

# 2019 Annual Report to The School Community



School Name: White Hills Primary School (1916)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 16 March 2020 at 02:36 PM by Andrew Schaeche (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.

To be attested by School Council President

## About Our School

### School context

White Hills Primary School provides all students with an opportunity to excel as individuals.

#### VISION

White Hills Primary School's vision is to provide students with the appropriate skills and foster a community of global lifelong learners striving for excellence. We provide an environment that acknowledges students' individuality and supports independence, resilience, self-motivated and responsible students who enjoy and are purposefully engaged in ongoing learning.

#### MISSION

White Hills Primary School's mission is to cater for academic, physical, social and emotional needs.

Our School's motto, "educating for the future" enables students to understand, contribute to and succeed in a rapidly changing society. We will ensure that students receive a high quality education to develop both the skills and the competencies essential for success. We seek to create an environment that achieves equity for all students and ensure that each student is a successful learner, fully respected, and learns to respect others.

#### PURPOSE

White Hills Primary School's objective is to prepare our students to contribute productively to an increasingly globalised world.

#### VALUES

During 2019 the school consolidated the school values in line with the work being done with the School Wide Positive Behaviours team. A new sign was erected at the front of the school with the Values included and totem poles and large posters of the values were strategically placed in the school yard.

Children are fostered to be independent and self-motivated. Our students are engaged in learning and motivated to succeed through the establishment of authentic personal learning goals. Student-led conferences with parents enable our students to have ownership of their own learning and the opportunity to share their achievements.

White Hills PS had an enrolment of 644 students in 2019, with 7% of students had English as an Additional Language and 4% were Aboriginal or Torres Strait Islander.

Workforce composition comprised 48.4 equivalent full-time staff: 2 principal class, 39.4 teachers and 7.0 Education Support Staff.

This team of professionals is committed to ensuring the positive tone and ethos of White Hills PS is reflected in their practice and standard of education delivery.

The White Hills learning community is characterised by open communication and the formation of genuine relationships between staff, parents and students. All members of our community ensure our school is a caring, positive and stimulating environment.

The school layout offers the opportunity for team teaching to occur in many of its spaces.

Our students have many opportunities to develop leadership skills and facilitate community connections, including the student-led assembly, a focal point for the community to gather together every week. Student voice and agency are practiced in all classrooms through goal setting, reflection time and through the use of surveys such as Pivot.

The students at White Hills PS are proud of their school and have a strong sense of belonging. Students are treated with a consistent approach, ensuring they have a shared understanding of behavioural expectations.

### Framework for Improving Student Outcomes (FISO)

Building practice excellence:

Maths:

- A Maths Focussed Curriculum Day was held which aligned with school priorities in mathematics. We engaged the services of Judy Gregg from MAV to deliver professional learning on ensuring a proficiency based approach to ensure a deeper level of student understanding in Maths, rather than a surface level understanding at a higher Victorian Curriculum level. This included practical activities to promote and embed the Maths proficiencies of Understanding, Fluency, Problem Solving & Reasoning and a deeper look into Problem Solving as one of the four proficiencies, with a focus on challenging open-ended tasks, how teachers can develop their own open ended problems and how they might enable and extend activities to cater for student needs.

- Staff have been resourced with the appropriate professional readings and best-practice teaching resources that align with their identified need.
- Ongoing Professional learning sessions have been held for staff to improve their data literacy, particularly through the use of Essential Assessment data.
- Leading Teacher and Maths Learning Specialist continued to provide support and direction for all staff through critiquing planners and lesson sequences to ensure the Maths Instructional Model and best practice teaching are being implemented.
- Following their attendance at the Mathematics Association of Victoria Early Childhood and Primary Maths Conference, identified WHPS Numeracy Leaders have assisted in staff in various ways, to ensure that a collaborative approach to most relevant, up to date, best practice is being implemented throughout the school.
- Teacher Planning documentation is able to be monitored through the use of Google Docs to ensure alignment with agreed whole-school Instructional Model
- Leading Teacher has supported the development of staff content and pedagogical knowledge to improve curriculum delivery through a balanced mix of Consulting, Collaborating, and Coaching. This has included planning assistance, modelling, co-teaching, observation, professional readings and others.
- Leading Teacher has modelled the Maths Instructional Model in classrooms, for both new and existing staff, to support its continual implementation and refinement.

