

2019 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).
- 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 15 March 2020 at 01:40 PM by Susan Higgins (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 22 March 2020 at 09:36 AM by Peta Wetzels (School Council President)

About Our School

School context

Our vision at St Kilda Primary School is for our children to 'Live for today, Learn for tomorrow, Be the future.'

Our school values support this intent and are:

Love of Learning: We have a vibrant learning and teaching environment that creates lifelong independent learners.

Respect: Each individual is treated with respect and trust and decisions made are valued and supported.

Teamwork: Teamwork is characterised by a sense of common purpose, shared responsibility, collaboration and mutual support which leads to productive outcomes and achievements.

Friendliness: We highly value all members of our community, encouraging and acting in a manner that is inclusive, caring and supportive.

Creativity: We encourage children to take risks and think beyond the square, maximising teaching and learning opportunities through innovative and alternative approaches.

Resilience: We build self-esteem and social skills which enable children to be themselves and also to be able to work and play happily within the school community.

St Kilda Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. St Kilda Primary School's objective is for children to be successful learners. This is important because we want our children to have the dispositions and skills that will support them in their lives and to ensure that they are empowered active citizens. To achieve this they need to be resilient, be able to work with others, demonstrate a growth mindset, independently solve problems, think outside the box, be curious, know how to learn and to love learning.

The school had 34.6 equivalent full-time teaching staff. The 2019 school staffing profile consisted of 11 teachers at Classroom Teacher 1 level, 16.7 teachers at Classroom Teacher 2 level, 2.6 Leading teachers, 2 Lead Learning Specialists, an Assistant Principal and a Principal. 6 teachers work in a part time capacity at their request due to family commitments and personal circumstances. We had 8 educational support officers and a number of volunteers who worked at the school on a weekly basis under the supervision of our Student Welfare Coordinator. We had a healthy balance of young and experienced teachers. We had 9 teachers on contract. We had 2 staff members on family leave and 4 taking leave without pay.

St Kilda Primary is an energetic inner city school of 565 incredible children. Our school's demographic is diverse and represents the eclectic nature of our local community. 12.5% (71 children) of our student population is from an EAL background, 3.5% (20 children) of our students are equity funded, 1.6% (9 children) are in Out of Home Care, 2% (11 children) are funded under the Program for Students with Disabilities and 1.4% (8 children) are Aboriginal and/or Torres Strait Islanders.

In 2019 we had 24 classes: 3 x Prep, 4 x Year 1, 3 x Year 2, 4 x Year 3, 4 x Year 4, 3 x Year 5 and 3 x Year 6; 4 specialist teachers (PE, Performing Arts, Visual Arts and LOTE). Japanese is our LOTE and our children attend all specialist classes from Prep to Year 6. We employed a Leading Teacher to develop a comprehensive Reading Intervention Program for children from Year 1 to Year 4. This program was monitored by the Welfare Team to ensure any additional resources could be employed at point of need.

Additional programs that supported our children and their learning and well-being included:

- a Math Extension program that was conducted by a Math specialist teacher from PCW
- Japanese language assistants provided additional support and learning opportunities for our children as they worked in partnership with our LOTE specialist.
- our Camping program supported children directly to develop a rich understanding of Australia's Government system and our country's history.

