

2018 Annual Report to The School Community



School Name: Tucker Road Bentleigh Primary School (4687)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 08 March 2019 at 01:40 PM by Robyn Farnell
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 31 March 2019 at 08:59 PM by Justine Coleman
(School Council President)

About Our School

School context

Tucker Road Bentleigh Primary School is committed to continuous improvement and provision of quality teaching and learning. We provide a safe and secure learning environment, where students are nurtured in their intellectual, physical, social and emotional development. Creativity, enthusiasm, passion and cooperation are encouraged through a concerted focus on Health, PE and the Arts (music, performance, visual arts) as well as fostering the importance of learning a Language Other Than English (Italian). The Student Family Occupation Education (SFOE) index is 0.18. The staff consists of 2 Principal Class Officers, 1 Leading Teacher, 2 Acting Learning Specialists (Literacy and Numeracy), 1 Student Welfare Leader (0.6), 34 teachers and 10 Educational Support Staff. Our programs and instruction are differentiated to cater for the needs of all students. A variety of student interest activities are in operation such as, lunchtime activity clubs and after school workshops. A Levelled Literacy Support program operates with small group intensive instruction to provide extra literacy support for Year 1-2 students and an EAL program that supports students with English as a Second Language. We develop rich curriculum programs including, specialist areas such as, the Arts (music and visual and media arts), LOTE (Italian) and PE/sport. Emphasis is placed on developing critical thinking, problem solving, inquiry learning, IT and collaborative skills to ensure that we provide comprehensive and engaging learning programs for all students. There is a strong collaborative partnership between parents/carers and staff, with high levels of parent participation in school life. Tucker Road Bentleigh Primary School has 630 students and offers an attractive, safe and stimulating learning environment. We have large grounds with extensive play facilities, a full sized oval, a separate Outside School Hours Care facility (Rainbow House) and a new gymnasium was completed in September 2018.

The School Improvement Team (SIT) and the School Council work in partnership to provide a considered focus on improving educational opportunities and learning outcomes for all children. We strive for excellence in academic achievement and promote the development of the whole child through a strong co-curricular that values the arts, learning another language and active participation in sport. The school values of Friendliness, Enthusiasm, Co-operation, Respectfulness and Responsibility underpin our school community ethos. The School Values drive the management of student wellbeing including the development of individual goals, behavioural expectations and a positive classroom learning environment. We utilise a Restorative Practice approach when assisting students to manage their behaviour and when dealing with social and emotional issues or concerns.

Framework for Improving Student Outcomes (FISO)

TRBPS has developed and implemented a number of key strategies in English with a specific focus on reading fluency and comprehension this year. We were a part of the Renewed Reading Project for the DET SEVR Bayside Peninsula Area to audit our reading curriculum and practices and create an action plan for the future and this project will continue during 2019. The School Strategic Plan (SSP 15-18) goals focussed on maintaining the emphasis on reading and included a considered focus on the teaching of writing and mathematics in line with the findings of the school review (2014). The school implemented a new support program in 2015 that focussed on Levelled Literacy Intervention for Students in Years 1-2 and English as an Additional Language assistance.

Over the past 4 years NAPLAN results for Reading, Writing, Spelling, Grammar and Punctuation and Numeracy have been above state-wide benchmarks for Year 3 and Year 5 and results were on par with the similar schools group. Year 3 2018 NAPLAN data showed an increase in in the percentage of students performing in the top 3 bands for Reading, Writing and Numeracy when compared to 2017. Year 5 NAPLAN data showed an increase in percentage of students performing in the top 3 bands for Reading when compared to 2017 data. Year 5 NAPLAN data for Numeracy and Writing showed similar results, with a very slight decrease in the percentage of student performing in the top 3 bands when compared to 2017 data. Year 5 NAPLAN Matched Cohort Relative Growth data (students in Year 3 2016 and students in Year 5 2018) for Numeracy and Writing showed a slight decrease in the number of students with high growth when compared to 2016 data. NAPLAN Reading data showed a slight increase in the percentage of students with high growth when compared with 2016 data. Therefore the School Review Panel agreed that we would continue to focus on all 3 learning areas as part of the new School Strategic Plan. The future targets are set to aim for a greater percentage of students performing in the top 2 bands for

Numeracy, Reading and Writing in both Year 3 and 5 NAPLAN data and an increase in the amount of students achieving higher relative growth in NAPLAN Matched Cohort

Data for all 3 learning areas.

