

# 2019 Annual Report to The School Community



**School Name: Sunbury Heights Primary School (5197)**



- 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 26 October 2020 at 02:37 PM by Kaye Mills (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 11 November 2020 at 03:41 PM by Nicole Cameron (School Council President)

## About Our School

### School context

Sunbury Heights Primary School was established in 1981, using the core-plus design. Six permanent classrooms were added in 2005 with an additional five classrooms being built as part of the Building Education Revolution Program. Our grounds adjoin those of Sunbury Downs Secondary College, which provides convenience for families with siblings attending both schools. Our hours of operation are aligned with Sunbury Downs SC. In 2020 a shared community facility and two room preschool will be completed. Building works is underway for a designated STEAM room which will be completed in April 2020. Along with an attractive and spacious entrance the school boasts a well-resourced library, gymnasium /multipurpose room, canteen, after school/vacation care room and staff administration area. There are also two grassed netball/ courts, extensive grassed areas, two adventure playgrounds, a sand pit, shaded areas and additional asphalt areas.

The enrolment is currently around 410 and with families moving into new areas such as the Ashfield and Rosenthal Estates, further growth is expected. Of the total student population, 15 are of Aboriginal or Torres Strait Islander descent, 11 live in out of home care, 24 are EAL, 11 are on the PSD program and 20 students have ASD. The school has embedded practices for the diversity of parents/carers and family members to be engaged to understand the learning progress of their children and how to effectively support them to learn.

The school equivalent full time staff is 22, with 2 Principal Class Officers, 20 classroom teachers and 14 Education Support Staff. The school runs 18 classrooms and specialist classes in Art, Science, PE, Music and LOTE. Sunbury Heights Primary School is becoming known as one that has the personnel, programs and processes in place that supports students with more complex needs. An Engagement and Wellbeing Coordinator, ES staff, Speech Pathologist, Chaplain and Community Hub Coordinator are wellbeing interventions in place for the support of our students and families.

The school community strives to provide a positive, stimulating and secure learning environment to cater for the needs of each student as an individual. The school does this by creating a caring atmosphere that reinforces mutual respect, promotes self-esteem and develops a sense of belonging to our school. The school values teamwork, effective communication, informed decision making and community involvement. Professional learning is valued to ensure delivery of excellent and consistent educational programs through exemplary professional practices.

#### Purpose and Values:

Sunbury Heights Primary School is a Lead School in the implementation of Respectful Relationships and is in the second year of School Wide Positive Behaviour implementation. Our school wide values are respect, responsibility and kindness. The school is committed to the safety, participation and empowerment of all children. We support and respect all children, as well as our staff, volunteers and school families. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability. As a school we have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. Sunbury Heights Primary School remains focussed on implementing the Education State themes of Learning for Life, Happy Healthy and Resilient Kids, Breaking the Link and Pride and Confidence in our schools. Our school wide belief is that "no child regardless of social status or postcode will miss out on a first class state school education."

### Framework for Improving Student Outcomes (FISO)

1. Each Sunbury Heights student will be curious and reach or exceed expected standards in literacy and numeracy.
2. To improve student engagement in the three interrelated components behavioural, emotional and cognitive
3. To implement a shared approach to supporting the health, wellbeing inclusion and engagement of all students

FISO Dimension - Curriculum planning and assessment - Numeracy: To build the skills, knowledge and capacity of teachers thereby ensuring the planning and delivery of numeracy reflects current best practice.

Literacy: To build the skills, knowledge and capacity of teachers thereby ensuring the planning and delivery of literacy reflects current best practice.

Our 2018 School Performance Report indicated that there was a need for renewed effort to improve reading and

numeracy achievement and to be high performing.

FISO Dimension - Setting expectations and promoting inclusion - To embed the Pedagogical Model domains as a complete model of teaching so students are engaged in intellectually challenging work

To put on place best practice and resources to ensure SHPS is an inclusive school environment where all students have the opportunity to reach their potential  
The school wanted to embed universal, individual and targeted best practices to support the growing complex needs and diversity of our students.

