

2016 Annual Report to the School Community



School Name: Epping Views Primary School

School Number: 5513



Name of School Principal:	Pauline Kubat
Name of School Council President:	Joanne Gellel
Date of Endorsement:	14 th March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

The school again continued its very strong growth rate with a 2016 starting enrolment of 1413 students on census day and an end of year enrolment of 1465 students. The Department of Education worked with the school to implement an enrolment zone around the school with the plan to have a cap of 1400 students and 200 prep enrolments operating for the 2017 school year.

The school ended the year with a total of 5 EFT Principal Class officers and 2 substantive Leading Teachers. There were 85.33 EFT Teaching Staff and 29.4 EFT Educational Support Staff on central payroll with a further number of ES staff, Aides, Kinder Assistants and SAC Assistants on local payroll. A number of staff worked in the Epping Views Kindergarten and School Aged Care programs. All teachers at EVPS and EVPS Kindergarten are registered with the Victorian Institute of Teaching. The majority of staff are ongoing with a small number of Educational Support staff paid through local payroll. One Assistant Principal and seven teachers left the school at the end of 2016 for transfer or promotion, one teacher left during the year to teach overseas, one teacher requested extended leave for 2017 and two teachers left to take maternity leave. The number of staff on family leave at the end of 2016 was 12 with one teacher on long term work cover leave and two staff on LWOP.

The continuous rapid growth presented many challenges from increasing the facilities as well as employing new staff. Approximately 75% of the staff are in their first five years of teaching. In 2016 we had seven Teaching and Learning coaches out of a classroom working with and supporting the staff and students at each year level on curriculum planning, data analysis, wellbeing and behaviour management. The school worked closely with the region in determining a school zone to assist with ever increasing enrolments. A strong partnership was formed with the leadership of the new Harvest Home PS to ensure a smooth transition for students transferring to the new school in 2017.

In 2016, the 1:1 netbook program continued for the year 4-6 students with an average take up of 82%. The school continued to have a very strong and purposeful ICT focus with a variety of programs and hardware used to engage students, provide 21st century teaching and learning tools and supported a commitment to ongoing professional learning. The staff continued to find new ways to utilise our award winning facilities and portable buildings to create cooperative teaching and learning spaces, maximise the use of our interactive resources and engage students in meaningful learning tasks. Students were actively engaged in online digital programs as part of their learning and assessments with the Year Six elective program incorporating coding. The Prep and Year One students utilised both iPads and netbooks in their daily Literacy and Numeracy Programs.

Our school community encompasses a rich multicultural, linguistic and religious heritage with a diverse socio-economic population. Great emphasis is placed on making new staff, students and families feel settled and a part of our growing school community. A large percentage of the school population in 2016 was from a cultural and language background other than English with 68% EAL (English as an Additional Home Language) and 1% ATSI (Aboriginal and Torres Strait Islander). There were over 57 languages spoken in the EVPS community in 2016. The school hosted a family playgroup on Thursdays as well as a Kinder Playgroup on Wednesdays and continued to offer families in the area the opportunity to gather and meet new children and parents. The Women's World café that meets on a Friday afternoon provided an opportunity for new arrivals to meet and learn more about their child's school as well as form friendships through cooking and other activities.

The school held a very successful Prep-2 Concert and a Year 3-6 production at the Plenty Ranges Art Centre. To cater for the numbers each event ran across three days, including a matinee show. All students that participated thoroughly enjoyed the opportunity to perform on stage for the school community. The school continued to provide a comprehensive camping program in 2016, again with about 45% of students attending the Year 2-Year 6 activities, including our first Year 6 camp to Canberra, and almost all Prep and Year One students attending the in-house activities. Whole School Olympics and Athletics House Sports Days were well attended and enjoyed by students and the school community.

