

2019 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 Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 21 April 2020 at 11:34 AM by Pauline Kubat (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 April 2020 at 05:02 PM by Wayne Mark (School Council President)

About Our School

School context

At Epping Views Primary School, we aim to maximise each student's ability to have agency and a voice in their own learning, to be highly literate and numerate, to develop a passion for learning, to be supported risk takers who show kindness to others and practise the school values in everyday living. Following our review Epping Views Primary, through consultation with the staff, students and parents, has the following continued values and understandings that are practised and embedded in the everyday school culture.

Caring:- is understanding, thinking and showing consideration and respect for other people's feelings. Honesty:- is being trustworthy and truthful to yourself and others. Excellence:- is aiming to be the best that we can be. Respect:- is communicating with understanding and treating other people the way you would like to be treated. Responsibility:- is taking responsibility for our actions and making decisions that positively affect yourself, others and the environment.

The school again saw enrolments reduce in 2019, an effect of the continued designated zone and a rising number of rental properties in the area. Prep numbers were less again in 2019, reducing from 206 in 2018 to 199 in 2019. We had a starting enrolment on Census day of 1349 students, including six international students. There were 651 female and 698 male 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 2019 was from a cultural and language background other than English, with 62% EAL (English as an Additional Home Language) and 1% ATSI (Aboriginal and Torres Strait Islander) students. There were 59 languages spoken in the EVPS community in 2019. To support a large percentage of families, we provided an Arabic speaking Education Support staff member to work in the office to assist the Arabic speaking community with any questions relating to school operations and interpreters were used for parent/teacher conferences, meetings and students services testing.

The overall socio economic profile of the school is in the medium band with Student Family Occupation and Education (SFOE) index decreasing from .3802 in 2018 to .3727 in 2019. This decreasing figure means the school is receiving less in disadvantaged funding each year. The school continued to enrol a small number of international students living with their parents.

The school ended the year with five EFT Principal Class officers, five substantive Leading Teachers, two substantive and four acting Learning Specialist teachers. There were 82.64 EFT Teaching Staff and 33.7 EFT Educational Support Staff on central payroll, with a reducing number of ES staff, OSHC Assistants and Kinder Teachers and Assistants on local payroll. Twenty three teachers work part time in shared class teaching roles or support and specialist roles. There were 3 teachers in their first year of teaching. 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 were ongoing with a small number of Educational Support staff paid through the central local payroll to replace people on leave. Seven teachers retired/resigned during or at the end of the 2019 year and four teachers transferred to other schools during or at the end of the school year, two for substantive positions and two for contract positions. Teaching staff on temporary transfers or Leave Without Pay (LWOP) were asked to return in 2020 or resign. One ES staff member transferred to another school to an ongoing position, one retired and one resigned during the year.

The number of staff on family leave at the end of 2019 was 26. 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 2020. Two teachers were on LWOP for 2019, working and travelling overseas. One teacher was on long term work cover leave/long term sick leave and one teacher on sick leave for a term. In 2019 we had two Assistant Principals, one acting Leading Teacher, three ES staff members, one part time teacher and one teacher on a temporary part time resumption from Family Leave, operating out of the Wellbeing Centre to assist staff with the continued implementation of School Wide Positive Behaviour Support (SWPBS) and to support student needs. The Wellbeing Team was ably supported by a team of backing 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, our Year 3 and 4 students took part in project based learning units, 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 students in regular singing performances at weekly assemblies held in the school hall. The school continued to provide a comprehensive camping program in 2019, with about 45% of students attending the Year 2-Year 6 camp activities, 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.

2019 was the sixth 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 continued to be implemented, with children taking part in Sustainability, Science, Bush Kinder, Library and Social Skills lessons throughout the year. A kinder staff member ran a highly successful playgroup that was well attended by a number of families in the Epping North area. An ongoing assistant was on leave without pay for the 2019 year.

