

2019 Annual Report to The School Community



School Name: Sydenham - Hillside Primary School (3559)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 21 October 2020 at 09:51 AM by Benjamin Russell (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 21 October 2020 at 10:14 AM by Vicki Harriss (School Council President)

About Our School

School context

Sydenham-Hillside Primary School is a large dual campus primary school located in South Western region of Melbourne and situated in the two local government areas of Brimbank and Melton. In 2019 the school's total enrolment was 1325 students, 789 students at Sydenham Campus and 536 students at the Hillside Campus. There are a number of land developments in Plumpton and through out 2019 we experienced enrolment enquiries which will see our enrolment numbers increase in the next few years.

Sydenham Hillside prides itself on setting high standards for students and staff. We continue to hold at the forefront of our practice maintaining a sense of community and keeping our attention on providing our students opportunities to grow. Our vision underpins the schools focus for educating our students for the future. 'Sydenham Hillside Primary School builds resilient, kind and inclusive individuals who value their education and empowers them to follow their life passions'.

In 2019, our school values were reviewed through community consultation with students, staff and parents, as part of School Wide Positive Behaviour program. Our school values of Respect, Responsibility, Safety and Learning underpin and determine the actions of our whole school community. The values are embedded in our daily interactions and the culture of the school. These values have been displayed, articulated and explicitly taught as a part of classroom practice and are recognised during school assemblies and promoted through student awards.

The Sydenham Hillside Community comprises of diverse family backgrounds, with a high proportion of students coming from Indian backgrounds. Of the student population, 26 % were EAL (English as an Additional Language) students, 1.0 % ATSI (Aboriginal and Torres Strait Islander) and 0.90% International students. The schools SFOE (Student Family Occupation) index is 0.3751.

In 2019, the schools workforce comprised of 91 equivalent fulltime teachers, 5 Principal Class, 3 Leading Teachers, 1 learning Specialist, 34 Educational Support staff including a Business Manager. All staff were allocated relevant duties to support improved learning outcomes and achieve goals set out in our Annual Implementation Plan.

The school aims to cater for the needs, talents and interests of all students in a caring and stimulating environment, through allocated specialist programs and additional support programs. Additional support programs including EAL, Levelled Literacy Intervention and Language Support were resourced to support student learning and achievement. The Japanese language program continued to be highly respected in the community and our long-standing Sister School program with two primary schools in Japan continued this year with 12 students attending the sister school program in November 2019.

Our Annual Implementation Plan directed our Teaching and Learning programs, meeting schedule, performance and development plans and Professional Learning for the year. This alignment supported our staff to build their knowledge and skills in the areas of Literacy and Numeracy. The Leadership team committed to building teacher capacity in 2019 by allocating resources and providing coaching opportunities and focused professional learning, including revisiting the school's agreed instructional model, aligning planning documents with the Victorian Curriculum and data analysis.

We also had a clear focus on reducing student absences and decreasing unexplained absences across the school through implementation of DET strategies such as first day contact by teaching staff and increasing parent awareness of changes to department policies through newsletters and communication APPS.

The PLC initiative was a significant Professional Learning that was implemented in 2019. Throughout 2019, teachers engaged in regular professional learning to build and embed their knowledge of the PLC cycle. We further embedded Effective Professional Learning communities focused on delivering improved outcomes through the inquiry process.

At the end of 2019 we were fortunate to have an opportunity to establish a partnership with a Department of Education

'Differentiated School Support Intervention' team to provide context specific support around key priority areas for improvement. The partnership will be a two year arrangement to allow for improvement initiatives to become embedded.

The DSSI team will support the school with the development of/continued development of:

- * a Guaranteed and Viable Reading Curriculum to ensure that essential learnings are being delivered as part of the curriculum
- * our Pedagogical Model to ensure that we are using evidence based high impact teaching strategies in the classroom
- * a common understood and documented planning process
- * our middle leaders to provide effective leadership at a team level particularly in relation to the PLC cycle and use of data.

Framework for Improving Student Outcomes (FISO)

In 2019, our AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Excellence in Teaching and Learning and Positive Climate for Learning.

