

2018 Annual Report to The School Community



School Name: Epping Views Primary School (5513)



- 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 08 April 2019 at 03:41 PM by Pauline Kubat
(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

2018 was our 10th year anniversary where our very large primary school celebrated the programs, successes of our school and growth from 30 students on Census day in 2008 to 1367 students on Census day in 2018. The school again saw enrolments reduce in 2018, an effect of the continued designated zone. Prep numbers were less again in 2018, reducing from 226 in 2017 to 206 in 2018. There has been an overall enrolment decrease of approximately 100 students from February 2016 until December 2018. There was a slight increase in the number of mobile students in 2018. We had a starting enrolment on Census day of 1367 students, including two international students. Our school community continues to encompass a rich multicultural, linguistic and religious heritage with a diverse 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 2018 was from a cultural and language background other than English, with 66% EAL (English as an Additional Home Language) and 1.03% ATSI (Aboriginal and Torres Strait Islander) students. There were 59 languages spoken in the EVPS community in 2018. In order to support these families, the Women's World Café continued to meet weekly to provide an opportunity for mothers to meet and learn more about their child's school, as well as form friendships through cooking and other activities. We also provided an Arabic speaking Education Support staff member to work in the office one morning a week to assist the Arabic speaking community with any questions relating to school operations.

The school ended the year with five EFT Principal Class officers and four substantive Leading Teachers and two substantive Learning Specialist teachers. There were 86.4 EFT Teaching Staff and 33.8 EFT Educational Support Staff on central payroll, with a reducing number of ES staff, OSHC Assistants and Kinder Teachers and Assistants on local payroll. The school continued to operate the Epping Views Kindergarten and EVPS OSHC and Holiday program. All teachers at Epping Views Primary and Kindergarten are registered with the Victorian Institute of Teaching. In line with DET guidelines, the majority of staff are ongoing with a small number of Educational Support staff paid through the central local payroll. Six teachers retired/resigned during or at the end of the 2018 year and seven teachers transferred to other schools during or at the end of the school year, two for substantive positions and five for contract positions. One ES staff member transferred to another school to an ongoing position and one retired. The number of staff on family leave at the end of 2018 was 22 teachers with two returning part time in Term Four. The number of staff on Family Leave continues to grow each year, although we will have several of these staff return in a part time capacity in 2019. Two teachers were on Leave Without Pay for 2018, working and travelling overseas, five teachers were on temporary transfer to other schools. One teacher was on long term work cover leave. Approximately 70% of the staff were in their first five years of teaching. In 2018 we had two Assistant Principals, one Leading Teacher one day a week, two ES staff members and two teachers operating out of the Wellbeing Centre to assist staff with the implementation of School Wide Positive Behaviour Support (SWPBS) and to support student needs. The Wellbeing Team was ably supported by a team of support staff including Psychologists, Speech Pathologists, ASD Specialist, Occupational Therapist and Visiting Teachers. Our Leading Teachers were again out of classrooms working with and supporting the staff and students at each year level on curriculum planning, data analysis and coaching.

We continued our strong partnership with Harvest Home Primary School and the Whittlesea Network Schools. The school had a number of programs to support students in their academic, social and emotional growth, including the 1:1 Netbook program, Literacy and Numeracy Support Programs, Numeracy Extension Program, Language Support Program, English as an Additional Language Program and Proactive Wellbeing Programs. Our Year 5 and 6 students took part in electives and our Prep students had access to an Oral Language and Fine Motor Program. Our Year 1, 4 and 6 students again took part in the Peer Support Program. The school held a very successful exhibition of the students' art work in Terms 3 and 4 to coincide with the Three Way Conference days, showcasing the artistic two and three dimensional work of our P – 6 students. The Performing Arts program highlighted the interest and skills of some of our Years 3-6 students in a mini production held in the school hall. The school continued to provide a comprehensive camping program in 2018, with about 45% of students attending the Year 2-Year 6 activities, including the Year 6 camp to Canberra and the new Year 3 camp

venue at Camp Oasis in Mt Evelyn, and almost all Prep and Year One students attending the in-house camping related activities. A modified House Sports day operated, due to inclement weather for the second year in a row.