- our Seito Kai revitalised our house spirit and our physical education program became more meaningful and exciting with the expansion of the program i.e. the introduction of a Swimming Carnival.
- a Circus Skills program enthralled and increased the coordination skills of our Prep to Year 2 children
- our Nature Club team met their champion, Jane Goodall, where they were able to share the remarkable sustainability programs and activities they have implemented over the years at our school and within the community.
- a team of Year 5 and 6 children had the opportunity to participate in the State School Spectacular where they performed dance routines as part of the 3000 student mass event.
- our Enterprise Education program saw Year 5 and 6 children develop a thorough understanding of what is required to run a successful business. The program culminated with our school fete.
- our Year 5 Environment and Sustainable Action group worked with the EcoCentre to develop a novel way of disposing of rubbish. The team shared their strategy to help improve management of waste with students from a number of local schools at the CoPP Sustainability Festival. The Year 5 leaders also took their model to various classes within our school to encourage the younger children to dispose of rubbish more appropriately.
- Year 1 children were active participants in the Space2b Laneway Festival, where they exhibited their artwork on diversity and multiculturalism. They were immersed in learning about how Australia is a place where different cultures live in harmony. Our Year 1 children also shared and celebrated and explored different cultures traditions.
- our participation in Ride2School days highlights the importance to our children of sustainable transport and moving our bodies to improve our health.
- our school celebrated the most incredibly successful Sister School visit. A group of 15 Japanese visitors experienced the very best of Australian hospitality, thanks to the wonderful generosity of our host families. Our time together was packed full of events to bring our school communities closer, as we shared our culture, shared laughter and embraced new friendships. Our Welcome Ceremony at the St Kilda Town Hall involved an indigenous person singing about Mother Nature. At the Welcome Ceremony, every child performed a song or dance. Our orchestra accompanied the Year 3 and 5 performances. We had a number of parents and friends who joined in the festivities and students from Junior High Schools in Obu also saw the performances.
- a Year 3 class established a new literacy buddy program with the CoPP which saw our children writing for a purpose throughout the year. Face-to-face sessions were a joy to watch.

Additional programs that supported our children and their learning and well-being are described in the 'Well-being' section of this report.

Framework for Improving Student Outcomes (FISO)

Our FISO focus for 2019 was Building Practice Excellence and our key improvement strategy 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.

In 2019 we completed our School Review. This was highly successful process and our reviewer, Libby Tudball, and our 2 challenge partners (Nicole Richards, Principal of Elwood Primary School and Neven Paleka, Principal of South Yarra Primary School) all gave us very positive feedback regarding our work in Reading. Our data shows that our children are reading at level well above the expected level according to teacher judgement and perform exceptionally well in NAPLAN.

Our actions included:

Professional development was planned throughout the year to support the individual needs of staff and students (curriculum days, staff meetings, PLC meetings, team meetings). Our year level teams each identified an aspirational question that they explored as part of the PDP process and the Professional Practice Days were also used by teams to deepen their knowledge and understanding around the teaching of reading. This ensured a high level of consistency across the school and highly focused teaching practices.

A Leading Teacher position was created to support the learning and teaching of reading across P-1 (PLC) with the specific responsibility for creating a Reading Intervention Program. This program has had a significant impact on the reading skills and capabilities of the children who were part of the program.

Two Lead Learning Specialists were employed to continue to support the teaching of reading in Y2-6. They, along with the Leading Teachers, had a tremendous impact. By working closely with teaching teams and supporting them in planning on a regular basis, the children were supported at their point of need in a highly consistent way. Implementation of the Fountas and Pinnell Benchmarking Assessment System (BAS) across the school allowed us to develop a shared language to discuss student learning.

Our focus on what 'Observing to learn' would like at SKPS was embraced by our teaching staff. A wide variety of approaches were trialled by teachers which included videoing classroom practice and discussing with team members; watching lessons and giving feedback, looking at student work.

We refined the process and protocols to ensure clear communication of progress and challenges in a number of ways: our PDP process followed a very clear protocol that encouraged teams to talk and share information about their professional practice; staff meetings with clear protocols and expectations; expectations around data collection and discussing student progress.

Build the capacity of middle leaders through coaching and mentoring processes: the Assistant Principal supported the staff who indicated they would like to move into leadership positions in the future and coached them to reflect on their role as leaders of learning.

Our work resulted in over 50% of our children achieving above expected level in Reading and Viewing according to teacher judgement. 81% (compared to 74% in similar schools) of Year 3 children and 59% of Year 5 children (compared with 57% in similar schools) were in the top two bands for NAPLAN for reading.

