

2019 Annual Report to The School Community



School Name: Athol Road Primary School (5536)



- 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 20 March 2020 at 02:00 PM by Ruby Toombs (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 17 September 2020 at 01:01 PM by Carmel Webster (School Council President)

About Our School

School context

Athol Road Primary School is located in the southeast corridor, approximately 28 kilometres from the Melbourne Central Business District. Students attending Athol Road Primary School come from a range of culturally and linguistically diverse backgrounds. Each student is considered to be a unique individual who brings a wealth of diverse experiences to the learning space. In order to maximize the potential of each student, teachers focus on developing rapport and trust, not just between themselves and the students but amongst students. This creates a psychologically safe atmosphere which provides the security students need to experience the intellectual discomfort of new ideas and adjust their mental models to accommodate new, deep learning. The challenge, for teachers, is to strengthen and build each student's knowledge and skills in Reading, Writing and Mathematics while valuing their diverse cultural backgrounds. Leadership is committed to balancing the high expectations it has for all its learners for academic progress with its commitment to supporting student self-esteem, self-efficacy well-being and a global mindset.

The school population comprises of 390 students, 48% male and 52% female, 85% of whom speak a language other than English at home. The 293 families represent 21 different cultures and speak 27 different languages. 17% of students live in single parent families while 2 are in Out of Home Care and 5 others live with relatives other than their parents. Student makeup comprises: 1 Koori student, 1 with refugee status, 19 on temporary visas and 15 funded through the Program for Students with a Disability. 67% of families are eligible for the Camps, Sport and Excursions Fund payments. These factors contribute to the school's Student Family Occupation index of 0.7405.

The school employs 61 equivalent full-time staff comprising 2 Principal Class, 2 Administration staff, 3 Learning Specialists, 32 teachers (including 3 kindergarten teachers), 18 Education Support staff and 4 Kindergarten assistants. The school's pedagogical plan drives teaching and learning in flexible spaces through a comprehensive, integrated curriculum approach which emphasizes the building of strong literacy and numeracy skills. Every teacher is responsible for the learning and well-being of every student.

The school lives its vision of 'creating a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible'. The school's values of building Respect, encouraging Innovation, valuing Community and setting High Expectations foster a RICH learning environment where each individual is challenged to grow emotionally, intellectually and socially. Students are taught to work cooperatively with others, think laterally, make their own decisions and be responsible for their own learning and behaviour.

Athol Road Primary School operates as a Professional Learning Community with a commitment to continuous improvement. Teachers work collaboratively, in Professional Learning Teams, with a focus on improving student learning outcomes. Teachers are highly dedicated and have a collective commitment to all students. Personalised Learning underpins the teaching and learning whereby the individual needs, interests and learning styles of all students are at the centre of every decision made. The English as an Additional Language Companion is used to support and report on the learning of the large number of students with English as an Additional Language. Students commence Foundation with very low levels of language and steadily build through Years 1/2 but still enter Year 3 behind their English speaking peers. Completing the National Assessment Plan for Literacy And Numeracy (NAPLAN) in Year 3 is a significant challenge for these students. The school identifies oral language development as crucial in building strong literacy and numeracy skills. The development of a whole school Assessment Schedule provides clear direction for the collection of data to drive teaching and learning. Recognition that on-going teacher professional learning is the biggest determinant in improving student learning outcomes impacts significantly on School Council's budgetary decisions and the school's commitment to whole-school professional learning to build common understandings to ensure learning is personalised to meet the individual needs of both teachers and students.

Multi-skilled teachers, supported by strong leadership and a dedicated team of non-teaching staff, are committed to implementing a forward thinking, student focused curriculum which is engaging, challenging and sustainable. The curriculum is designed to foster curiosity and develop higher order thinking which allows students to solve problems, gain understanding and discover new meanings. Student Voice, Agency and Leadership is integrated in all aspects of

student learning and the school environment. All students are valued and acknowledged as having unique perspectives on learning, teaching and schooling. Students are provided with opportunities to express their ideas and thoughts and actively shape their own education.

