

2019 Annual Report to The School Community



School Name: Cheltenham East Primary School (4754)



- 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 18 March 2020 at 04:45 PM by Wayne Bach (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 20 March 2020 at 03:40 PM by Angela Berry (School Council President)

About Our School

School context

We stand by our vision proudly and that is, 'Cheltenham East students are empowered learners who are flexible thinkers with the skills and knowledge to respond critically and creatively to their world.' The school is ideally located in a quiet residential zone, yet it remains close to a major shopping precinct and an extensive public transport system. We currently have 42 staff working in a full time or part time capacity at CEPS including a Principal, Assistant Principal, Leading Teacher, two Learning Specialists, twenty classroom teachers, four specialist teachers and Educational Staff. The School finished with an enrolment of 441 students in 2019 with many of these children coming from different cultural backgrounds and backgrounds. The amazing staff are a mix of new and experienced teachers who plan, implement and evaluate programs in a collaborative and collegiate environment. We continue to deliver a variety of quality programs for the children at CEPS based on the Victorian Curriculum. All teachers apply the same Whole School Instructional Model to their teaching. All classrooms display learning goals and success criteria and students are gaining confidence with articulating what they are learning and why as well as how to self-monitor and assess their own learning. Reflection remains an important part of the children's learning process as the school tries to We utilise our open learning environment and flexible teaching spaces which encourages team planning and collaboration. The inquiry learning area was established in 2014 to promote our focus on scientific literacy. The teachers and parents at Cheltenham East Primary School (CEPS) have an excellent rapport and work together in all areas. They are continually encouraged and challenged to uphold our school motto of 'Aim High'. Social and communication skills, as well as our school values of Courtesy, Co-operation, Respect and Responsibility are inherent across our curriculum, driven by our Positive School-wide Behaviour Program. A very active parent group works alongside the staff to monitor and update policies, to fundraise and organise special events. Cheltenham East PS values the strong partnerships they have established with the wider community. Cheltenham East PS has proven itself to be caring and supportive and a school that prides itself on high academic standards. To ensure ongoing success we are currently addressing the needs of a growing EAL influx of students and promoting greater student agency from Foundation to Year 6. Emphasis is placed on the students developing sound Literacy and Numeracy skills, as well as providing happy and safe experiences through our 'CEPS Kids Are Friendly Kids' and 'Positive School Wide Behaviour' wellbeing programs. Students participate in Italian, Physical Education, Library, Visual and Performing Arts, Science, Inquiry Learning while ICT is embedded throughout the entire curriculum. One of our many strengths includes the outstanding Performing Arts program which includes a whole school concert, grade performances, choirs and participation in Wakakirri, a competition involving creative movement through music and dance. Sessional instrumental programs and private music tuition are also available. Our Visual Art program is renowned for being exceptional, providing students with an extensive range of media to improve skills relating to aesthetics, problem-solving, critical thinking and creativity. Through the Visual and Performing Arts, students are critically engaged in experiences involving empathy, social justice, indigenous perspectives, cultural understanding, ethics, equity and sustainability. We aim to provide opportunities for students to develop their understanding of the world and to nurture their identity as a child to best prepare them for the stages beyond their primary years.

Framework for Improving Student Outcomes (FISO)

Cheltenham East PS Goals for 2019

Goal 1 To achieve an improved learning growth in all areas of the curriculum

Goal 2 To ensure students access a safe, happy, stimulating learning environment that encourages them to be confident, resilient and persistent.

Goal 3 To develop a cohesive and consistent approach to building students' social and emotional health to reinforce the school's values

FISO -THERE IS A HOLISTIC APPROACH TO CURRICULUM, PEDAGOGY AND ASSESSMENT

FISO-THE CURRICULUM IS MONITORED AND EVALUATED

Key Improvement Strategy 1

Curriculum planning and assessment

To develop a whole school plan to ensure data is effectively gathered and analysed to drive teacher planning.

Rational:

Through the implementation of the CEPS Pedagogical Plan and Master Assessment Schedule there is an agreed and consistent approach to both teaching and learning and assessment. The Assessment Schedule has ensured that the collection of data is consistent and allows for easy tracking and analysis each year. This has ensured that measuring growth through contextually relevant data such as PAT and EA is possible and teachers are accurately informed about both student achievement and growth. In 2020, the school strives for consistency in planning in the following ways: 1. Agreed planning documents for each curriculum area. (*Including Wellbeing) 2. Agreed planning documents across each year level. 3. Consistent assessment practices and schedules ensuring meaningful collection of data. 4. Regular use of data at team planning meetings.