Achievement

The majority of our PSD funded children were supported by Education Support officers who provided social and educational programs under the guidance of classroom teachers to meet their specific needs. Their emotional wellbeing was a priority. Regular Student Support Group Meetings were held where Individual Educational Plans were established, monitored and celebrated. Each child had SMART goals identified which were reflective of their needs and supported their continued progression in learning. SSGs comprised parents, teachers, ES staff, SKPS Welfare Team and support agencies, ie speech therapists, occupational therapists, physiotherapists. Our data showed that the majority of our PSD funded children made twelve months growth.

As a result of our work:

Our students:

- are fully engaged in the reading process and have a love of reading
- the Daily 5 program has enabled students to have greater voice, choice and independence in Reading
- have a clear understanding of the expectations in reading
- are more able to articulate their understanding of what they are reading through the use of a variety of comprehension skills and strategies
- are beginning to set goals more regularly (with support and scaffolding)
- the majority of students made at least 12 months growth according to teacher judgement
- the percentage of students in the top 2 bands for Reading continues to be above the state and four similar schools.

Our teachers:

- are using Benchmark Assessment System (BAS) more confidently to inform learning and teaching, to differentiate and as a form of benchmarking for the whole school
- are using BAS to work collaboratively and have a shared language and expectations
- are providing more constructive and relevant feedback to their students
- are able to reflect at a much higher level in regard to practice and student learning

Our leaders:

- have a clear understanding of how knowledge, planning and practice align

Our community:

- is beginning to engage in the learning process and have limited knowledge of how the dispositions of a learner can have an impact on their reading

Future actions:

- students, teachers, leaders and the community will continue to deepen their knowledge and skills around the learning and teaching of reading and writing.
- continued role of LLS and Literacy Intervention Program to support Literacy

- in 2020 and beyond, begin to explore and seek feedback from our community in regard to how we communicate students' learning journeys in Reading as well as other areas.

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. During our School Review, we were praised highly for our work with student voice and agency (excelling according to the PRSE) and our focus on inclusivity and diversity.

Our new Student Leadership group, the Seito Kai, were a highly effective team and worked together to achieve a number of projects including a new program to welcome new students and their families to school, the creation of a Peace Garden and the introduction of ethically made House T-shirts. They played a central role in our School review process where they ran workshops for students and parents to identify answers to key issues and challenges within the school. We aim to continue this model in 2020 and refine their role and look to engage the wider student population.

Our children feel highly engaged at school, as is evident by our continuing 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 93% (81% SS/NS) feeling very connected and 95% (89% SS/NS) feeling included in school. In the area of Effective Teaching Practice, 89% (81% SS/NS) feel that the learning is stimulating; 95% (84% SS/NS) feel that the teaching time is effective; 92% (82% SS/NS) feel that teachers manage the classroom behaviour effectively and 95% (85% SS/NS) feel there are differentiated learning challenges. In the area of Student Safety, 95% (88% SS/NS) of our children feel they have an advocate they can approach at school for support, 92% (82% SS/NS) feel the school manages bullying well and 95% (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. 78% (slight decrease compared to 2018 (80% SS and 79% 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. Our parents also feel we are promoting positive behaviour and respecting diversity at a level which is higher than other schools. In 2020 we aim to continue to work with our parent and carer community to build on informing them more effectively about the learning and teaching that happens within our school.

We continued to use the our Policy and Communication Subcommittee of School Council communication plan to encourage parents to reduce the number of family holidays they were taking throughout the year and general consideration of absences. The percentage of children taking more than 20 days absence was 13% compared to 21% SS/NS which was a decrease of 4% from 2018. We were highly proactive in contacting parents regarding any absences over 3 consecutive days and this has ensured that the number of unexplained days has reduced and long term absence (greater than 20 days) remains well below the network and state (SKPS 13%; similar schools 21 days; network 21% and state 27%).

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.