The school's multicultural diversity flavours all school programs and provides a background for teaching tolerance, understanding and respect. The building of supportive, caring relationships is the school's core building block and central to every aspect of school life. Every person involved in the school has a responsibility to understand the specific role they play individually and collectively to ensure that the well-being and safety of all students and young people is at the forefront of every decision made, with particular attention paid to the cultural safety of Aboriginal children, children from culturally and linguistically diverse backgrounds and children with disabilities. The school has zero tolerance for child abuse and is committed to providing a child safe environment where young people feel safe and their voices are heard about decisions that affect their lives. The school has a strong focus on social and emotional learning to build student resilience and develop positive mental health.

The focus of every staff member at Athol Road Primary School is on shaping students' lives to reflect a greater hope, confidence and promise than the students brought to the learning space when the year began so that they become confident decision-makers who appreciate and value diversity in themselves and others.

The school houses an on-site Early Learning Centre incorporating a playgroup, an above ratio staffed 4 year old kindergarten which offers a 15 hour program for up to 66 children and a 3 year old 6 hour program. It is located on the school site and caters for over 100 children each week in a 5 star playgroup program focusing on the development of self-confidence through experiences that stimulate the senses, develop fine and gross motor skills and facilitate the development of emerging language and social skills and 3 and 4 year old kindergarten programs where children are supported in building self-esteem, confidence and a positive attitude to learning through an indoor, outdoor play based program which allows them to explore and experience success. The employment of a Kindergarten Foundation Liaison Officer has supported a seamless transition to school and a strong link with the local community.

Framework for Improving Student Outcomes (FISO)

In 2019 the school's AIP focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimension of Building Practice Excellence

This included:

- building mathematics and literacy leadership across the school
- building the capacity of teachers to connect student assessment to student learning

To support implementation of these KIS, the school:

- formed a relationship with the Mathematics Association of Victoria which provided highly focused professional learning for the school's mathematical Leadership Team who, in turn, worked collaboratively with teachers to make mathematics engaging and accessible to all students.
- Engaged the services of regional consultants who worked with Learning Specialists to support teachers to improve learning outcomes in Reading.

Positive gains in both NAPLAN and school based data showed clear evidence of the impact of the school's involvement with highly skilled practitioners with a focus on evidenced based best practice. 85% medium and high learning gain Year 3 – Year 5 in the domain of Numeracy and 88% medium and high learning gain Year 3 – Year 5 in the domain of Reading

Our four highly skilled Learning specialists worked with Professional Learning Teams (PLTs) to implement the Improvement Cycle using data to evaluate and diagnose the learning needs of students. Staff participated in professional learning around 'Assessing Mathematical Thinking' to develop understanding around the different elements in the triangulation of data: Tools/Outcomes (such as Essential Assessment, PAT Maths, On Demand), Observations of process and Learning conversations and discussed different types of assessments they are using to evaluate learning needs collaboratively and making changes to practice (especially when students are not making enough growth). This has resulted in:

- a more rigorous focus on the evaluate and diagnose and develop and plan sections of the Improvement Cycle for extension students
- greater flexibility in trialing new structures during intervention
- more rigor in the use of data spreadsheets to identify student growth

Achievement

The 2019 Annual Implementation Plan focused on students attaining high quality learning outcomes in Literacy and Mathematics. The school 's population includes a high number of English as an Additional Language learners and an increasing number of children starting school in Foundation with low levels of oral language, literacy and numeracy. These two factors present significant challenges for teachers, particularly in the early years of schooling.

The school began work with the Mathematics Association of Victoria (MAV) as part of the 'Math's Collaborative' initiative. Key leaders across the school attended training and led improvement with professional learning teams (PLTs). Productive mathematical discussion and assessment of mathematical thinking were identified as key areas for improvement. The team worked with MAV consultant, Carmel Delahunty, and PLTs to develop consistent practice in the use of 'Talk Moves' across the school. Over the course of the year the leadership team utilised the 'Improvement Cycle' as an action based research framework to improve teacher knowledge and skills. The evaluation of this work showed students to be more confident to engage in 'productive talk', with each other and with their teachers with increased frequency. This increase in student use of mathematical language and articulation of their thinking supported teachers to observe and assess students' understanding of processes and concepts with greater depth.