Building Practice Excellence:

- * Build the effectiveness and efficacy of each teacher by full implementation of an agreed research based instructional classroom delivery model and instructional practices across the school, with particular focus on Literacy and Numeracy
- * Build quality teacher practice through engagement in regular coaching, feedback and structured staff professional learning, with a particular focus on Literacy and Numeracy.

Achievements and Highlights in the above dimensions include:

- * Teachers engaged in rich discussions about the differences between English and Literacy and Mathematics and Numeracy and their beliefs around the teaching of these key curriculum areas at Sydenham Hillside Primary School. Teachers brainstormed many ideas and statements to contribute to the vision statements. The feedback from teaching staff has been and will continue to be evaluated at a leadership level (Literacy Leaders and Excellence for Teaching and Learning Executive) to develop the actual vision for it to be presented to staff for final feedback.
- * The staff consultation process has supported the development of a mindset that will have a positive impact on the development and consistent application of the Instructional Model going forward as well as the achievement of a guaranteed and viable curriculum.
- * Semester 2 has also seen a strong PL program around specific reading strategies that has supported staff to contribute to the discussions around the vision for the teaching of English. The PL will also support the refinement of the Instructional Model for reading.
- * Staff who have participated in the coaching program have demonstrated an increase in reflection on their practices.
- * Teachers who have received coaching have taken feedback and applied their new learning into their classroom practice.
- * Teams that have participated in the coaching program have recognised the value of their learning and have shared this with whole staff at meetings. The Grade 5 team in particular have shared the work that was done with Mark Catterson and Han Pittman around using data to inform planning.
- * Whole staff reading PL with a focus on guided reading and independent reading did create a mind shift in teaching staff across the board particularly relating to how much independent reading should be taking place as part of the instructional model. This will be reflected in the refinement of the Instructional Model.

Curriculum Planning and Assessment:

- * Build teacher capacity in utilising a range of data/evidence to assess student progress and plan for future learning through implementing the PLC Inquiry cycle.
- * Embed a consistent methodology for planning across all areas, in particular English and Mathematics.

Achievements and Highlights in the above dimensions include:

- * Overall there has been an increase in staff understanding and knowledge of the inquiry cycle through PLC discussion

and PL learning sequence.

- * Leadership and staff are actively engaged in PLC's and PLC cluster meetings
- * Building staff PLC knowledge and understanding has been a major PD focus this year and time has been regularly allocated on the term meeting and PL planner.
- * PLCs were provided with time in week 4 and 9 of each term to collaborate and plan using scope and sequences and subject overviews. Each planning session had a data focus led by a member of the leadership team to ensure that the planning was in response to data, for example one of the data sets was the TJ v NAPLAN and how variances in this needed to impact on the planning.
- * PLC leaders also received a range of supports to have a positive impact on the PLC planning. Instances of such supports included strategies for auditing and unpacking reading achievement standards, strategies for planning learning sequences using F & P leveled questions, and strategies for selecting rich mentor texts.

Empowering Students and Building school Pride:

- * Develop a whole school approach to engage with families around attendance and late arrivals.
- * Develop student ownership for learning with high expectations for learning and behaviour.

Achievements and Highlights in the above dimensions include:

- * There has been an increased focus on attendance in general, including lateness which has been evidenced by teacher attendance follow ups with families, leadership follow up of chronic absence and structures that have been put in place for the systematic response to attendance (attendance letters). Through our work as part of the attendance and engagement project we have prioritised tracking students who have between 8 and 10 days absence. This tracking is an agenda item at positive climate for learning executive meetings.
- * Draft matrix shared with all staff which has been carefully developed after an exhaustive process of school and community consultation.
- * Regular SWPBS School Improvement Team meetings, both formally and informally throughout this process to drive not only the development of the matrix but also future planning for the recognition and school wide reward system, and signage.
- * The SIT has worked closely with our network SWPBS coach who has supported SHPS to create a framework that will enhance outcomes in our context.
- * Clear changes in behaviour and mindset as shown within the SWPBS School Improvement Team and also the broader staff and school community. In the early stages there was some reluctance to engage in the work that was required to plan and prepare for the implementation of the SWPBS framework, however, the whole team are now willing to put in extra time to get the work done as they are excited about how the framework will have a positive impact on student outcomes.
- * Staff attitudes have also come along from the start of the year as they have developed their understanding of the program. Initially staff were lacking understanding impacting on their contribution to feedback sessions, however, as this has developed staff engagement and feedback has improved and the matrix itself is genuinely based on a large amount of staff feedback.

