

# 2018 Annual Report to The School Community



School Name: St Kilda Primary School (1479)



- 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 2018 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 20 March 2019 at 07:45 PM by Susan Higgins  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 03 April 2019 at 08:26 PM by Maya Donevska  
(School Council President)

## About Our School

### School context

St Kilda Primary is an energetic inner city school of 603 incredible children. Our school's demographic is diverse and represents the eclectic nature of our local community. 6% (36 children) of our student population is from an EAL background, 7.6% (46 children) of our students are equity funded, 1.2% (7 children) are in Out of Home Care, 2% (12 children) are funded under the Program for Students with Disabilities and 1% (6 children) are Aboriginal and/or Torres Strait Islanders.

Our vision is to 'Live for Today, Learn for Tomorrow, Be the Future'. Our purpose is to provide exemplary educational opportunities in a stimulating, safe, nurturing environment to instil a love of learning: celebrating effort and achievement in the belief that all students can thrive and lead productive and fulfilling lives. The school's values reflect those that we believe are important for students in the future. Our focus is to create a student centred community with strong links beyond the school.

The school has 33.8 equivalent full-time teaching staff: Principal, Assistant Principal, 3.6 Leading Teachers, 2.6 Lead Learning Specialists, 15.6 Classroom Teachers (2), 9.9 Classroom Teachers (1) and 8.3 Education Support Staff (SRP Staffing Profile 2018).

Our school encourages students to become lifelong learners and has a strong focus on teaching Literacy and Numeracy. We work closely with our Curriculum Leaders, having regular focused professional conversations about teaching and learning practices to enable our students to engage fully and effectively in their future. The incorporation of digital technologies enhances our students' learning, opening up their world in rich, meaningful ways.

Our historic buildings complement the modern facilities including the Manabi Centre, which houses our Prep classes and forms a hub of the school. This centre further enhances opportunities for strong community connections through partnerships with neighbouring preschool centres. We are currently working with Victorian Schools Building Authority (VSBA) to design a new state of the art building on Brighton Road to house our increasing population and to ensure we have a high quality environment that supports forward thinking learning and teaching. We are also working with the VSBA to design a new inclusive playground after successfully applying for funding (\$200,000) under the Inclusive Schools Fund. We continue to upgrade our current facilities by refurbishing our Senior School toilets in response to community feedback as part of the Masterplan process. 2019 will see our children having magnificent upgraded toilets. The yard will be enhanced with the arrival of our first 'tree boat'. Ramps have been installed in the decking between the Manabi Centre and the Sakura Building and an additional ramp installed in the Shiawase Building, a disabled carpark has been created on the school grounds, fabulous new rubberised drinking taps have been installed and the long awaited taps near the oval have become a reality! Automatic doors to the main building and King's Hall have been installed, and extensive asphalt works and new paving completed.

A wheel chair friendly carousel (and rubberised softfall) was installed. The Grand Opening of our school's carousel was a momentous occasion, as it means that all children, regardless of their physical ability, can access the equipment. We aim to be a truly inclusive school and this is one giant step in the right direction. The carousel works were supported by a \$25,000 grant from Variety.

Our school received an 'eye watering' \$5.46 million under the Capital Works Program to construct a new building along Brighton Road. We commenced the process, working closely with our school community, the VSBA, Region, Aurecon and Law Architects. Like a 'bolt of lightning!' the Premier, Daniel Andrews and Martin Foley, State Member for Albert Park, stood in front of our school community and announced that if the Andrews Labor Government were re-elected, our school would receive an additional \$5 million which will take our capital works funding to \$10.46 million! This will enable our children to have state of the art facilities that they deserve and that we have been dreaming of for many years. This massive injection of capital works funding will see our dreams being realised.

Landcare Australia awarded us \$960 to build another rain garden, which was undertaken by the local Men's Shed in South Melbourne. Our school is built above one of the major storm water drains in St Kilda and we have put a number of initiatives in place to ensure our run-off water is as clean as possible. A tree audit was undertaken. The Shiawase Building was water damaged (storm). Repairs to the roof and ceiling were undertaken and box gutters cleaned out.

