

2018 Annual Report to The School Community



School Name: **Bundoora Primary School (4944)**



- 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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 28 March 2019 at 02:09 PM by Lee Pollard
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

To be attested by School Council President

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 within our grounds. Our Values of Resilience, Friendship, Respect, Excellence and Co-operation are well embedded, resulting in a safe, friendly school environment where 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 again showed a very high level of parent satisfaction in our school's processes and programs in all areas, which is very affirming to the school staff and its Council.

The School Family Occupation (SFO) density was 0.5052 and the SFOE 0.3914, both in the mid-range. Our proportion of students who have English as an Additional Language was 24%, which is in the Mid range. The number of students receiving Camps, Sports and Excursion funding, CSEF was 69, or 24.6%. We exceeded DET enrolment predictions at the February Census with 285 students, with Prep enrolments at 52. We increased by one class, to 13 classes in 2018, to accommodate the extra enrolments. By August, the Census recorded 281 students. Future Prep enrolments indicated that our school was continuing to demonstrate growth, and was predicted to be 290+ by the start of 2019. Our International students, externally funded through International Division, add to our diverse community.

Our workforce composition varied throughout the year, due to leave situations and students' needs and was approximately 16.61 EFT (excluding 1 Principal and 1 acting Assistant Principal). In addition, 7 Education Support staff worked in classrooms supporting our students with disabilities, as well as supporting students who were unfunded, however required extra assistance in order to experience success. We continued to provide English as an Additional Language (EAL), as required for our new arrivals. Corrective Reading continues to be a valued Reading, Decoding and Comprehension program, which is offered to students who are 12 months or more below the expected Level. It was timetabled as a priority program 3 days each week. Our Primary Wellbeing Officer was appointed in Term 2, and provided excellent support for the emotional wellbeing of our students. We also employed a deaf Auslan support teacher who was timetabled in each class to teach Auslan signing. We continued to promote the school and hosted many enrolment tours, both individual and group. We believe that our Kindy Time sessions with Specialists contribute positively to the increased interest in our school and support the transition to school. We worked collaboratively with Bundoora Pre-School, as well as with other local Goodstart Centres and Kindergartens. We continued our strong links with local childcare centres and in particular Bundoora Pre-School, providing sponsorship for their newsletter and Family BBQ. We also continued to share our school facilities for their Disco and AGM.

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

- PLT leaders, led by the Assistant Principal
- Professional Learning Teams x 6 – Prep, 1/2, 3/4, 5/6, Specialist and Education Support staff, lead by PLT Leaders and the Assistant Principal.
- 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.

The BPS Specialist Programs included Science/STEM, Visual Arts, Performing Arts, Physical Education, (LOTE) Language Other than English - Auslan, Corrective Reading and EAL (English as an Additional Language). These programs were outstanding successes, due to being well resourced and delivered by highly competent and passionate staff. These programs are highly regarded by our school community and drew new enrolments to our school from other suburbs. We ran several extra-curricular Clubs, including Science, Environment, Art, Choir, Rock band, 3/4 Coding and Home Learning Clubs. To support and publicise our highly regarded STEM program, our annual Science Night attracted many students and their families. In the area of Health and Physical Education, our students developed their sportsmanship skills and actively participated in Interschool Sport and District competitions. Term 3 saw us undertaking our hugely successful whole school concert, 'Don't stop till you get enough', celebrating the music of Michael Jackson. Our 3-6 students competed in the BluTack Model competition through the Visual Arts Program and demonstrated incredible talent through school displays. Our Senior Student Leadership Team was well prepared through our excellent year 5 'Step up to Leadership' program run by the Principal over 6 weeks. Each year our Student Leadership team demonstrates maturity and leadership that is quite amazing. In addition a group of our year 5 students accompanied the assistant Principal, participated in a Student Voice workshop run by DET, which prepared them for their possible leadership roles in year 6. Our school leaders capably represented our school not only on the school level, but also within our local community at RSL events and celebrations, kindergarten and community performances. 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 investigated new ways of using this technology to support our student learning and staff investigated and then implemented Essential Assessments from Prep to year 6.

