

2019 Annual Report to The School Community



School Name: Derrimut Primary School (5512)



- 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 23 April 2020 at 05:16 PM by Joanna Stanford (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 27 April 2020 at 11:59 AM by Leonie Foote (School Council President)

About Our School

School context

Derrimut Primary School is located in the inner Western Suburbs of Melbourne, and opened in 2010. Derrimut Primary School was constructed under a Public-Private Partnership (PPP) agreement and is a state of the art educational facility with flexible, modern, open-planned spaces to facilitate learning practices that maximize the learning outcomes for every student.

We are a diverse community of 730 students. Derrimut has a Principal, 2 Assistant Principals and 39.5 equivalent full-time teaching staff including 2 Learning Specialists, 3.2 Leading Teachers and 7 Education Support Staff. Derrimut Primary is situated in a low-medium socio-economic area, with 53% of the student population having English as a second language. All students reside in our Designated Neighbourhood Area at enrolment.

The School's Vision: "A Place to Grow and Thrive" underpins our Mission that "We are a community of learners and thinkers who strive for excellence to be the very best we can be". We are developing a culture of high expectations through agency in student learning. We are developing a strong sense of respect for one another to take pride in being a member of the Derrimut Primary School community. The school's programs reflect our priority focus on the foundations of learning in Literacy and Numeracy. Learning is supported by the interdisciplinary learning of Science, Humanities, Civics and Citizenship and Health. Student learning is differentiated at their point of need. Teachers plan rigorous curriculum, based on the Victorian Curriculum, through our Guaranteed and Viable Curriculum, Scope and Sequence and developmental continuum. We care for the well being and engagement of every child and demonstrate this through our core set of values of Excellence, Respect and Responsibility. These are a part of the Derrimut culture, embedded through a whole school approach of cognitive and emotional engagement.

We learn, embed and sustain high quality teaching and learning through Departmental initiatives and current educational theory. Derrimut Primary School has a professional and highly committed staff, who work collaboratively to plan and enact the curriculum, to ensure the educational and well-being needs of our students are met and enhanced through high expectations. We are a professional community of learners that are committed to using student learning data and multiple forms of feedback to improve student outcomes.

The building design at Derrimut promotes active, student-centred learning for all students, through the creation of flexible, functional spaces that support learning and teaching practices. Our year levels are situated together with each classroom accessing a year level classroom library with over 1000 books in each to support reading development at the appropriate social and emotional level. The facilities exhibit characteristics of high quality design that promote academic excellence, collaborative practice and a sense of belonging among students and the broader school community. The main building is centred around a Resource Centre, where students, staff and families have access to an outstanding range of literature. The school provides innovative programs for academic and social engagement through the Arts, PE, Chinese and the Kitchen Garden Program. The dedicated Design Centre encompasses an Arts space, Kitchen Garden with 5 kitchen spaces, and breakout area. Learning spaces and opportunities are not confined to indoors but extend out to a full sized oval, wetland area, native gardens, Play pod, sensory garden and extensive shaded areas. A full sized, indoor, basketball courts, two outdoor courts and exciting play areas for children complement student learning.

Framework for Improving Student Outcomes (FISO)

Derrimut Primary School's 2019 Annual Implementation Plan (AIP) was closely aligned with the Department of Education and Training's Framework for Improving Student Outcomes (FISO) and established a direction that supported a strong teaching and learning culture within the school. All aspects of the AIP were closely monitored by the highly skilled School Improvement Team (SIT) which comprised the Principal, 2 Assistant Principals (AP), Leading Teachers (LT) and Learning Specialists (LS). This ensured all Goals, Key Improvement Strategies were developed, met and exceeded. The 2019 AIP focussed on the following FISO areas, Excellence in Teaching and Learning (Curriculum Planning and Implementation engages and challenges all students, Evidence-based practices drive

professional practice and improvement). This was enacted through Goal 1: To improve student outcomes in reading and writing. We focused on a Positive Climate for Learning (High expectations for every student promote intellectual engagement and self awareness, and a supportive and productive learning environment promotes inclusion and collaboration) through Goal 3, to develop an aspirational learning culture of high achievement and engagement.