Our current practices in relation to global citizenship, internationalising and the intercultural capability were shared with the International Education Division, DE&T. A group of students travelled to our Sister School, Ishigase Elementary School in Obu Shi, Japan. The Japanese School of Melbourne visited our school spending the day with our Year 6 students, further strengthening the partnership.

In 2018 we became the 50th school in the State of Victoria to achieve the monumental status of being a 5 Star ResourceSmart School. This is a significant achievement. Our partnership with the Port Phillip EcoCentre saw a new initiative unfold, Tomorrow's Leaders for Sustainability program. We have the opportunity to enjoy a fully funded program in 2019 program.

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

In 2018, we continued to focus on Building Practice Excellence by working in a highly collaborative way to develop a consistent approach to deep learning and teaching, with high expectations of achievement for all members of the learning community. Our main drive was to continue to build the capacity, knowledge and skills of teachers to ensure that they address the identified needs of the children in Reading. To achieve this we employed 3 Lead Learning Specialists (LLS) to support 3 Professional Learning Communities, ie P-1, Y2-4 and Y5-6. These leaders were released from their classroom to support their year level teams during planning, Professional Practice Days, staff meetings and Curriculum Days. The impact of these leaders was outstanding, with a higher level of consistency of planning and practice being observed as a result of their work. The impact on our students' learning was also significant as we maintained a high number of children working above expected level for the year. Two of our LLSs and one classroom teacher attended the CREATE Program at Bastow to support them in the development of their leadership skills. This work further enhanced the team's effectiveness and they used their new skills and knowledge to further deepen the impact of their work.

During the year we researched and explored a number of different assessment programs for reading and decided to use the Fountas and Pinnell Benchmarking and Assessment Kit and the associated continuum as a framework to deepen our teacher content knowledge of reading comprehension to ensure that we could continue to extend all our children in their learning. This tool will be rolled out in 2019. We also investigated a range of intervention programs and decided to develop a tool that aligned with our philosophy and the needs of our students. At the end of 2018 we employed a Leading Teacher (out of the classroom) to drive this work.

We explored the different peer coaching models that were available, including the DE&T program. The teachers who attended the CREATE Program also contributed to the discussion and the philosophy of 'Observing to Learn' has been adopted. Our approach is to support our staff in understanding the many ways that they can observe classroom practice to improve their practice. Strategies we used included opening up digital portfolios so that all teachers in one year level can view the posts made by their colleagues and then discuss and share their observations with each other regarding feedback and goal setting. Our LLSs also released staff to observe other teachers or they modelled good practice in their classroom for others to observe. The most important aspect of this work was that teachers requested this opportunity at a time that was relevant and timely for them and ensured there was a high level of engagement in the process. As a result of our work in creating a highly respectful and collaborative culture, our teachers are providing highly supportive feedback to each other and ensuring high quality practice is occurring across the school.

Our other focus was on creating an environment that supports our students to develop positive mental health and key strategies to engage in positive learning experiences (empowering students and building school pride). Our Year 4 teachers worked with the students to create a Kindness Program that had strong student voice and agency. The students were encouraged to discuss and contribute ideas around the theme of resilience and respect for others. This project was highly successful and is now embedded as part of the learning program for Year 4. The 2018 Year 4 students will continue to drive building emotional capabilities across the school. They will incorporate their knowledge and skills of this focus area into next year's student leadership program. The ultimate goal is for our children to be emotionally capable and for this thinking to be as natural to them as breathing! Student voice and agency will continue to be built into the school's AIP, as students partner with staff in setting the direction of student learning. This work will continue to influence the Student Leadership Program across the school into the future.

