

2017 Annual Report to the School Community



School Name: Bundoora Primary School

School Number: 4944

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

The culture and intent of Bundoora Primary School is to provide our students to become confident and capable global citizens. We pride ourselves on developing positive relationships with our students and carefully monitor their learning pathways and wellbeing.

We are conveniently located in the North Eastern suburbs, adjacent to Bundoora Secondary College, and close to La Trobe University and RMIT. We have excellent recreation, shopping and transport facilities nearby, which is contributing to a regeneration of the area. Our grounds are expansive, and offer students areas for active, adventure and quiet play. We have welcoming entrances to our school, with colourful bollards depicting our Values and decorative murals. Our Values of Resilience, Friendship, Respect, Excellence and Co-operation are well embedded, resulting in a safe, friendly school environment where all students feel valued and are encouraged to 'be the best they can be'. We are a vital link within our community, with excellent involvement from parents and the wider community at school events. Our Parent Opinion Survey results show a very high level of parent satisfaction in our school's processes and programs in all areas, which is very pleasing to the school staff and its Council.

The School Family Occupation (SFO) density was .5399, and our SFOE was .4215, both in the mid-range. Our proportion of students who have English as an Additional Language was 25%, which is in the High range. The percentage of families receiving Camps, Sports and Excursion funding was 33%. We exceeded DET enrolment predictions at the February Census with 251 students, with Prep enrolments at 43. We increased by one class in 2017, to accommodate the extra enrolments. By August, the Census recorded 249 students. However, future Prep enrolments indicated that our school was continuing to demonstrate growth and was predicted to be 270+ by 2018. We continued to promote the school and hosted many enrolment tours, both private and group. We believe that our Kindy Time sessions with Specialists contribute positively to the increased interest in our school. We worked collaboratively with Bundoora Pre-School, as well as with other local Goodstart Centres and Kindergartens.

Our workforce composition was 17.5 EFT (including 1 Principal), as well as 7 Education Support staff working in classrooms supporting our students with disabilities, as well as English as an Additional Language (EAL) and Corrective Reading. We also had a Primary Wellbeing Officer, whose role was to support the Disabilities Program and coordinate the school-wide KidsMatter and BounceBack initiative. We also employed a deaf Auslan support teacher for part of the year. With the sudden departure of our Leading Teacher in January, one of our Expert Teachers successfully gained the Acting Assistant Principal role and from Term 2, was released from her teaching role for one day per week. With increasing enrolments, her support for leadership at the Principal class level was vital.

Our teachers were and are always passionate about providing the very best learning environment for each and every student. Through their Professional Learning Teams and daily work practice, they build strong relationships with their students and modify instruction and expectations to suit their needs to assist and ensure their success and progression. We are a close and professional team, focussed on ensuring we challenge each other to provide a robust, stimulating and supportive learning environment for our students.

The English and Mathematics Curriculum teams worked collaboratively to write and implement Instructional Models and their members worked with their PLT teams to assist with fine-tuning their teaching practices. All staff attended maths professional learning with Michael Ymer, as part of our Community of Practice and as a result, we implemented many of his practices school wide.

Decision making processes at this school were made through the following structure:

- School Improvement Group (PLT leaders, Principal and A/Assistant Principal).
- Professional Learning Teams x 4 – years 3-6, Prep-2, Specialist and Education Support staff.
- Curriculum Teams for Mathematics and English, with all teaching staff involved.
- Staff meetings and Professional development.
- Consultative group (for workforce planning discussions).
- School Council and its sub-committees.

In May, we welcomed the news that the State Government was funding a \$3.5 million program for Stage 1 of our school re-build. We spent many hours working closely with the architects, staff and Council to plan our new building and facilities, which will include administration, canteen, Performing Arts, Out of School Hours Care, and a hall. By the end of the year, the Tender documents had been issued and the works are due to start in the first quarter of 2018. We have already demolished a playground, however have constructed a new natural playspace at the front of the school, designed by a landscape architect. This was approved by Council to a value of \$60,000. This was largely funded through the profit from the OSH program, as well as through the sale of the school's Uniform Shop to the main supplier, FCW. Following a regular stocktake, the Uniform Shop was holding almost \$24,000 of stock, for which we were reimbursed for the stock. Our Parents and Friends team also contributed to the new playground.

Our Out of School Hours Care program was capably coordinated, well attended and successfully met all compliance Standards through ACEEQA/DET. Attendance figures have steadily increased in both Before School hours Care and After School Hours Care. The program Coordinator resigned her position in May and the second in charge took over the role. This has been a seamless transition, due to the excellent succession planning process in place.

Our students' emotional growth and development continues to be of importance to us. We include Wellbeing and Child Safety as Agenda items at all levels of meetings, and ensure concerns are raised, discussed and appropriate actions initiated. A new Primary Wellbeing Officer was recruited in Term 2 and she provided counselling and/or support, either individually or in group situations, to students. The Principal, supported by the Acting Assistant Principal, managed all aspects of the PSD program, achieving funding for every application.



The Specialist Programs included Science/STEM, Visual Arts, Performing Arts, Physical Education, Language Other than English (Auslan taught through our Arts Programs), Corrective Reading and EAL programs. These programs were outstanding successes, due to being well resourced and delivered by highly competent staff. These programs are highly regarded by our school community. We ran several extra-curricular Clubs, including Science, Environment, Art, Choir, Rock band, 3/4 Coding and Home Learning Clubs. To support our highly regarded STEM program, our fantastic Science Night attracted 130 students. Our students developed their sportsmanship skills and actively participated in Interschool Sport as well as District competitions, with our boys Basketball Team winning the District final. Our Senior Student Leadership Team was well prepared through our 'Step up to Leadership' program. As the year evolved, these leaders represented our school very well.

Information Communication Technology threads through all learning programs and we are always looking for ways to utilise emergent technologies. We supported two computer labs, interactive whiteboards and computers in every classroom, sets of laptops in the 3-6 area, and iPads in the P-2 area. We developed a new Scope and Sequence for Digital Technologies to support the new Victorian Curriculum.

Our professional links with RMIT Education/Science Faculty and Bundoora Secondary College enhance our school programs, including the sharing of facilities and resources, links with the Music and Science Departments, sports coaching, environment activities and Work Experience support. We continued to build strong links with Bundoora Pre-School, providing sponsorship for their newsletter and Family BBQ, and we share our school facilities for their Disco and AGM.

Our School Council was again very supportive of improvements and worked closely with the Principal to ensure that appropriate governance was in place. Sub-committees were formed as required to effect positive change through consultative processes. ie. Viability of sale of Uniform Shop; as well as our OSHP program. All budgets were carefully managed, and all financial compliance measures met. Our Parents and Friends group organised extremely successful events, raising many thousands of dollars that were directly applied to school improvements for our students. Specifically, they supported the English Program to purchase \$5000 of books, as well as \$2000 for the Mathematics team to purchase materials. The School Council supported Bundoora Primary School Scholarships for Academic Excellence, awarded in December. One of our families again donated \$2000 to supplement the Scholarship Program, to enable a larger group of recipients. The staff decided to award extra Scholarships in each class, for academic endeavour, as well as excellence.

We trialled the Compass program (attendance module) in the last month of Term 3, with full implementation of that module in Term 4. We asked a group of Councillors to assist the implementation by reviewing their child's daily and sessional attendances. Their feedback allowed us to ensure our practices were timely and accurate.

Incursions and excursions supported and enhanced our learning programs, with extremely engaging camps run for years 3/4 and 5/6. Auslan has continued to expand and is thoroughly enjoyed by our students, resulting in excellent signing and communication skills. This is far in excess of our initial expectations. We have also taken Auslan into the wider community through Choir performances at community events, parent signing sessions and through our weekly Assembly.

We again improved aspects of our marketing and transition strategies, resulting in steady enrolments and a very smooth transition process for our incoming Preps, new enrolments at other levels and students who moved to new learning levels.

Framework for Improving Student Outcomes (FISO)

Our AIP key Improvement Strategies were ambitious, especially considering our increasing enrolment and leadership deficit, with only 1.2 EFT Principal Class holding leadership positions.

Building practice excellence

- Mathematics Instructional model developed implemented P-6.
- English Instructional model (2016) reviewed and adjusted.
- Café Reading program reviewed; practice analysed for efficacy across the year levels.
- Recruitment of STEM teacher and Auslan assistant to drive student achievement in those areas.
- Professional Learning needs investigated, matched to school and DET goals and initiatives and Plan developed.
- All teaching staff participated in several Professional Development sessions re: Victorian Curriculum (via Regional staff, inschool PD, or Mini-Networks).
- Staff role descriptions refined and Professional Development Plans showed clear alignment with them.
- Staff mentoring for graduate teachers and teachers new to the teaching team.
- Pre-service teacher training, to prepare them for our profession.

Curriculum planning and assessment

- Literacy Instructional Model and Policy embedded. PLT leaders and English Leader monitored the compliance aspects of the Policy (eg assessment, resources, analysis of data).
- Mathematics Team developed an Instructional model and Policy, then made adjustments according to whole school Ymer training.
- All teaching staff involved in thorough auditing of the Victorian Curriculum.
- Discovery Committee formed of enthusiastic volunteers, to further audit all areas of the Victorian Curriculum and began the process to match outcomes to a Discovery approach. Commenced in Term 4 and planned for 2018.
- Improve teacher capacity to use a range of data to inform the teaching of a differentiated curriculum.
- STEM program developed that meets or exceeds the Victorian Curriculum, was inclusive and engaging.



- BPS Assessment schedule refined to ensure links with Victorian Curriculum and to assist with information data supply.
- BPS reporting software adjusted for Semester 1 and 2 reports to ensure accurate reporting to students, parents.

Building leadership capacity across the school

- BPS Leadership Team (SIG) addressed many sensitive and strategic issues to ensure appropriate leadership that enabled all staff to work with minimal disruption and with adequate resources and support.
- With anticipation of further growth in 2018, build the capacity of senior leaders in the 1/2 area and the 3/4 area.,
- Appoint an Acting Assistant Principal (through in-house Expression of Interest) and build her capacity to lead beyond her usual PLT leader role. Where possible, enable her attendance at Regional Principal Forum, Network meetings. Commence training her in key PCO actions, including budgeting, staffing, recruitment, PSD systems etc.
- Appoint new STEM teacher and build her professional practice through targeted professional learning and the provision of resources to complement the expanding program.
- Appoint new Coordinator of OSH and work closely with her in aspects of ACEEQA/DET/QIP compliance.
- Work with school's Uniform Coordinator to investigate possible outsourcing of Shop.

Empowering students and building school pride

- Work with the Senior Student Leadership each week to assist all students to plan and present Assembly each week, develop school pride and engage with school events and initiatives.
- Social Enterprise team expanded and expectations of their contribution to the Social Enterprise events increased (planning, delivery and evaluation).
- Student voice encouraged through a wide variety of opportunities, including within the class learning environment, committees, clubs, extra-curricular groups and school events.

Setting expectations and promoting inclusion

- Insert Arabic messages in newsletter, via Arabic Education Support worker.
- Secure translation services when required for NESB parents for Disability meetings, reporting, information sessions etc.
- Complete all Cyber Safety requirements and gain compliance.
- Maintain a culture of respect, tolerance and inclusion through all school processes, including enrolment, induction of new students and their families.

Building communities

- Wellbeing services reviewed at BPS, to ensure that student, staff and community needs are addressed and all Child Safe requirements are actioned.
- Appointment of new Primary Wellbeing Officer Term 2.
- Establish new links with Bundoora Secondary College STEM/Science department, RMIT STEM faculty and Monash University (Women in Science)
- Maintain links with Bundoora Kindergarten, local kindergartens and Child Care centres.

Achievement

Our student achievement in all areas is very pleasing, indicating the rigorous approach that we have to ensuring all students' learning needs are carefully monitored.

Key achievements:

Teacher judgement of student achievement in English is *Similar* to the state median. Teacher judgement of Numeracy is also in the *Similar* range, however slightly below the State median. This indicates that our teachers are harsher in their judgement of students' Numeracy achievements.

Our Year 3 NAPLAN Reading and Numeracy data is slightly below the State median in all areas and in the *Similar* range. We have achieved slightly above the state median in the 4 year average for both Reading and Numeracy.

Our Year 5 NAPLAN data is higher than the State median in Reading and Numeracy and in the *Similar* range. We have achieved slightly above the State median in the 4 year average for Reading, and are demonstrating Higher achievement than the State median in Numeracy.

Learning gain Year 3-5:

This measures the Learning Gain for students who attended our school for the NAPLAN test in Year 3 and then in Year 5.

Very good learning gain for **Reading**, with 40% of students in the High Learning Gain section, 35% showing Medium Learning Gain and 25% of students showing Low Learning Gain. The improvement in the number of students in the High Learning Gain section is particularly pleasing, as it reflects the success of our targeted teaching and specific improvement programs.

There were 19% of students who have shown High Learning Gain in **Numeracy**, with 62% showing Medium Learning Gain and 19% showing Low Learning Gain. The improvement in Medium Learning Gain is excellent and shows the impact of our Numeracy programs and methods, as well as our targeted approach to teaching students to their ability (Zone of Proximal Development).



High Learning Gain shown by 18% of students in **Writing**, with 68% showing Medium Learning Gain. 14% showing Low Learning Gain. The excellent improvement in Medium Learning Gain shows the impact of our Writing programs and methods, as well as our targeted approach to teaching students to their ability (Zone of Proximal Development).

High Learning Gain shown by 17% in **Spelling**, with 70% showing Medium Learning Gain. We had 13% showing Low Learning Gain. The excellent improvement in Medium Learning Gain shows the impact of our Spelling programs and methods, as well as our targeted approach to teaching students to their ability (Zone of Proximal Development).

High Learning Gain was shown by 57% of students in **Grammar and Punctuation**, with 30% showing Medium Learning Gain and 13% showing Low Learning Gain. This is an excellent result and reflects the specific attention given to the teaching of Grammar and Punctuation.

Engagement

Our school ranked as Similar to the State Median for Average Number of Absence days. We follow the DET policy of "Every day Counts" and we have processes in place to check with parents after 3 days unexplained absences. Despite implementing processes to monitor absences and dissuade parents from taking their children out of school for weeks and months at a time, we still find that families frequently take overseas holidays of 2-6 weeks. In 2017, there were at least 40 families who took extended holidays. We have at least 3 families whose children had chronic absences, especially in Years 1, 3 and 5. Some of these families were part of DHHS investigations; non-engagement with education a contributing factor for the referral. We also have a number of families who have difficulty with organisation and keep their child/ren at home when it is convenient for them.

Our teachers understand the importance of engaging each student in their learning program and school culture. They ensure that they are considerate of each student's learning style and implement activities to engage them. Teaching styles and content are frequently adapted to assist with meeting the needs of students who have low engagement or are at risk of disengaging. Our KidsMatter initiative assists us to ensure that all students feel safe and welcomed in the school community. We implemented the BounceBack program through Terms 1-3 school wide.

The school had almost 10% increase in enrolments again throughout 2017. Our induction processes, Class Representatives Program, school assembly, classroom processes and app/emails ensure welcoming processes, clear communication and encourage the sense of belonging.

Wellbeing

As a KidsMatter school, we remain focussed on the wellbeing of our students, who consistently demonstrate respectful and tolerant behaviour in class towards their peers, staff and community. We continued our Social and Emotional Learning BounceBack Program and delivered carefully planned lessons weekly. We reviewed the program to ensure its relevance and decided to discontinue it in Term 4 as a teaching sequence, whilst still maintaining the incidental foci. A fresh strategy will be investigated in 2018.

We maintained our mindfulness sessions each afternoon, which supported our students to relax and decompress after their busy social interactions of lunchplay and be ready for learning. Our very successful Breakfast Club was coordinated by an Education Support member, supported by a group of parent volunteers and members of the Student Leadership Team. Due to our large contribution to Diamond Valley FoodShare through our Social Enterprise Program, they began donating regular boxes of fruit, which we then shared to each class, families and local Kindergartens and child care facilities. The Breakfast Club attendances continued to rise and offered a warm community vibe each morning. One of our Education Support staff ran 'popup' discos during lunchplay and after school, which were always popular with students and families. Our Social enterprise team also hosted money-making challenges (hot dogs/sausage sizzles, etc) at these discos to supplement the Social Enterprise funds.

Our Year 5/6 Attitudes to School Survey was expanded to Year 4 students and for the first time, completed online. The results were again significantly Higher than the State median. This is an excellent result, as it indicates that all of our specifically designed programs, targeted daily actions and caring staff positively influence our students. In Sense of Connectedness, our students recorded a positive response of 96.83, well above the State median 82.07, therefore ranking in the Higher category. In Management of Bullying, our students recorded a positive response of 98.37, well above the State median of 82.46, therefore ranking in the Higher category.