The key aspects of the plan included;

- Building the instructional knowledge of teachers across the school, including the capacity to effectively plan and differentiate curriculum. This was supported through a number of strategies including:
 - Designated planning days each term supported by professional learning with both external consultants and school based coaches
 - Professional Learning Teams working under the guidance of Principal class and Leading Teachers
 - Team Leaders had targeted additional time to work 1:1 with a leader from the SIT Team to interrogate data to ensure improvement.
 - Leadership staff and team leaders attending the Professional Learning Community of practice.
 - Staff participating in targeted professional learning with various external consultants
 - Differentiated Professional learning designed by SIT to support the differentiated learning needs of teachers focusing on building a guaranteed and viable curriculum in literacy and numeracy
 - Development of an Instructional Model and commencement of Professional Learning to build teacher capacity to enact instructional model
 - Development of agreed to commitments and non-negotiables in relation to safe and orderly learning environments conducive to high expectations and outcomes
 - Student data being interpreted, reflected on and referred to in all team meetings (PLT, PLC, PCO and SIT)
 - Introduction of learning walks focused on the cycle of professional learning taking place to ensure AIP targets are met and exceeded and meaningful feedback was provided in a timely manner
 - Agreed to commitments produced through professional learning to codify the staff learning into expected practices to embed learning of the AIP into sustained practice in the classroom

There was considerable change to the structural organisation of the school in 2018. This was consolidated in 2019 with the continuation of straight grades and ensuring our school design had these year levels geographically together. Every classrooms has one teacher responsible for 20-25 students. There is high accountability for every child to have optimal growth. We re-structured the learning environment to ensure every child had a table and chair and an ergonomic and productive place to learn. Time was taken with staff to revisit expectations for maintaining a safe and orderly environment including active supervision, student movement within the classroom and in the yard, transitions, organisation and cleanliness.

A Strategic Action Plan for Coaching was developed across the school.

External Coaching

School Based Coaching:

2 Assistant principals (8 hours per week each)

3 Leading Teachers or equivalent (15 hours per week each)

We developed a STEP UP Program to transition students into their next year levels for 2020. The step-up program allowed students to socialise with others in their year, helping staff and students to identify possible friendships and effective learning partnerships to enable effective grouping of students. The transition schedule allowed students to work with their teacher and class in 2020 prior to the next school year. We refined a START UP program, written by the SIT and a Lead User Group, to induct teachers and students through a rigorous 4 week program in all subject areas. This ensured consistency in curriculum, effective pedagogy and use of high quality resources. The program provides every teacher with 12-15 sessions of reading, writing, mathematics and well-being that introduce school-wide practices such as writer's notebooks, independent reading, learning conferences, mentor texts, number talks, maths investigations and so on. The learning environment is developed throughout the program as visual timetables, Our Positive Behaviour Expectation Matrix, anchor charts, displays and classroom expectations are introduced through the start-up program

Achievement

Over the 2019 period the school's NAPLAN data demonstrated growth. Our years 3 data showed continued steady implement in reading and numeracy, writing showed greater improvement. Year 5 data held steady to last year. Whilst our results are pleasing with students generally performing better than in the past, we have a strong commitment to ongoing improved student learning outcomes and associated data. We have a stronger focus on foundational learning of literacy and numeracy, ensuring an effective learning environments to support the learning. We have stronger systems of tracking student achievement both in year 5 growth data but also across the school.