### **Achievement**

We are thrilled with our achievements in 2018. Our students continue to show us that they enjoy learning. The opportunity to have a voice and discuss their current learning and future learning goals allows them to feel they have control and input in their learning. They value purposeful learning in contexts that appeal to them. Our SMILE program continues to encourage our children to develop their ability to manage their learning and their thinking in a developmentally appropriate way. They learn important habits and skills in the areas of communication, collaboration and interpersonal skills. These skills continue to be valued as the children move through the school with Inquiry Projects that are often chosen from their own interests. Our Year 3 cohort have always been highly engaged by the environment and the actions they can take to make a difference. This year they focussed that passion and curiosity into creating objects that had been up-cycled and sold them at their mini fair. The Year 2 cohort explored coding to create solutions to problems that they identified in our school. Other year levels also worked on addressing emotional challenges that they had in school and in the yard during the Kindness Project. Many year levels worked closely with Space2b to learn more about the world about them. Year 1 engaged with Homie to find out more about what we can do to support people experiencing homelessness. Our children are highly engaged with the world around them and we know they are going to be outstanding citizens of the future.

Our children also continue to learn and maintain a high level of achievement across the key areas of Literacy and Numeracy.

In NAPLAN we achieved our SSP goal, or were very close to achieving our goal of 30% of students making high growth in Literacy which has been our focus area for the past 3 years. Most significantly, a higher percentage of our children showed high growth from Year 3 to Year 5 in 2018 when compared to similar schools or our network, particularly in Writing and Grammar and Punctuation.

The percentage of children in the top two bands for Year 3 is comparable to similar schools and our network, with our children performing better in Reading and Numeracy. In Year 5, it was very pleasing to see a higher percentage of our children in the top two bands compared to similar schools and our network.

Our NAPLAN achievements are supported by the way our children continue to show tremendous success across all areas of the curriculum according to teacher judgement, with the majority of year levels having a significantly higher number of children working above expected level in 2018 compared to 2015 in Reading and Number and Algebra. In 2018, we have shown a 17% improvement in Reading across the school, a 12% improvement in Writing and an 8% improvement in Number and Algebra compared to 2015. The number of children working 12 months or more above expected level has also increased. This is a consequence of highly collaborative planning and discussion of student work, focused teaching that matches the needs of individual children, learning goal setting and clear and timely feedback.

Our strong focus on Reading and consolidating the consistent practice and expectations has had a significant effect on the achievements of our children. 2018 saw a restructure of the Leadership Team which included an expansion of the Curriculum Team. The impact of our Curriculum Team comprising: Year Level Team Leaders and our Lead Learning Specialists, supported by our Curriculum Leading Teacher and our Assistant Principal has had a tremendous impact. These middle leaders have supported all staff to refine their skills and knowledge and to improve their practice by supporting the thinking and learning in Professional Practice Days, developing highly effective Professional Learning Communities (P-1, 2-4 and 5-6), supporting 'Observing to Learn' practices and the beginning of a coaching program for middle leaders. We hope to continue our work in this area in 2019, led by our strong Curriculum Team. Our Curriculum Leading Teacher also ran an intervention and an extension program for Maths in Prep and Year 3.

## Engagement

We have continued to focus on creating a learning environment for our students that has a strong element of student voice and agency. This begins in Prep and Year 1 with the SMILE program where children are encouraged to manage their learning in a developmentally appropriate environment. This focus on supporting our students to become independent learners is continued during focused literacy time across Prep to Year 3, as we adopt the philosophy behind the Daily 5 framework. This is continued to be built upon throughout Year 4-6 as we respond to the needs of our students and create Inquiry Projects that reflect their interests. The children become highly engaged in these projects and the quality of their reading, writing, communication and collaborative skills is very evident during these times. The commitment and engagement with their projects is also evident in the standard of the outcomes of this work. The quality of the Year 5 School Leader interviews

highlighted the high level of engagement the children have with their school and we were driven to rethink student leadership for 2019 (Seito Kai) that would allow the children to continue to express their voice and agency in a purposeful way.