AIP Actions and Activities - LITERACY -Bastow Leading Literacy Training ( focusing on Writing and Vocabulary)

Bastow consultant in Literacy 2 whole school Curriculum days with a focus on Writing

Staff Meeting professional development sessions unpacking the Reading and Writing Workshops

Writers' Notebook

Education Support staff trained in small group Reading intervention strategies and instruction

PLC Professional Development and Training

Use of Literacy data at PLCs

Audit current planning and assessment documentation

Professional development on Putting Faces on Data and differentiation

Use of Literacy Portal

Professional Practice days

Coaching and Modelling

Learning Walks and reflection/feedback

DATA - READING Year 3 - Reduce the %age of students in the bottom two bands in Reading to 5% or less. To increase the %age of students in Year 3 in the top two bands in Reading from 44% to 60%. Year 5 - Reduce the %age of students in the bottom 2 bands of Reading from 23% to 15%. Increase the %age of students in the top two bands of Reading from 39% to 40%. Increase the %age of students showing high gain from 8% to 28%. WRITING Year 3 - Decrease the %age of students in bottom two bands from 13% to 5% and increase the %age of students in the top two bands from 35% to 45%. Year 5 - Decrease the %age of students in the bottom two bands from 13% to 10% and increase the %age of students in the top two bands from 23% to 25%. Increase the %age of students showing high gain from 33% to 35%

AIP Actions and Activities - NUMERACY - Numeracy Consultant working with teaching teams F-4

Bastow Leading Numeracy Training

GRIN Training (upskilling Education Support staff to run small "front-loading" groups)

PLC Professional Development

Coaching and Modelling

Accessing the DET Numeracy Portal

Use of student Numeracy data at PLC

Learning Walks and feedback

Staff Meeting Professional Development sessions sharing best practice in Numeracy

Identified whole school curriculum days

Professional Practice days

Ongoing audit of Numeracy curriculum documentation and assessment schedules

DATA - NUMERACY Year 3 - Decrease the %age of students in the bottom two bands from 6% to >5% and increase the %age of students in the top two bands from 26% to 35%. Year 5 - Decrease the %age of students in the bottom two bands from 11% to 4% and increase the %age of students in the top two bands from 21% to 30%. Increase the %age of students showing high gain from 15% to 30%

PROMOTING INCLUSION - Build teacher knowledge of the Victorian Teaching and Learning Model - Practice Principles, e5 pedagogical model and High Impact Teaching Strategies

Build teacher capacity to implement the Victorian Teaching and Learning Model across their teaching practice

Build capacity of middle leaders to support teachers to work collaboratively to plan a differentiated learning program for

students

Develop and implement school wide structures and processes that support consistency in teaching practice across the school

Embed PLC practices across the school

Develop staff capacity in data literacy to support classroom and cohort differentiation

Appointment of Engagement and Wellbeing Coordinator

Allocation of resources

Year 2 SWPB

Year 2 Respectful Relationships

Employment of ES to support inclusion F-2

Sensory Room developed

Speech Pathologist employed

DATA - To improve Learning Confidence from 74% in 2018 to 85% in 2019. Improve Stimulated Learning from 80% to 90%.

By the end of 2019 to reduce student unexplained absences to 5.8 . To improve Parent Satisfaction from 92% in 2018 to 95% in 2019.

## Achievement

NUMERACY -Teachers are including the "draft" instructional model of teaching Numeracy in their weekly planning sessions and beginning to implement in the classroom through late Term 3 and into Term 4. Teachers are experiencing varying degrees of success in implementing the model in a Numeracy lessons in the classroom. Explicit teaching continues to be an area of focus.The consistency of this across teams has been supported through the consistent professional development for the teams by the Numeracy Consultant. Whole school curriculum documentation has been developed and staff are accessing this documentation for their term overviews. Assessment schedules have been adjusted to reflect Numeracy Scope and Sequence documentation. Teachers are keen for the consistency, however, there are varying rates in the uptake of the instructional model. Further unpacking at staff meetings will be necessary, supported by learning walks to see best practice. Additional differentiated professional development may also be necessary going forward into 2020. Timely collection of Numeracy data is still an area of focus and teaching staff are being supported in interpreting pre tests to differentiate teaching to student point of need.

PLC training for Instructional Leaders has been facilitated by the Department during Term 3 and a Curriculum Day with the Department Manager of PLCs was held in early December to roll our staff professional learning. Again we are at the very initial phases of our PLC journey, however 2020 planning has prioritized PLCs in the school and will see considerable professional learning around it to support the uptake by teachers.

FUTURE DIRECTIONS - 2020 - Data and Numeracy Coach identified to support data interpretation and the implementation of the Numeracy Instructional model.

Learning Walks scheduled during Numeracy sessions with a focus on components of the instructional model

Implementing updated Assessment Schedule (Numeracy Coach to support staff in the collection and interpretation of data)

Professional Readings on "Putting Faces on the Data" .