2020 will focus on the achievement of a guaranteed and viable curriculum therefore planning processes will be a major part of that. Throughout 2019 we have used different strategies for planning and feel like there is still improvement to be made in terms of finding a process that is efficient and capable of being used consistently. The refinement of the instructional model will also have a key impact on planning processes for 2020. 2019 has definitely provided some key opportunities for staff to build their own capacity in various aspects of planning so we are confident that these opportunities will provide the basis to firm up the 2020 planning processes.

The next steps for the SWPBS School Improvement Team is to plan with the community an effective recognition system, trial the student matrix with the school community, and develop a common approach to the management of behaviours that do not meet expected behaviours in the matrix. A key component of trialing the student matrix is to ensure effective mechanisms for tracking and monitoring its effectiveness. These will be developed by the SWPBS SIT. Addition to our SWPBS initiative we are also reviewing our "Quality Start Program" to align with our SWPBS values matrix indicators to ensure lessons are planned thoroughly and taught consistently across the whole school. The support required with this process is ongoing staff professional learning sessions.

Achievement

In 2019, our teacher judgement measured against the Victorian curriculum, demonstrated that Sydenham Hillside Primary school students achieved results at a level slightly below that of similar schools when taking into account the background characteristics that are known to make a difference to student results in both English and Mathematics. Our similar schools reference group is outside the Keilor/St Albans network. We are compared with schools who have less disadvantage as our socio-economic profile is mid-range.

Our 2019 Year 3 NAPLAN result were very pleasing, particularly in Reading and Writing. The percentage of top 2 band students was above similar schools, network and state.

- * Students Reading in the top 2 bands:- (58%): result above similar schools (55%), network (52%) and state (57%)
- * Students Writing in the top 2 bands:- (60%): result above similar schools (56%), network (55%) and state (57%)
- * Students Numeracy in top 2 bands:- (38%): result below similar schools (41%), above network (36%) and below state (41%)

* Our 2019 Year 5 NAPLAN results overall are below similar schools and network with the exceptions of Spelling, Grammar and Punctuation.

- * Students Reading in the top 2 bands:- (26%): result below similar schools (36%), above network (23%) and well below state (40%)
- * Students Writing in the top 2 bands:- (12%): result below similar schools (18%), network (15%) and state (19%)
- * Students Numeracy in top 2 bands:- (23%): result below similar schools (32%), network (26%) and state (32%)

Our NAPLAN relative growth from Year 3-Year 5 is a focus for the school.

In Reading, (17%) of students demonstrated high growth compared to (23 %) of students demonstrating high growth in similar and (20%) in network schools.

In Writing, (21%) of students demonstrated high growth, similar to other schools, slightly below (24%) network and state.

In Mathematics, (19%) of students demonstrated high growth compared to (24 %) of students demonstrating high growth in similar and network schools.

In 2019, particular emphasis in Year 3-5 was on using data to identify the required skills that need to be explicitly taught to maintain high growth from Year 3 to 5, in all areas. Teachers continued to participate in Professional learning workshops and PLC's to build their knowledge and practice. The work is expected to continue in 2020 as this is a foundation to ensuring strong and continued growth in learning particularly between those key data measures of Grade 3 - 5.

All students in the Program for Students with Disabilities achieved satisfactory progress towards their individual learning goals and their progress and achievements were monitored through regular Student Support Group meetings.

Throughout 2019, emphasis was placed on the explicit teaching of Reading in Year 4 and 5, in particular building teachers knowledge and practice of guided reading through the PLC cycle, support of our EIL Han Pittman and school based literacy coach. A school wide focus on Reading and identifying students to track progress and present evidence of growth was documented in each teacher's performance and developed plans. This improvement is evidenced in the increases number of students showing growth through participation in the Gr 5 reading booster program.