We believe that children need to feel safe and happy at school in order to learn. We addressed the identified need of supporting the increasing number of children with anxiety by our Year 4 cohort working with CASEA to create the Kindness Project. This project focused on providing children with the skills and knowledge they need to be thoughtful and respectful towards others. The Year 4 children led the learning across the school, creating a number of ways they could share their learning and support other children in developing the skills they need to be resilient and empathetic. The emphasis on leadership in Year 5 encouraged the children to reflect on the skills and qualities of a leader with a strong focus on them understanding that it was their actions that made them a leader, not a badge or role. They became involved in a number of projects that had an impact on our school and increased the engagement of the children in their work. By maintaining a comprehensive Whole School Curriculum Planner, teachers can ensure that any previous learning is built upon and deepened over time.

Our children feel highly engaged at school, as is evident by our outstanding Student Survey data where we are above similar school and our network across all areas. In the area of Social Engagement, 86% of our children in Y4-6 (compared with 71% in similar schools or our network SS/NS) feel they have voice and agency in regards to their learning with 91% (81% SS/NS) feeling very connected and 93% (89% SS/NS) feeling included in school. In the area of Effective Teaching Practice, 89% (81% SS/NS) feel that the learning is stimulating; 92% (84% SS/NS) feel that the teaching time is effective; 92% (82% SS/NS) feel that teachers manage the classroom behaviour effectively and 91% (85% SS/NS) feel there are differentiated learning challenges. In the area of Student Safety, 93% (88% SS/NS) of our children feel they have an advocate they can approach at school for support, 90% (81% SS/NS) feel the school manages bullying well and 92% (81% SS/NS) feel there is a respect for diversity.

Our parent community also feel that our students are engaged in their learning at school. 82% (80% SS and 77% NS) feel the children are cognitively engaged at school. This covers the areas of effective teaching, high expectations of success, stimulating learning environment and student motivation and support where we are again above similar schools and our network schools. Our parents also feel we are managing bullying and promoting positive behaviour and respecting diversity at a level which is higher than other schools. In 2019 we aim to continue to work with our parent and carer community to build on our school pride as our Seito Kai and our parent community work with us to write a school song and create more opportunities for whole school events (School House events such as the House Athletics and House Swimming Carnivals.)

Our Policy and Communication Subcommittee of School Council developed a communication plan in the second half of the year to encourage parents to reduce the number of family holidays they were taking throughout the year. The significant result was a reduced number of families taking family holidays of 21 or more days (from 20 to 11). The percentage of children taking more than 20 days absence was 17% compared to 19% SS/NS. The number of children with unexplained absences was 98 (compared to 189 in 2015) and this is due to regularly sending home Sentral (student management system) generated absence letters and the increased use of the Parent Portal by families.

## Wellbeing

The well-being of our community is a high priority of our school. Welfare needs continue to grow in complexity and number as additional children arrive from high welfare backgrounds. We have a very proactive Welfare Team comprising: our Welfare Coordinator/Leading Teacher, a DE&T Beachside Educational Psychologist, a Welfare Family/Student Liaison Officer and the Principal. All are driven to achieve the best outcomes for every child through an integrated welfare approach. To support the core Welfare Team we draw upon the expertise of a team of professionals: speech therapists, counsellors, occupational therapists, physiotherapist, psychologists and social workers. Welfare meetings are conducted with staff and a strategic plan developed to best meet the varying needs of our children. We have a close partnership with Launch, which supports our families in crisis accommodation and drives the Education Pathways Program (EPP). The EPP, supports children experiencing homelessness, or who are disengaged from school, to re-engage with school in a safe and supportive environment. The Launch team and associated multi-disciplinary support services play an increasingly vital role in our community. A new partnership commenced with CASEA (CYMHS and School Early Action) in 2018, where for 1 day per week we had a team of CASEA staff supporting students, staff and parents. The CASEA program