Using triangulation of multiple sources of data, the school tracked every student's growth in Number over the course of the year. This data showed the following percentages of students who made 'greater than' or 'equal to' 12 months growth in 2019 in each year level:

Year 1 - 66%, Year 2 - 96%, Year 3 - 96%, Year 4 - 84%, Year 5 - 91%, Year 6 - 74%

NAPLAN Numeracy results showed an increase from 24% to 32% in the matched student cohort data (2017 - 2019) in the top two bands. Additionally 81% of the cohort made high to medium growth from Year 3 to Year 5.

In Literacy the school worked with two regional consultants to evaluate the literacy program across the school, with a particular focus on improving the fidelity of guided reading instruction, reading assessment and vocabulary practices. Learning Specialists worked with PLTs to clarify and raise student learning expectations across the school and collaboratively plan and deliver aligned Reading and Writing units of study from Foundation to Year 6, with the 'Improvement Cycle' being used as an action based research framework. Professional learning sessions (including a Curriculum Day) assisted teachers to build their knowledge and capacity to explicitly follow the Readers and Writers workshop model, understand the importance of explicitly teaching academic vocabulary and deliver guided reading and comprehension questioning with greater consistency. Evaluation of this work showed that students were more confident and precise when answering comprehension questions about texts that they were reading by articulating their answers and thinking about what they had read.

Using triangulation of multiple sources of data the school tracked every student's growth in Reading over the course of the year. This data showed the following percentages of students who made 'greater than' or 'equal to' 12 months growth in 2019 in each year level:

Year 1 - 91%, Year 2 - 94%, Year 3 - 78%, Year 4 - 70%, Year 5 - 83%, Year 6 - 76%

NAPLAN Reading results showed a decrease from 27% to 19% in the matched student cohort data (2017 - 2019) in the top two bands. However 89% of the cohort made high to medium growth from Year 3 to Year 5. A range of strategies will be implemented at Year 4 level to ensure that cohort data is maintained or increased from Year 3 to Year

5.

Engagement

Athol Road Primary School is committed to building a school culture where all teachers understand that student voice, agency and leadership are interconnected elements that contribute to student engagement, empowerment and a sense of school pride. The appointment of a Student Voice Coordinator in 2019 supported the work of the Assistant Principal (AP) in leading Student Voice, Agency and Leadership across the school. They attended a Student Voice Conference and led staff professional learning sessions based on Russell Quaglia's research: student aspirations framework, student voice influenced by engagement, self-worth and purpose and how this increases academic motivation, the three components and definition of student voice. Staff engaged in discussions on how to increase student agency and the use of resources from the online Student Voice website based on strategies to support voice, aspirations, purpose, self-worth and engagement

Each teacher was provided with Russell Quaglia's book 'Student Voice – the instrument of change'. The Student Voice Coordinator worked with PLT leaders across the school to engage teams in professional reading, discussions and reflections which included opportunities for sharing ideas and examples of increasing student voice and agency in teaching and learning.

Whole school professional development was based on the DET Amplify document and resources. This involved sharing ideas and resources for discovery play in Foundation, Student Leadership in Year 6 and the co-designing of units of work which are teacher-framed and student-led. These demonstrated true Student Agency at work. Other professional development included High Impact Teaching Strategies connected with Student Voice and Agency, with a focus on the tools and resources to explicitly plan and deliver student voice and agency and FISO Essential Element 4 from the improvement cycle. Teachers identified and reflected on the four dimensions of emerging, evolving, embedding and excelling in the FISO Continua for Student Voice, Agency and Leadership.

The Student Voice Coordinator attended various external professional development programs and led this learning, back at school within PLTs. Each term there was a focus for Professional Learning which was strongly supported through professional readings, team discussions and tools and resources for planning, implementation, evaluation and reflection.