2018 was the fifth 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 management of the kinder. The school continued to support the learning of the kinder students with timetabled PE, Library and Visual and Performing Arts sessions being run by the school specialists. A kinder specialist program was also implemented for the first time, with children taking part in Sustainability, Science, Bush Kinder, Library and Social Skills lessons throughout the year. Two kinder staff ran a highly successful playgroup that was well attended by a number of families in the Epping North area.

The School Council, Leadership and school community were very disappointed when no funding was allocated for a much need gymnasium and will continue to lobby the government and education department for this valuable community resource whilst all fundraising events will be aimed at raising funds to support our lobbying and planning. The school grounds continued to be well utilised by local people out of school hours with many families and groups taking the opportunity to use the running track, playgrounds, sandpit, basketball courts and oval of an evening and over the weekends.

Framework for Improving Student Outcomes (FISO)

The Leadership Team at Epping Views Primary School has continued to align programs to the school's Strategic Plan (SSP) and Annual Implementation Plan (AIP). In 2018, leaders made links between FISO, the SSP and AIP clearer to staff, along with clear links to school improvement. In 2018, the school has continued to have an emphasis on leadership development for coaches, with individual and group coaching sessions provided, as well as several leaders being given the opportunity to take part in various Bastow Courses. Members of the leadership team have led Professional Learning Teams in the areas of Literacy, Numeracy, Integrated Curriculum (Learning for Life) and School Wide Positive Behaviour Support (SWPBS), as well as providing professional learning in those areas for staff. In 2018, we began the year with a conference that provided professional learning specifically about leadership for year level team leaders, as well as continuing to support the Leading Teachers and Learning Specialists. In 2018, we placed a high emphasis on the leadership team modelling the school values and setting high expectations, and continued to build a culture where staff do the same.

Throughout 2018, there has been a continued focus on the implementation of the School Wide Positive Behaviour Support (SWPBS) Framework. There has been an emphasis on the implementation of Tier One strategies, particularly setting behaviour expectations through the use of a matrix, teaching students how to behave appropriately through SWPBS lessons, praising students for demonstrating desired behaviour and linking praise to rewards. In 2018, the SWPBS professional learning team has also had an emphasis on analysing behaviour data and using it to inform goal setting, decision making around strategies to address behaviour and reflection on whether the goals have been met, on a monthly basis. To date, there have been varying levels of consistency in classrooms with the implementation of Tier One strategies. In 2018, we focussed on implementing documentation and strategies for responding to undesired behaviour, with support provided to staff through professional learning and the continuation of the SWPBS professional learning team. There was a continued emphasis on building consistency across the school in the implementation of Tier One strategies, along with the commencement of implementing some Tier Two strategies. The SWPBS Professional Learning team implemented a review of the matrix of expectations and these will be implemented in 2019. The school continued to consult with an external consultant with expertise in SWPBS and analysing behaviour, as well as DET based experts in SWPBS. We continued to build on our Wellbeing and SWPBS team members' skills and knowledge through professional learning incorporating both internal and external presenters.

Our school will undergo a four yearly review in 2019 and the review outcomes will determine our future FISO

initiatives.

Achievement

In 2018, teacher assessments of student achievement against the achievement standards of the Victorian Curriculum in the areas of English and Mathematics, show that EVPS teachers rated the percentage of students with a C or above as similar to other schools. Results show a willingness of staff to rate students across a breadth of achievement levels. Increasing the number of students with a score above expected level and in turn decreasing the number of students in the low range continues to be a priority.

In 2018, the NAPLAN assessment of Year 3 in Reading was slightly lower than the median for other government schools with Numeracy 9.3% lower than the state median. 97% of our students were assessed at or above the National Minimum Standard. The results were a slight improvement on the 2017 results.