Our school underwent whole school Review in May. This was a huge undertaking, which we approached with our usual attention to detail. The official process which ran over three days, investigated all aspects of our practice and involved all staff, students from all year levels, School Council members and external DET representatives. At the end of the Review, we formed our Strategic Goals for the next 4 years. The Review process, whilst entirely consuming, initiated many professional conversations amongst our staff that in turn, led to improved professional practice and processes.

We commenced Stage 1 of our Master Planning in March, to construct a large Administration building, with a general purpose hall, Out of School Hours room, Performing Arts room and canteen. This was very exciting for the whole community, who eagerly watched every stage of construction. We kept the community informed through the Newsletter and Compass notifications. The whole year was extremely busy for the Principal and Assistant Principal, with daily emails and site visits, with formal site meetings each fortnight. By the end of the school year, the building was 90% complete. At the end of 2018, due to our numbers, we decided to have 14 classes. As we were planning for the 2019 demolition of half of Building 2, we commenced on a large-scale project to move the Visual Arts program, the Performing Arts program, two teaching classrooms and various storerooms into available parts of the remaining buildings.

Framework for Improving Student Outcomes (FISO)

Curriculum planning and assessment

1. New Discovery Scope & Sequence developed F-6.
2. Scope and Sequence to be scaffolded and differentiated.
3. Agreed format for Discovery units and Term planners implemented

We formed two committees at the beginning of 2018: Social Enterprise and Discovery Committee.

The Social Enterprise program showed great development throughout 2018, largely due to an enthusiastic Committee, comprised of students, staff and even an ex-parent. The highlights included:

- Leading the implementation of Social Enterprise concepts, understandings and activities throughout Prep-6.
- Running many successful events, including an excursion where the 5/6 students travelled to the CBD of

Melbourne to visit the homeless centre, The Living Room, to cook vegetable soup and muffins for the 60 homeless people.

- A sensational Poverty Evening was also held, with more than 130 paying guests attending. This evening was completely organised by the student members of the Social Enterprise Committee. They managed the planning, marketing, logistics and procurement. guests included parents, local Government officials, as well as the CEO of the The Living Room.

Our teachers decided to review our curriculum content, particularly with reference to the Social Enterprise direction to implement its initiative and activities school-wide and we formed a Discovery Committee.

- Two leaders were appointed, who defined the role and the outcomes and led the Committee of interested staff through a thorough process to re-work our curriculum.
- There was lengthy and systematic auditing of the curriculum and its links to Social Enterprise.
- The Discovery Scope and sequence Prep-6 was developed, which showed clear scaffolding evident between curriculum levels. Assessment details were included, as well as learning intentions, success criteria and hyperlinks.
- The Committee developed an agreed format for planning of Discovery Units, through their collegiate discussions and professional research.

The English and Mathematics Curriculum teams worked collaboratively to investigate processes and programs to improve students' learning and engagement. The English Committee completed many tasks, including:

- organisation of all reading resources
- re-worked the Instructional model
- initiated professional discussion about a consistent approach to teaching and assessing reading, and at the end of the year, purchased the Fountas and Pinnell Reading and Comprehension system. Prep-6 implementation will be a focus for 2019.
- supplemented the reading resources throughout the year for all classes.
- purchased decodable readers through the DET Inclusion Funding.
- refined the school's English assessment and moderation schedule

The Maths Committee also completed many tasks, including:

- audited the Maths resources and provided more equipment and storage solutions
- discussed and began to refresh the Instructional model.
- investigated Essential Assessments (specifically for Maths) and systematically trialled this program throughout the school. Staff and student agreement saw the program successfully and enthusiastically implemented school-wide in Term 4.
- refined the school's Maths assessment and moderation schedule

As a result of the School Review and the resultant professional conversations, we added a data tracking module to Accelerus and improved the way we track student learning achievement. This was especially helpful to identify individual progress and growth over time and reflected a more accurate picture of student learning outcomes and growth in our 2018 reporting process. Since then, Essential Assessments has become our main data tracking tool, as it provides a more specific analysis of students' progress.

