

2018 Annual Report to The School Community



School Name: Sandringham East Primary School (4429)



Sandringham East Primary School
30-32 Main Road, Sandringham 3141
Telephone 03 9582 1000 Facsimile 03 9582 1001

- 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 Regulation 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 21 March 2019 at 11:52 AM by Laureen Walton
(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 Regulation 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.
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To be attested by School Council President

Sandringham East Primary School (4429)

About Our School

School context

Sandringham East is a coeducational primary school located in leafy beachside Sandringham, 15 kilometres south east of Melbourne. Our vision is: "To build a community that empowers, challenges and inspires learners to foster their creativity and talents, developing the skills to fulfil their dreams in an ever-changing world to: 'THINK...IMAGINE...BECOME.'

Our school values include: care, compassion, doing your best, fair go, freedom, honesty, trustworthiness, integrity, respect, responsibility, understanding, tolerance and inclusion. The school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for students.

Sandringham East is a progressive school preparing students for a dynamic future. We have a proud history since 1931 with over 85 years serving the Sandringham community. Our community hub values relationships and a sense of community – a diverse community with 8.61% of students speaking a language other than English at home with 5.31% of these students born in Australia. Our current total of 546 enrolled students are 291 males and 255 females. Students with a disability comprise 1.28% of the student population and .92% have an indigenous background.

The school employs a Welfare Officer/ Counsellor who supports many families for educational, wellbeing and family issues with .37% of students designated at risk.

Social and Emotional Learning is a focus in our AIP with the school nominated as a Lead school in the RRRR program and working with schools in the cluster to engage students in respectful ways. Play is the Way teaches students resilience through the lessons presented by teachers.

Sandringham East prides itself on a diversity of programs that cater for personalising student learning needs through curriculum programs and Individual Learning Plans. Literacy and Numeracy are essential foundations for student success.

Students enjoy our bright, engaging flexible learning environments which cater for a range of learning styles and individual needs. We were thrilled that the school was approved for \$7.8 million to rebuild our outdated facilities. This will result in eight learning spaces along with a stadium, performing arts / music space, dedicated art room, canteen, staff facilities /workrooms, and student bathroom facilities. The school community have worked tirelessly over many years for this news. It is wonderful to see this happening now for our students with an estimated completion by September 2019.

Facilities provide a safe and secure setting, surrounded by a sanctuary, incorporating a walking track, oval, oriental and indigenous gardens, bountiful vegetable patch, and hens provide eggs for our community. An amazing adventure Playscape was completed and opened in October 2016 which the school community funded. A Play Shed also provides creative play resources for our younger students during lunch breaks. Our school kitchen gardener provides opportunities for students - sowing and tending the garden, cooking healthy meals and providing produce to the school community.

Financial commitments invest to improving facilities to cater for 21st century learning with a high priority on professional learning for staff. The biggest impact on student learning is the quality of the teacher and relationships, and we devote resources for professional learning to improve teacher capacity and efficacy.

The school engages critical friends to work with staff to improve teaching and learning. Adam Voigt (Real Schools) is connecting teachers with good practice to develop respectful interactions. Tracey Ezard provides our leaders with strategies to work within their teams. The Walker Learning Approach is implemented, connecting students to their learning through interest based activities in Investigation and Inquiry Learning culminating in an Educational

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Research Project.

Several students are supported through the Program for Students with Disabilities. The school employs extra support teachers to enhance and challenge student learning in Literacy and Numeracy.

Highly regarded specialist programs include Performing Arts, Physical Education, Visual Arts, and Mandarin / Japanese. As an Asian Literate school we communicate with our sister schools in Japan and the Philippines.

Excursions, camps (adventure, educational, ski camp), swimming and Bike Education provide our students with a well-rounded education. We work with Sandringham College (through a science student/peer partnership), John Monash Science (Little Scientist Program) and the i Sea, i Care Dolphin Project for students who are passionate about science and sustainability.

Technology provides students with knowledge and tools, and robotics resources give challenge to employ coding expertise which is taught to students. Our 1:1 computer program for students in levels 3 – 6 sees around 75% of students with their own device.

