# 2019 Annual Report to The School Community

**THE EDUCATION STATE**

## School Name: Churchill North Primary School (5117)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](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 04 May 2020 at 02:12 PM by Debbie Edwards (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 01 June 2020 at 05:59 PM by Tim Fowler (School Council President)

# About Our School

| School context |
| --- |

Churchill North Primary School is located in the township of Churchill in the Latrobe Valley, 13km south of Morwell, at the base of the Strezlecki Ranges – a comfortable two-hour drive from Melbourne.  Close by is Federation University Gippsland Campus and Kurnai Secondary College incorporating the innovative GEP (Gippsland Education Precinct) campus – Churchill Campus.

Our school was established in 1976 and consists of 5 individual units; with 4 classes in each unit.  All buildings can be modified for open-plan learning, all have a separate administration core.  Each open plan module has two toilet blocks, two wet areas and two withdrawal rooms.  In 2012 our BER project was completed and as a result the school boasts a fabulous community building housing language support & breakfast club. In 2018 a school funded building was completed, this houses before & after school care and playgroup. Our school is very well resourced with a multi-purpose room, an art room, well equipped automated library and computer centre.  All classes are equipped with 4 computers, students in grades 4, 5 & 6 have personal lap tops and junior students have access to ipads for educational purposes.  The internal and external buildings and grounds are well maintained with staff and students having great pride and ownership in their school.

At census in 2019, Churchill North PS had a population of 160; the spread of males and female students was in proportion. The school is currently accredited as an International Student Program (ISP) accredited school, we can accept international students who are the primary holders of a subclass 500 Student – Schools Sector visa.  The school had a workforce composition of 13; 8 full time teaching staff, 3 specialist staff, 2 intervention teachers, 17 Education Support, an Assistant Principal & Principal.  (None of the workforce employed identified as indigenous) Churchill North PS enjoys friendly, positive relationships with its families and is highly regarded in the community of Churchill.

Our school's vision is for: High quality instruction and learning for EVERY child, EVERY day in EVERY classroom and EVERY environment.

Our school values a safe, caring and supportive environment.  Students were active in developing our agreed values of: - trust, courage, patience, team work, co-operation, respect, listening & responsibility.

Our Schools Philosophy is to facilitate a culture of challenge along with a growth mindset to enable students to develop as resilient, resourceful and confident young citizens, capable of engaging in all tasks and situations and achieving high standards; this is based on the notion that all staff take a genuine interest in the needs of all children, by providing a safe, caring and supportive environment in which to learn

Our school's Moto is: Learn together, Play together

Programs and activities that have directly contributed to this include:
•        Recognition of student achievement through termly Learning Power and Academic growth Awards
•        Individual learning Plans in Numeracy and Reading for students in Foundation and Grade 1, 6 months behind DET targets and students in Grade 2 - 6 who are 1 year or more behind.
•        Intervention & Extension in Reading & Numeracy targeted through PLT's
•        Lunch Time Links program that provides sporting and leadership opportunities for students
•        TAGS – Student engagement program
•        Sports & Health program
•        Language Program – support for expressive & articulation
•        Student leadership program
•        Active Junior School Council
•        Breakfast Club
•        Regular whole school activity days

- Annual whole school concert
- Swimming F-6
- Bike education
- Positive student welfare and family engagement  program
- Daily Before & After School Child Care Program & Playgroup which operates Wed & Fri

A comprehensive curriculum is provided in all domains; with specialist classes in ICT, Art, Sport & Mandarin. The Sound Way program is a supportive tool in assisting students achieve greater outcomes in reading, writing & spelling. We pride ourselves on providing relevant learning programs; setting attainable goals; considering the individual needs and differences of students; promoting excellence and building the self-esteem of all students.  We believe that learning can be fostered in a socially supportive environment, which is positive, caring, happy, friendly and stimulating.

The school is committed to the continual improvement and monitoring of student progress. It recognizes its accountability to parents, in particular feedback regarding student progress. Each term interim progress reports are sent home to families which reference the students 'Learning Power' (LPA) and 'Academic Growth' (AGA). An initial interview is established in Term 1 to support the relationships between home and school and clarify class & parental expectations.  Comprehensive reports as per DET policy are sent home in Terms 2 & 4.