The NAPLAN assessment of Year 5 in Reading was similar to the median for other government schools. The Year 5 results in Numeracy for 2018 were lower than other schools, however we did reduce the percentage of students below the National Minimum Standard in both Reading and Numeracy when compared to 2017 results.

The NAPLAN Learning Gain for Year 3 to Year 5 shows 68.2% of the students achieved a Medium to High learning gain in Reading, which is slightly less than the 2017 results, whilst 68.4% of students achieved a Medium to High learning gain in Numeracy, which is higher than the 2017 results. 71.4% Medium to High learning gain in Writing was slightly less than 2017, 77.3% Medium to High learning gain in Spelling was also slightly less than the 2017 results and 76% Medium to High learning gain in Grammar and Punctuation was greater than the 2017 results. We will continue to focus on decreasing the percentage of students with a low learning gain according to NAPLAN in all areas. The school will continue to target these students in the low range of learning through differentiated teaching as well as targeted support programs.

In 2019 increasing the number of Professional Learning Team meetings each term as well as increasing Professional Learning around learning goals in Reading and Number in weekly planning sessions will be aimed at increasing teacher knowledge and awareness of student achievement levels. We will also focus on increasing independent reading at targeted year levels.

Engagement

Our student attendance rates were similar to other government schools in 2017 with the school wide attendance for students remaining relatively consistent over the past 4 years. The average attendance rate was 90% for Years Prep and 6, 91% across Years 1, 2, 3, 4 & 5. 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 always occur. An Assistant Principal continually monitors student attendance and liaises with DET and other agencies to try to maximise student participation. 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. In 2018, a designated ES staff member began to generate attendance data to be reviewed by the Wellbeing Team, with a view to problem solve around individual students and their needs. This assisted with a small number of students and will be continued in 2019.

The Year 4, 5 and 6 students participated in the yearly Student Attitude to Schools survey, where the focus is on a student's sense of belonging and engagement at school. The 2018 results are similar to other government schools. In 2018, the school continued to implement an extensive lunchtime clubs program, allowing 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. This included

the installation of a play pod, housing a variety of materials to encourage creative play, however inclement weather and adequate active staff supervision prevented the Play Pod from being open every day. It is planned to ensure greater access to the Play Pod for students in 2019.

The continuation of the electives program in Year 6 proved to be a successful way to provide opportunities for students to have input into the curriculum and school based surveys showed a positive result for the program, demonstrating enjoyment of students as well as learning in a number of curriculum areas. In 2018, a modified electives program operated in the Year 5 area with a positive response from Year 5 students and staff. The elective program will continue to be operated in Year 6 in 2019 and expanded in Year 5, with an emphasis on topics led by student interest. 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. For the first time in 2019, School Captains will be added to our group of Student Leaders.

In 2018 the school operated with a Leading Teacher for ICT, Curriculum, Literacy and Numeracy and part of the year for Learning for Life. These Leading Teachers oversaw the delivery of an engaging and wide-ranging curriculum at all year levels with assistance given to team leaders to increase their knowledge and thus lead curriculum knowledge in their teams. Professional Learning Teams were introduced in the areas of Literacy, Numeracy, Learning for Life (Integrated Studies) and School Wide Positive Behaviour Support (SWPBS) to further develop teachers' skills and strategies in curriculum delivery and wellbeing support of students.

Individual Learning Plans (ILPs) for students operating above and below expected levels as well as Education Learning Plans (ELPs) for students funded under the Program for Students with Disabilities (PSD), and ATSI students were discussed with staff and parents regularly to ensure students' learning and behaviour needs were being actively considered in planning and teaching. In 2019 the school will introduce ILPs for all students with a diagnosis of ASD, whether funded under the Program for Students with Disabilities or not.