worked to help children develop positive social, emotional and behavioural strategies. CASEA worked with parents and staff to build confidence in responding to challenging behaviours and emotional difficulties of children. The 'Tuning into Kids' programs was conducted twice, enabling parents (group situation) to participate. A small number of parents worked with the team individually on a program to best support their specific needs in managing/understanding their children. Breakfast forums for staff were held each fortnight over 2 terms. The staff, based on the needs of the children, determined the focus areas. Staff were provided with the opportunity to meet one-on-one to discuss individual children and to discuss their own needs. CASEA facilitated staff meetings and a Curriculum Day. CASEA introduced FaPMI (Families where a Parent has a Mental Illness) and SKiPS (Supporting Kids in Primary Schools) and these agencies will work with the school in 2019. A program was developed with the Year 4 cohort to embed student voice, agency and leadership into the school culture through creating an authentic partnership with CASEA. Year 4 students reviewed all well-being data sets, such as, Resilience Youth Survey, Attitude to School and student designed playground surveys, to create a SKPS specific philosophy and approach, in line with the Resilience, Rights and Respectful Relationships Program. Year 4 staff developed their knowledge and capabilities to support the children to develop their emotional capabilities. The Year 4 children, working in partnership with leaders, teachers and community organisations identified areas of need and developed and implemented a plan to communicate the importance of resilience and emotional intelligence across the community. By focusing on the emotional capabilities of our community, we know this will have a powerful impact on student learning and empower students. The result was the Kindness Tree, which features proudly in the schoolyard for all to write their messages of kindness. Our partnership with LOOKOUT to support children living in 'out of home care' strengthened as the needs of individual children increased. The number of statutory out-of-home care children increased during 2018 and included: foster care, kinship care, permanent care and residential care. Educational Needs Assessments are established for these children. The Social Cohesion Arts Project was a major project and was run in conjunction with the CoPP and the Victorian Police. It involved considerable funding (Victorian Police) and community consultations where one of the key issues raised was that of safety around anti-social/violent behaviour. Fifty of our children worked with Storyscape and Melbourne Playback Theatre Company to develop resources about safety on the streets. These resources were launched at a public event in 2018 and included a short film and photographs/short stories. An intensive SHINE intervention program was conducted in Term 2 for 38 children. The intensive speech-language/literacy-based program provided each child with 25 hours of therapy. The program was conducted by final year students completing a Master in Speech Pathology. In addition, children had the opportunity to undertake further intensive programs over the Christmas period. We continue to have close partnerships with: Southport Uniting Care, The Royal Children's Hospital, Safe Schools Coalition Victoria, St Kilda Police Citizens Youth Club, The Australian Ballet, Department of Human Services, Alfred CYMHS, Avenues Education, Berry Street, Victorian Aboriginal Child Care Agency and Headspace. These support agencies directly support the children and families within our school. To support our transgender and non-binary students we liaise with the Gender Identity Dysphoria Clinic at the Royal Children's Hospital and have attended and presented at LGBTQI forums. The school implemented a number of well-being programs including: internal and external counselling, social skills programs, such as, Boys are Buddies, weekly sporting activities with PCYC, BoLT/CoLT programs and activities with St Kilda Adventure Playground. We are keen to engage students, particularly those at risk, in after school, weekend and holiday programs. SKPS firmly believes that collaboration with local community organisations with expertise in engaging children is an effective prevention and intervention model. The focus of these programs is to target 'at risk' children, who are experiencing disadvantage and/or are at risk of disengagement from their school, home environment, peers and community. We held Prader Willi and Rett Syndrome Awareness Days to support and highlight how valued our most challenged children are in our school and lives. We draw upon State School Relief, the Visiting Primary School Nurse program, the School Dental Service and St Kilda Mums to support children and their families with basic needs. We apply for grants to fund educational, cultural, artistic and sporting opportunities for children experiencing disadvantage and hardship, such as Artists for Kids Culture and Somers Camp. Families were offered the opportunity to have their children's eyes tested at school at no charge where eye health and hidden vision problems that can affect learning and concentration were tested. TheirCare, our school's Before and After School provider, directly supports the school so that no child from a disadvantaged background misses out on holiday programs and/or Before and After School Care. Staff and student leaders ran a range of lunchtime clubs to engage, motivate and inspire the children. We also ran a Drop In program for our ex-Year 6 students who return weekly throughout Term 1 to share news of their secondary schools, to receive support if required and to catch up with their peers. In 2018, we employed 2 school nurses to cover 5 days per

week. We had 36 first aid trained staff and offered professional learning sessions on Cybersafety for our parent community. 10 Education Support Staff were employed to work with our 11 PSD funded students. We draw upon the generosity of our parents and community volunteers who work directly in the classrooms, supporting individuals or small groups of children. Parents are offered the opportunity to donate into our school's Welfare Fund, which they generously did to the sum of \$9,600. Overall we pride ourselves on: knowing our children, caring, listening, being proactive, supporting, respecting, following due processes, understanding our community and having an enormous heart.