The school supports the belief that every child can and will learn, and that to nurture a child to their full potential involves the commitment of the whole school community.  We believe strongly in the sense of family; family means nobody gets left behind or forgotten.

Our school's vision is
High quality instruction and learning for EVERY child.

## Framework for Improving Student Outcomes (FISO)

KIS: Building Practice Excellence

FISO dimension: Build practice excellence as a result of routine use of student data to determine teacher professional learning and strengthen teacher practice, targeted to differentiating learning to student needs and through the use of an observation cycle of teaching practice.

KEY AIP Actions:
1. Leadership to support teachers in building teacher capacity via reviewing and providing feedback on weekly planners, professional development and coaching linked to ERading & Numeracy .
2. Leadership & Instructional Leaders will embed greater rigor and consistency in PLT implementation.
3. Staff will monitor data collection within PLTs and use this to measure the impact of teacher practice.
4. Staff will embed rigorous interventions / extension appropriate to students who do not achieve learning growth in pre and post assessments.
5. Staff will explicitly plan to differentiate learning for all students by providing appropriate challenge and extension which will be evident in teacher planning.

KEY AIP Activities:
Leadership, Leading Teacher and Instructional Leaders coordinate termly actions aligned to support AIP actions and activities.
Build collective understanding of effective PLT practice across the school, with a focus on the systematic use of an inquiry cycle and student data to guide planning, teaching and assessing the impact of teaching.
Reading & Numeracy PLC to focus on building teacher capacity through common professional learning around the schools instructional model and gaps in essential skills.
All staff participate in Coaching and Reflection and receive feedback on weekly planning in Numeracy & Reading.
Mentors  build the teacher capacity of graduates around the instructional and whole school improvement model.
Review & refine the systematic assessment practices for monitoring reading and numeracy growth through the use of

data walls & CAT continuums.
Identify students who are above and below the expected level in Reading & Numeracy for targeted intervention and extension.
Embed NAPLAN Intervention strategy in Reading and Number.

Achievement:
Over the period of the 2019 school year, substantial growth was evident in the responses of staff within the maturity matrix element of 'building PLC's through a culture of Collaboration for improvement' & 'Curriculum Planning and Assessment'.
Within the 2019 staff opinion survey 88.9% of the whole school endorsed the use of high impact strategies.
There was strong evidence of all staff adhering to the whole school instructional model and common planning.
The revised PLC inquiry model was reviewed and owned by all staff, this was embedded into our practice and evidence of the content of CAT topics clearly represented in teachers planning.
Increases to teacher confidence in moderation of CATs and triangulation of data was evident in improving the following data sets of the SO survey 'Teacher collaboration 2018 60% to 2019 63.6%, use data for curriculum planning 2018 100% to 2019 88.9%, moderate assessments tasks 2018 40% to 2019 88.9%, understand how to analyse data 2018 80% to 2019 88.9%.
Termly Data Wall Meetings occurred with staff inputting data onto the data cards and triangulating student data on a more regular basis.
Measuring 1 years Growth across the cohorts -
Foundation – Achieved targets in Reading & Numeracy
Year 1 – Achieved targets in Reading only
Year 2- Achieved targets in Reading & Numeracy
Year 3 – Achieved targets in Reading & Numeracy
Year 4 – Achieved targets in Reading & Numeracy
Year 5 – Achieved targets in Numeracy only
Year 6 - Did not achieve targets
TRACKED Students
100% of tracked students in Numeracy made a year or more growth
92% of tracked students in Reading made a year or more growth

## Achievement

KIS: Building Practice Excellence

The 2019 student outcomes for teacher judgement of student achievement is identified as below when compared to like schools in English and Mathematics; however, the 2019 NAPLAN achievement of Year 5 students in Numeracy is similar when compared to like schools.
The learning gain of students as represented by NAPLAN data which tracks individual results of students from Years 3 to 5; indicates that 51% of students have achieved medium to high growth in reading; 80% of students have achieved medium to high growth in Numeracy, 84% of students have achieved medium to high growth in Writing. 61% of students have achieved medium to high growth in Spelling and 70% of students have achieved medium to high growth in Grammar and Punctuation.  As a result of this data the school will continue its focus on improvements in the following - Numeracy and Reading.