The school encourages community as part of the process of schooling through School Council and our Class Parent Program, which is incorporated within the Parents and Friends Association. The school sees parents as vital partners in a child's education. The school links with the broader community to provide extra-curricular activities for students. We value partnerships with community in Lions, Rotary and the Japanese Saturday College. We host the Japanese Saturday College who offer 21 classes for 260 students.

Framework for Improving Student Outcomes (FISO)

2018 Report on FISO

In 2018 the staff at SEPS had a strong focus on Building Practice Excellence as a goal from our AIP and our involvement in UMNOS. Staff were made aware of the many DET initiatives relating to this aspect of the FISO model and were provided DET resources / booklets as references. Initiatives covered were Practice Principles for Excellence in Teaching and Learning, High Impact Teaching Strategies, Professional Practice, Literacy and Numeracy Toolkits, Insight Assessment Platform, Peer Observation, Feedback and Reflection and SPOT.

Our main focus was on the High Impact Teaching Strategies, Peer Observation, Feedback and Reflection and Professional Practice Days. Our goal was to create a supportive learning culture to build our collective efficacy.

High Impact Teaching Strategies.

During staff meetings and PLC's the HITS were introduced and analysed. To build our collective efficacy, the HITS were used to support a common language across the school.

The 10 high impact teaching strategies were used to create observational lenses through which we could examine our practice to improve student outcomes and teacher knowledge. All staff members had input into the lenses to ensure a collective understanding.

Each lens included:

- the HITS focus
- effect size
- what the teacher and students would be saying and doing
- what is the task and resources supporting the HITS
- ideas of what evidence of the HITS are you liking to see
- questions you could ask students
- continuum of practice from the HITS document

These lenses were used primarily for our PLC's learning walks but also for monitoring planning and teaching practices. Our focus on the HITS were supported by coaching, modeling, observation and feedback by the UMNOS

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team and Learning Specialists.

Over the year, teachers worked closely in collaborative environments deliberately focusing on our practice and actioning feedback for improvement.

Peer Observation, Feedback and Reflection

Every staff member committed to participate in one Learning Walk and one Peer Observation per term, to reflect on the observations and to implement change. Many peer observations were made each term as we work in flexible learning environments and co-teach. We have a collective responsibility for all students, so together we discussed our practice, concerns for the students and made adjustments. Our meeting protocols ensured that comments and observations were made without judgement and a positive intent was assumed. The more we participated in the process it became more about self reflection than judgement.

Our PLC's Learning Walks provided the opportunity to discuss as a team a concern of practice or how to implement one of the HITS or SEL strategies or learning environment set up for example. Our Learning Specialists were also observed and observed others with the purpose of providing feedback to improve our teaching practice, to develop consistency and to support graduate teachers.

After each learning walk and peer observation a reflection was written by the participants in a collaborative document. The document is evidence of personal and collective growth.

Professional Practice Days

Each Level PLC took advantage of the Professional Practice Days to focus on building our collective efficacy.

Teams spent time:

- analysing student data
- developing differentiated teaching groups focusing on the needs of the students
- participating in Learning Walks to analyse elements of practice
- moderating work samples and data
- mentoring staff
- developing learning intentions and success criteria
- discussing teaching techniques / strategies
- reflecting on our teaching practice and seeking advice and support

After each Professional Practice Day, a reflection was written by the participants in a collaborative document. The document is evidence of personal and collective growth.

Learning Walks, Peer Observations, Feedback and Reflections are embedded processes at SEPS and support us in building our practice and collective efficacy to build practice excellence.

Achievement

2019 Sandringham East Primary School Achievement Report

Our parent socio economic status is high with satisfaction levels as reported by parent opinion survey slightly lower than the median of all Victorian schools. Our school staff survey is similar to that of the median of all Victorian Government Primary schools.

Achievement is monitored using identified assessment strategies (both formative and summative). Teaching is differentiated to address student need. Level teaching teams analyse cohort and whole school data and plan learning sequences to cater for individual needs; supporting, challenging and extending. Students working at 12 mths or more below the expected curriculum level or have made insufficient growth in the last 12 mths are placed on an Individual Learning Plan.

Teacher judgement and NAPLAN scores indicates that our students are performing above the median of all Victorian Government primary schools and similar to like schools in both English and Mathematics.