After the School Review Process of the School Strategic Plan (SSP) 2015 -18, we have considered the following FISO improvement elements to be our main focus of the next SSP:-

(FISO) Excellence in Teaching and Learning - Curriculum Planning and Assessment and Building Practice Excellence:

- Build a positive whole school learning culture that has a shared vision of accountability and high expectations.
- Implementation of the TRBPS Instructional Practice Model and Victorian Teaching Learning Model (VTLM), which incorporates the Practice Principles, the DET Pedagogical Model (E5) and the High Impact Teaching Strategies.
- Embed the Victorian Curriculum F-10, scope and sequence of Inquiry learning and continuums of practice for all learning areas.
- Build teacher's capability in data literacy and implement consistent informal and formal assessment practices (of, for and as) to determine student's point of need and plan forward learning to effectively differentiate program delivery.

The highlights determined through the School Review Process were: that the school had developed a positive climate for learning within the classroom, the success the school achieved with developing the transition programs K-P, 6-7 and within the school and third highlight was the impact of the work completed in conjunction with a Mathematics consultant, to develop consistency of practice and a common language in Mathematics.

Achievement

Tucker Road Bentleigh Primary School strives for high student achievement in the areas of English and Mathematics. Student achievement results were above the state median in both areas. Year 3 and 5 students have performed on par with the similar schools group in NAPLAN, as measured for Mathematics and Reading. The NAPLAN matched cohort growth (learning gain) of students who performed in the top 2 NAPLAN bands in Year 3 portrayed low growth when the students were measured in Year 5. During 2018 we placed strong Professional Learning emphasis on the best practice in English and Mathematics as part of the Annual Implementation Plan (AIP). We continued to implement elements of 'VCOP – The Big Write' approach to build staff efficacy with teaching writing P-6 and for consistency of practice across the school. We continued to implement elements of the "Words Their Way" spelling approach. Both methodologies supported teachers to differentiate teaching and personalise the learning to more effectively meet the range of student needs. We are generating greater consistency across the school P-6 with the implementation of our TRBPS Instructional Practice Model. We implemented a renewed focus on the Early Years and Middle Years Reading Approaches with all teaching staff. Additional Literacy support included the delivery of a Levelled Literacy Intervention program (Years 1-2) and the continued use of student Individual Learning Improvement Plans to monitor students considered 'At Risk' in their learning or needing extension. English will continue to be a focus area during 2019, with emphasis on further extending teachers' capability with: data literacy, teaching best practice and the accurate assessment of writing, reading and speaking and listening, to inform planning and personalise learning. Future SSP focus is on consistency of practice across the school and this will be addressed by the full implementation of the TRBPS Instructional Practice Model and utilisation of the DET Victorian Teaching and Learning Model and associated DET resources.

During 2018, Teachers continued to work in conjunction with a Mathematics Educational Consultant to build their pedagogical understanding and proficiency to teach Mathematics. As a result of this professional learning, the teaching teams have restructured the numeracy block to include, differentiated tasks, utilisation of more hands on resources and provided open-ended activities to successfully build, deepen and extend student mathematical knowledge and skills. Mathematics will continue to be a School Strategic Plan (SSP) priority and we will continue to utilise the expertise of staff to further build efficacy and maintain the established partnership with our consultant during 2019. The SSP continued to provide teachers with clear educational direction and ensured that professional

learning was focussed on evidence-based best practice for effective teaching in English and Mathematics. Staff focused on building their capacity with effective assessment practices. They analysed school data for forward program planning and to personalise learning to meet student individual needs. The teachers worked in various teams to drive school improvement. The School Improvement Team (SIT), Professional Learning and Level Team meetings were all utilised to further build the capacity all teachers across the school. Team Leaders lead the designing of year level planning, collegial discussions, assessment of student learning outcomes and monitoring cohort and individual student progress.

The School Improvement Team has continued to assess, monitor and reflect on the progress and achievement of School Strategic Plan priorities, goals and targets for Mathematics, English, Student Wellbeing and Engagement as part of the School Review Process. At the end of 2018 we set the new directions, goals and targets of the SSP for 2019-2021, in consultation with a team of educators from other schools, DET regional staff, School Council and with school community input through forums and surveys. We continued to review effective assessment tools and strategies used across the school, documented our TRBPS Instructional Practice Model and refined the Assessment Schedule. We will continue to focus on building data literacy expertise of the teaching staff to more effectively analyse (measurable) school data, to more effectively personalise learning and design explicit program instruction for all students at their point of need. We are planning some further joint parents/carers and staff Interactive Evenings such as a Maths evening with our educational consultant Sue Fine during 2019. Through this workshop we can inform new parents/carers of our philosophy and program instruction for Mathematics at TRBPS. We also intend to host similar information evenings for explaining our Reading and Writing approaches. We aim to include more student voice and agency in learning as this is one of our new SSP goals. We will do this through extending leadership opportunities and involving students more directly in the development of curriculum planning, goal setting, reflective feedback opportunities, learning progress conferencing and peer/self-assessment of their learning progress. We will continue to schedule Professional Learning around student voice and agency over the next 4 years to build staff capacity to understand and confidently include this in their teaching practice. During 2018, as a staff we focused on implementing DET's High Impact Teaching Strategies such as, Learning Intentions and success criteria as well as student goal setting and student articulation of and ability to reflect on their learning. In 2019, we will continue to build on this work and reflect on our current practice through Peer Observations/Feedback and Learning Walks for school improvement and to raise student learning outcomes.

Engagement

The continued implementation of the wellbeing program 'Hit the Road Running' was an important focus at the start of 2018 (P-6) to set class climate, tone and clear behavioural expectations. The activities focus on building positive relationships, resilience, independence and connectedness to school and peers. Prep teachers worked with the local Early Childhood Education Centres to implement a transition to school program. The range of K-Foundation (Prep) activities included four transition sessions, Year 6 leader talks and invitations to special school events including, the mini fete and prep musical. As part of the internal transition program within the school we created a 'Step Up' transition program for students in Years P-5, where opportunities were provided for students to work with the next year level teachers for a specified period of time. Transition to Secondary College was also a focus with a great percentage of our children attending local secondary colleges and participating in joint transition programs. This was described as a highlight for the school during the School Review Process.

Absence data indicated that we are below the state mean and similar to primary schools with similar characteristics. High attendance rates have been maintained during 2018. This has been achieved through continued support offered to families experiencing hardship or wellbeing issues. We have a Student Wellbeing Leader (non-classroom based) working 0.6 to support this attendance initiative. We promote the 'It's not ok to be away' DET initiative through newsletter articles and regular phone calls to families and Compass generated messages. We link families in with community agencies as well as DET and Government organisations who can support them with their children, financial hardship, counselling and assessment of health and/or medical issues. We also focussed on assisting staff to the use correct codes to record student absences to increase data accuracy.

We continued to audit the Victorian Curriculum F-10 throughout 2018 and develop a TRBPS Inquiry Learning Scope and Sequence to ensure we address all aspects of the curriculum and the 4 capabilities. During 2019,

further focus on Inquiry Learning will provide greater opportunity for students to have more voice and agency in the curriculum planning and their learning. Further focus on the work of John Hattie's and DET's 'High Impact Teaching Strategies, Practice Principles & Victorian Teaching and Learning Model' plus utilising 'AMPLIFY' resources will provide an opportunity for teachers to further develop the use of learning intentions, goal setting, self-assessment of learning by the students, feedback to and from students as part of student reflective practices.

During 2018, IT additions to the infrastructure assisted with building the capacity of teachers to embed greater use of ICT into classroom programs, as it was able to more adequately support the extension of the extra devices purchased. Considerable school funds were allocated to update IT equipment and usage. More laptops were leased in response to the schools growing number of students and Interactive LCD portable televisions were purchased to replace the broken mounted IWBs. A teacher as an IT leader was introduced to oversee the expenditure and develop a future eLearning plan in conjunction with our local technician and DET allotted TSSP. The leader was responsible for seeking, scheduling and delivering Professional Learning to build staff capacity with IT devices and programs such as, DET'S FUSE, Compass, Essential Maths Diagnostic Testing platform, Google Docs & See-Saw. In 2019, we are intending to add more digital devices such as Lenova Yoga small laptops to replace older desktops and further build infrastructure as well as teacher capability with IT and particularly in the areas of STEM, coding and robotics. The intention is to develop a fully operational 'Maker Space' in the old ICT lab area. Staff will be provided with Professional Learning so they build their skills alongside the students.

Wellbeing

Throughout 2018, we continued to build teacher's capacity with Restorative Practices, Circle Time and collective responsibility for all students as part of the Student Wellbeing emphasis. The results of the Student Attitudes to School Survey data confirmed that students in Years 4-6 feel quite safe, confident and connected to the school environment and feel that they have a student voice and agency. Our data is similar to other schools with comparable background and characteristics. During 2019, we will continue to build staff capacity through Professional Learning to incorporate the DET 'Social and Emotional Learning' (SEL) resources, Respectful Relationships' activities and Restorative Practices to address behaviour management, social interaction and friendship issues. The Student Attitudes to School Survey variables for safety and managing bullying have shown a small positive increase when compared with 2017 data. The survey data for the 'sense of connectedness' showed a slight decrease when compared with 2017 data. The school review survey, forums and panel found that TRBPS students were very articulate, they are happy and safe, enjoyed learning and have a great sense of connectedness. In 2019, we will work with students on developing a greater understanding of the language used in the DET 'Attitudes to School Survey', as some of the results did not correlate with the review findings.

Students and families are well supported by staff and teachers through the various community events that we host throughout the year to build a sense of community. 'It's not Ok to be away" continues to be a focus at the school to address any noted attendance issues. During 2018, we continued to use SRP funds to release a teacher from classroom duties in the role of Student Wellbeing Leader to manage the increased student wellbeing program, the Program for Students with Disabilities and to organise staff Professional Learning around the Resilience, Rights and Respectful Relationships. The school continued to use resources from 'The Resilience Project' throughout the year and teachers are embedding the virtues of 'GEM' (Gratitude, Empathy and Mindfulness). The Student Wellbeing Leader and Acting Assistant Principal(s) worked closely with all: Team Leaders, level teaching teams, ES staff, DET Student Support Officers and other wellbeing agencies, to effectively support various students and families of the school community. Two staff members were trained to oversee the implementation of the 'DET Respectful Relationships Program'.

Student wellbeing is supported by a focus on anti-bullying, friendship, school values and inclusiveness through the implementation of social competencies programs such as: DET Social and Emotional Learning resources, DET Respectful Relationships program, Friendly Kids, Friendly Classrooms (Helen McGrath), TRBPS Year 5 and Prep Buddy Program, School Lunchtime Programs, active SRC and the Peacemakers. The Peacemakers undergo training in Restorative Chat and mediation so they can work with students across Years P-4 during playtimes. We worked closely with a Behaviour Management Education team of experts to build staff capacity and understanding of children with trauma, severe anxiety and behavioural management issues. We also worked in conjunction with

the DET Student Wellbeing Division and consultants from the student wellbeing outreach centre of Mahogany Rise Primary School. In 2019, we will continue to focus on maintaining this collaborative approach to student wellbeing and management by continuing to implement the DET Respectful Relationships Framework, commitment to Restorative Practices and promotion of DET online learning modules for student wellbeing and disabilities training. We will investigate other programs that will support our commitment to anti-bullying in order to extend children's understanding of how bullying impacts others and dealing with situations of bullying and cyber bullying for example, 'Bully Stoppers' programs such as, Bullying - No Way! As a school community will also work with experts such as Susan Mc Lean to investigate and understand the appropriate use of social media and digital technologies in a Global world.

Students diagnosed with a disability or determined 'at risk' physically, socially, emotionally or academically have Individual Learning Improvement Plans that are regularly reviewed with all key stakeholders. During 2018, the school employed more ES and teaching staff to assist with supporting individual and small groups of students with specific learning needs and to provide Levelled Literacy Intervention and EAL support programs. The School Improvement Team will continue to monitor the schools wellbeing approaches and programs. The Respectful Relationships Framework, Victorian Curriculum F-10 Capabilities, Restorative Practices, and the Resilience Project resources will continue to be utilised across Years P-6. Professional Learning will continue to be provided for all staff around student wellbeing and behavioural management. We have provided positive and collaborative Student Support Group meetings and a 'Classroom Helpers Program', which teaches community members to confidently assist in classroom activities and programs across the school. As suggested through feedback from the 2018 School Review Process, we will continue to extend parent/carer engagement in the school, to enhance school culture and provide more opportunities to extend family partnerships in learning. Local community partnerships will be explored and developed through the use of the gymnasium and the curriculum. Through our active School Council committees and the PFA, we are working together as a school community to provide professional learning and workshop opportunities for parents/carers and staff to continue to build school connectedness and combined understandings and approaches to learning, student wellbeing and management to improve student outcomes and build resilience.