AIP Actions, activities and other initiatives:
Teacher employed to provide extension to top tiers in Numeracy within senior grades.
Teacher employed to provide intervention to bottom tiers in Reading Foundation to Grade 6.
NAPLAN intervention model embedded to provide students with adequate support for completing assessments in test conditions.
Whole school review of PLC model in Numeracy & Reading.
Weekly audit of planners linked to HITS 3 & 10.
Data wall embedded and owned school wide.

Highlights:

Strong explicit planning of Reading, Guided Reading and Numeracy

A whole school approach for Literacy Intervention and Numeracy Extension was strengthened in 2019.

A Whole School ILP Process and Procedure was embedded in 2019.

All children deemed at risk in Reading & Numeracy have an ILP. At risk is defined as - Foundation / Grade 1 – 6 months behind & Grade 2 – 6 – 1 year behind Vic Curriculum.

Increase in families attending ILP conference.

A whole school data tracking model for leadership with clear procedures and protocols was created and actioned.

Vic curriculum student trackers for Reading & Numeracy were reviewed and strengthened.

Regular tracking of progress of CATS for 3 levelled children, teacher planners are reviewed to identify intervention / extension.

Reading & Numeracy Data wall was regularly referenced during PLT's and incorporated into PLT cycle.

Coaching and reflection and PLT agenda includes a strong reference to HITS.

Clear procedures for collecting and analysing (pre-post) data in Numeracy & Reading.

Increased discussion within PLT's around the critical questions with emphasis on Q5 What do I need to know in order to progress my students & Q6 What teacher practice will I change to be more effective?

Fortnightly time release provided to Instructional Leaders with an additional planning day to establish a clear focus for each term.

Planning days scheduled each term, with a pre planning meeting prior to review roles and responsibilities and data sets

Each term the meeting schedule has a priority to embed PLT's – Numeracy, Reading.  Staff are briefed on administrative procedures via a bulletin

Instructional leaders participated within Open to Learning PD.

PIVOT survey was administered 3 times annually across F - 6.

Feedback was used to guide teacher planning

The school boasts a very active JSC, School Captain and House Captains

There was an increase in families attending 'show & shine' activity afternoons.

Termly awards in LPA & AGA promoted academic effort and achievement.

Proposed future direction and strategies:

Continue to support teachers in building teacher capacity via the instructional model, whole school planners, professional development and coaching.

Leadership & Instructional Leaders continue to support rigor and consistency in PLT implementation.

Monitor data collection within PLTs and use this to measure the impact of teacher practice.

Staff will explicitly plan to differentiate learning for all students through high level planning and the provision of appropriate challenge which will be evident in teacher planning throughout the whole lesson.

Embedding rigorous interventions / extension appropriate to students who do not achieve learning growth in pre and post assessments.

Continue professional development and capacity building of teacher sin the teaching of reading.

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## Engagement

At Churchill North Primary School we are committed to supporting the engagement and wellbeing of all children and their families.  We encourage a strong sense of community and school values; students are supported in their endeavours in becoming independent, resilient and resourceful young citizens.

The school has noted continued improvements within the wellbeing of all Year 4, 5 & 6 students as represented within the attitudes to school survey.  Results for 'Connectedness to School' and 'Management of Bullying' are higher (which is positive) than all Vic Gov. primary schools for 2019.  The school will continue to monitor all aspects of student feedback and has an increased focus of gaining student feedback in relation to teaching and learning via targeted feedback from School Captains, JSC and House Captains.

Staff are committed to participating within high level professional development to support their instructional practice and ultimately engage students.  The school has a strong coaching and reflection model which uses the Churchill North Primary School Explicit Instructional Model, planning templates and HITS as a reference for school improvement.

Great emphasis is placed on student leadership and student voice; annually students in Years 5 & 6 participate within a school based leadership program; students in Prep - 6 contribute to an active JSC and are encouraged to be leaders within the community.