NAPLAN Growth Analysis 2016 to 2018 Summary:

Overall, our current Level 3 students in the top 2 bands are not all staying in these 2 bands (as is inline with the state trend). At SEPS, we have the largest group of students dropping out of the top 2 bands in Writing. This is why we have chosen writing as a key focus in our AIP for 2019.

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When we break this data down further, some of the other trends that are observed for our students at SEPS:

- Our students' growth in spelling is 15.5 points below the state growth.
- Growth in reading and writing is just above the state, but similar to like schools.
- There is a drop of 1.5% of female students showing growth in Numeracy from Level 3 to Level 5.
- There is a 9% drop in growth for males in writing, 16% drop in spelling and a 10% drop in growth in punctuation and grammar for males at SEPS.
- The males at SEPS have shown a significant growth in Numeracy from Level 3 to Level 5 of 8.3%.

In the last 2 years, growth has been the main focus of our attention. Students who have not shown any growth in 12 mths are placed on an Individual Growth Plan, even if their achievement is in line with the curriculum. Students who have only made 6 mths growth in 12 mths, may be placed on an IGP, based on the teacher's discretion. Intervention, focus groups and clinic groups have not only targeted students working below expected level, but also those students demonstrating less than expected growth.

If the result is in the top 25%, the gain is categorised as HIGH, middle 50 percent is MEDIUM and bottom 25% is LOW. SEPS's growth was generally good but there are areas for improvement.

Performance Summary

Reading – 75 % students had medium to high growth (increase of 8%)

Numeracy – 69% students had medium to high growth (increase of 20%)

Writing – 75% students had medium to high growth (decrease of 12%)

Spelling - 76% students had medium to high growth (decrease of 2%)

Grammar and punctuation – 75% students had medium to high growth (decrease of 5%)

Our future target areas will be to continue to focus on Numeracy, as the work done through UMNOS over the last 2 years has seen a marked improvement.

Reading and in particular Writing will become our main focus due to the low growth/decrease in growth for students in the top 2 bands of NAPLAN identified (respectively).

2018 Teacher Judgements

Teacher judgements are based on a range of formative and summative assessments. These include PAT Reading and Mathematics; Essential Assessment Numeracy; Single Word Spelling Test/South Australian Test; Cold Writes, Big Writes, Early Years Numeracy and Literacy online assessments, anecdotal notes, observations, work samples. Writing is moderated in level teams and across levels. Information about setting and analysing PAT data was provided to staff in 2018 through a staff meeting.

Teacher Judgement Data

The staff looked at the Teacher Judgements in detail at a staff meeting and identified some interesting trends: Male/female differences: Males' under-performing in writing/reading and spelling and Females' under-performing in maths.

Engagement

We acknowledge that student engagement is multifaceted. It includes behavioural (e.g. students participation), emotional (e.g. sense of connectedness) and cognitive (e.g. investment and motivation) engagement. It is influenced by many factors such as the school, teachers, individual students, families and physical environment. A key data source when reflecting on student engagement at Sandringham East Primary School was the Bayside Youth Resilience Survey. This data was unpacked by our Social & Emotional Learning PLC. The analysis of the abovementioned data was led in 2018 by Eileen Thompson, Ryan McCulloch and Leon Tremain. We presented this

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and the rest of the survey data to School Council, Sandringham East PS staff, and student focus groups. The role of the focus groups was to gauge how student interpreted the questions and gain insight into their responses. Some themes were:

- A small handful of students are the ‘repeat offenders’ for such things as social issues, rough behaviour, etc.
- Students felt like it is those students who “get all the attention”
- Students also felt like those students are treated differently by teachers, in that they felt like they could “get away with more”
- The vast majority of students do the right thing, but this is overshadowed by the minority who do not.

The staff, when unpacking the data, suggested some key reasons which help explain our positive responses:

- Whole school pedagogy informed by Walker Learning Approach which is holistic and student-centred – student choice / interest
- Social & Emotional Learning programs (Play Is The Way, Respectful Relationships) are used explicitly and consistently
- Consistency of language used for addressing student behaviour (Adam Voigt, Restorative Practices)
- Lunch activities & extra-curriculum (mindfulness, quiet reading, yoga, etc)
- Professional Learning for SEL (PITW, RRRR)
- Focus on high expectations for learning growth – personalisation for students to achieve their learning goals
- Three-way conferences with parents, children and teachers- a partnership of learning

Questions which arose, for us to focus on, were:

- Do we have consistent consequences for students?
- We offer student choice, but what about VOICE? Do we gather feedback from students relating to school, beyond such things as JSC?
- Could we do more to further build school-home partnership? Do we have the full support of our parent community and true ‘buy-in’ to what we do?
- Is student leadership as effective as it could be? There is a culture that ‘those with badges on are leaders’, whereas others are not.
- Are our older students positive role models for younger students? Children learn by watching and mimicking others, so what are our students ‘learning’ about how to behave?

As a school we celebrate engaging, flexible learning spaces, as well as facilities which continue to be updated. Our school promotes that “It’s not OK to be away. Every day counts”. The class with the highest percentage attendance each week is awarded a ‘Tendy’ award at assembly. Our average number of student absence days has improved over the last 4 years slightly. Last year’s average days missed per student was 13.7 days, compared to the state median of 15.1 days, and was up on our 4 year average of 14.4 days. Family Holidays make up a majority of our ‘explained absences’. Through our use of COMPASS, parents are notified at 9:15am if their child is not present at school. Parents/carers also input child absences and reasons for absences, so that we strive for no ‘unexplained’ absences.

In 2019, we have a staff committee focusing on ‘Amplify’ – Student voice, agency and leadership. We continue with RealSchools (Adam Voigt) for our second year of three and have developed a document outlining our approach to Student Engagement and Wellbeing, which is parent-friendly and clearly states our approach.

A summary of whole school, targeted and individual engagement strategies used by our school is included in our Student Engagement Policy.

Wellbeing

Wellbeing:

Throughout 2018, the SEL PLC team continued to drive and support a whole-school focus of supporting the wellbeing of all SEPS students. Underpinned by rights, resilience and respectful relationships and Play is the Way, students consistently engaged in learning that would support and foster resilient 21st century thinkers. A number of programs assisted students which include peer mediation, PLAY program, Bully Stoppers, student SIT crew and JSC.

Sandy East demonstrated commitment to the opinions of students through a thorough dissemination of Attitudes to School, Resilience, and Bullying survey data which helped to pave the way for 2019 goals. Central to our 2019

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focus is reinvigorating our student leadership program and also empowering all students through an increase of student voice and agency. All staff on the SEL PLC are committed to the wellbeing of students at Sandy East and display dedication to supporting new and existing staff in our continued focus of supporting the wellbeing of SEPS students.

Programs:

Social and Emotional Learning-

The school places a major focus on the social and emotional learning of students striving to build resilience, self-management, co-operation etc. A number of staff throughout the school are trained in SEL and promote ways in which all staff can incorporate this in classrooms.

RRRR-

Resilience, rights and respectful relationships. SEPS delivers this program which focuses on 8 areas; emotional literacy, personal strengths, positive coping, problem solving, stress management, help seeking, gender and identity and finally, positive gender relationships. A number of staff have undertaken RRRR training and share strategies with staff on how to implement lessons in class settings.

PITW

Bully Stoppers-

Sandy East is part of the Bully Stopper initiative along with 4 other primary schools in the Bayside region. Each year there is a different focus in conveying a specific anti-bullying message/ creating awareness.

Level 5 students form the SEPS Bully Stopper Action Team. This year, students are creating a movie which follows on from the digital/ board games created in 2018 to promote their anti-bullying message. Students attend workshops/ forums to unpack cyber-bullying with Susan McLean, how to be an up-stander not bystander, as well a range of coping strategies. Throughout the course of this program, students participate in activities like yoga, meditation, cyber-safety, art therapy and virtual reality. These activities have armed students with a range of strategies in not only dealing with bullying themselves, but promoting their message.

Susan Mclean-

Susan McLean is a cyber-safety expert with a plethora of experience and information for students and staff. Susan has run sessions with all students in Level 5 and 6 on the importance of cyber safety. Susan unpacked the dangers of primary age students being active on social media or games with online communication functions and made it explicitly clear that students should not be using any of these platforms.

Adam Voigt-

SEPS has teamed up with Adam Voigt- learning specialist with a focus on building strong school cultures through enhancing relationships between staff and students. Adam liaises with all staff to provide feedback, coaching and strategies in dealing with class management, behavioural issues and bullying within our school. SEPS staff are consistent in the delivery of messaging and strategies provided by Adam and this has already proven to be a strong partnership.

Resilience Survey-

SEPS conduct this survey annually which allows students to self-report their strengths, hopefulness, and incidence of anxiety and depression in school and home settings. Leadership, SEL PLC members and generalist teachers collaboratively analyse this data and use this for our action plan. Alongside the 'Attitudes to school' survey, we have identified a number of areas in which we need to focus on which, school connectedness is one.

Bullying Survey-

To determine how widespread bullying and social issues are at SEPS, an anonymous survey was conducted with students in level 4-6 late in 2018. Students were able to anonymously name the kids who they feel have had a negative impact on them this year. The results told us that rather than many bullying instances occurring throughout the school, there are a few students having a big impact. Leadership held meetings with the parents of students who popped up consistently through the survey to inform of the results and work with parents to help counteract issues.

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Personal Goal Journals-

In response to the data sets provided in the ‘Attitudes to School’, ‘Resilience’ and ‘Bullying’ survey, we have identified a number of students who may benefit from a personal goal journal. At the beginning of week, students create an appropriate, personal and achievable SMART goal which they will track throughout the week. The journal aims to provide students with the opportunity to be accountable for actions/ choices and reflective but also to strengthen the partnership between teacher and parent in delivering a consistent message.

Financial performance and position

The school maintained a strong financial performance in 2018. Revenue received was ahead of budget and prior year, whilst expenditure was slightly over budget, primarily due to unforeseen decanting works for the new building program. Budgets were monitored on a monthly basis throughout the year and finance reports were reviewed at each school council meeting. Importantly, funds were allocated to all curriculum and building programs in order to meet the school’s objectives.

Income The total income for the year amounted to \$2.2M (increase of 33% compared to prior year). This comprised of government grants and locally raised funds (which includes money received for camps, school fees, excursions, fundraising, Japanese School, Extend and voluntary contributions). The year on year increase was driven by the timing of SRP Funding.

Expenses

SEPS expenses for 2017 were \$1.4M (increase of 6.5% YOY).

All expense categories were in line with budget and prior year with the exception of services which included \$105k of decanting works required to prepare the school for the beginning of construction in early 2018.

The school has available funds of \$426k at 31 December 2017 which is mainly comprised of cash received in 2018 for 2019 expenses, including:

- Materials, Resources and Services;
- Excursions;
- Library and building funds; and
- The JSC.

Voluntary contributions were in line with budget, 45% of families contributed \$63k in 2018. In 2017 \$43k was received. 2018 was higher due to the library contribution being increased from \$40 to \$120 in 2018. These contributions supported additional services in first aid, grounds, the library and buildings and contributed to a more comfortable, safe and secure environment for our students. We are grateful for these contributions and continue to encourage families to support these beneficial programs.

Fundraising

Fundraising monies are a vital input to the school’s funding, with \$61k raised by the school community. The Gold Glitter Glam and walkathons both being major contributors generating nearly \$30k. These funds will be well utilised for furniture, seating and air conditioning in the new buildings.

We experienced declining support of the ‘Busy Parent Contribution’ during 2018, with contributions of \$10k compared to \$13k in 2017. The Busy Parent Contribution allows families to make a voluntary contribution towards fundraising and receive an automatic exemption from fundraising sales, rewards towards the Walkathon & Easter Lucky Tickets and the right not to attend working bees.

Other valuable income sources that we have drawn upon this year include the Japanese Saturday College (JSC) and the Extend School Care Program. These represent important partnerships that SEPS has fostered over many years. Deepening and sharing cultural experiences and insights with JSC and ensuring the highest standard of before and after school care for our students.

Finally, 2018 has been a busy year with much activity around the new building. It’s going to be a sensational asset to the school and we all look forward to its completion in November.

Jen Hill – Treasurer

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

Draft

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

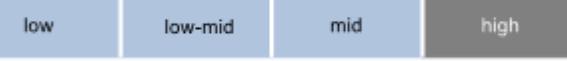
Enrolment Profile

A total of 552 students were enrolled at this school in 2018, 250 female and 302 male.

8 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>0 100</p> <p>Results: Mathematics</p>  <p>0 100</p>	 Similar  Similar

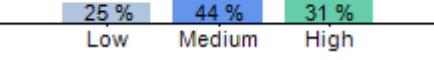
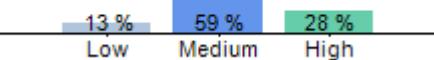
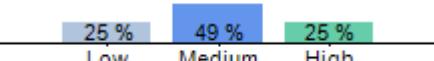
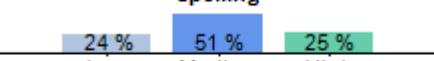
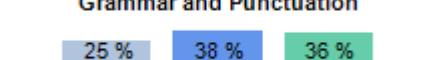
Performance Summary

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
NAPLAN Year 3 <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> 	 Similar  Similar  Similar  Similar
NAPLAN Year 5 <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> 	 Similar  Similar  Similar  Similar

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>	<p>Reading</p>  <p>25 % 44 % 31 % Low Medium High</p> <p>Numeracy</p>  <p>13 % 59 % 28 % Low Medium High</p> <p>Writing</p>  <p>25 % 49 % 25 % Low Medium High</p> <p>Spelling</p>  <p>24 % 51 % 25 % Low Medium High</p> <p>Grammar and Punctuation</p>  <p>25 % 38 % 36 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

Engagement	Student Outcomes	School Comparison														
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning 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. Average 2018 attendance rate by year level: <table border="1"><thead><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr></thead><tbody><tr><td>94 %</td><td>93 %</td><td>94 %</td><td>94 %</td><td>94 %</td><td>92 %</td><td>92 %</td></tr></tbody></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	94 %	92 %	92 %		Similar Similar
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	94 %	92 %	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> 	 Lower
<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> 	 Similar

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	\$3,971,263	High Yield Investment Account	\$360,690
Government Provided DET Grants	\$951,624	Official Account	\$47,498
Government Grants Commonwealth	\$17,518	Other Accounts	\$585,302
Revenue Other	\$41,157	Total Funds Available	\$993,490
Locally Raised Funds	\$799,099		
Total Operating Revenue	\$5,780,661		
Equity¹			
Equity (Social Disadvantage)	\$12,175		
Equity Total	\$12,175		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,833,448	Operating Reserve	\$211,284
Books & Publications	\$3,259	Funds Received in Advance	\$155,610
Communication Costs	\$5,662	Asset/Equipment Replacement < 12 months	\$296,482
Consumables	\$112,990	Capital - Buildings/Grounds < 12 months	\$275,289
Miscellaneous Expense ³	\$510,217	Maintenance - Buildings/Grounds < 12 months	\$54,825
Professional Development	\$126,040	Total Financial Commitments	\$993,490
Property and Equipment Services	\$250,469		
Salaries & Allowances ⁴	\$270,872		
Trading & Fundraising	\$65,371		
Travel & Subsistence	\$642		
Utilities	\$36,096		
Total Operating Expenditure	\$5,215,065		
Net Operating Surplus/-Deficit	\$565,596		
Asset Acquisitions	\$8,182		

(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 04 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)

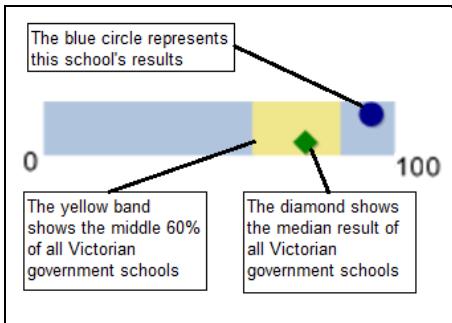
Engagement

- 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).

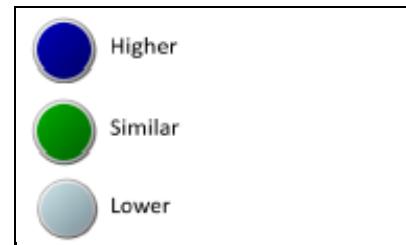


What does *School Comparison* refer to?

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](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').