Proposed future directions and strategies:

In 2020, we will focus on improving Literacy and Numeracy at the top two bands, and also reading growth from Year 3 - Year 5. We have been fortunate to have an opportunity to establish a partnership with a Department of Education 'Differentiated School Support Intervention' team to provide context specific support around key priority areas for improvement. As a result of this our teaching staff across years 2 - 5 work closely with our DSSI leaders, leadership and coaches to analyse data effectively, utilise data to plan differentiated learning as a part of the PLC inquiry cycle

thus continuing the work begun in 2019. Targeted Intervention, and Reading Booster groups are strategies that will be implemented to assist with improving student reading growth. The DSSI team will also support the school with the development of:

- * a Guranteed and Viable Reading Curriculum to ensure that essential learnings are being delivered as part of the curriculum,
- * our Pedagogical Model to ensure that we are using evidence based high impact teaching strategies in the classroom
- * a common understood and documented planning process

PLC Leaders will also be involved in an ongoing professional learning program with external literacy consultants focusing on the evidence based high impact teaching strategies that will become part of our pedagogical model.

Engagement

In 2019 the school continued to achieve attendance results similar to state averages.

There has been an increased focus on attendance in general including lateness which has been evidenced by teacher attendance follow ups with families, leadership follow up of chronic absence and structures that have been put in place for the systematic response to attendance (attendance letters). Through our work as part of the attendance and engagement project we have prioritised tracking students who have between 8 and 10 days absence. This tracking is an agenda item at positive climate for learning executive meetings.

Future Plans

The intention for 2020 is to update the Sydenham Hillside Primary School Attendance Handbook to reflect the focus on students who are tracking towards 8 - 10 days attendance at an alarming rate, as well as the common and expected attendance processes at a classroom level, attendance officer level and leadership level. The attendance handbook will be informed by discussions as part of the attendance and engagement project.

Wellbeing

Semester 2 2019 was a productive time in the development of the SWPBS framework at SHPS. In week 3 of Term 4 we shared a draft matrix with all staff which was carefully developed after an exhaustive process of school and community consultation. The SWPBS School Improvement Team (SIT) met formally and informally throughout this process to drive not only the development of the matrix but also future planning for the recognition and school wide reward system, and signage. The SIT also continued to work closely with network SWPBS coach Shaun Faulkhead who supported SHPS create the framework that will enhance outcomes in our context. There were clear changes in behaviour and mindset as shown within the SWPBS School Improvement Team and also the broader staff and school community. In the early stages there was some reluctance to engage in the work that was required to plan and prepare for the implementation of the SWPBS framework however the whole team are now willing to put in extra time to get the work done as they are excited about how the framework will have a positive impact on student outcomes. Staff attitudes have also come along from the start of the year as they have developed their understanding of the program. Initially staff were lacking understanding impacting on their contribution to feedback sessions however as this has developed staff engagement and feedback has improved and the matrix itself is genuinely based on a large amount of staff feedback..

The next steps for the SWPBS School Improvement Team are to plan with the community an effective recognition system, trial the student matrix with the school community, and develop a common approach to the management of behaviours that do not meet expected behaviours in the matrix. A key component of trialing the student matrix is to ensure effective mechanisms for tracking and monitoring its effectiveness. These will be developed by the SWPBS SIT.

Financial performance and position

Sydenham Hillside Primary School showed a net surplus of \$411,070 on the Operating Statement Summary for the year ending 31 December 2019. This surplus relates to managing a planned staffing deficit and a hold of funds to

refurbish toilet blocks at both campuses due to items reported on the Rolling Facilities Report.

Budgets are monitored regularly by the Business Manager, Principal and School Council. Finance meetings are held every month and School Council members are provided with regular budget updates and relevant budgeting reports.

Equity funds of \$171,129 allowed for our Literacy and Numeracy programs to continue to be staffed and resourced; 3 full time Leading Teachers and 0.6 Learning Specialist provided support in planning, coaching and mentoring.