Empowering students and building school pride

- Developed a new approach to develop and/or sustain social competencies, resilience, self-esteem, through a planned program that meets emerging needs of students.
- We continued to align with the principles of KidsMatter, even though the program had ceased. Our new Wellbeing Officer established several focus groups for students, depending on their emerging needs, eg. resilience, friendships and play strategies.
- We continued to host many events to engage our students and build connections: pop up discos, school concert, hunger evening, art shows and displays, art club, choir, dance groups, STEM club, Women in STEM, etc.
- Our Student Leadership team were empowered through weekly meetings and successfully delivered engaging school assemblies each week.

Building practice excellence

- Improved teacher capacity through HITS training - evident in practice/PDP/planning.
- Ensured clear links to student engagement and learning outcomes
- The introduction of Essential Assessments In Term 4 was a powerful tool in developing and encouraging student voice to improve maths learning and skills.
- The English Committee investigated Fountas and Pinnell and recommended Prep-6 implementation in 2019, to ensure consistency in reading assessments.

We formed a HITS Squad to unpack and implement the DET High Improvement Teaching Strategies.

- We identified the Strategies relevant to our school needs and implemented in a planned approach through targeted PD sessions. We ensured support for all staff to effectively implement the HITS and assess their success.
- We sought the advice of NEMA Education Improvement Leaders to extend our knowledge of the High Impact teaching Strategies. This will remain a future focus moving into 2019.
- We included HITS into Professional Performance planning, as well as Peer Observations

Achievement

Our Whole School Review in May and June was the catalyst for deep investigation into our professional practice. As a result, our dialogue led to actions to develop improved consistency and approaches.

Reading

59% of our students showed Medium Gain, which is an excellent result, reflecting our efforts to advance student's learning. We are pleased that 26% of students achieved High Gain. Combined, these results indicate 85% of our students have achieved Medium or High Gain, with only 15% of students achieving Low Gain. When we unpack this data and identify the students who made Low Gain, we identified the reasons for low performance, including general social anxiety and specific learning issues. Reading outcomes will continue to be a focus in 2019 with the introduction of Fountas and Pinnell to provide consistency in our assessments and data from P-6

Numeracy

44% of our students achieved Medium Gain and 41% achieved High Gain. This is an excellent result, that reflects the targeted and structured approach to Numeracy that we have in place in the 3-6 area. 15% of students achieved Low Gain. When we unpack this data and identify the students who made Low Gain, we identified the reasons for low performance, including general social anxiety and specific learning issues. Through the introduction of Essential Assessments (Numeracy) at the end of 2018, we expect to see an improvement in learning outcomes due to the targeted approach that this program implements towards students' learning and numeracy understandings.

Writing

Our Writing data is especially pleasing, with 52% of our students demonstrating High Gain and 28% showing Medium Gain. Therefore, 20% of our students showed Low Gain. Whilst this can be attributed to students who had participated in alternative learning sessions and missed focussed instruction in writing, eg. Corrective Reading or English as Additional Language, it must be acknowledged that some students are reluctant writers and find the timed activity too challenging. Moving ahead, we must find ways to support these students to engage with written tasks and achieve greater success. We use a varied approach to engage all learning styles during Writing sessions. This will be an area investigated and addressed through the English Committee in 2019.

Spelling

41% of our students achieved Medium Gain and 37% achieved High Gain. Combined, there are 78% of students who achieved Medium and High Gains. Both of these results are very pleasing and reflect our previous annual results. 22% of our students achieved Low Gain. Consistency in our Spelling processes within the

teaching areas has been implemented and should reduce the number of students achieving Low Gain in the future. This will remain a focus area for the 2019 English Committee.