During recess and lunch times students are provided with opportunities to participate in lunch time sport, craft and reading programs.  Strong links are formed between the child's class teacher and families. All families are encouraged to be involved within the class and extra curricula activities. We have a dedicated community building which houses - breakfast club.  In 2018 a school funded building was completed, this houses playgroup, before and after school care and community events.  The school will continue to provide this community service.

An analysis of the school's Parent Opinion Survey indicates that the 2019 results for general satisfaction is at 100%.  Of the 40 surveys distributed, 22 surveys were returned.  In general parents are more than satisfied with what the school is able to offer and appreciative of the support rated at 91% communication, 89% stimulating learning environment, 85% student agency and voice 81% and confidence and resiliency skills 98%.

Our student attendance data for 2019 and our 4 year average indicates that we have similar absences than expected in comparison to similar schools.  Our school implements a variety of strategies to support families and students in regular attendance. We have and will remain highly conscious & diligent of attendance issues.  Attendance records are tracked by our welfare officer and families are contacted daily to determine the level of support required. Our leadership team tracks monthly attendance and this is reported to school council and within the newsletter.  Our welfare team, works collectively in supporting families, in attendance, connectedness, resilience and linking to outside agencies. Across year levels the attendance levels are similar.

Targets set within the 2019, Attitudes to school survey included all areas of Effective teaching time and Differentiated learning challenge being maintained or improve. Specifically an increase in 'my teacher explains difficult things clearly', 'My teacher helps me to do my best' and 'my teacher gives extra help when students need it' to 90% from the year 5 female respondents. (86% in 2018).

Although effective teaching time was rated at 94%, this was slightly down from 2018, differentiated learning challenge improved with a rating 95%. Overall results for the following were extremely positive for year 5 female respondents 'my teacher explains difficult things clearly' - 83%, 'my teacher helps me to do my best' - 100%, 'my teacher gives extra help when students need it' - 100%.

Highlights:
Student Leadership roles & Leadership Program - School Captains, House Captains, Junior School Council,
Parent Teacher Interviews
LPA & AGA Awards
ILPS
The Sound Way Program
Fire Safe Program Grades F - 6
Specialist Classes - ICT, ART, sport, Mandarin
Values program
School Concert
Weekly assemblies hosted by school leaders
Sport, Whole school swimming program, tennis and netball clinic / tournament.
Yinnar & District sports - Athletics Days and numerous sport clinics (football, tennis, baseball, cricket)

PIVOT Survey
Lunch time links
School Camps: Grade F – 2 dinner and sleep over.  Forest Lodge Camp 3- 6, Somers Camp for Grade 5/6 and Sports Camp Grade 5/6
Incursions / Excursions – Bully Busters, National Tree Planting Day
Fundraising & Canteen - including Mother's Day & Father's Day stalls, raffles and special lunches
Grade 6 / 7 transition & Grade 6 Graduation
Kinder / Prep transition & Early start program

Proposed future direction and strategies:
Providing clear and explicit feedback to students around their current and expected level of learning.
Staff will establish learning goals in Reading and Numeracy for all children to support and extend at the point of need.
SMART goals will be visible in all classrooms for Reading and Numeracy and aligned to CAT's.
Students will be able to track and articulate their current Reading and Numeracy goals and 'where to next'
Staff will support students by providing high quality intervention activities to better engage students and families.
Continue to embed attendance intervention and tracking whole school procedure.

## Wellbeing

At Churchill Nth PS all staff genuinely care about the wellbeing and welfare of all students and families.  Support provided is the collective responsibility of all and one which we take great pride in. The relatively small size of our school assists in providing a safe and friendly learning environment, where the strengths and weaknesses of individual students are known and taken into account in designing school programs.

An exceptional transition program is offered to students from kinder to primary school, from grade to grade and from primary to secondary school; this judgement is validated with the smooth start to school for all students.
Pre- School students have several transition days scheduled to support them in becoming confident students who are clear of new routines, procedures and ready for learning.  A new 'Early Start' program was introduced in 2019 and saw an increase in enrolments and students settling into the school routine.   Staff attend weekly visits to the kinder and support meetings in an effort to determine the individual needs of students prior to students commencing school. Support is provided to students & families in order that this very significant time of a child's life is successful.
The school aims to support the transition of students between grade levels, via multi-age days, buddy grades and a whole school orientation program. This is incorporated into our term 4 planning, where students have several opportunities to work at the next grade level under the instruction of the proposed grade teacher.