Successful 3 Way Student Led Conferences were held in July 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. In 2019 we will replace the portfolios with fortnightly work samples posted to parents on the Compass portal to guide parents with updated information regarding their child's progress rather than waiting for semester portfolios.

The school grounds are continually being upgraded to provide safe and engaging play spaces.

Wellbeing

With the continuation of the school's designated zone, enrolments in all year levels decreased slightly. Staff who were new to the school were invited to planning sessions before the 2017 school year ended and during the 2018 January holidays. The leadership team found this to be an excellent way to induct new staff, including graduate teachers, into the EVPS teaching and learning culture.

in 2018 we increased the number of surveys sent out to parents, with a decrease in the number of responses, which is disappointing. The parent endorsement of the school's management of bullying was similar to other schools although less than the state median. The 2018 result of 73.1% was slightly higher than the two year average of 72.6%.

Transition initiatives are 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 2018, the EVPS team liaised closely with the leadership team and administration of our local secondary schools to ensure a smooth transition for the Year 6 students who were transferring to these schools. A very successful Catch Up afternoon tea was held in first term where the 2017 Year 6 students were invited back to EVPS to meet up with class mates and teachers. Teachers who had left the school were also invited to

return for the catch up session.

Teachers ensured that their students from the previous year 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.

Two Assistant Principals oversaw the Wellbeing and Welfare Program throughout the school, with a focus on continued working on the DET initiative of the School Wide Positive Behaviour Support Program (SWPBS) and we continued to develop a school wide approach working with Dan Petro as a lead consultant, as well as close contact and ongoing training with DET SWPBS staff.

The school values and behaviour expectations were reiterated on a daily basis by 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 framework continued to be implemented throughout the school. Teachers continued to teach students about what expected behaviours look and sound like in different areas of the school and community. Students continued to be rewarded for displaying expected behaviours with 'Caught Ya Cards' that they could redeem for a variety of rewards. After the SWPBS team's work with Dan Petro, our consulting behaviour analyst, we reviewed problem behaviours and responses to problem behaviours, effective documentation and processes that were implemented across the school.

A Peer Support program is well embedded at Years 1, 4 and 6. The program continued to be successful in developing social skills of students and increasing a sense of leadership in the Year 6 student cohort. This will be continued in 2019. A buddy program with senior students continued to operate to support Prep students in their transition to primary school.

The school employed an extensive number of professionals and support staff to assist students with additional academic and social / emotional learning needs including a psychologist, speech pathologist, occupational therapist and Autism Spectrum Disorder (ASD) specialist teacher. The school employed a psychologist to facilitate 'Tuning Into Kids' parenting programs. An Assistant Principal and Wellbeing Team members ran some proactive wellbeing programs for identified students although the amount of time staff were able available was limited across the year due to the increased need for support of students and teachers under the model of not having specific coaches at each level, who in 2017 had previously managed the majority student behaviour support. It is planned to increase the number of programs and targeted students in 2019 utilising the Assistant Principal, Leading Teacher, Wellbeing teachers and Wellbeing ES staff, as we have seen the benefits of student participation in these programs.

Financial performance and position

Our school's Government equity funding was used to support student learning needs through programs such as English as an Additional Language (EAL), Language Support Program (LSP), occupational therapy (OT), an ASD specialist teacher, a school psychologist and refugee students. The 2018 equity funding was \$16,642 less than the 2017 funding.

The school continued to increase resources especially in the areas of ICT, Literacy, Numeracy, Grounds and Library. Furniture was purchased to accommodate increases in student numbers at some year levels and excess furniture suitable for the younger students was sold. Blinds were purchased for different areas of the school including the south windows of the hall and some rooms of the Aqua portables. Storage cabinets and shelving were installed and purchased. Extra display boards were installed in areas of the school. The school undertook the refurbishment of the staff toilets, increasing the number of staff toilets available and making three of them unisex to reduce the waiting times.

Mindful of the varying economic situations of families, the School Council made minimal changes to the requested levies and contributions for 2018. The school received funding for a reduced number of international students in 2018 and utilised the funds they did receive for administration costs.

Uniform costs were decreased where possible and some items were sold off at reduced prices to reduce the stock on hand. A new supplier proved to be cheaper and more reliable for the 2019 Year 6 t-shirts and jackets.

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

With a high number of portables (27), the utilities costs continue to be very high. The school will be part of a DET funded Solar panel installation scheme whereby DET pay for the installation of the panels and the school pays DET back over a four year period, with the idea that the savings made will offset the pay back scheme.

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. There were no credit to cash transfers made from the 2017 surplus staffing funds.

Mindful of the economic position of many families, fundraising in 2018 focused on the Mother and Father's Day stalls, Book Fairs, and an Easter and Christmas Raffle as well as the 10 year anniversary tree display. Locally raised funds were used to purchase resources for the school and to continue to develop the school grounds, as well as starting to target fundraising for the much needed gymnasium.

The school continued to operate an investment account with the interest being reinvested with the principal amount each quarter. In 2019 all school funds must be banked in the High Yield and official accounts and any outside investments need to be discontinued after their expiry date. This money was originally from an excess staffing credit and was being invested should we need to use it in a staffing emergency. This money will be moved to the High Yield account in the first half of 2019.

School Council managed the canteen again in 2018 with a decrease in the running costs and a smaller deficit recorded for 2018. The menu will be updated in 2019 and careful monitoring of staff costs will be continued by the Finance Subcommittee and Canteen Subcommittee. The School Council will focus on fundraising for a full size gymnasium. Alas there was no announcement of funding in the 2018 budget and the School Council will continue to lobby DET for funding for the gymnasium in the future.

For more detailed information regarding our school please visit our website at
www.eppingviewsps.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.

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 1367 students were enrolled at this school in 2018, 653 female and 714 male.

66 percent of students had English as an additional language and 1 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)	83.8	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)	61.9	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	85.7	90.1	82.6	95.3	Similar
Mathematics	86.4	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)	74.9	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	63.2	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	50.6	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	40.9	55.6	37.0	75.0	Lower

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)	66.9	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	57.5	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	53.2	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	47.4	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	31.8	49.0	19.2
Numeracy	31.6	51.3	17.1
Writing	28.7	46.7	24.7
Spelling	22.7	55.3	22.0
Grammar and Punctuation	24.0	56.0	20.0

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)	17.9	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	17.7	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	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	91	91	91	91	91	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)	79.5	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	79.5	81.7	73.8	88.7	Similar

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)	73.1	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	72.6	81.8	73.7	89.7	Similar

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Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,961,043
Government Provided DET Grants	\$1,710,558
Government Grants Commonwealth	\$9,718
Government Grants State	\$47,994
Revenue Other	\$36,927
Locally Raised Funds	\$1,846,485
Total Operating Revenue	\$14,612,724
Equity ¹	Actual
Equity (Social Disadvantage)	\$144,841
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$144,841
Expenditure	Actual
Student Resource Package ²	\$10,543,100
Adjustments	\$800
Books & Publications	\$24,163
Communication Costs	\$5,815
Consumables	\$265,480
Miscellaneous Expense ³	\$401,517
Professional Development	\$51,151
Property and Equipment Services	\$429,393
Salaries & Allowances ⁴	\$1,401,486
Trading & Fundraising	\$232,409
Travel & Subsistence	\$1,379
Utilities	\$83,569
Total Operating Expenditure	\$13,440,262
Net Operating Surplus/-Deficit	\$1,172,462
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,444,516
Official Account	\$93,997
Other Accounts	\$128,117
Total Funds Available	\$1,666,630

Financial Commitments	Actual
Operating Reserve	\$454,721
Other Recurrent Expenditure	\$20,988
Provision Accounts	\$24,366
Funds Received in Advance	\$337,435
School Based Programs	\$158,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$410,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,505,509

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').