CASEA (CYMHS and School Early Action) conducted their final staff session, after a rich partnership over 2 years. CASEA introduced FaPMI (Families where a Parent has a Mental Illness) and SKiPS (Supporting Kids in Primary Schools) and these agencies worked with the school in 2019. FaPMI conducted staff meetings to increase our understanding of mental illness and to develop confidence in supporting children who live with a parent that has a mental illness. FaPMI also ran three sessions for our Year 5/6 children to help them develop the appropriate language for talking about mental illness and to increase their understanding of people who live with mental illness. A session was also held for parents.

A program was successfully developed with the Year 4 cohort to embed student voice, agency and leadership into the school culture. A grant received through the CoPP's Resilience Innovation Fund supported children to feel empowered in their school community and provided them with opportunities to build on both their leadership skills and teamwork. The project built confidence and developed collaborative skills as the children constructed billy carts.

Year 5 children participated in the CoPP's year long Student Leadership program. The theme was 'Be You! Positive Identity and Valuing Diversity'. The interactive forums provided our children with the opportunity to explore leadership, teamwork and develop a project idea, which continued throughout the year. The result was 'Unique Week!' By focusing on the emotional capabilities of our community, we know this will have a powerful impact on student learning and empower students. Our Year 4 children were involved in the 'Play to Your Strengths' program, a resilience program. Through engaging activities, students learnt to recognise their top strengths as well as gain an insight into the strengths of others. This program supported our Year 4 Kindness Project where students drew upon their personal strengths to lead activities across our school community as part of Kindness Day.

Our Seito Kai conducted a workshop on the Attitude to School Survey data, as part of our self-evaluation for our school review, with a selected group of Year 5 and 6 children. Prior to the workshop, they spent time unpacking and analysing the data. Their knowledge of the data was thorough. From this point, they devised a set of questions to guide the conversation with the children. The selected group were extremely articulate and shared a variety of opinions around the data presented, providing valuable feedback, foresight and understanding.

The Australian Ballet (STEAMDANCE program) worked with our Year 4 children. During the STEAMDANCE program our children increased skills through practical dance exercises that encourage individual and cooperative learning and increased their knowledge about health and well-being through exercise, body confidence and food choices.

The Coordinator of the Abilities Awareness Unit - Wellbeing, Health and Engagement Division, DE&T, visited our senior children. He was inspirational and changed the mindset of a number of children. He spoke of inclusion, empathy, respect, leadership, bullying, sport and coaching.

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 2019 and included: foster care, kinship care and permanent care. Educational Needs Assessments were established for these children.

An intensive SHINE intervention program was conducted in Term 2 for 28 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, 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/events. 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, CHARGE, Rett and Dejerine-Sottas 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, Port Phillip Community Group 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. 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 2019, we employed a school nurses to cover 5 days per week. All staff were first aid trained and we ran a BYOD session for our parent community. Project Rocket also ran a parent session, where in-depth knowledge of major social media platforms and the issue of cyberbullying were shared. Strategies for supporting online behaviours were provided.

Eleven Education Support staff were employed to work with our 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 \$6,534. 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 \$132,502 as SRP expenditure was less than the SRP funding received. The surplus is a historical surplus that has accumulated during years where the school has been growing.

Extraordinary expenditure items and amounts in 2019 were:

50 Laptop computers	\$55,000	
Boys Bathroom Renovation		\$43,020
Shiawase North Renovation		\$21,490
Painting South Shiawase		\$18,336
Interactive Whiteboards	\$16,370	
Books (classroom)	\$11,062	
New Maths Resources	\$12,000	
Sakura Roofing work		\$3,950
Tree Boat Construction		\$3,818
Lighting Upgrade		\$6,866
Professional Practice Days		\$45,455
PSD support (therapies, etc)	\$35,215	
STEAM (Beeboks and Makey Makeys)	\$1,640	

Sources of Funds for 2019 were:

Building Fund donations	\$18,850 (including generous individual donation of \$10,000)
Library Fund donations	\$4,625
Welfare Fund donations	\$6,534
Facilities hire	\$122,658
Equity (Social Disadvantage)	\$23,938
Net Fundraising Proceeds	\$66,788