Strong partnerships have been developed between local organisations to support the well-being and engagement of students and their families; this includes the links which have been established with the local secondary school; to ensure strong communication and connections. Grade 6 students participate in an intensive head start orientation program and if required attend additional transition days. Staff have strong links to and communicate with year 7 coordinators at the local secondary school in an effort to ensure a smooth and successful transition for students. Grade 6 students conclude the year with a graduation. This is in celebration of their educational success and emphasises their personal growth.

The wellbeing of students and families at CNPS is supported by the schools welfare team which assists in improving student's attendance, social and emotional wellbeing; students are nominated to participate within  the TAGS program, a small weekly group session to target the individual needs of students. Fortnightly student support group meetings are held to support staff in collectively addressing the needs of all students within the school community.

Highlights:
Student welfare continues to be a great focus with a number of support structures in place for students and families, some focus areas include -
•         Monitoring & supporting students with high absences - supporting students & families in attending each and every day.

- Counselling
- TAGS
- Life education funded by Lions Club
- Family Health including -  Head lice, dental health and hygiene
- Provision of second hand uniforms
- Strong Kinder Prep transition program - 'Early Start program'
- Year 6/7 transition to secondary school
- Attendance and yard behaviour monitored and families contacted if required
- Playgroup twice a week
- Breakfast Club daily
- Before & After school care

Positive data was obtained from the 2019, Attitudes to School Survey with an overall response of 91% for school connectedness and sense of inclusion 94%.
Proposed future direction and strategies include the school embedding the successful practices listed above.

## Financial performance and position

- Why the annual result was a surplus or deficit
A surplus was held by the school, this is tagged to avoid a deficit in the SRP - staffing.
Surplus funds to address items identified in condition report.

- Extraordinary revenue or expenditure items
Planned expenditure:
An additional grade to avoid large class sizes and cater for fluctuating enrolments.

- Sources of funding the school received; for example, equity funding, special grants or fundraising initiatives
Sources of funding – Equity (social disadvantage) and fundraising.

- Additional State/Commonwealth funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning.
No additional funding received.

- Information on substantial allocated funding (for future spending), if necessary
None.

**For more detailed information regarding our school please visit our website at
www.churchillnth.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 160 students were enrolled at this school in 2019, 75 female and 85 male.

3 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

### Overall Socio-Economic Profile

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

| low | low-mid | mid | high |
|-----|---------|-----|------|
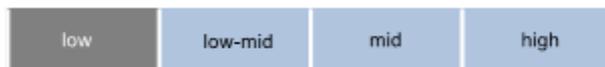
### Parent Satisfaction Summary

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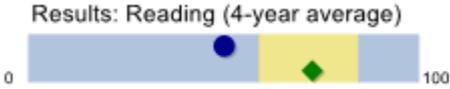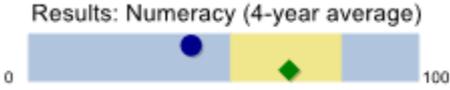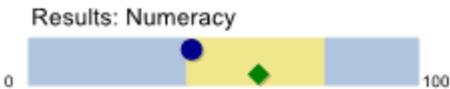
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

# Performance Summary

| Achievement | Student Outcomes | Similar School Comparison |
|---|---|---|
| Teacher Judgement of student achievement<br><br>Percentage of students in Years Prep to 6 working at or above age expected standards in:<br><br>• English<br>• Mathematics<br><br>For further details refer to *How to read the Annual Report.* | Results: English<br><br>0 ●——————◆ 100<br><br><br>Results: Mathematics<br><br>0 ●————◆ 100 | Below ●<br><br><br>Below ● |

# Performance Summary

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

# Performance Summary

## Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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'.

