

2018 Annual Report to The School Community



School Name: Roxburgh Park Primary School (5485)



- 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 05 March 2019 at 02:39 PM by Richard Maguire
(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

Roxburgh Park Primary School (5485)

About Our School

School context

Roxburgh Park Primary School motto is "Achieving Excellence Together"

Vision is for each of our students to be literate, numerate, curious and happy.

Values: Respect, Learning and Cooperation

Respect

- Yourself and others
- Listen to others with an open mind
- Respect others ideas
- Respect school property and property of others

Learning

- Be prepared and ready to learn
- Be Maintain a positive and curious mind
- Seek out new knowledge and ideas
- Seek to improve my knowledge and skills

Cooperation

- Willing to share ideas and resources, knowledge and skills
- Helpful and approachable
- Contribute positively to class, group and team discussions

Purpose:

Roxburgh Park Primary is committed to the education, wellbeing and safety of all our students. Particular attention is giving to the education, wellbeing and cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Roxburgh Park Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the education, wellbeing and safety of all students are at the forefront of all that we do and every decision that we make.

Roxburgh Park Primary is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Roxburgh Park Primary is situated in the northern suburbs of Melbourne. Established in 2002 with an initial enrolment of 180 the current enrolment is 485 students. This year enrolment is 471. A total of 471 students were enrolled at this school in 2018, 241 female and 230 male. Projected enrolment in 2020 is 512

57 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students. .

The school SFOE (Student Family Occupation & Education) is overall LOW. The SFOE index in 2018 was 0.6019 (state mean 0.4479). It currently is 0.5937. The community is increasingly ethnically and culturally heterogeneous and socio-economically diverse. Sixty-two per cent of students come from a background where English is not the main language spoken at home (over 36 languages).

Roxburgh Park Primary School (5485)

All teachers are Victorian Institute of Teaching (VIT) registered and the school has met the VRQA minimum standards for registration. The school has a total of 44.9 staff (31.7 EFT - Equivalent Full time teaching staff and 13.2 EFT Non - teaching staff). Staff consist of a; Principal, two Assistant Principals, Student Wellbeing and Engagement Support Officer, Speech Pathologist, Medical /Sick Bay Officer, Business Manager, Office Personnel, Maintenance Officer, Student Attendance Officer, Education Support Staff, three Leading Teachers and both specialist and classroom teachers.

There are 5 other primary schools within a 3 km radius of RPPS.

RPPS offers a challenging and purposeful education program. Emphasis is placed on developing children's confidence and self-esteem, encouraging home and school interaction, developing literacy, numeracy and science skills and providing children with the skills, knowledge and strategies necessary to use information technology effectively. We have continued our STEM program this year. Specialist classes consist of Arts, Performing Arts/Italian and Physical Education. Students also have access to instrumental music and singing classes.]

The school's educational philosophy is moving toward the School Wide Positive Behaviour model. A Restorative approach is used emphasising personal responsibility and accountability for actions and behaviours. The DET initiative Respectful Relationships has been introduced into the school. We also run a 'Life Skills' program with an emphasis on mindfulness and strengthening the school values and student disposition.

Our future direction will continue to be a focus on building the capacity of our teachers to deliver the very best teaching to all of our students. We will also implement evidence based high-impact teaching strategies in all classrooms. We will continue to have our Leading Teachers as Pedagogical Coaches to enable them to influence the entire staff in best teaching practice. Our long term focus is on lifting our Numeracy achievement and learning gains while maintaining our Reading and Writing achievements.

Identified student leaders are given the opportunity to attend leadership courses allowing them to increase their skills to manage the roles and responsibilities that they have taken on.

During the term of this strategic plan, there has been increased profile for both student and parent involvement in developing the environment of the school along with the Community Hub Leader and Maintenance Officer. Students formed the 'Green Team' and work to make our school attractive and safe for all. We have created an edible garden and orchard precinct through successful application of grants. Students were excited to promote what they had achieved in the garden on a national television show.

Student wellbeing continues to be a high priority for all staff at the school. There is provision made for a number of support services; speech therapist and psychologist. The speech therapist provides Individual programs for PSD students (Functional Skills and Social Skills programs). 'Plan to Play' program is a social skills program designed for students in Years P-6 to support students to become resilient and develop friendships..

A before and after school care program is operated by Camp Australia to provide support for working parents

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
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Roxburgh Park Primary School (5485)

Framework for Improving Student Outcomes (FISO)

FISO Improvement Strategy - Building Practice Excellence in the teaching of English and Numeracy

Key Improvement Strategies - focused on embedding two of the HITs

Structured Lessons - If all staff effectively plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills then the student will understand the learning goals and success criteria and successfully complete the task.

Explicit Teaching - If all staff effectively and explicitly teach providing instruction, demonstrating concepts and building student knowledge and skills then teachers would be able to show students what to do and how to do it, and create opportunities in lessons for students to demonstrate an understanding and apply what they have learnt to their learning

Each of the above HITS had 3 foci

FOCUS 1: Developing teacher knowledge of high-impact teaching strategies.

Progress and Highlights: Movement along the FISO continuum from school professional learning addressing teacher knowledge of evidence-based high-impact teaching strategies to teachers having opportunities to observe skilled colleagues, trial and review new strategies, receive feedback and focused coaching to support changes to their practice. Teachers continued to expand and refine a repertoire of high-impact teaching strategies that are now integrated into their daily practice, and these are shared with colleagues.

Focus 2: Implementing consistent and sustained high-impact teaching strategies.

Progress and highlights: Movement along the FISO continuum from teachers understanding the rationale for consistent, high-quality teaching strategies across the school. Teachers encouraged to use the FISO Improvement Cycle to improve practice and drive whole-school improvement. Working collaboratively in Professional Learning Communities, teachers beginning to investigate alternative teaching models, pedagogical strategies and experiment with new practices to teachers identifying their own pedagogy. They share challenges, reflect on practice and share self-assessment and feedback with some trusted colleagues. Teachers are committed to improving their practice and actively seek feedback and support from each other. Professional Learning Communities support individuals in making incremental changes to their practice. Teachers challenge and support each other in building and refining skills so there is less variation in quality and greater consistency, ensuring improved learning outcomes for all students

Focus 3: Monitoring and evaluating the school practice

Progress and highlights: Movement along the FISO continuum from teachers relying on summative assessment data to evaluate student progress and identify gaps in student learning. Teachers planning to address some student misunderstandings and persistent challenges. The leadership team challenging and supporting teachers to reflect on and evaluate the impact of their teaching on student learning to support by the leadership team, teachers using formative and summative assessment to evaluate the impact they are having on student outcomes and self-assessing the effectiveness of their teaching. Teachers now respond to formative and summative assessment by trialling some high-impact teaching strategies.

FISO - Positive Climate to learning - the school is strengthening the social and emotional wellbeing of students

Progress and highlights: Movement along the FISO continuum from the school developing and documenting a health and wellbeing policy. Teachers understanding the importance of the social and emotional growth of their students and limit anti-social behaviour by implementing clear classroom expectations. The school providing parents/carers with information about its social and emotional learning programs and its expectations for student behavior.

The school's health, wellbeing, inclusion and engagement programs and policies well understood by staff and reviewed periodically. Student and parents having opportunities to contribute. The school supporting the development of its students by teaching discrete social and emotional learning programs and consistently reinforcing pro-social behaviours. The school engaging parents/carers and students at both individual and group levels in determining the social behaviours expected of students.

Roxburgh Park Primary School (5485)

Achievement

The school has progressed its student achievement goals and outcomes over the past year. The Strategic School Plan English Goal was to improve student learning outcomes for students from Prep to year 6 through whole school model of agreed practice in English. The Key Improvement strategies indicated in the AIP were the drivers that lead to improvement. The school now has an agreed practice in the teaching and learning of English.

Target: Proportion of students assessed as being at or above the expected level (AUSVELS A, B, C) - above 90%
Outcome: 93.24% in reading. 84.51% in writing. According to Performance summary Roxburgh Park is higher in comparison to similar schools

Target: At least 20% of students accessing A or B grades.

Outcome: Reading (Whole School): 43.48% received either an A or B grade and in Writing (Whole School): 30.52% received either an A and B grade

Target: The 2018 for English studies NAPLAN year 3 target at or above level 2 of 100% of cohort

Outcome: Grammar and Punctuation

- 94.6% at or above Band 2. Not met

Reading

- 90.9% at or above Band 2 Not met

Spelling

- 87.5% at or above Band 2 Not met

Writing

- 94.6% at or above Band 2 Not met

According to the Performance summary Roxburgh Park is lower in the percentage of students in the top three bands in Reading Grade 3 in comparison to similar schools. Over the last four years this percentage is higher than similar schools.

According to the Performance summary Roxburgh Park is lower in the percentage of students in the top three bands in Reading Grade 5 in comparison to similar schools. Over the last four years this percentage is higher than similar schools.

Target: English studies NAPLAN year 5 target at or above level 4 of 100% of cohort in all four English domains.

Outcome:

Grammar and Punctuation

2018 - 95.8% at or above Band 4 Not achieved

Reading

2018 - 100% at or above Band 4 Achieved

Spelling

2018 - 93.1% at or above Band 4 Not met

Writing

2018 - 86.1% at or above Band 4 Not met

The school has progressed its student achievement goals and outcomes over the past year. The Strategic School Plan Numeracy Goal was to improve student learning outcomes for students from Prep to year 6 through whole school model of agreed practice in English. The Key Improvement strategies indicated in the AIP were the drivers that lead to improvement. The school now has an agreed practice in the teaching and learning of English.

Roxburgh Park Primary School (5485)

2. Goal: Improve student learning outcomes in for students from Prep to year 6 through whole school model of agreed practice in Mathematics.

Achievement:

The school has an agreed practice in the teaching and learning of Mathematics.

Target: The proportion of students assessed as being at or above the expected level (AUSVELS A, B, C) to be at or above 90% across all Mathematic dimensions.

Outcome: 80.69 across the school in mathematics. According to Performance summary Roxburgh Park is higher in comparison to similar schools

Target of 20% of students accessing A or B grades Mathematics Whole School.

Outcome: 19.88% received either an A or B grade

Target: By 2018 NAPLAN for Mathematics studies for year 3 to be at 100% at or above Band 2.

Outcome:: 98.2% at or above Band 2

Target: By 2018 NAPLAN means for Mathematics studies for year 5 to at 100% at or above Band 4.

Outcome: 95.9% at or above Band 4

According to the Performance summary Roxburgh Park is similar in the percentage of students in the top three bands in Numeracy Grade 3 in comparison to similar schools. Over the last four years this percentage is higher than similar schools.

According to the Performance summary Roxburgh Park is similar in the percentage of students in the top three bands in Numeracy Grade 5 in comparison to similar schools. Over the last four years this percentage is higher than similar schools.

The goal of the school was to have in place an agreed whole school model of an agreed teaching and learning model for both English and Numeracy. The school now has an instructional model that was achieved by our professional learning approach that connected existing practice to elements of the VTLM (Victorian Teaching Learning Model) focusing on the High Impact Teaching Strategies (HITS), the Practice Principles for Teaching and Learning, as well as the DET Pedagogical Model. The School Improvement Team worked with teachers across the school to make connections between the VTLM and current practice building upon their capacity.

Future direction:

The introduction of Learning Specialists in our school will be an enabler for all the staff to use the pedagogical model in our instructional framework for literacy and numeracy teaching and learning to ensure deeper understanding, transparency, consistency and accountability. On a practical level they will collaboratively with their teams gather and analyse data, look at the curriculum, develop overarching learning goals, learning intentions and success criteria, then collectively plan the lessons or activities to apply in the classroom. With their teams they will meet on a weekly basis to evaluate, monitor and adjust the curriculum collaboratively focused on student achievement. In their role as learning specialists they use school data such as NAPLAN, so as to identify areas that they can focus on with colleagues to build their capacity. As a result of using the VTLM, teachers will become more proficient in the use of the Framework for Improving Student Outcomes improvement cycle. Staff have increased their data literacy but this remains a focus and is essential in evaluating and diagnosing the needs of their students.

Leadership will advocate and ensure that a backward design model as a working strategy is adopted with the intended outcome clearly in mind (link to AIP). We will establish what we want to achieve, and create manageable and measureable goals based on the needs of our students. We will strategically think about the steps that need to be taken, and work with colleagues in a supportive manner to achieve these goals.

Roxburgh Park Primary School (5485)

Future direction (English):

Develop a comprehensive reading program that focuses on

- oral language development and early literacy development and early literacy experiences
- phonological awareness particularly phonemic awareness
- letter sound knowledge (phonics)
- vocabulary
- fluency
- comprehension

Future direction (Numeracy):

Numeracy Key Improvement Strategies that the school will focus upon in the future include;

Development of a comprehensive mathematics program that focuses on the proficiency stands and problem solving

- understanding
- fluency
- authentic problem solving
- reasoning
- building positive disposition

Evaluating the effectiveness of the whole school Numeracy professional development program

Supporting teachers to improve their individual and collective capacity to improve student learning and numeracy outcomes

Engagement

3. Goal Investigate and implement additional strategies focused on reducing the average rate of school absences, building on the success of current processes and procedures undertaken by the Student Welfare Officer. A particular focus will be on reducing the number of 'unexplained' absences

Goal: School absence especially unexplained absence to decrease each year

FISO: Empowering students and building school pride

KIS:

Outcome:

The school investigated and implemented additional strategies that focused on reducing the average rate of school absences, building on the success of current processes and procedures undertaken by the Student Welfare Officer. A particular focus has been on the reduction of the number of 'unexplained' absences.

The school absence especially unexplained absence has decreased in 2018 from previous years.

2016 - 23.22 Absence days average per student P-6

2017 - 25.80 Absence days average per student P-6

2018 - 18.17 Absence days average per student P-6

Unexplained per student has also decreased from previous years.

2016 - Unexplained 6.58 per student

2017 - Unexplained 8.37 per student

2018 - Unexplained 4.19 per student

In comparison to similar school the average days per full time equivalent (FTE) student per year is lower in 2018 and as an average over the last four years.

Future directions

A focus on intellectual engagement and self-awareness

- Students apply metacognitive strategies to their learning
- The school supports and fosters intellectual engagement

Roxburgh Park Primary School (5485)

A focus on empowering students and building school pride

- The school activates student voice
- The school activates student agency
- The school activates student leadership
- The school builds school pride and connectedness

To ensure our e-vision at Roxburgh Park Primary School is realised and part of what we do each and every day. The aim is to ensure RPPS provides an inclusive digital learning environment, where students are able to discover knowledge through collaboration, critical thinking, creativity and communication.

Wellbeing

We are in our first year of implementing SWPB. The regional professional development sessions were held at our school enabling staff to attend.

SWPB has empowered our students to build school pride through the use of the School Wide Positive Behaviour Framework to guide student's behaviour and academic expectations in and outside the classroom.

A focus has been on identifying strategies to build positive staff / student relationships. These are supported by the development of class mission statements, code of conduct, routine, quality curriculum and classroom expectations.

Our behaviour management plan reflects restorative practice techniques. ELP's and ILP's and Behaviour Management Plans are in place for those students who need them and meetings are conducted once per term for OoHC, Kooire and PSD students, carers, agencies and parents. Clear rules and consequences are evident in the School Behaviour Management Plan and is clearly communicated to staff, students and parents. Support for teachers with disruptive student behaviour is provided by the Student Welfare Officer and Management Team.

Students complete the school's setting the scene program (focus on school values and expectations) in term 1 and formulate high expectations for the coming year. The school uses the SWPB framework in alignment with school policies that are communicated to parents that outline the school's approach to student behaviour. Our Year 5/6 students participate in a weekly inter-school sports competition and in the off-seasons compete in an inter-house competition. The school's inquiry unit overview includes health and lifestyle choices at every second year level. Staff are encouraged to maintain a work-life balance through a fair and detailed meeting schedule and explicit

As reported on the School Performance: The Student Attitudes to Connectiveness indicates that the school recorded similar percent endorsement in 2018 and an average over the last four years. The result is higher than the state.

As reported on the School Performance: The Student Attitudes to Management of Bullying indicates that the school recorded similar percent endorsement in 2018 and an average over the last four years.

For students in years 4 to 6, student attitudes in 2018 were generally very similar to 2017. Percent endorsement of 'Sense of confidence' at 81.8% and 'Sense of connectedness' at 81.2% was similar to 2017. 'Resilience' was rated similar to 2017 at 81.6%. The most positively endorsed factor for students in Years 4 to 6 was 'High Expectations for Success' with 94% endorsement. The most improved factor was 'Not experiencing bullying' which improved by 3.7 percentage points from 2017.

Future Direction:

Continue with the implementation of SWPB in the school and monitoring its effectiveness on student wellbeing.

A focus on Health and Wellbeing

- The school to strengthens the social and emotional wellbeing of students
- The school addresses the physical health needs of students
- The school addresses the psychological and social wellbeing of students
- The school addresses the psychological and social wellbeing of students

Roxburgh Park Primary School (5485)

Financial performance and position

Total operating revenue that includes SRP, Government provided DET grants, commonwealth grants, state grants and locally raised funds including equity funding total operating revenue was in surplus. The reason for the surplus is due mainly to the complexities of workforce management and student mobility. The workforce plan is finalised in November in preparation for the following year. Movement of staff over in Term 4 and early the following year creates budget movement due to the replacement staff cost. The budget is not confirmed to the end of February. Workforce movement and uncertainty in student enrolment create either a surplus or deficit. There were additional student enrolments in the new school year which added to the surplus.

The purpose of additional State and Commonwealth Government funding the school received beyond the SRP was to support fund key improvement strategies to improvements in teaching and learning. The equity funding planner in the 2018 Annual Implementation Plan indicates total proposed budget is slightly more than the equity funding allocation. The activities and milestones are listed, category on which the equity will be spent, total proposed in the budget and allocation of budget. The funding allocation was spent on hiring of school based staffing, professional development and CRT costs.

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

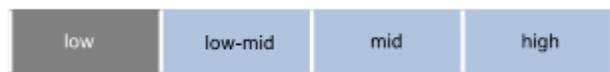
Enrolment Profile

A total of 471 students were enrolled at this school in 2018, 241 female and 230 male.

57 percent were EAL (English as an Additional Language) students and 2 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

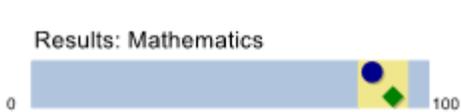
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>55%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>48%</td> <td>38%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>45%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>49%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>37%</td> <td>53%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	55%	21%	Numeracy	48%	38%	14%	Writing	43%	45%	12%	Spelling	24%	49%	27%	Grammar and Punctuation	10%	37%	53%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="545 913 1032 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>90 %</td> <td>91 %</td> <td>88 %</td> <td>92 %</td> <td>89 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	90 %	91 %	88 %	92 %	89 %	89 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	90 %	91 %	88 %	92 %	89 %	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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,393,581	High Yield Investment Account	\$43,572
Government Provided DET Grants	\$1,070,114	Official Account	\$27,329
Government Grants Commonwealth	\$8,436	Other Accounts	\$182,390
Government Grants State	\$32,600	Total Funds Available	\$253,291
Revenue Other	\$97,411		
Locally Raised Funds	\$137,540		
Total Operating Revenue	\$5,739,683		
Equity¹			
Equity (Social Disadvantage)	\$915,932		
Equity Total	\$915,932		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,279,685	Operating Reserve	\$187,197
Books & Publications	\$12,892	Other Recurrent Expenditure	\$15,614
Communication Costs	\$18,680	School Based Programs	\$2,996
Consumables	\$128,753	Asset/Equipment Replacement < 12 months	\$21,195
Miscellaneous Expense ³	\$151,142	Maintenance - Buildings/Grounds < 12 months	\$21,386
Professional Development	\$39,141	Asset/Equipment Replacement > 12 months	\$4,903
Property and Equipment Services	\$933,810	Total Financial Commitments	\$253,291
Salaries & Allowances ⁴	\$303,597		
Trading & Fundraising	\$28,766		
Utilities	\$49,105		
Total Operating Expenditure	\$5,945,570		
Net Operating Surplus/-Deficit	(\$205,887)		
Asset Acquisitions	(\$327)		

(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 04 March 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)

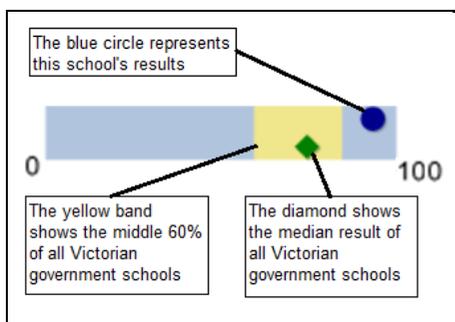
Engagement

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

Wellbeing

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

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

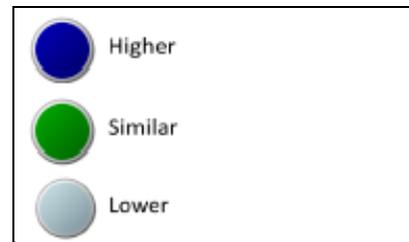


What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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