Reading has been our main focus of improvement. Our Whole School data system for reading showed the following results in term 4 Fountas and Pinnel Assessments:

Year F: below: 33% at: 18% above: 49%

Year 1: below: 48% at: 21% above: 31%

Year 2: below: 38% at: 18% above: 44%

Year 3: below: 29% at: 8% above: 63%

Year 4: below: 42% at: 11% above: 47%

Year 5: below: 23% at: 18% above: 59%

Year 6: below: 29% at: 3% above: 68%

To further support these improvements in addition to the strategies above we will continue to provide targeted professional learning at the individual, team, team leader, school based coach and whole school levels through external expert consultants. This was funded through out equity money. The strongest indicator of student success is the teacher and we are committed to develop every teacher at Derrimut to be expert in the delivery of curriculum and pedagogy to support every child's needs. Our Professional learning targeted our literacy needs

- learning environments
- classroom libraries
- Guaranteed and Viable Curriculum
- Scope and Sequence
- Developmental Continuum
- explicit teaching
- conferring with students
- small group targeted teaching
- using formative assessment
- using the DET portal as a learning resource
- using the F&P continuum to track student learning,
- using the writing process and PASIA

We ensured our learning environments were well equipped for learning. We ensured access to quality resources throughout the school through the careful program budgeting using equity funding and surplus money in the budget

- levelled reading materials from prep – Year 6
- Fountas & Pinnel Assessment kits for assessment of reading, decoding and comprehension
- Support staff who will be trained to implement the Fountas and Pinnel Levelled Literacy Intervention Program across the school.
- classroom library equipment was purchased to ensure each community library could hold about 1000 fiction, non fiction and interest books forward facing and categorised by students.

The purchase of furniture to ensure every child has a chair and table to sit at and a place to learn

- Development of our DPS Guaranteed and Viable Curriculum for literacy, including the Scope and Sequence. This required resourcing to ensure it was done efficiently for the school to have a documented curriculum. We have begun developing the Developmental Continuum to ensure all students progress in their learning. This ensure all teachers have a deep knowledge of the essential learning they need to teach at each level and how our students are supported to have optimal growth to ensure they are at or above the expected level of learning. The introduction greater focus on explicit teaching and differentiation of the curriculum will continue to be developed, implemented and transferred to planning, teaching and explicit instruction in order to lift the achievement levels of lower and higher performing students at each end of the learning continuum.

All students on the PSD program (Program for Students with a Disability) have allocated support and showed progress

at satisfactory or above levels in achieving their individual goals. A dedicated, qualified well being Leading teacher and assistant principal, continues to oversee the implementation of Individual Learning Improvement Plans for students on the PSD program which explicitly detail goals, progress and achievement. Likewise children who are in out of home care have individual learning plans with nominated advocates. There was a significant increase of ES staff in 2019. This is to cater for the growing number of students on the program but also to support our teachers with administration tasks and reading intervention, ensuring the focus is always on our students. We will continue to develop our ES staff to ensuring a strong partnership with the teacher for our students to achieve their social, emotional and academic goals.

Engagement

Engagement, School Pride and Excellence has been a major focus on 2019. This started small with the purchase of a School Colours hat for every child in the school. We had a stronger focus on every child having a stronger sense of belonging in the school. This included a focus on school uniform, connections to a classroom teacher and having a safe and orderly classroom and school environment.

Classroom teaching programs focussed on excellence, differentiated learning and ensuring every child had learning goals and had clear transparency in their learning. Every child now has a readers and learning toolkit which is well resourced in order to have our students ready to learn and have texts to sustain and improve reading.

In addition to the provision of major areas, the curriculum includes the specialist areas of visual arts, performing arts, philosophy physical education, kitchen garden and Mandarin. These programs are held on a weekly basis for children in Prep to Year 6 and are supported by a wide range of extra curricula activities including; Inter-school sports and athletics, swimming, Premiers Reading Challenge, MAV Maths masters and Kids Teaching Kids. In addition we offer several fully supervised recess and lunchtime activities for those children who prefer more organised and quiet play. These include areas such as art, gardening, origami, dance, construction, board games, Lego, reading and drawing. We also offer more organised play through "Derrimut's Got Talent" and dodgeball and football competitions. The school's camping program involves children from year 3 -Year 6, ensuring our students have a range of bush and beach experiences, this cumulates to our Year 6 Canberra Educational Tour.