2016 was the third year of operation for the School Council managed Epping Views Kinder. The three and four



year old places were once again fully booked with a waiting list for all groups. Collaborative relationships were continued with the City of Whittlesea, Maternal Child and Health staff and the wider community. Staff from the kinder and the school shared professional learning opportunities, with the Kindergarten Manager and an Assistant Principal guiding the educational programming. The school continued to support the learning of the kinder students with timetabled fine motor, PE, Library and Visual and Performing Arts sessions being run by the school specialists.

Framework for Improving Student Outcomes (FISO)

Whilst a number of factors in the Parent Opinion Survey and Students Attitudes to School Survey showed improvement in 2016, some factors related to Student Wellbeing and Student Behaviour had decreased so a focus in 2017 will be on Setting Expectations and Promoting Inclusion as well as Building Leadership Teams.

With a very young and inexperienced coaching staff, it is important to support these leaders with professional learning opportunities to continue our focus on excellence in teaching and learning whilst building the capacity of leaders, coaches, team leaders and curriculum leaders within our school. Support will include weekly coaching sessions, inclusion of some leaders in the network Leaders in the Making course and Bastow Leadership courses.

In 2017 the school will continue to develop student leadership opportunities and work to increase opportunities for students to mentor others and lead school initiatives through Peer Support and School Wide Positive Behaviour Support (SWPBS) leadership. A continued focus will be on providing structured differentiated learning opportunities for students achieving above and below the expected level.

We will reflect on effective, proactive practices of student engagement and work with a Behaviour Analyst to provide professional learning for staff. We will continue to provide access to external professional support for students and parents as well as formulate a multi age class for a number of students with high needs, focused on high engagement and individualised teaching and learning.

Achievement

In 2016, teacher assessments of student achievement in Australian Curriculum/Victorian Essential Learning Standards (AusVELS) in both the areas of English and Mathematics show that EVPS teachers rated the percentage of students with a C or above as lower than other schools. Results show a willingness of staff to rate students across a breadth of achievement levels with the school data increasing a small amount on the 2015 results. Increasing the number of students with a score above and in turn decreasing the number of students in the low range continues to be a priority.

In 2016, the NAPLAN assessment of Year 3 in Reading and Numeracy was lower than the median for other government schools. Our results were above the National Minimum Standard. These results were very similar to the 2015 results.

The NAPLAN assessment of Year 5 in Reading and Numeracy was similar to the median for other government schools. The school results were slightly lower than the 2015 results and were above the National Minimal Standards.

The NAPLAN Learning Gain for Year 3-Year 5 shows 69% of the students achieved a Medium to High learning gain in Reading, 71% a Medium to High learning gain in Numeracy, 72% Medium to High learning gain in Writing, 65% Medium to High learning gain in Spelling and 63% Medium to High learning gain in Grammar and Punctuation. There was an increase in the number of students in the low achieving groups for Reading, Numeracy, Spelling and Grammar. The number of students in the bottom or low achievement level according to the NAPLAN results is disappointing considering the number of programs we have in place to differentiate and support the learning needs of our students.



The school continued to have a number of students who sat NAPLAN testing in both Year 3 and 5 who did not commence their schooling at EVPS.

The school will continue to use a variety of assessment tools including ‘On Demand’ and ‘Online’ testing, as well as year level teams of teachers planning, moderating and reviewing student learning and data together, to develop accurate assessments of student performance. A whole school focus continues to be to ensure data is reviewed regularly in Leadership and Year Level forums with alignment to the AIP and Strategic Plan goals.

The school will continue to provide opportunities for staff to undertake professional learning visits into classrooms and other schools to observe best practice teaching and learning in Literacy and Numeracy. A whole school focus in Professional Learning sessions will be to review teacher knowledge of Numeracy and Literacy standards above and below the expected year level they are teaching.

Our Year Level Teaching and Learning coaches were responsible for curriculum delivery across the whole school and attended Year Level team planning sessions. Intensive Literacy Support programs operated for students in Years Prep-Two with a well-developed Language Support Program, guided by the DET Speech Pathologist operating for students in Prep-Six assessed as requiring extra language support. English as an Additional Language (EAL) classes were held for students requiring extra English Language support from Prep-6. Numeracy support and extension programs were in place for students in Years 3 and 4 for the whole year and extra support was in place for Year 2 students in the second semester.

The majority of the 30 funded DAI students, achieved satisfactory and above progress in all areas of their set goals.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Our student attendance rates were similar to other government schools in 2016 with the school wide attendance for students remaining consistent over the past 4 years. The average attendance rate was 92% across years 1,3,4,5,& 6 with 91% for years prep and 2. Extended family holidays for our multicultural school community have a significant impact on the school’s attendance data and in turn on achievement data. The school places a strong emphasis on maximising attendance with ‘it’s not okay to be away’ and ‘everyday counts’ included in our mantras. Parents were asked to speak with the principal before arranging holidays in school term times however this did not often occur. In 2017, we will review our Student Attendance policy as late arrivals, early leaving and extended leave is having a significant impact on student learning.

The Wellbeing Leader continually monitors student attendance and liaises with DET and other agencies to try to maximise student participation. Weekly computer generated reports are checked to follow up late arrivals and unexplained absences. Again, family wellbeing issues impacted on the attendance of a small percentage of our students. Teachers use a variety of strategies to encourage attendance including awards, roles of responsibility, visiting the home, phone calls, positive postcards home and student support group meetings.

The Year 5 and 6 students participated in the yearly Students Attitude to Schools survey, where the focus is on a student’s sense of belonging and enjoyment at school. The 2016 results are similar to other government schools. The electives program in year 6 is aimed at encouraging enjoyment and connectedness to their learning and school based surveys showed a positive result for the program in its first year of operation in 2016 and with further refinement in 2017 it is hoped to enhance the learning opportunities and connectedness for a number of students.



The students continued to show a strong desire to be involved in activities at school and are part of our vibrant Student Action Teams based on team work. Sustainability, Junior School Council, House Leaders and SWPBS Leadership positions are highly sought after amongst the student cohort.

The extensive lunchtime clubs program allowed students the opportunity to participate and be actively engaged in regular, organised sessions during the lunch breaks each day rather than be on their own or struggling to maintain acceptable behaviours in the yard.

A Peer Support program aimed at years 1, 4 and 6 introduced during 2014 was continued in 2016 and was successful in creating bonds between students and increasing a sense of leadership in the Year 6 student cohort. This will be continued in 2017. A buddy program was again used with the Year 5 and Year 6 and Prep students commencing on the whole school transition day in December.

The school employed an extensive number of professionals and support staff to assist students with special and extra learning needs including a psychologist, speech pathologist, occupational therapist and Autism Spectrum Disorder (ASD) specialist teacher. An Assistant Principal oversaw the Wellbeing Program throughout the school. The school again utilised the PATHS (Promoting Alternative Thinking Strategies) program to support student resilience and social development and introduced mindfulness to the year 3 cohort. The school continued working on the DET initiative of the School Wide Positive Behaviour Support Program (SWPBS) and continued to develop a school wide approach working with Dan Petro as a lead consultant.

In 2016 the school operated with a Leading Teacher for ICT and Numeracy. Overall Curriculum, Engagement and Wellbeing were overseen by two Assistant Principals. Teaching and Learning coaches were employed to oversee the delivery of an engaging and wide-ranging curriculum at all year levels with these coaches assisting to lead curriculum in the areas of Literacy and Numeracy.

Individual Learning Plans (ILPs) for students operating above and below expected levels as well as Education Learning Plans (ELPs) for funded Disabilities and Impairment (DAI) students are discussed with staff and parents regularly to ensure students' learning and behaviour needs are being actively considered in planning and teaching.

Successful 3Way Student Led Conferences were held in June and December with comprehensive portfolios provided to all families. Interpreters were utilised where necessary to support the families with sharing of information. A number of staff were also able to assist with translating and speaking to families in languages other than English as required.

The grounds are continually being upgraded to provide engaging play spaces with work beginning in late 2016 on the redeveloping and the synthetic grass resurfacing of the oval area. Totem poles with the school's behavior expectations were installed in the east side play area during the year as a reminder to the school community to strive to be implementing the values whilst in our school.

Wellbeing

Enrolments continued to grow throughout 2016 as they have done since the school opened in 2008. Growth occurred across all year levels with an initial starting enrolment of 1413 students. We supported larger sized classes with extra Aide support time. Students new to the school were supported by classroom teachers assigning buddies and checking in regularly with the new students. A seventh Year 5 class was established in Semester 2 to support the growing numbers and needs of the students in the Year 5 cohort.

Staff who were new to the school were invited to planning sessions before the 2015 school year ended and during the January holidays. Feedback from the staff who attended the January Conference felt it was an excellent way to be inducted into the EVPS teaching and learning culture. All staff were appointed to a



mentor group to assist with transition. A whole staff conference in February ensured school operations, student data and school expectations were understood by all staff across the school.

The Parent Opinion survey results were similar to the state mean with General Satisfaction at 5.73, just below the state mean of 5.75. The school continues to increase the number of surveys sent out to families however the response rate has declined to a little over 50% returning surveys. The majority of comments included in the surveys were positive with things such as: variety of subjects and opportunities high, follow up on issues, engaging teachers, high number of resources, team environment, engaging teachers being mentioned. Some parents who commented also noted that the school is very large, way too large for a primary school and the original planning of the school.

Transition into and from the school, as well as between each year level, is a strong focus with all new students invited to a whole school transition day in December to familiarise themselves with the school and meet their new teacher and classmates. This initiative is aimed at providing valuable opportunities to begin to build important student-teacher and student-student relationships and to make the transition as smooth as possible for both new and current students. In 2016 the EVPS team liaised closely with the Harvest Home PS leadership team and administration to ensure a smooth transition for the 110 + students who were transferring to the new school.

Teachers ensured that their previous year students were settled and happy through their professional learning visits undertaken throughout Term One. Aides and specialist program staff working throughout the school were given opportunities to pass on valuable knowledge and success criteria for the special needs and supported students. A Meet the Teacher interview in February allowed for parents and teachers to share important information about each student.

Additional support in the way of school based speech pathologists and psychologists supplemented the DET SSSO staff, who met weekly with the Wellbeing Leader. Outside agencies were also employed to assist with Occupational therapist (OT), counselling and parent support. The school based psychologist ran three very successful 'Tuning Into Kids' parenting programs. Two Assistant Principals ran proactive wellbeing programs for identified students in years 3, 5 and 6 and the school based psychologist ran a Prep wellbeing program.

The school values were reiterated on a daily basis by all staff and remain an integral part of the school ethos. Weekly Value awards were presented at Monday assemblies and recognised in the weekly newsletter. End of Year Value Awards were presented at a whole school celebration assembly. The SWPBS program utilised these values with an emphasis on what they look like in various parts of the school with the matrix of SWPBS expectations displayed and continuously referred to throughout the school.

For more detailed information regarding our school please visit our website at
www.eppingviewsp.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1408 students were enrolled at this school in 2016, 658 female and 750 male. There were 68% of EAL (English as an Additional Language) students and 1% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p style="text-align: center;">● Lower</p> <p style="text-align: center;">● Lower</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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>● Lower</p> <p>● Lower</p> <p>● Lower</p> <p>● Lower</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>● Similar</p> <p>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>42%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>50%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>47%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	48%	21%	Numeracy	29%	42%	29%	Writing	27%	53%	18%	Spelling	35%	50%	15%	Grammar and Punctuation	37%	47%	16%	<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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>91 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	91 %	92 %	92 %	92 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	91 %	92 %	92 %	92 %	92 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

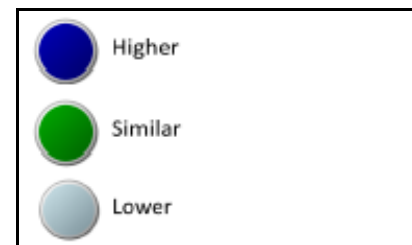
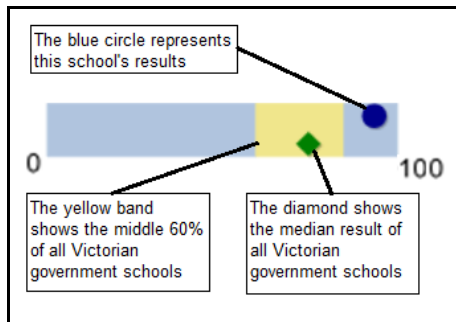
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

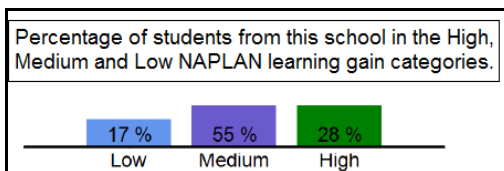
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

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.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$10,387,769
Government Provided DET Grants	\$1,890,743
Government Grants Commonwealth	\$10,273
Government Grants State	\$1,500
Revenue Other	\$44,486
Locally Raised Funds	\$1,817,564
Total Operating Revenue	\$14,152,335

Expenditure	
Student Resource Package	\$9,882,426
Books & Publications	\$36,626
Communication Costs	\$16,736
Consumables	\$200,417
Miscellaneous Expense	\$421,532
Professional Development	\$62,891
Property and Equipment Services	\$1,126,605
Salaries & Allowances	\$1,251,458
Trading & Fundraising	\$240,426
Travel & Subsistence	\$799
Utilities	\$67,430

Total Operating Expenditure **\$13,307,346**

Net Operating Surplus/-Deficit **\$844,988**

Asset Acquisitions **\$42,940**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$937,742
Official Account	\$71,185
Other Accounts	\$470,226
Total Funds Available	\$1,479,152

Financial Commitments	
Operating Reserve	\$497,745
Capital - Buildings/Grounds incl SMS<12 months	\$600,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$58,407
Cooperative Bank Account	\$123,000
Revenue Receipted in Advance	\$200,000
Total Financial Commitments	\$1,479,152

The increased student enrolments in 2016 allowed the school to continue to increase resources especially in the areas of ICT, Literacy, Numeracy, Grounds and Library. Furniture was purchased to fit-out the new portable classrooms, Visual Arts and Wellbeing Centre. Extra staff lockers, storage for the Library and Wellbeing Centre, blinds for new portables and furniture for the coaches' work areas and admin building were also purchased throughout the year.

Mindful of the varying economic situations of families, the School Council made minimal changes to the requested levies and contributions in 2016. The school received funding for a reduced number of international students in 2016 and utilised the funds they did receive for administration costs and extra staffing.



The School Aged Care (SAC) and Holiday programs were well attended with a number of students from other schools attending the holiday programs. The SAC program is well managed and continued to show a profit which is pleasing considering we provide SAC and holiday care at the cheapest fee rate in the area.

With an increased number of portables the utilities costs increased with the necessity to heat and cool additional portable classrooms. A high degree of support was provided for the professional learning of staff with off-site conferences for the PAC and Leadership Teams and new and beginning teachers to EVPS. Credit to cash transfers were made from 2015 surplus staffing funds to assist with the employment of extra classroom and support program Aides.

Mindful of the economic position of many families fundraising in 2016 focused on the Mother and Father's Day stalls, Book Fairs, Scout Raffle and an Easter and Christmas Raffle. Locally raised funds were used to purchase resources for the school and to continue to develop the school grounds.

The Epping Views Kinder funds are included in the school's overall financial position and the kinder has continued to show a strong profit.

The canteen operated at a loss in the first part of 2016 with School Council deciding to outsource the canteen to Elite Catering from the beginning of the fourth term.

Once the redevelopment of the school oval and playground area is completed the School Council will focus on fundraising for a full size gymnasium. The plan will be to seek department support and part funding for the gym to be erected once enrolments decrease and the Pink Portables are no longer required for classes and have been removed.

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.