Grammar and Punctuation

These results were quite surprising to us and generated professional discussion about future actions. Whilst we were quite pleased with 41% of our students achieving Medium Gain and 26% achieving High Gain, we were disappointed with the 33% of our students who demonstrated Low Gain. Our work in 2019 will be to define the scaffolded expectations of grammar and punctuation for each level and maintain consistent expectations of our students' practice.

Engagement

School actions: To maintain the current level of satisfaction, using Attitude to School Survey as its measure.
2018 targets:

1. To collaboratively develop a new Discovery Curriculum, using Global Citizenship as its driver.
 - Our teachers decided to review our curriculum content and develop a Discovery Curriculum, particularly with reference to the Social Enterprise direction to implement its initiative and activities school-wide.
 - Two leaders were appointed, who defined the role and the outcomes and led the Committee of interested staff through a thorough process to re-work our curriculum.
 - There was systematic auditing of the curriculum and its links to Social Enterprise. Clear scaffolding was evident between curriculum levels, assessment details were included, as well as learning intentions, success criteria and hyperlinks.

2. To provide further opportunities for learning differentiation that allows for students' choice of activities, challenges and passions.
 - Following the School's Review in May and June, where Student Focus groups clearly articulated gaps in their perceptions of their opportunities to influence curriculum methods and directions, as well as our participation in the DET Student Voice workshops, we began to change some processes in classrooms. This was to acknowledge the authenticity of student voice and respond to their needs.
 - Moving ahead to 2019, the Junior Representative Council will become more involved with decisions that reflect student voice, through a process of defining their purpose.
 - The implementation of the Discovery Curriculum made important steps to increase student voice in many aspects of the curriculum. Whilst students had always set their own learning goals and worked towards achieving them, students were asked to suggest and develop individual learning pathways, especially through the Discovery Curriculum.
 - In Term 4, students work on self-selected Passion Projects.
 - The introduction of Essential Assessments In Term 4 was a powerful tool in developing and encouraging student voice to improve maths learning and skills.

3. Student absence rates will not exceed the State averages (excluding long term illnesses & family holidays)
 - We implemented the Compass program modules of attendance, parent teacher interview bookings, reporting to parents, events, roll marking, parent payments, parent notifications and finance. This program has allowed greater consistency and transparency with our procedures so that staff can access student/class information at any time. We have a process for parents to formally request long term absence from school, for family holidays. Whilst long term, parent choice absences are not preferred, connections with culture and family are acknowledged and respected.

4. AtSS scores of Stimulated learning (97%), Differentiated learning challenge (98%), Teacher concern (95%), will continue to be in top 10th percentile.
 - Our AtSS scores targets were met, with all scores, as stated, remaining in the top 10th percentile: Stimulated learning (94%), Differentiated learning challenge (97%), Teacher concern (95%)

5. To recognise and respond to the emerging needs of our students, staff and community.
- We have maintained clear communication re: the building program, ground works, access/parking information, changes to class locations, OSH/Theircare changes and all aspects that impact on our community, through Compass alerts, newsletter information, Assembly reports and emails

Wellbeing

School actions: To maintain the current level of satisfaction, using Attitude to school Survey as its measure.

2018 targets:

1. Create opportunities for students as active agents to shape their own learning pathways and successes.
 - Following the School's Review in May and June, where Student Focus groups clearly articulated gaps in their perceptions of their opportunities to influence curriculum methods and directions, as well as our participation in the DET Student Voice workshops, we began to change some processes in classrooms. This was to acknowledge the authenticity of student voice and respond to their needs. Moving ahead to 2019, the Junior Representative Council will become more involved with decisions that reflect student voice, through a process of defining their purpose.
 - The implementation of the Discovery Curriculum made important steps to increase student voice in many aspects of the curriculum. Whilst students had always set their own learning goals and worked towards achieving them, students were asked to suggest and develop individual learning pathways, especially through the Discovery Curriculum.
 - Term 4, students work on self-selected Passion Projects.
 - The introduction of Essential Assessments In Term 4 was a powerful tool in developing and encouraging student voice to improve maths learning, progression and skills.
2. AtSS scores of Learning Confidence (98%), Resilience (96%), Motivation and Interest (98%), will continue to be in top 10th percentile.
 - Our AtSS scores targets were met, with all scores, as stated, remaining in the top 10th percentile: Learning Confidence (94%), Resilience (94%), Motivation and Interest (98%). Our results are always excellent, indicating a happy school, with happy students.