Our School Leadership program has being enhanced and extended through more leadership learning opportunities for our leaders opportunities to present at school and in community events. During 2019 targeted staff will continue to work with students to further develop the profile of each of the House teams as well as building the profile and responsibilities of our Student representative council across the school. This formed part of our School Connectedness strategy in particular student voice and agency for the 2019 Annual Implementation Plan.

To further support student engagement in academic areas the following provisions were made:

A Rigorous whole school curriculum in literacy, numeracy and Inquiry, through a GVC, Scope and Sequence and Developmental Continuum

Continuation of the school's reading support program (Levelled Literacy Intervention)

Implementation of the High Impact Teaching strategies through professional learning and through our coaching model.

An updated and relaunched 1:1 iPad program years 3-6, with a new lease and strong sturdy professional covers

Class sets of iPads for years P-2

Additional reading materials assigned to all classrooms across the school (fiction and non-fiction) based on student requests and high quality literature

All classroom teaching staff F&P literacy continuums to support students in setting, reviewing and revising goals.

High expectations set for all students

Development of student focus groups based on our Attitudes to School Survey to gain an insight into student's thoughts and opinions about their learning.

Provision of coaching support to teaching staff with a focus on differentiation and authentic student engagement

Wellbeing

The Student Attitudes to School Survey will be closely monitored and analysed by the SIT team and teachers to target improvement. We have been quite disappointed in the last few years of our students attitudes towards respect and behaviour at the school. We have focussed on these considerably through our professional learning, classroom behaviour and whole school PBS program. This has resulted in a wonderful lift in all areas of the survey. There was an overall lift from 73% to 84% positive endorsement for social engagement and sense of connectedness. Our targets for our Attitudes to Schooling all exceeded AIP and Strategic Plan targets. Stimulated learning improved from 75% positive endorsement to 81%. Student Voice and agency improved from 61% to 75%, and our Student Safety showed a most wonderful improvement from 71% to 84%. This was also an improvement in our Parent Opinion with a lift in endorsement from 76% to 82% for how the school manages bullying 91% for promoting positive behaviour.

We are committed to the wellbeing of every child in our school and are committed to be 'Childsafe', ensuring our staff, School Council and community understand our Childsafe and wellbeing policies and these are followed by our whole school community.

We have reengaged with the SWPBS (School Wide Positive Behaviour Program) through the department of education and have a DET coach working with us to develop a strong wellbeing program across the school. We aligned this work with redesigning our School Vision and values in 2018 and embedding these through our daily work in 2019. This included consultation with our whole school community, teachers, students and families about what values are important for our students and for our community. We have started looking at a consistent behaviour matrix across the school with each classroom having clear expectations and following the same strategies such as Zones of Regulation, Restorative Conversations and the 4Rs.

We have a strong sense of wellbeing at playtime through our lunchtime club program that is based on student interest and gives students a range of play opportunities that include quiet play both inside and outside, through art, origami and music, performing, environmental activities and organised sport. These change and adapt each term according to student interest. teachers provide active supervision during play times both in the yard and in clubs.

We continue to focus on healthy communities through our Breakfast club, Kitchen Garden Program, gardening clubs and our interdisciplinary inquiry learning.

We have a strong student leadership program that provides opportunities for students from Prep-Year 6 including Student Representative Council, House Captains, Sport Captains and School Captains. This program is highly regarded by both students and staff who work to build their capacity as leaders within the school environment. Student led showcase assemblies also contribute to the school's Student Engagement and Wellbeing. The student leadership programs are highly involved in targeted fundraising for the school. To further support student wellbeing the following processes and programs were further supported in 2018

Attendance:

In the second half of 2019 we had an intensive focus on reducing lateness absenteeism and rolled out a whole school initiative through educating parents and teacher, this will continue to be a focus in 2020. Non-attendance by a small group of students is an on-going issue. Several of our families return to their birth place to visit relatives or holiday during the school term which results in significant 'chunks' of time being missed. We have approached relevant families and discussed the impact this can have on individual student learning and will continue this strategy in 2018. Parents of children who have unexplained absences or are late over a number of days are contacted by the attendance officer, with follow up communication by the school's leadership team and a formal meeting will be scheduled if necessary.