School Council, began a campaign 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)

In 2019, Epping Views Primary School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment, Evidence Based High Impact Teaching Strategies, Empowering Students and Building School Pride, and Setting Expectations and Promoting Inclusion. This included:

- leaders coaching teachers in the key areas of Reading, Number and Behaviour Support
- implementing an adjusted Reading block structure to incorporate reading and individual conferencing with students, particularly in Year 1 and Year 3
- adjustment of teaching teams' planning of Reading, with a focus on more in depth teaching over longer periods of time
- engagement of a Literacy Consultant to work with leaders and teachers
- embedding processes for individual student goal setting and providing specific feedback to students in Reading, and beginning to expand goal setting processes to Number
- reviewing and restructuring the student leadership model, including the implementation of a Year 6 student leadership development program for student leaders
- engagement of a Behaviour Consultant to work with leaders and teachers
- reviewing and strengthening VIC SWPBS Essential Features of Universal Prevention, Tier 1
- beginning the implementation of VIC SWPBS Classroom Systems for Learning

Learning Specialists were appointed and aligned with other leaders, including Leading Teachers and Assistant Principals, in the key areas of Literacy, Numeracy and SWPBS. This included leading associated Professional

Learning Teams where staff were involved in professional learning, as well as implementation of Key Improvement Strategies under the guidance of leaders.

Achievement

In 2019, the school continued to work on its strategic plan goal of 'Optimising Learning Outcomes for all Students', particularly in the key areas of Literacy and Numeracy. The teacher assessments of student achievement against the achievement standards of the Victorian Curriculum, in the key areas of Reading, Writing and Numeracy, show that teachers continue to rate students across a breadth of achievement levels. The school was not able to meet its target of 85% of students demonstrate 12 months of learning in the key areas of Reading, Writing and Number. The percentage of students achieving 12 months or more of growth was comparable to 2018 data, with a higher percentage of students achieving this growth in Reading and Number. This data was supported by discussions in the School Review, which identified consistency of teacher judgement as an area for continued development. The school will continue to build teacher capacity to assess student achievement against the Victorian Curriculum standards.

In 2019, the NAPLAN assessment of Year 3 showed a slight decrease in the percentage of students achieving in the top two bands when compared to the 2018 data in Reading, Writing and Numeracy. The percentage of students achieving in the top two bands was also slightly lower than the percentage of students in other government schools with 50% of Year 3 students at Epping Views Primary School achieving in the top two bands in Reading compared to 57% of students across the state.

The NAPLAN assessment of Year 5 showed a growth in the percentage of students achieving in the top two bands in each of the key areas of Reading, Writing and Numeracy. With the highest gains in Reading, where 31% of students were assessed as achieving in the top two bands, compared to 21% in 2018.

The NAPLAN Learning Gain for Year 3 to Year 5 shows 72% of students achieved a Medium to High learning gain in Reading, 79% of students achieved a Medium to High learning gain in Writing and 72% of students achieved a Medium to High learning gain in Numeracy. All of these results show an increase in the percentage of students when compared to the 2018 data. The school was able to meet its target of increasing the percentage of students demonstrating Medium or High growth from Year 3 to Year 5 in all areas.

Students supported through the Program for Students with Disability mostly showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

In 2020, Professional Learning in weekly planning sessions will be aimed at improving teacher knowledge around the implementation of learning goals in Reading and Number, as well as increasing teacher knowledge and awareness of student achievement. The use of individual goal setting in Number will be extended across a number of teaching teams. This will begin with a review and alteration of planning documentation. Professional Learning Communities will begin to be implemented across the school with the aim of improving consistency of teacher judgements, as well as building the capacity of teachers to use student assessment data to evaluate their own teaching practice.

Engagement

In 2019, Epping Views Primary School focused on Key Improvement Strategies related to the FISO dimension Empowering Students and Building School Pride. A major review of student leadership at Epping Views Primary School was held, with feedback sought from students and staff, as well as an investigation into student leadership at other schools, taking place. Two School Captain positions were introduced at Epping Views for the first time, along with continuing student leadership roles of JSC representatives, House Captains, Sustainability Leaders and SWPBS Leaders. Clearly defined processes for the selection of all student leaders involving formal applications, interviews and preferential voting by peers were also developed and implemented. A weekly Student Leadership Development Program was introduced to provide Year 6 student leaders with the opportunity to develop their leadership skills and qualities. A highlight was our end of year student leadership excursion to the zoo, involving our 2019 student leaders and 2020 student leaders whom had already been selected, having an opportunity to work together and share leadership experiences. Student leaders were also invited to be a part of after school Professional Learning Team

meetings with staff, where they were involved in authentic opportunities to have a voice regarding a range of areas, including SWPBS, Learning for Life, Community Engagement and Sustainability. Students were authentically engaged as stakeholders in the school review process via forums with school leaders and our reviewer. Several student leaders who were involved in the review process were very positive regarding the impact of the training received and the confidence to fulfill their roles that came with the skills acquired in their training.