## Student Outcomes

**Reading**

| 50 % | 38 % | 13 % |
|------|------|------|
| Low | Medium | High |

**Numeracy**

| 20 % | 72 % | 8 % |
|------|------|------|
| Low | Medium | High |

**Writing**

| 16 % | 64 % | 20 % |
|------|------|------|
| Low | Medium | High |

**Spelling**

| 39 % | 57 % | 4 % |
|------|------|------|
| Low | Medium | High |

**Grammar and Punctuation**

| 30 % | 48 % | 22 % |
|------|------|------|
| Low | Medium | High |

## Similar School Comparison

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.

| 25% | 50% | 25% |
|------|------|------|
| Low | Medium | High |

Statewide Distribution of Learning Gain
(all domains)

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# Performance Summary

| Engagement | Student Outcomes | Similar School Comparison |
|---|---|---|
| **Average Number of Student Absence Days**<br><br>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.<br><br>Absence from school can impact on students' learning<br><br>**Similar School Comparison**<br>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. | Results: 2019<br><br>0 ──────── 50<br>Few absences <------> Many absences<br><br>Results: 2016 - 2019 (4-year average)<br><br>0 ──────── 50<br>Few absences <------> Many absences | Similar ◯ |

| Average 2019 attendance rate by year level: | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | Similar school comparison not available |
|---|---|---|---|---|---|---|---|---|
| | 90 % | 90 % | 92 % | 92 % | 92 % | 92 % | 88 % | |

# Performance Summary

| Wellbeing | Student Outcomes | Similar School Comparison |
|---|---|---|
| **Students Attitudes to School - Sense of Connectedness**<br><br>Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). | Results: 2019<br><br>0 — 100<br><br>Results: 2017 - 2019 (3-year average)<br><br>0 — 100 | Above 🟢 |
| **Students Attitudes to School - Management of Bullying**<br><br>Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). | Results: 2019<br><br>0 — 100<br><br>Results: 2017 - 2019 (3-year average)<br><br>0 — 100 | Above 🟢 |

# 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 | $2,167,704 | High Yield Investment Account | $346,065 |
| Government Provided DET Grants | $445,220 | Official Account | $15,674 |
| Government Grants Commonwealth | $16,740 | Other Accounts | $0 |
| Revenue Other | $12,084 | **Total Funds Available** | **$361,740** |
| Locally Raised Funds | $126,206 | | |
| **Total Operating Revenue** | **$2,767,955** | | |
| | | | |
| **Equity[1]** | | | |
| Equity (Social Disadvantage) | $460,383 | | |
| **Equity Total** | **$460,383** | | |
| | | | |
| **Expenditure** | | **Financial Commitments** | |
| Student Resource Package[2] | $2,063,457 | Operating Reserve | $44,622 |
| Communication Costs | $3,466 | Other Recurrent Expenditure | $690 |
| Consumables | $43,351 | Funds Received in Advance | $2,200 |
| Miscellaneous Expense[3] | $48,535 | School Based Programs | $69,178 |
| Professional Development | $18,889 | Asset/Equipment Replacement < 12 months | $20,000 |
| Property and Equipment Services | $53,266 | Capital - Buildings/Grounds < 12 months | $40,000 |
| Salaries & Allowances[4] | $74,361 | Maintenance - Buildings/Grounds < 12 months | $30,000 |
| Trading & Fundraising | $11,220 | **Total Financial Commitments** | **$206,690** |
| Utilities | $30,307 | | |
| | | | |
| **Total Operating Expenditure** | **$2,346,852** | | |
| **Net Operating Surplus/-Deficit** | **$421,103** | | |
| **Asset Acquisitions** | **$31,926** | | |

(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).
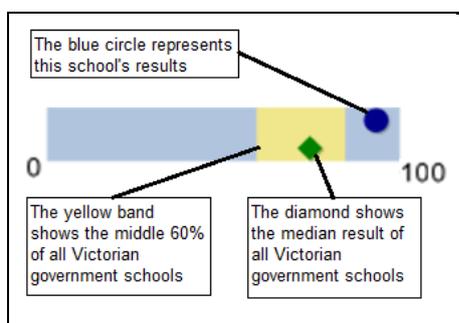
## What does *School Comparison* refer to?

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.

| Above | (teal circle) |
| Similar | (light teal circle) |
| Below | (blue circle) |

## 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').

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools