a partner school with Eltham High School. In 2020 we will become a lead school for the DET Respectful Relationships initiative and will be mentoring a network of primary schools to support the Respectful Relationships initiative within their schools.

We continued to work in partnership with families and students to achieve positive outcomes for all students at Eltham Primary School. The outcome of a review in 2018, of the purpose of, and processes for, Individual Learning Plans (ILPs) was the development of more targeted ILP's with a reduced number of learning goals which will be reviewed more frequently, to effectively meet the needs of all students at risk. Building teacher capacity to manage student behaviour, and embedding whole school approaches to wellbeing programs and strategies, continues to be a priority school focus.

### **Financial performance and position**

The school is in a consistent financial position, balanced with value added expenditure on school assets. The school elected to fund additional teaching staff/consultants that provided support and professional learning for staff and enhanced programs for students (as noted in the salaries expenditure) for the year. Equity funding was used for teaching and learning to enhance access for all students. Significant improvements in terms of increased amenities included: refurbishment of the Residence into an SAKG kitchen space with 4 dedicated cooking stations and communal eating area. The refurbishment included the installation of heating/cooling and a trough outside for the cleaning of garden produce harvested. Eltham Primary School is listed on the Bushfire At Risk Register (BARR) and engages services for continual and systematic fire safety site maintenance including debris (leaves, twigs) removal, gutters cleared and trees/shrubs trimmed.

**For more detailed information regarding our school please visit our website at**  
<http://elthamps.vic.edu.au>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

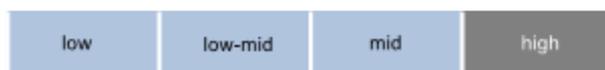
#### Enrolment Profile

A total of 376 students were enrolled at this school in 2019, 186 female and 190 male.

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

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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



#### School Staff Survey

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

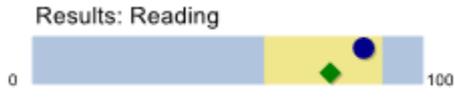
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Similar </p> <p>Above </p>

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
 Below			
Achievement	Student Outcomes	Similar School Comparison	
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Similar </p>	
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Below </p>	

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>41%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>48%</td> <td>43%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>43%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>53%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	41%	29%	Numeracy	48%	43%	10%	Writing	38%	43%	19%	Spelling	23%	51%	26%	Grammar and Punctuation	19%	53%	28%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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## Performance Summary

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="color: yellow;">■</span> Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Key:</b> Similar School Comparison <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p><b>Results: 2019</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: lightblue;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" data-bbox="544 965 1018 1061"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	93 %	94 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	93 %	94 %	93 %										

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

**Key:** Similar School Comparison  
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below <span style="color: blue; font-size: 2em;">●</span></p>

## Financial Performance and Position

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

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$3,454,150
Government Provided DET Grants	\$356,971
Government Grants Commonwealth	\$1,909
Revenue Other	\$8,592
Locally Raised Funds	\$292,585
<b>Total Operating Revenue</b>	<b>\$4,114,208</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$7,652
<b>Equity Total</b>	<b>\$7,652</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$3,422,967
Books & Publications	\$5,882
Communication Costs	\$6,879
Consumables	\$71,017
Miscellaneous Expense <sup>3</sup>	\$133,497
Professional Development	\$13,242
Property and Equipment Services	\$175,064
Salaries & Allowances <sup>4</sup>	\$149,086
Trading & Fundraising	\$9,984
Utilities	\$47,612
<b>Total Operating Expenditure</b>	<b>\$4,035,231</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$78,977</b>
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<b>Asset Acquisitions</b>	<b>\$84,218</b>
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### Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$90,560
Official Account	(\$2,756)
Other Accounts	\$14,795
<b>Total Funds Available</b>	<b>\$102,598</b>

Financial Commitments	
Operating Reserve	\$96,900
Capital - Buildings/Grounds < 12 months	\$5,698
<b>Total Financial Commitments</b>	<b>\$102,598</b>

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

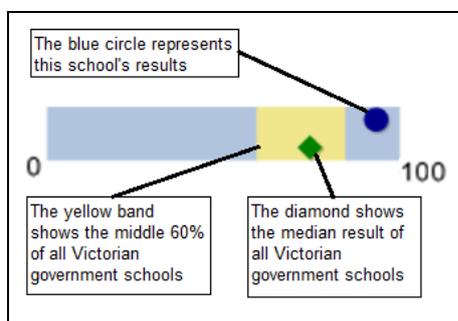
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').