For more detailed information regarding our school please visit our website at www.bundooraps.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 251 students were enrolled at this school in 2017, 137 female and 114 male.</p> <p>25 percent were EAL (English as an Additional Language) students and < 10 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>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

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

Achievement	Student Outcomes	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>Results: English</p> <p>Results: Mathematics</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:

Achievement	Student Outcomes	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> Similar</p> <p> Similar</p> <p> Similar</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> Higher</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: ◆

Achievement	Student Outcomes	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>NAPLAN Learning Gain Percentages</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>35%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>62%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>68%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>70%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>30%</td> <td>57%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	35%	40%	Numeracy	19%	62%	19%	Writing	14%	68%	18%	Spelling	13%	70%	17%	Grammar and Punctuation	13%	30%	57%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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:

Engagement	Student Outcomes	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>School Comparison 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>92 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	91 %	93 %	91 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	93 %	91 %	93 %	91 %	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:

Wellbeing	Student Outcomes	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>Results: 2017</p>	Higher
<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>Results: 2017</p>	Higher

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)

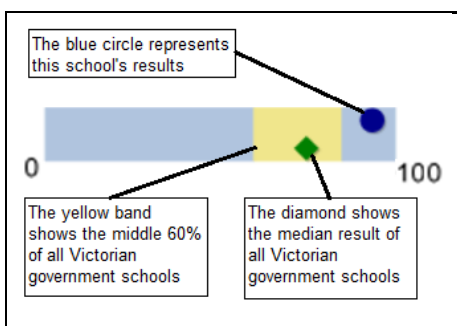
Engagement

- 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).

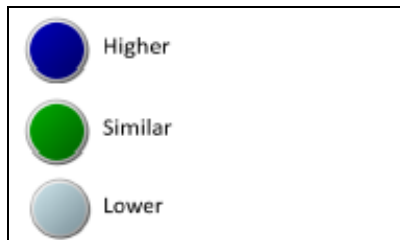


What does *School Comparison* refer to?

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 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.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').



Financial Performance and Position

Financial performance and position commentary:

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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised. We ended the 2017 year in a surplus which can be attributed to our OSHC Program and fundraising initiatives, including but not limited to, chocolate drive, walk-a-thon and family fun night. We received equity funding, this funding was used to provide additional classroom support for students and teaching staff. Funding from Sporting Schools was also obtained which provided additional sporting opportunities to students. The 2017 surplus funds have been flagged for future capital building projects. In addition to this forecasted expenditure there was also a new playground area installed towards the end of 2017.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,957,698	High Yield Investment Account	\$98,222
Government Provided DET Grants	\$270,652	Official Account	\$30,219
Government Grants Commonwealth	\$70,028	Other Accounts	\$185,566
Revenue Other	\$44,804	Total Funds Available	\$314,007
Locally Raised Funds	\$307,365		
Total Operating Revenue	\$2,650,547		
Equity¹			
Equity (Social Disadvantage)	\$62,072		
Transition Funding	\$13,469		
Equity Total	\$75,541		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,906,738	Operating Reserve	\$98,722
Books & Publications	\$1,604	Asset/Equipment Replacement < 12 months	\$25,000
Communication Costs	\$4,533	Capital - Buildings/Grounds incl SMS<12 months	\$65,000
Consumables	\$61,455	Maintenance - Buildings/Grounds incl SMS<12 months	\$21,190
Miscellaneous Expense ³	\$103,877	Beneficiary/Memorial Accounts	\$5,189
Professional Development	\$8,368	Revenue Received in Advance	\$39,812
Property and Equipment Services	\$192,472	Other recurrent expenditure	\$5,449
Salaries & Allowances ⁴	\$189,133	Capital - Buildings/Grounds incl SMS>12 months	\$53,645
Trading & Fundraising	\$62,083	Total Financial Commitments	\$314,007
Travel & Subsistence	\$515		
Utilities	\$25,125		
Total Operating Expenditure	\$2,555,902		
Net Operating Surplus/-Deficit	\$94,645		
Asset Acquisitions	\$0		



- (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 05 March 2018 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.