Grants were received for Chaplaincy Program - \$40,560; Overseas fee paying students - \$50,343; H Sporting Schools Grant - \$5,000; Early Years Koorie Literacy and Numeracy Program - \$5,100; H Walk to Schools Grant - \$1,000; H Active Transport - \$1,800; Maintenance Blitz Funding Grounds Allowance \$6,379; Essential Services Annual Contracts - \$40,611; Safety Switches - \$3,123 (Cost of upgrading Safety Switches was \$6,825);

Major fundraising activities included our Bunnings Sausage Sizzle - \$2,477; Sydenham Chocolate Drive - \$9,013; Hillside Chocolate Drive - \$9,673;

Hiring of our Facilities – Sydenham Gym - \$23,136; Hillside Gym - \$28,532; Canteen - \$11,594 and Out of School Hours - \$50,000 assists with expenditure of these areas e.g. Insurance, Electricity, Gas, Water and cleaning.




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








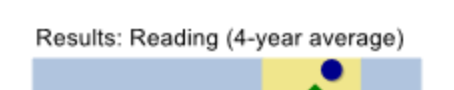





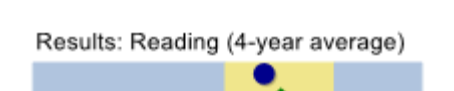




Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 1324 students were enrolled at this school in 2019, 675 female and 649 male.</p> <p>33 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>Below </p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar School Comparison	
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>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>Below </p>	

Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>44%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>53%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>51%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>45%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>35%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	44%	16%	Numeracy	26%	53%	21%	Writing	26%	51%	23%	Spelling	22%	45%	33%	Grammar and Punctuation	42%	35%	23%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	39%	44%	16%																															
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Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>92 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	91 %	91 %	92 %	91 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	91 %	91 %	92 %	91 %	90 %										

Performance Summary

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 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$10,230,930	High Yield Investment Account	\$712,048
Government Provided DET Grants	\$1,249,543	Official Account	\$92,490
Government Grants Commonwealth	\$28,875	Other Accounts	\$0
Revenue Other	\$38,736	Total Funds Available	\$804,537
Locally Raised Funds	\$715,885		
Total Operating Revenue	\$12,263,970		
Equity¹			
Equity (Social Disadvantage)	\$171,129		
Equity Total	\$171,129		
Expenditure		Financial Commitments	
Student Resource Package ²	\$9,934,107	Operating Reserve	\$309,755
Books & Publications	\$20,438	Other Recurrent Expenditure	\$10,823
Communication Costs	\$18,440	Funds Received in Advance	\$253,972
Consumables	\$143,052	School Based Programs	\$187,305
Miscellaneous Expense ³	\$1,076,299	Repayable to the Department	\$30,000
Professional Development	\$37,302	Asset/Equipment Replacement < 12 months	\$87,472
Property and Equipment Services	\$249,807	Maintenance - Buildings/Grounds < 12 months	\$96,354
Salaries & Allowances ⁴	\$158,646	Total Financial Commitments	\$975,680
Trading & Fundraising	\$92,982		
Travel & Subsistence	\$18,216		
Utilities	\$103,613		
Total Operating Expenditure	\$11,852,901		
Net Operating Surplus/-Deficit	\$411,070		
Asset Acquisitions	\$49,897		

- (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 20 March 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)

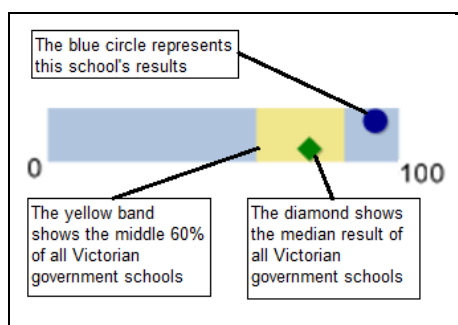
Engagement

- 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).

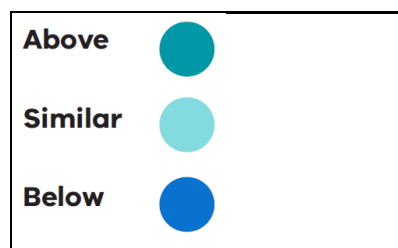


What does *School Comparison* refer to?

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').