Financial performance and position

The school finished 2018 in a sound position with an overall surplus of \$206,377 which included, \$110,885 locally raised funds and Student Resource Package surplus of \$95,492. The school received \$174,199 more in revenue compared to 2017 with locally raised funds up by \$70,266, attributed to increases in Canteen and Uniform Sales, Fundraising and Parent Contributions. Government funds increased by \$103,195 due to additional Grants and increased enrolments. Expenditure was up by \$96,807, compared to 2017. Funds expended covered increases in costs for DET mandated teacher's 'Professional Practice Days' and Local Employment costs. An additional \$86,025 was spent on asset improvements, which included, new Phone system, 2 new areas of Artificial Grass, ICT Upgrades, LCD portable touchscreens, laptops and iPads for use in the classrooms and Carpet Upgrades in the Library Building.




For more detailed information regarding our school please visit our website at
<http://www.tucker-road.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile

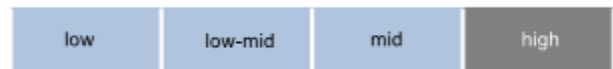
Enrolment Profile

A total of 635 students were enrolled at this school in 2018, 299 female and 336 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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





School Staff Survey





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

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



Performance Summary

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

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

Performance Summary

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




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





Performance Summary

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




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>44%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>46%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>47%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	44%	27%	Numeracy	35%	46%	19%	Writing	30%	48%	21%	Spelling	33%	50%	17%	Grammar and Punctuation	23%	47%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	93 %	92 %	94 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	93 %	92 %	94 %	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: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,414,314	High Yield Investment Account	\$256,159
Government Provided DET Grants	\$670,731	Official Account	\$7,672
Government Grants Commonwealth	\$8,000	Other Accounts	\$451,886
Government Grants State	\$35,152	Total Funds Available	\$715,718
Revenue Other	\$46,020		
Locally Raised Funds	\$746,110		
Total Operating Revenue	\$5,920,327		
Equity¹			
Equity (Social Disadvantage)	\$15,220		
Equity Total	\$15,220		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,318,822	Operating Reserve	\$225,150
Books & Publications	\$432	Other Recurrent Expenditure	\$26,719
Communication Costs	\$6,163	Funds Received in Advance	\$36,734
Consumables	\$123,354	School Based Programs	\$5,000
Miscellaneous Expense ³	\$324,827	Funds for Committees/Shared Arrangements	\$284,500
Professional Development	\$11,478	Asset/Equipment Replacement < 12 months	\$68,699
Property and Equipment Services	\$288,881	Capital - Buildings/Grounds < 12 months	\$53,255
Salaries & Allowances ⁴	\$431,862	Maintenance - Buildings/Grounds < 12 months	\$15,660
Trading & Fundraising	\$157,055	Maintenance - Buildings/Grounds > 12 months	\$1
Utilities	\$51,076	Total Financial Commitments	\$715,718
Total Operating Expenditure	\$5,713,950		
Net Operating Surplus/-Deficit	\$206,377		
Asset Acquisitions	\$86,025		

- (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 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

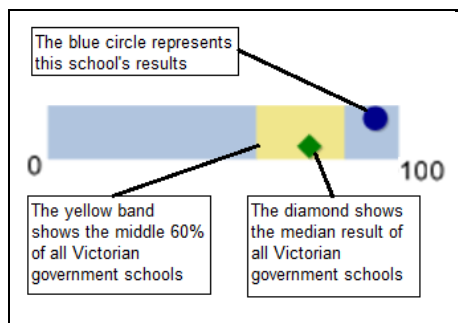
Engagement

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

Wellbeing

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

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

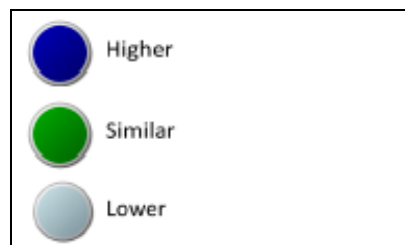


What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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