#### Building practice excellence:

##### Literacy:

- The Literacy Leading Teacher and Literacy Learning Specialist have continued to build practice excellence through whole school Professional Learning sessions and within teams. Embedding practices within the Literacy Instructional model was a priority during 2019.
- A whole school curriculum day was spent focused on looking at evidence based Literacy practices. This focused on Shared Reading, Reading Conferences and Guided Reading. Teams investigated the use of quality literature to engage readers' and develop deeper levels of thinking through Picture Story Books.
- The school has continued to closely monitor growth data across the school. With the implementation of a new assessment tool, PAT-R, growth from each assessment has been able to be tracked. This has allowed for early identification of students who are not making targeted growth. The Grade 3 team trialled the use of a new 1:1 assessment tool, Fountas and Pinnell, which provided teachers with an in depth knowledge of all students and helped inform future learning. This assessment tool highlighted the need to promote deeper levels of understanding through instructional approaches. Fountas and Pinnell will also enable a better whole school tracking of students and allow teachers to support and extend readers.
- Literacy Intervention was reviewed during 2019 and new intervention programs were investigated. The Student Learning team recommended the purchase of LLI (Levelled Literacy Intervention) as a resource to support future intervention.
- Peer Observations, modelling and coaching continued throughout 2019. There was a larger uptake from staff utilising this to improve practice.

Professional Learning Communities were established throughout 2019. Team Leaders were provided with training on how to establish a Professional Learning Community (PLC). Through focused PLCs, teachers used year level data to identify areas that needed a focused effort to improve. This approach created opportunities for staff to closely observe improvement in both teaching practice and student data.

##### Setting expectations and promoting inclusion:

- The school has identified from the Continua of Practice that the vision, values and culture is work to be done and part of the school's review of the organisational structure.
- 2019 was the second of three years professional learning with School Wide Positive Behaviours framework, embedding the identified values across the curriculum.
- Communication between home and school was improved through a consistent use of Class Dojo and the provision of staff emails.

A multi-aged day focussing on Multiculturalism was conducted in Semester 1

- Supported teachers in the classroom through coaching and modelling wellbeing related strategies and curriculum including Respectful Relationships

## Achievement

**Mathematics:** A continued focus of the WHPS AIP in 2019 was to improve the consistency of instructional practice in mathematics, with the view to improving the growth rates of students in Numeracy. Our 12 month target was to have less than 28% of students achieve low growth and more than 24% achieve high growth in NAPLAN relative growth (Growth between Years 3 and 5). We achieved our aim to have less than 28% low growth, with only 24% of our students falling into this category. While we were close, we did not meet our high growth target, with 22% of our students achieving high growth.

Positive trends over the last few years suggest that these goals will be achievable. The professional learning and dedication of staff towards improving NAPLAN growth in Mathematics has resulted in a 14% positive shift in the number of students achieving low growth between 2018-2019 and a 4% positive shift in the number of students achieving high growth. In order to achieve our ambitious SSP targets by the end of 2020, a further 4% reduction in the number of students achieving low growth and an increase of 8% of students achieving high growth is required.

The biggest area of growth required is the number of students achieving high growth, which relates heavily with our need to extend the number of students achieving in the top two bands at both years 3 and 5 level. Extending the use of the Problem Solving model to all year levels and embedding this into planning documentation, as well as extending the use of Number Talks throughout the school, will help to improve student reasoning skills and promote a deeper understanding in numeracy. Both of these strategies would influence the next AIP by addressing the Proficiency Skills of students in order to improve the relative growth outcomes, as well as supporting the differentiation of learning tasks in order to increase the number of students achieving in the top two bands in NAPLAN Numeracy.

The difference between WHPS Teacher Judgments at or above age expected standards and the State median (79.7% compared to 90.3%) also highlights a potential area of focus in Mathematics. This could be addressed through focused professional learning of teachers in improving their data literacy in order to make more accurate judgments of student achievement. This will form the personal goals of both the Mathematics Leading Teacher, as well as a number of individual staff in the 2020 Performance and Development Cycle.

### Literacy:

The AIP focus for Reading in NAPLAN was focused around growth data. This looks at how student's data compared from their Grade 3 NAPLAN results to their Grade 5 results. Our target is to decrease low growth to less than 28% and to increase high growth to more than 21%. The 2019 NAPLAN data showed that WHPS achieved 43% Low Growth (15% higher than the target) and 13% High growth (9% lower than the target). The data trended backwards this year potentially due to changes in instructional practices.