Throughout the year there were a number of opportunities where students were exposed to diverse learning experiences in different programs and contexts to develop student leadership, voice and agency. These included:

- Students uploaded work they are proud of onto their SeeSaw online portfolio, with a focus on self-reflection and peer feedback. Students are finding new and creative ways to use SeeSaw which doesn't just capture their learning but also drives their learning and improves their ability to reflect and set goals.
- Year 5/6 students attended a teacher planning session on planning day. They brainstormed collaboratively with teachers the unit outline, assessment options and assessment criteria.
- Year 3-6 students held student-led conferences with their parents which are 100% student led. This was an opportunity for students to reflect on their learning with their parents, celebrate their achievements and set future goals.
- Student Voice Council delivered written reports and updates with School Council.
- Two Year 6 leaders were included in the 2020 teacher interview panel.
- Student Peer Mediators worked with the Student Voice Coordinator and Student Welfare Coordinator to identify playground strategies and peer support training.
- Year 6 student leaders worked collaboratively to plan, collect and run whole school assemblies and school events such as Book Week and Melbourne Cup Parade.
- Students Create the Future team worked on an online website based on the up stander bullying theme.
- Year 6 leaders mentored, implemented information sessions and ran leadership forums for Year 5 students wanting to apply for leadership the following year.
- Student Voice Council: 2 students from each year level attended SVC meetings to discuss, provide feedback and present ideas in various areas of the school and curriculum. In 2019 SVC members:
 - attended meetings and made decisions collaboratively

- ran area assemblies and shared ideas for improvement
- made the decision on which glow sticks to purchase for Twilight School
- organised surveys for the student dinner at Twilight School
- surveyed their peers on end of term reward day ideas
- created painting ideas for junior toilets and surveyed their peers
- presented at area assemblies, requesting student feedback and suggestions
- implemented criteria for "Do the Right Thing" in the yard and regular discussions on current events and happenings around the school.
- Children's Advisory Group: Two Year 6 students attended meetings at the City of Greater Dandenong Council offices to share ideas and participate in decision making regarding local community facilities and programs. Students have worked on issues in the Greater Dandenong area and had the opportunity to have a say in their local community, whilst developing their leadership skills.
- The Student Voice Council Year 6 leaders and the four School Captains attended the 2019 City of Greater Dandenong Children's Forum. Students participated in community workshops alongside other local schools and had a say in the 'Voice Lab'. This included:
 - A voice in the design on the 'Ross Reserve' playground in Noble Park.
 - The 'Open Space Strategy Consultation' and shared ideas on what we would like to see at park, what would make us stay longer, how we could have more fun and what would make us feel safe.
 - The City of Greater Dandenong's Children Plan. The students offered suggestions on the current and future key directions, goals and actions.
- Foundation – Year 6 students completed a new Student Voice online survey (questions on: sharing ideas and asking questions during discussions, having a say in how I learn things, teachers showing lessons in different ways, have a voice in decision making with peers and teachers, working together to solve problems). Teachers unpacked the survey: What are the strengths of the data? What areas do you think need improvement? What conversations do we need to have with students moving forward? Teachers identified the main improvement focus in their learning spaces and set a goal based on the relevant data. Teachers used this data to share, discuss and reflect with their students.
- Pivot Surveys were also introduced to the Year 3 – 6 students and teachers. Specialist teachers were also included in this process. The Pivot Survey data identified the 3 top strengths and 3 top weaknesses for each individual teacher. Teachers used this data within their PLTs to set goals and liaised with students to collaboratively look at strategies to achieve the set goals.
- Year 4-6 students completed the Attitudes to School survey which showed improvement and not only met but exceeded the 2019 AIP 12 Month Targets:
 - Student voice and agency: 63% in 2018 to 68% or above in 2019 - Result: 73%
 - Sense of connectedness: 74% in 2018 to 77% or above in 2019 - Result: 88%
 - Sense of confidence : 74% in 2018 to 77% or above in 2019 - Result: 82%

Wellbeing

The school strongly believes the emotional and physical wellbeing of students is pivotal to their success at school and in their future lives. Students are better prepared for learning when they are healthy, safe and happy. At Athol Road Primary School student welfare is the responsibility of all staff who deliver a whole school approach to student health and well-being. In addition, specialised support staff work with students and families to support the diverse needs of the community. The building of supportive caring relationships which fosters a strong sense of connectedness and belonging is central to every aspect of school life.