Numeracy data walls established to support next point of teaching and identifying students for support and extension

Learning Specialist focusing on PLC implementation identified

PLC professional learning prioritized during Term 1 with an Inquiry cycle identified for Terms 2-4

HITS documents will be utilised during planning sessions and when implementing the PLC inquiry cycle

LITERACY - The school's instructional model for the Reading and Writing Workshops were the focus of professional learning over the last 2 years. The Reading Workshop was presented and unpacked to staff over a number of staff meetings and staff were supported in learning walks to watch Bastow "graduates " who had completed the Leading Literacy course implement the Reading Workshop in their classroom. Approximately 80% of teachers were keen to implement components of the Workshop model, however there was more work to be done in continuing to provide professional learning for teachers who were at different points in their uptake. The AP went into classrooms to support

teachers in implementing the model and to continue to provide support. Conferencing during Independent Reading was an area that teachers were encouraged to focus on and support students with goal setting and providing feedback to students on the achievement of their reading goals. Guided Reading lessons were modelled, as well as Reciprocal Reading, and teachers were supported in matching students to text levels. Teachers were encouraged to access the Literacy Toolkit in their collaborative planning and there was evidence of this. Collaborative planning documentation reflected the implementation of the Readers Workshop across the whole school, and work programs reflected the workshop breakdown. Teachers responded positively and enthusiastically to the consistent practice. The Writer's Workshop and 6+1 Traits were the focus of 2 curriculum days. Teachers collated student writing data through a Writing survey prior to the professional learning and reflected on its impact. This was a particularly powerful tool that reinforced the need to adjust the way in which Writing was delivered at Sunbury Height PS, and teacher engagement in the professional learning also "improved". A Teacher Survey conducted after the second PD helped drive the future direction of Writing in the school and highlighted areas that teachers wanted to continue to focus on moving into 2020. Terms 3 and 4 provided the opportunity for teachers to implement the Writing Workshop in the classroom and reflect on their successes. Further 6+1 Trait professional learning and Writer's Notebook will be a focus going forward. The Assessment Schedule has been updated and will also be implemented in 2020.

FUTURE DIRECTIONS - 2020 - Literacy Learning Specialist employed to facilitate ongoing professional learning around the Reader's and Writer's Workshop

- Staff meeting professional learning focus identified, continuing to revise and unpack the Reader's Workshop model - building on current capabilities

- Explicit teaching - what that looks like in the Reading Workshop

- Writer's Workshop implementation and the use of the Writer's Notebook across the school

- Implementing updated Assessment Schedule (Literacy Learning Specialist to support staff in the collection and interpretation of data).

- Professional Readings on "Putting Faces on the Data"

- Establishment of Reading and Writing data walls to support identification of next point of teaching/learning and identifying students for support and extension

- Learning Specialist focusing on PLC implementation identified

- PLC professional learning prioritized during Term 1 with an Inquiry cycle identified for Terms 2-4 with a whole school focus on Writing

- HITS documents will be utilised during planning sessions and when implementing the PLC inquiry cycle

## Engagement

Collaborative planning using a collaborative department platform has been a significant factor in ensuring consistency in planning for a differentiated learning program across the whole school. Middle leaders were supported in building their capacity to support teachers in their collaborative planning through support from the AP who focused on curriculum implementation and regularly attended planning sessions. Professional learning focused on the implementation of a consistent instructional model for Reading, Writing and Numeracy and this was reinforced and evident in the collaborative planning documentation. Unfortunately timetabling limited opportunities for Learning Walks and Observational Rounds but this will be a focus going forward. Building teacher capacity around using data to support their teaching was hindered by resistance to the establishment of data walls however this is being addressed and teachers are now viewing them more favourably, understanding the impact on their classroom practice. Ongoing professional learning around PLCs will be prioritized as they are still very much in their infancy.

FUTURE DIRECTIONS - 2020 - Literacy Learning Specialist identified

- Learning Walks facilitated by the Literacy Learning Specialist - with a focus on consistent implementation of Reader's and Writer's Workshop

- Data Walls established and at "forefront" of collaborative planning sessions - Literacy & Numeracy

- Timetabling to support Learning Walks ad opportunities to meet with Instructional and Team Leaders

- Staff Meeting/PLC foci identified to follow recommendations of School Review highlighting where to next.

## Wellbeing

The school did appoint an Engagement and Wellbeing Coordinator, whose responsibilities also included student welfare - which became a particularly large component of the work for 2019 as the school had significant enrolments of

undiagnosed students exhibiting extreme and complex behaviours and an increase in the number of Out of Home Care students. ES staff needed to be employed to support these students and connections were made with outside agencies and Inclusion Coaches to support both teachers and ES staff to support these students with their engagement and learning. Resources were allocated to purchase sensory aids to further support students and ES staff received training in the use of the sensory equipment. Our second year of SWPBs was highlighted by the development and implementation of the Heights Hi5 Shop which rewarded the efforts of students. Respectful Relationships was successfully implemented across the school and we were also approached to be a Lead School (2020). The need for a Speech Pathologist was identified and consequently, a Speech Pathologist was employed to screen Foundation - Year 2 students and develop programs. Professional development for ES staff was also provided in an effort to push speech out across the school. This was successful with a significant number of our identified students receiving regular speech lessons/programs delivered by our upskilled ES staff.