### Financial performance and position

#### Financial Status:

The school had an accumulative surplus of \$243,446 as SRP expenditure was less than the SRP funding received. In 2018 we made a credit to cash transfer of \$500,000 which was invested in our Workforce Planning account to support future staffing.

#### Extraordinary expenditure items and amounts were:

2 servers	\$21,036
40 iPads	\$15,219.60
Books (classroom)	\$20,065.96
Professional Practice Days	\$51,540
PSD support (therapies, etc)	\$24,970
Inclusion Boost Fund: new bed for sick bay	\$3,709
Gutter cleaning and replacement	\$7,010
Sash window replacement	\$2,440
Emergency lighting	\$2,581.55
Replacement fire hose and cabinet in Hato Building	\$3,956
Sick Bay upgrade	\$3,570
Supplies for Senior Toilets upgrade	\$10,918.18
Stormwater pipes and bubbler maintenance	\$10,300
2 photocopiers	\$16,050

#### New sources of funding:

Building Fund donations	\$23,145.95 (including generous individual donation of \$15,000)
Library Fund donations	\$7,290
Welfare Fund donations	\$9,600
Facilities hire	\$110,299.56
Equity funding	\$24,964
Inclusion boost	\$4,800

We are also thrilled to have received significant funding from the VSBA to build our new inclusive playground (Junior Playground) and our new building on Brighton Road.

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

# Performance Summary

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

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 603 students were enrolled at this school in 2018, 305 female and 298 male.

7 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

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

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	85.2	85.1	78.3	91.6

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	77.4	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	96.0	90.1	82.6	95.3	Similar
Mathematics	96.7	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	86.3	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	86.3	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	87.3	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	70.4	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	85.1	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	80.7	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	82.3	61.2	47.0	75.5	Higher
Year 5	Numeracy (4 year average)	66.3	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	16.4	55.7	27.9
Numeracy	25.0	56.7	18.3
Writing	16.1	46.8	37.1
Spelling	15.0	58.3	26.7
Grammar and Punctuation	13.3	40.0	46.7

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.6	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	12.7	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	94	94	94	94	93	93

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	91.1	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	92.5	81.7	73.8	88.7	Higher

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	89.9	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	90.6	81.8	73.7	89.7	Higher

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$4,399,003
Government Provided DET Grants	\$963,804
Government Grants Commonwealth	\$18,656
Government Grants State	\$11,374
Revenue Other	\$55,801
Locally Raised Funds	\$647,698
<b>Total Operating Revenue</b>	<b>\$6,096,338</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$24,964
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$24,964</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,155,557
Adjustments	\$0
Books & Publications	\$3,400
Communication Costs	\$11,789
Consumables	\$137,594
Miscellaneous Expense <sup>3</sup>	\$379,284
Professional Development	\$26,517
Property and Equipment Services	\$206,455
Salaries & Allowances <sup>4</sup>	\$314,078
Trading & Fundraising	\$53,113
Travel & Subsistence	\$29,300
Utilities	\$34,685
<b>Total Operating Expenditure</b>	<b>\$5,351,772</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$744,565</b>
<b>Asset Acquisitions</b>	<b>\$66,057</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$3,400
Official Account	\$147,518
Other Accounts	\$1,059,653
<b>Total Funds Available</b>	<b>\$1,210,572</b>

Financial Commitments	Actual
Operating Reserve	\$100,000
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,000
Funds Received in Advance	\$0
School Based Programs	\$175,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$110,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$170,000
Capital - Buildings/Grounds > 12 months	\$500,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,210,000</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 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, including:
  - 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) factors:
  - 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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').