The different parent events and forums held in 2019 provided varied opportunities to reach parents and families. With an ongoing approach to engaging parents we are seeing a gradual increase in parent involvement and parent confidence. This is also evidenced in the Parent Opinion Survey with 93% of parents feel the school values their contribution and 88% of parents agree that the school gives parents opportunities to participate in their child's education.

There have been increased opportunities for parents to engage with the school to support children's wellbeing, such as:

- Weekly Parent Group sessions where information was provided on a range of parenting topics such as resilience, routines, nutrition and parenting strategies as well as social opportunities for parents to engage with each other and the school community
- Weekly Play group sessions featuring child centred activities that support children's development and assist parents to engage with the school community
- Kinder coffee and chat information sessions: Topics include healthy lunchbox ideas and dental care, ideas for school holidays and setting up a good night routine, information on library services in the area, social and emotional development for children and school readiness
- Family Events are held throughout the school year: ie. Family BBQ, Twilight school, Summer Festival, Singing Assemblies, Family Maths Night, Bullying Information Session and Inspirational Speakers. The number of families attending various family engagement events are recorded as a 20% increase over a one year period
- Parenting Programs delivered by PaentZone: Tantrum, Tears and Trouble – May to June 2019 (for parents of preschool and foundation children) and Parenting in Australia – August to September 2019 (for parents of primary school children)
- Social Work Service where a fulltime school social worker provides counselling, support and advice to parents and children on a range of issues including family violence, legal and financial issues, parenting strategies, social skills (children) and mental health (children and parents). Parents make appointments for a one-off consultation or attend for several sessions. The Social Worker is also in regular contact with parents as part of the provision of therapy to children at the school in order to provide a holistic, family centred service. Comprehensive support is also provided to teachers to assist them to manage vulnerable children in the learning space.
- Welfare Service through provision of social and emotional groups and individual counselling to vulnerable children.
- Psychologist: available once a week to conduct developmental assessments and report to parents and teachers
- Speech Pathology: 1 full time and 1 part time speech pathologist to deliver language based interventions to students in need and report to parents and teachers

In 2019 the school introduced the Be You Framework: Student Wellbeing Strategic Framework. Family engagement is central to this framework. Staff, students and parents were surveyed about their knowledge of wellbeing and family engagement as part of the roll out of the Be You Framework. Staff have been trained on effective family engagement and have implemented several family engagement activities related to their year level in conjunction with the roll out of the framework.

The roll out of the Be You Framework is supporting and helping to embed student wellbeing and family engagement as core business for all staff. The short term changes in behaviour and practice that are evidenced:

- increased staff knowledge re: the importance of family engagement to student learning and wellbeing
- increased staff competence in family engagement practices
- increased engagement of families with teachers and wellbeing services offered at the school

The expected long term changes in behaviour and practice include:

- increased sense of connection for students and families with the school community
- improved academic and wellbeing based outcomes for students due to improved information flow between school and home

Psychologist: SSSO psychologist available once a week to conduct developmental assessments and report to parents and teachers

Speech Pathologist: 1 full time and 1 part time speech pathologist to deliver language based interventions to students in need and report to parents and teacher

Financial performance and position

Athol Road Primary School is in a good financial position due to strong, strategic financial management by School Council, resulting in a surplus which is targeted at supporting a number of major school projects in 2020 and beyond. Effective financial management allows School Council to maintain low parent payments while ensuring that the educational needs of students are not compromised.