- We were also thrilled to have received significant funding through DE&T Inclusive Schools program to build our new inclusive playground (Junior Playground).
- A further \$503,000, part of the promised \$5,000,000 by the Andrew's Government, enabled further planning to proceed in regard to our major capital works program (new building on Brighton Road).
- We received additional equity funding for socially disadvantaged children. Those funds were used to employ a staff member to support our highest welfare families. The support is provided through numerous means including:

organising and attending appointments, accessing support from outside agencies, linking families with services, organising external camps, transport, sourcing uniforms, running our swap shop, applying for grants, running social groups for our students and working as a highly valued member of the welfare team.

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

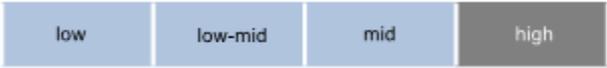
Performance Summary

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.

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

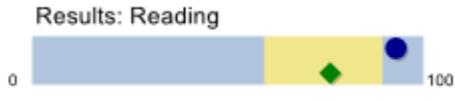
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 565 students were enrolled at this school in 2019, 294 female and 271 male.</p> <p>15 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Below </p> <p>Similar </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>NAPLAN Year 3</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>Above </p> <p>Similar </p>	
<p>NAPLAN Year 5</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>NAPLAN Learning Gain Year 3 - Year 5</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>25%</td> <td>40%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>44%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>62%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>47%</td> <td>39%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>50%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	40%	36%	Numeracy	36%	44%	21%	Writing	25%	62%	13%	Spelling	47%	39%	14%	Grammar and Punctuation	34%	50%	16%	<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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <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

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Engagement	Student Outcomes	Similar School Comparison														
<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> <p>Similar School Comparison 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>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	95 %	94 %	95 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	95 %	94 %	95 %	93 %	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>Students Attitudes to School - Sense of Connectedness</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>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</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>Above ●</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

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$4,424,248
Government Provided DET Grants	\$424,210
Government Grants Commonwealth	\$5,086
Government Grants State	\$5,500
Revenue Other	\$22,923
Locally Raised Funds	\$725,973
Total Operating Revenue	\$5,607,939

Funds Available	Actual
High Yield Investment Account	\$941,045
Official Account	\$170,127
Other Accounts	\$85,162
Total Funds Available	\$1,196,334

Equity ¹	
Equity (Social Disadvantage)	\$23,938
Equity Total	\$23,938

Expenditure	
Student Resource Package ²	\$4,299,432
Books & Publications	\$967
Communication Costs	\$8,226
Consumables	\$123,120
Miscellaneous Expense ³	\$398,098
Professional Development	\$28,458
Property and Equipment Services	\$239,759
Salaries & Allowances ⁴	\$285,112
Trading & Fundraising	\$53,186
Travel & Subsistence	\$2,041
Utilities	\$40,063
Adjustments	\$467
Total Operating Expenditure	\$5,478,927
Net Operating Surplus/-Deficit	\$129,012
Asset Acquisitions	\$0

Financial Commitments	
Operating Reserve	\$175,789
Other Recurrent Expenditure	\$12,287
Provision Accounts	\$6,398
School Based Programs	\$175,000
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$176,860
Capital - Buildings/Grounds > 12 months	\$500,000
Total Financial Commitments	\$1,196,334

- (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)

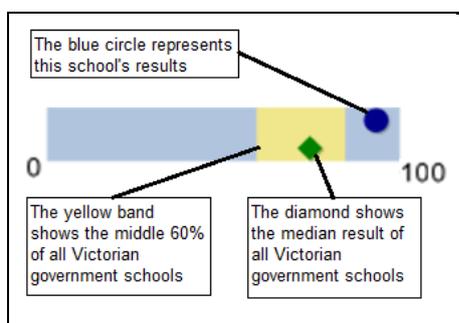
Engagement

- 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').