The school had a focus on increasing students' sense of connectedness to school and interest in engaging in their own learning, as indicated in the 2019 AIP. Although there were a number of targets set using the Student Attitudes to School Survey and the Parent Opinion Survey, only some of these were met.

In 2020, the school will focus on improving student voice and agency in learning.

In 2019, Epping Views Primary School continued to work with families to ensure students were at school and learning. The school continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out reports to parents with unexplained absences and made phone calls after extended periods of absences. The school worked (and continues to work) closely with the Wellbeing Team to support chronic absences and return to school processes. Parents choosing to take family holidays, applied to the principal and school work was provided.

Wellbeing

In 2019, Epping Views Primary School focused on Key Improvement Strategies related to the FISO dimension Setting Expectations and Promoting Inclusion. The school continued to promote a positive learning environment for all students through implementing our School Wide Positive Behaviour Support (SWPBS) framework. Staff focused on having high expectations of students in regards to both academic achievement and positive behaviour within classrooms and in the yard. The SWPBS Leadership and Professional Learning Teams worked on reviewing and strengthening VIC SWPBS Tier 1 Essential Features of Universal Prevention, with input and feedback from students, staff and families. We also began to implement key components of VIC SWPBS Classroom Systems for Learning, including procedures and routines, active supervision and classroom expectations. The SWPBS Professional Learning Team continued to meet on a regular basis, ensuring that data was used to investigate behaviours of concern and to plan and implement strategies to address these concerns. The school continued to work with an external Behaviour Analyst, who worked closely with leaders and provided feedback and professional learning to teachers and Education Support staff members. The review process of 2019 identified that the implementation of SWPBS continues to be an area for further development, including professional learning for staff, along with increased communication with all stakeholders in the area of wellbeing.

The school had a focus on catering for students' personal, social and physical development in a positive, supportive and safe environment, as indicated in the 2019 AIP. Although there were a number of targets set using the Student Attitudes to School Survey and the Parent Opinion Survey, only some of these were met.

In 2020, the school will continue to focus on improving student wellbeing, inclusion and engagement.

Financial performance and position

The financial figures for 2019 were similar to those of 2018 with the total operating revenue almost the same and the expenditure increasing by approx. \$500,000. 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 2019 equity funding was \$15,601 greater than the 2018 funding.

The introduction of a Professional Practice Day (PPD) each term for teachers increased the Casual Relief Teacher (CRT) budget significantly in 2019 along with a number of staff taking leave without pay for overseas travel and a high number of staff absences. We will utilize staff returning from Family Leave and some part time staff to cover these absences in 2020 to reduce the costs.

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. Storage cabinets and shelving were installed and purchased. Extra display boards were installed in areas of the school. A new phone system was purchased and installed in readiness for the compulsory commencement of the national broadband.

Mindful of the varying economic situations of families, the School Council made minimal changes to the requested levies and contributions for 2019. The school received funding for a reduced number of international students in 2019 and utilised the funds they did receive for administration costs. The 1:1 netbook program was extended to Year 3 with plans to introduce a new device for Year 5 commencing in 2020.

Uniform costs were decreased where possible and some items were sold off at reduced prices to reduce the stock on hand. The school continues to manage the uniform sales rather than send it offsite to the retail store of PSW to keep the cost to a minimum. Additional items will be added to the uniform options in 2020.

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. Fees were not increased in 2019.

With a high number of portables (27), the utilities costs continue to be very high. The school had extra solar panels installed as part of a DET funded Solar panel installation scheme whereby DET pay and the school will pay DET back over a four year period. The utility charges continue to increase especially when the weather is cold.

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 2018 surplus staffing funds and the closing of the school's investment account in line with DET regulations resulted in the money being deposited into the staffing credit line to help offset a staffing deficit.