FUTURE DIRECTIONS - 2020 - 3rd Year SWPBS

Respectful Relationships Lead School

Whole school review of the schools' Inclusion policy - facilitated by an Inclusion Coach

Continue to support funded and non-funded students to access education

### **Financial performance and position**

In 2019 - The financial report indicates a deficit. In this year there were unexpected enrolments of students with additional and complex needs, where we felt we needed to employ additional ES staff to support these students in their classroom learning. There was also a high number of ongoing teacher leave situations that required additional funding to cover in the interim until permanent adjustments were made. Significant maintenance works around the school were also undertaken, including plumbing repairs, air conditioning repair work, expenditure - purchase of extra furniture due to increasing student numbers and the purchase of sensory equipment to support students in regulating their emotions and behaviours, computer lease updated and the extension of the lease to include approximately 110 new devices to support student learning. Equity funding was used to provide human resources and professional development of key improvement areas (eg. Numeracy Coach, Literacy Coach, Department professional development around Instructional Leader PLC training and department initiatives including Respectful Relationships and SWPBs. Ensuring whole school input and collaboration into the School Review process in Term 3 also was an additional necessary expense.

**For more detailed information regarding our school please visit our website at**




**[sunburyheightsps.vic.edu.au](http://sunburyheightsps.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 404 students were enrolled at this school in 2019, 188 female and 216 male.

6 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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













#### School Staff Survey

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

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





















## Performance Summary

Achievement	Student Outcomes	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>Key:</b> 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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p><b>Below</b> </p> <p><b>Below</b> </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>Below </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>Similar </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>38%</td> <td>32%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>47%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>61%</td> <td>5%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>53%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>58%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	32%	30%	Numeracy	32%	47%	21%	Writing	34%	61%	5%	Spelling	26%	53%	21%	Grammar and Punctuation	24%	58%	18%	<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

**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

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>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>Below <span style="color: blue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></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>90 %</td> <td>93 %</td> <td>92 %</td> <td>89 %</td> <td>90 %</td> <td>90 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	93 %	92 %	89 %	90 %	90 %	89 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	93 %	92 %	89 %	90 %	90 %	89 %										

## 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><b>Above</b> <span style="color: teal; 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><b>Below</b> <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		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,356,401	High Yield Investment Account	\$123,834
Government Provided DET Grants	\$481,607	Official Account	\$12,709
Government Grants Commonwealth	\$23,100	Other Accounts	\$0
Government Grants State	\$13,879	<b>Total Funds Available</b>	<b>\$136,543</b>
Revenue Other	\$42,852		
Locally Raised Funds	\$284,869		
<b>Total Operating Revenue</b>	<b>\$4,202,708</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$365,461		
<b>Equity Total</b>	<b>\$365,461</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,447,158	Operating Reserve	\$136,543
Books & Publications	\$13,158	Other Recurrent Expenditure	\$7,576
Communication Costs	\$8,096	Provision Accounts	\$7,780
Consumables	\$101,035	Funds Received in Advance	\$65,937
Miscellaneous Expense <sup>3</sup>	\$221,755	School Based Programs	\$29,703
Professional Development	\$25,605	Maintenance - Buildings/Grounds < 12 months	\$14,371
Property and Equipment Services	\$223,993	<b>Total Financial Commitments</b>	<b>\$261,909</b>
Salaries & Allowances <sup>4</sup>	\$296,562		
Trading & Fundraising	\$63,075		
Utilities	\$37,389		
<b>Total Operating Expenditure</b>	<b>\$4,437,827</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$235,118)</b>		
<b>Asset Acquisitions</b>	<b>\$0</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)

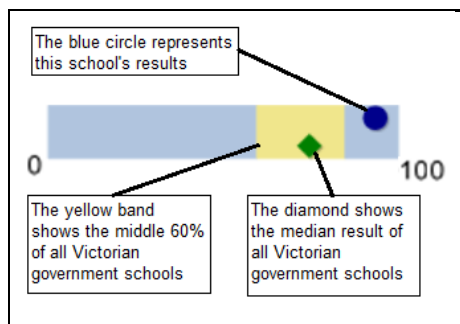
### Engagement

- 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).

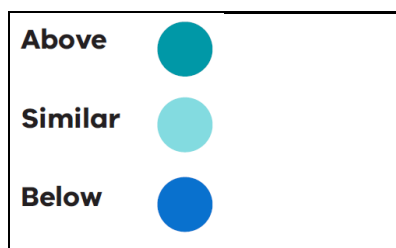


## What does *School Comparison* refer to?

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').