Financial performance and position

Derrimut Primary school finished 2019 in a healthy financial position after multiple years of running at a surplus as we have had high number of graduate staff who have now moved into classroom 2. Equity funds were used to directly enhance the literacy learning of all students. We have extensively purchased high quality texts to ensure every learning community has a well stocked classroom library with a large range of books to support all students and their level of reading. We continue to run a successful literacy intervention program based on LLI. To ensure the early intervention

strategies are available to our students we employ a private school based Speech Therapist and Occupational Therapist to work in the school to target specific and comprehensive needs of many students both funded and those ineligible for funding. We targeted spending of the surplus maintaining a high quality 1:1 Ipad lease over 3 years and Grounds works to ensure our grounds are safe and engaging for our students due to being above capacity. We will target the surplus on a number of school grounds works this year that will include the installation of a Gaga pit, fencing of our kitchen garden and a number of grounds works that are not maintained through the PP Project and are necessary for an engaging school environment.

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

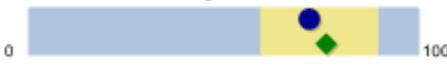
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 738 students were enrolled at this school in 2019, 349 female and 389 male.</p> <p>49 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>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>School Staff Survey</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>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>Similar </p>

Performance Summary

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>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: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Similar ●</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>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: ◆

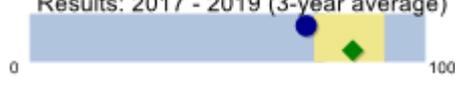
Key: Similar School Comparison ● Above ● Similar ● Below

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>40%</td> <td>41%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>48%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>55%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>55%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>46%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	40%	41%	19%	Numeracy	16%	48%	36%	Writing	17%	55%	28%	Spelling	22%	55%	22%	Grammar and Punctuation	37%	46%	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> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <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>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

Engagement	Student Outcomes	Similar School Comparison														
<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>Key: Similar School Comparison ● Above ● Similar ● Below</p>															
<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>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</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>91 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	92 %	92 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	92 %	92 %	92 %	92 %										

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			
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>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</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, 2019

Revenue	Actual
Student Resource Package	\$7,063,386
Government Provided DET Grants	\$655,711
Government Grants Commonwealth	\$12,183
Revenue Other	\$113,993
Locally Raised Funds	\$263,581
Total Operating Revenue	\$8,108,854

Equity¹

Equity (Social Disadvantage)	\$391,132
Equity Total	\$391,132

Expenditure

Student Resource Package ²	\$5,377,031
Books & Publications	\$46,898
Communication Costs	\$25,254
Consumables	\$172,838
Miscellaneous Expense ³	\$606,747
Professional Development	\$40,888
Property and Equipment Services	\$202,269
Salaries & Allowances ⁴	\$14,171
Trading & Fundraising	\$11,517
Utilities	\$66,561
Total Operating Expenditure	\$6,564,174
Net Operating Surplus/-Deficit	\$1,544,680
Asset Acquisitions	\$0

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$533,575
Official Account	\$48,109
Total Funds Available	\$581,683

Financial Commitments

Operating Reserve	\$196,453
Other Recurrent Expenditure	\$625
Funds Received in Advance	\$84,433
School Based Programs	\$280,400
Funds for Committees/Shared Arrangements	\$4,718
Maintenance - Buildings/Grounds < 12 months	\$15,054
Total Financial Commitments	\$581,683

(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)

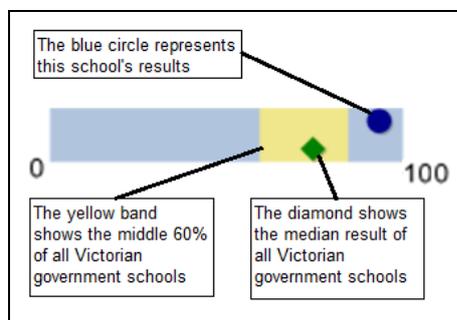
Engagement

- 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').