Mindful of the economic position of many families, fundraising in 2019 focused on stalls for Mothers and Fathers Day, Book Fairs, an Easter and Christmas Raffle, a disco, election bar-b-que and Family Fun Night. Some events were more successful than others. Locally raised funds were used to purchase resources for the school and to continue to develop the school grounds, as well as starting to fund raise for the much needed gymnasium.

School Council managed the canteen again in 2019, with a decrease in the running costs and a profit recorded for the first time in several years. The menu was updated in 2019 and careful monitoring of staff costs was continued by the Finance Subcommittee and Canteen Subcommittee throughout the year.

Alas, there was again no announcement of funding for the gymnasium in the 2019 State budget. The School Council will continue to lobby DET for funding in the future, with a focus on seeking funding for a full size gymnasium. The school's fundraising efforts will go towards the acquisition of a gymnasium as soon as possible.

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.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 1349 students were enrolled at this school in 2019, 651 female and 698 male.

62 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

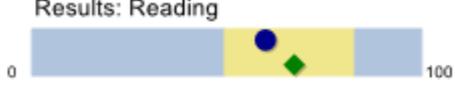
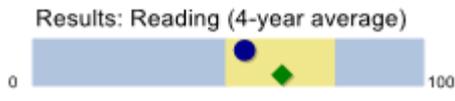
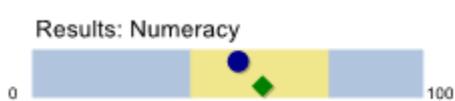
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Below </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>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>Below </p> <p>Below </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>Below </p> <p>Below </p>		

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>48%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>45%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>60%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>49%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>55%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	48%	24%	Numeracy	28%	45%	27%	Writing	21%	60%	19%	Spelling	30%	49%	22%	Grammar and Punctuation	29%	55%	15%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	28%	48%	24%																															
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <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>89 %</td> <td>90 %</td> <td>91 %</td> <td>89 %</td> <td>91 %</td> <td>90 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	90 %	91 %	89 %	91 %	90 %	89 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	90 %	91 %	89 %	91 %	90 %	89 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$10,905,108	High Yield Investment Account	\$1,708,971
Government Provided DET Grants	\$1,489,437	Official Account	\$14,881
Government Grants Commonwealth	\$110,627	Other Accounts	\$0
Government Grants State	\$500	Total Funds Available	\$1,723,852
Revenue Other	\$66,346		
Locally Raised Funds	\$2,060,692		
Total Operating Revenue	\$14,632,710		
Equity¹			
Equity (Social Disadvantage)	\$160,442		
Equity Total	\$160,442		
Expenditure		Financial Commitments	
Student Resource Package ²	\$10,855,589	Operating Reserve	\$485,205
Books & Publications	\$19,231	Other Recurrent Expenditure	\$6,421
Communication Costs	\$7,889	Provision Accounts	\$24,366
Consumables	\$248,378	Funds Received in Advance	\$274,636
Miscellaneous Expense ³	\$348,300	School Based Programs	\$268,000
Professional Development	\$57,735	Funds for Committees/Shared Arrangements	\$7,480
Property and Equipment Services	\$556,725	Asset/Equipment Replacement < 12 months	\$240,000
Salaries & Allowances ⁴	\$1,498,323	Maintenance - Buildings/Grounds < 12 months	\$105,000
Trading & Fundraising	\$255,067	Capital - Buildings/Grounds > 12 months	\$280,000
Travel & Subsistence	\$1,172	Total Financial Commitments	\$1,691,108
Utilities	\$88,310		
Total Operating Expenditure	\$13,936,717		
Net Operating Surplus/-Deficit	\$695,993		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

What does the *About Our School* section refer to?

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

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

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

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

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

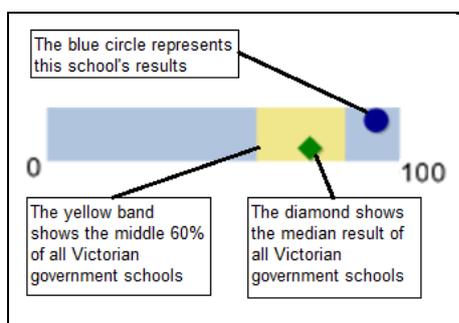
Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

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

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

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

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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