During 2019 there were no extraordinary revenue or expenditure items. The school received funding through equity funding, chaplaincy program, child care subsidies, sporting schools and School Readiness funding for the kindergarten. Equity funding in 2019 supported School Council to:

- employ extra teachers in each of the four learning spaces to reduce the student to teacher ratio to support intervention and point of need teaching
- employ 2 extra integration aides to support intervention in Years 1 and 4
- work collaboratively with the Mathematics Association of Victoria to build the capacity of leaders to collaboratively work with teachers to make mathematics engaging and accessible to all students
- build the capacity of staff through targeted professional learning at point of need, working with consultants in Literacy and supporting coaching and mentoring and peer observations to improve student learning outcomes
- maintain a full-time social worker position to support the increasing needs of students and their families and support teachers to manage the complex issues which face them on a day to day basis
- provide a proactive approach to speech difficulties through the employment of a full-time Speech Therapist to work with students in the early years
- support students through a range of programs to build resilience, knowledge and skills

The school has been strategically saving over the past nine years to fund a major hall redevelopment. This project will finally eventuate in 2020 with the refurbishment of the school hall into a multipurpose learning environment to enhance the school's performing arts and physical education programs and support the running of a range of school events within the school community.

There are also plans in 2020 to complete and officially open our active, rustic, play space which is currently under construction. It will provide a natural play environment for students across the school. The creation of a mini farm on the school premises, in collaboration with a local farm in Gippsland, will allow the rotation of small livestock each term and expose students to different farm animals. This will enhance student learning and further extend the school's already strong Education Environmental program.

The Kindergarten is managed through CASES21 and has a large surplus which inflates the 2019 school surplus. The onsite kindergarten, run by School Council, enjoys the luxury of lower costs compared to its standalone counterparts and so is able to provide excellent facilities, equipment and resources for the children who attend. The service is free to parents with a current Health Care Card (HCC) and at a low cost to parents who do not have a HCC. The kindergarten has been able to use the savings to employ an additional educator thus becoming an above ratio staffed kindergarten and also cover 50% to the cost of the employment of the Kindergarten Foundation Liaison Officer. In Term 1 2020, a large shade structure and garden enhancements in the kindergarten will absorb much of the excess funds.

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 390 students were enrolled at this school in 2019, 197 female and 193 male.

85 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	90.8	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	82.7	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	94.5	89.7	81.7	95.0	Above
Mathematics	85.9	90.3	81.8	95.8	Above

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	55.8	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	46.2	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	59.6	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	53.2	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	55.6	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	50.7	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	57.0	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	59.1	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	12.5	60.0	27.5
Numeracy	15.4	53.8	30.8
Writing	37.5	45.0	17.5
Spelling	21.1	55.3	23.7
Grammar and Punctuation	26.3	50.0	23.7

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.6	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	11.8	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	93	93	95	94	96	95

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.9	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	87.1	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	84.9	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	85.8	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$5,026,227
Government Provided DET Grants	\$1,336,681
Government Grants Commonwealth	\$30,621
Government Grants State	\$42,683
Revenue Other	\$40,716
Locally Raised Funds	\$388,546
Capital Grants	\$0
Total Operating Revenue	\$6,865,475

Equity ¹	Actual
Equity (Social Disadvantage)	\$959,531
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$959,531

Expenditure	Actual
Student Resource Package ²	\$3,912,113
Adjustments	\$0
Books & Publications	\$44,222
Communication Costs	\$3,853
Consumables	\$94,768
Miscellaneous Expense ³	\$595,355
Professional Development	\$37,972
Property and Equipment Services	\$410,054
Salaries & Allowances ⁴	\$1,727
Trading & Fundraising	\$71,273
Travel & Subsistence	\$0
Utilities	\$24,387
Total Operating Expenditure	\$5,195,723
Net Operating Surplus/-Deficit	\$1,669,751
Asset Acquisitions	\$144,226

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$1,473,813
Official Account	\$67,031
Other Accounts	\$0
Total Funds Available	\$1,540,844

Financial Commitments	Actual
Operating Reserve	\$193,005
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$63,312
School Based Programs	\$383,694
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$120,000
Capital - Buildings/Grounds < 12 months	\$780,833
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,540,844

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').