Another AIP target was to increase the percentage of students achieving at or above the expected level based on teacher judgements. The percentage of students (P-6) working at or above the expected level is similar to 'like schools'. WHPS has 83.5% of students working at or above standard compared to the 89.7% State percentage. This is a difference of 6.2% which is similar to 'like schools'.

Positive trends have occurred in the Top 3 bands of Year 3 achievement data which is above similar schools and only 0.2% less than State achievement. The four year average of the Top 3 bands in Year 3 is 1.3% higher than the State achievement.

Year 5 achievement data will continue to be a focus. The Top 3 bands in Year 5 Reading achievement data is below similar schools and 10.3% less than State achievement. The 4 year average of the Top 3 bands in Year 5 is 5.2% less than the State achievement. Extending the achievement of the top bands as they progress towards Grade 5 in Reading will be a whole school focus through the use of effective assessments, quality instructional practices, coaching and modelling.

Developing teacher knowledge and use of assessments to inform teaching and learning has been a priority for 2019 and will continue as a focus as assessments are reviewed and new evidence based assessments are implemented.

## Engagement

White Hills Primary school attendance rate remained 'above' compared to similar schools. The average number of absent days in 2019 was 13.8. Although the school's absence rate is low compared to the state, there has been an increase of absences when compared to the 4-year average, 11.9. There has been an increase of students with 30+ days from 2018 to 2019. In 2018 only 7% of students had 30+ days absence compared to 10% in 2019. To assist with the increase, the Wellbeing Team consisting of the Wellbeing Leading Teacher, Student Wellbeing Officer and School Chaplin support families to identify the barriers, improve attendance, and reengage the student/family with school. This will be ongoing work in 2020.

The school introduced electronic notifications of absences through Sentral. The application notifies parents on the day their child is absent, reminding the parents to contact the school to inform the school of their child's absence. This has seen a reduction of 'unexplained' absences.

The school continues to encourage attendance by celebrating students with high attendance at the 'Attendance Morning/Afternoon Tea.' This is linked to the student's goal set for them to achieve 4 days or less of absence each semester.

In response to 2018 teacher communication results, White Hills Primary School revised their communication policy to improve communication between school and home. One of the major changes was the introduction of Class Dojo, which allowed parents and teachers to communicate 'non-urgent' messages through the app. The response from the community was positive, lifting the teacher communication data from 73% positive endorsement to 84%. Parents were also given access to staff emails and colour coded notes to indicate whether parents need to return a note were also implemented in 2019 to improve communication.

The school ethos of 'belonging' and social responsibility is promoted through regular Group (multi-age) Days and programs. 2019 saw the focus on a Multi-Cultural Day, along with a Book Week multi age day in semester 2.

Successful community engagement strategies the school employed in 2019 were Mother's & Father's Day breakfasts coordinated by the school's chaplain, this included international food to engage the school's growing Karen population and Grandparent's Day, which is organized by the prep team.

The school prides itself on a comprehensive transition program from kinder to prep. It is supported through information sessions and an Open Day, teachers liaising with local kindergartens and child care centres, school visits and the Prep buddy program.

Year 6 students are provided with a wide range of experiences that challenge and support them in the transition to secondary college. Experiences include working in the Weeroona College's spaces, Big Day Out, which allows students to meet peers from other schools, and extra-transition appointments organized for small groups or individuals requiring further support. The White Hills Cluster of schools developed and implemented an agreed program of primary to secondary transition experiences with our neighbourhood secondary college to support our students.

As a member of the Team China group of Bendigo primary schools, five students and a staff member visited Jinji Lake School, our Sister School in Suzhou, China.

The school hosted parents at their annual ANZAC Day ceremony, conducted by student leaders, while Grade 6 students continued with their community connections program, linking with community groups including BUPA, who hosted student visits throughout the year.

We provide students with experiences that build upon their talents and interests. Students can choose to follow various pathways of interest such as sport, instrumental music and performance, visual arts, languages, technology and leadership programs. Programs include; Energy Breakthrough and the school band/choir. These pathways ensure that the students of White Hills PS are engaged in school programs and their skills, talents and interests are valued.

More organised lunchtime programs were implemented in 2019. This included access to a variety of activities such as chess and games group, physical games in the sports shed, mindfulness and minecraft to engage and support students during the lunch break.

## Wellbeing

The school based Wellbeing team including the Wellbeing Leading Teacher, Wellbeing Officer (3 days) and School Chaplin (3 days) continued to provide support for students and families with wellbeing needs.

The Wellbeing Leading Teacher lead team meetings and triages students requiring assistance. The Wellbeing Team provides a range of services including 1:1 counselling, small group work, supporting families with referrals to external agencies and supporting teachers. In 2019, there was an increase in referrals to the Wellbeing Team.

The results in the School Staff Survey indicate is lower compared to the median of all Victorian Government Primary

Schools. However, there has been a shift of positive endorsement in the School Staff Safety and Wellbeing. In 2018, 47% of staff indicated positive endorsement and 24% indicated negative endorsement. In 2019, 53% of staff indicated positive endorsement and only 12% indicated negative endorsement. Although it is clear that further support is required, it is pleasing to see a shift.

Parent Opinion Survey results indicated an improvement compared to 2018. The overall satisfaction of the Parent Opinion Survey in 2019 indicated that 88% provided a positive endorsement, compared to 83% the previous year. Further to this, parents indicated that they were satisfied with how White Hills Primary School managed bullying. There was 83% positive endorsements compared to 77% in 2018 and compared to 2019 similar schools result of 79%. What is also pleasing, was the number of negative endorsement had decreased from 11% (2018) to 2% (2019).

The school's Attitude to School data for Student Safety indicated that White Hills is 'above' compared to similar schools when managing bullying (87% positive endorsement) and 'above' with student's Sense of Connectedness (87% positive endorsement). Further to the Attitude to School survey, students from grades 3-6 participated in a School Safety and Bullying survey (conducted twice yearly). Results from this survey allows the school to be more strategic in managing bullying within the school and to educate students around what bullying is and the strategies to support students to manage bullying. The survey also provides students with a voice and an opportunity to provide feedback in regards to their safety and management of behaviour in the school environment. The first of two surveys are completed the week of 'National Day Against Bullying' and the second was administered in Term 3.

The School-Wide Positive Behaviour team have continued to implement the School-Wide Positive Behaviour framework (SWPBS) across the whole school. Throughout the year, the team reviewed and implemented whole school systems and practices. The regional SWPBS coach attended White Hills Primary School to complete an assessment of the schools implementation. The school received a variety of positive feedback. To indicate that the school has implemented the SWPBS framework with fidelity, a mean score of 80% is required; White Hills Primary School mean score was 95.8%. Of the couple of areas that were scored lower, they remained above 80%.

Breakfast club continued to run two mornings a week, Fresh Fruit Friday is delivered each week for all students, sandwiches and snacks are available for students who do not have lunch along with a limited supply of second hand uniform.

All classrooms scheduled at least a 30-minute well-being lesson each week throughout 2019. Many of these lessons were extracted from the Respectful Relationships Program the school is required to implement. Lessons focused on students' social and emotional learning, including understanding emotions awareness, promoting resilience, effective communicate skills etc.

## Financial performance and position

In 2019, White Hills Primary School Council formulated, implemented and monitored school revenue and expenditure budgets to achieve a net operating surplus of \$407,351. This figure is closer to \$344,867 after the reconciliation process was completed. The school ensures that unless a special project is underway, funds received by the school are committed to the education of students currently attending the school. The Energy Breakthrough team conducted a colour run to raise money for replacement vehicles/maintenance and entry to yearly events. The Parents and Friends Group organised an Open Air Cinema and funds raised will be used to maintain and upgrade the school grounds and facilities. SRP funds and grants were targeted to support student achievement, engagement and wellbeing, in line with goals outlined in the school's Annual Implementation Plan.

In 2019, equity funds were directed towards the following:

- The continuation of intervention support teachers, Education Support staff employed to support non-funded students, the ongoing employment of an English as an Additional Language (EAL teacher and translator to support the school's growing population of Karen students) teacher and Karen translator.
- Continuation of payment for Leading Teachers to support the development of teaching staff in the areas of wellbeing and literacy. These roles along with the Maths Leading Teacher and an additional ICT Coordinator will continue in 2020 and 2021 and equity funding will be used to fund their employment.
- To continue the school's one-to-one netbook computer program for students in grades 5&6 and the purchase of additional netbooks for the 3&4 grades as well as iPads for the Foundation area. This will continue into 2020.
- Employment of the School Chaplain for an additional day to support staff and student wellbeing
- Funds were allocated to support the whole school focus on reading in the school's Annual Implementation Plan

through the purchase of rich and diverse literature and furniture for all classrooms to create class libraries

- The school has committed to professional learning for the next 3 years with the University of Melbourne Network of Schools (UMNOS) (Year 2 of 3) & School Wide Positive Behaviours Support (SW-PBS) to build teacher capacity & improve student learning outcomes.
- The employment of an additional classroom teacher to ensure class sizes were relatively low across the school.

The school planned to utilise surplus funds from 2019 to build teacher capacity and to furnish the Government funded building project that begins in 2020.

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.

**For more detailed information regarding our school please visit our website at**  
<https://www.whitehillsps.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.

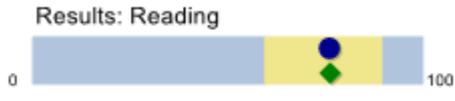
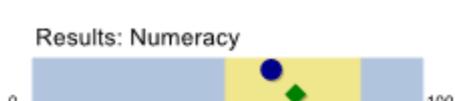
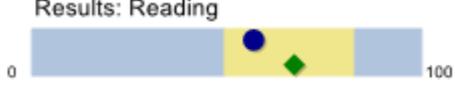
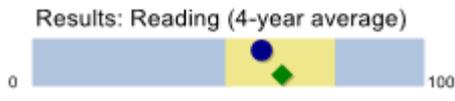
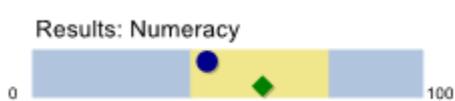
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 644 students were enrolled at this school in 2019, 319 female and 325 male.</p> <p>9 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> 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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Similar </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><b>NAPLAN Year 3</b></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>Above </p> <p>Similar </p>	
<p><b>NAPLAN Year 5</b></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><b>NAPLAN Learning Gain</b> 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-left: auto; margin-right: auto;"> <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>43%</td> <td>43%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>54%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>49%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>50%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>57%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	43%	43%	13%	Numeracy	24%	54%	22%	Writing	40%	49%	12%	Spelling	34%	50%	16%	Grammar and Punctuation	26%	57%	17%	<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" style="margin-left: auto; margin-right: auto;"> <caption>Statewide Distribution of Learning Gain</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%
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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><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	94 %	93 %	93 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	94 %	93 %	93 %	92 %										

### 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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,161,812	High Yield Investment Account	\$900,653
Government Provided DET Grants	\$1,319,726	Official Account	\$34,420
Government Grants State	\$3,200	<b>Total Funds Available</b>	<b>\$935,074</b>
Revenue Other	\$123,903		
Locally Raised Funds	\$423,366		
<b>Total Operating Revenue</b>	<b>\$7,032,007</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$787,598		
<b>Equity Total</b>	<b>\$787,598</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$5,098,669	Operating Reserve	\$248,720
Books & Publications	\$2,630	Funds Received in Advance	\$86,500
Communication Costs	\$6,056	School Based Programs	\$196,810
Consumables	\$165,552	Cooperative Bank Account	\$265,000
Miscellaneous Expense <sup>3</sup>	\$311,811	Funds for Committees/Shared Arrangements	\$13,000
Professional Development	\$34,470	Asset/Equipment Replacement < 12 months	\$14,800
Property and Equipment Services	\$268,151	Capital - Buildings/Grounds < 12 months	\$13,500
Salaries & Allowances <sup>4</sup>	\$538,223	Asset/Equipment Replacement > 12 months	\$45,000
Trading & Fundraising	\$121,959	Capital - Buildings/Grounds > 12 months	\$40,000
Travel & Subsistence	\$15,283	Maintenance - Buildings/Grounds > 12 months	\$21,500
Utilities	\$61,193	<b>Total Financial Commitments</b>	<b>\$944,830</b>
Adjustments	\$660		
<b>Total Operating Expenditure</b>	<b>\$6,624,656</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$407,351</b>		
<b>Asset Acquisitions</b>	<b>\$13,124</b>		

- (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)

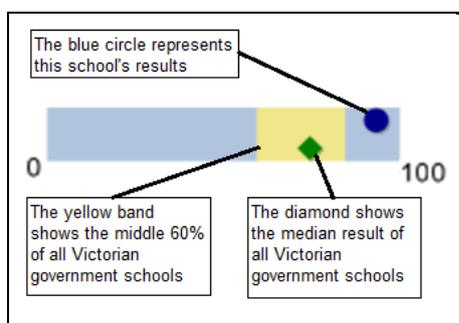
### Engagement

- 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').