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.

Our Wellbeing Officer (appointed in Term 2) has been extremely proactive in offering counselling sessions that enable trust, confidence and strategies for moving forward. She has facilitated many focus groups to allow student voice in developing social and coping skills.

Financial performance and position

Our 2018 reconciliation of our Operating Budget recorded a budgetary surplus of \$112,761. This was due to our fundraising efforts achieving beyond our expectations, thereby allowing us to plan some grounds improvements for the start of 2019.

Towards the end of Stage 1 of our building program, we received the Furniture and Equipment Grant of to fit out the new Administration/Hall/Performing Arts building. Purchasing occurred throughout Term 4, although some invoicing did not occur until 2019, therefore contributing to the surplus.

We carried forward money to purchase ICT equipment (server, iPads and laptops) in 2019. We held \$10,000 on behalf of our Social Enterprise Program, in anticipation of donations to charities in 2019. We receipted more money for International students than we anticipated in 2018 also.

For more detailed information regarding our school please visit our website at
www.bundooraps.vic.edu.au

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Performance Summary

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

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

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 285 students were enrolled at this school in 2018, 141 female and 144 male.

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

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	95.1	85.1	78.3	91.6

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	70.0	77.7	66.6	86.7

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

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

ACHIEVEMENT

Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.8	90.1	82.6	95.3	Similar
Mathematics	88.7	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	76.5	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	76.0	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	71.9	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	53.1	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	74.5	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	70.9	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	66.4	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	56.9	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

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

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

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

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

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	14.8	59.3	25.9
Numeracy	14.8	44.4	40.7
Writing	20.0	28.0	52.0
Spelling	22.2	40.7	37.0
Grammar and Punctuation	33.3	40.7	25.9

ENGAGEMENT

Average Number of Student Absence Days

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

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.8	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	14.6	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	91	94	92	94	91	92	90

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	91.3	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	94.0	81.7	73.8	88.7	Higher

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	94.1	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	96.2	81.8	73.7	89.7	Higher

Draft

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,201,892
Government Provided DET Grants	\$381,320
Government Grants Commonwealth	\$82,820
Government Grants State	\$39,705
Revenue Other	\$6,739
Locally Raised Funds	\$334,571
Total Operating Revenue	\$3,047,048
Equity ¹	Actual
Equity (Social Disadvantage)	\$39,251
Equity (Catch Up)	\$0
Transition Funding	\$6,939
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$46,190
Expenditure	Actual
Student Resource Package ²	\$2,129,374
Adjustments	\$0
Books & Publications	\$1,014
Communication Costs	\$5,332
Consumables	\$62,318
Miscellaneous Expense ³	\$154,834
Professional Development	\$9,595
Property and Equipment Services	\$156,347
Salaries & Allowances ⁴	\$253,108
Trading & Fundraising	\$60,451
Travel & Subsistence	\$0
Utilities	\$29,395
Total Operating Expenditure	\$2,861,769
Net Operating Surplus/-Deficit	\$185,279
Asset Acquisitions	\$63,189

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$128,248
Official Account	\$33,618
Other Accounts	\$194,355
Total Funds Available	\$356,221

Financial Commitments	Actual
Operating Reserve	\$111,892
Other Recurrent Expenditure	\$0
Provision Accounts	\$4,854
Funds Received in Advance	\$40,312
School Based Programs	\$36,000
Beneficiary/Memorial Accounts	\$8,152
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,570
Capital - Buildings/Grounds < 12 months	\$99,441
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$356,221

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

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

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

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

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

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

WHAT IS THE VICTORIAN CURRICULUM?

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

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

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

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

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