The curriculum is monitored and evaluated on several levels. 1. The use of the Assessment Schedule and subsequent data, feed into teacher assessments. 2, The analysis of annual standardised data such as Attitudes To School Survey and NAPLAN.

Key Improvement Strategy 2

Building Practice Excellence

Consolidate and document a whole school approach to the implementation of Information Communication Technology.

Rationale:

A dedicated Professional Learning Team in 2019 was formed, to facilitate the construction of actions, and implementation of these, relating to ICT across the school. Representation in this PLT across all year levels ensures consistency in professional development and the development of a sequence of learning across the school which is authentic. Teachers have developed a clearly articulated shared vision for ICT in teaching and learning. They have also developed an ICT Action plan and are in the process of implementing it to work through goals and targets. The ICT team have completed an audit of ICT resources in the school to see what we have and what we need for the future. All teachers will identify and explore digital systems with their students (hardware and software components), with peripheral devices for different purposes, and expansion of different types of data. Leadership have made provision for teachers to effectively teach the skills required in the CEPS Information Communication Technology Scope and Sequence Document through professional learning for all staff.

Key Improvement Strategy 3

To empower students and build school pride

Develop students as active and empowered learners

Rationale:

The school is embedding a culture of Student Agency across all levels. Opportunities for a negotiated curriculum and personalised approaches demonstrating student learning growth are being explored at all levels. Implementing this as an expectation and the teacher education around facilitating curriculum demands and assessment are areas for focus this year.

Relevant school data:

Improvement in the Attitudes To School Survey data results for the Student Voice and Agency dimension:

'At this school I help decide things like classroom activities or rules.' (73%)

'I have a say in the things I learn.' (68%)

'My teacher likes my ideas.' (74%)

'I am encouraged to share my ideas.' (75%)

THE STUDENT ACTIVATES STUDENT VOICE Through the Junior School Council, where two representatives from each class are in attendance, students have the opportunity to develop communication skills to place a point of view in a public space. Monthly meetings are held where students voice matters of importance. The student body determines local, national and international charitable work which is captures the students' interests and they formulate plans for the school community to provide support in the most appropriate form. The Junior School Council is represented by the Student Leadership Team who attend School Council with their own agenda of points for consideration. Year 5 student representatives who have taken part in the Marine Ambassador program annually organise whole school awareness programs such as World Ocean Day and Year 2 teaching sessions to engage the student community with their learning in the area of marine sustainability - a relevant space for our community considering our proximity to waterways.

THE SCHOOL ACTIVATES STUDENT AGENCY Students are setting their own goals, choosing pathways in rubrics, participating in Inquiry learning to discover learning on personal interests, setting learning goals Eg. Make A Difference

projects, reflecting on and monitoring their successes in classrooms. There are two whole school assembly meetings per week which are run by the Year 6 leaders. The formal assembly is run by the School Captains. The informal assembly is run by the House Captains (on a rotation basis). In each assembly, the students set the agenda and are mentored by the Principal/Assistant Principal, ensuring clarity in the communication. Students have the capacity to employ initiative which captures student voice, concern, awareness, celebration and communication.

THE SCHOOL ACTIVATES STUDENT LEADERSHIP The Student Leadership Team conveys points of interest and can impact change in the school through School Council and Junior School Council discussions. The senior students continue to lead Lunchtime Clubs where the student body support each other and model what leadership looks like. Lunchtime clubs such as the Sustainability Group, Talent Club, Lego Club, Art and Craft Club bring relevance to student interest and provide experiences which build self confidence. The Peer Mediation program is run for Year 5 students. This supports 15 x Year 5 students to assist with social concerns during playtime breaks and refer to the Yard Teacher after following a flowchart triage approach. Peer Mediation includes playtime group activities encouraging multi-age play. Three way conferences are held mid year between Student-Parent-Teacher to communicate student achievement and foster a relationship where the student is supported to reach their potential. The shared responsibility between the student, family and teacher creates an accountability circle for all parties to activate agency in a combined goal of achievement.

Key Improvement Strategy 4

To set consistent expectations and promote inclusion at Cheltenham East PS.

Rationale:

To build the capacity of students to be socially responsible and respectful in all relationships, in an environment with expected standards and a framework which delivers equity across the school in this area.

The Wellbeing PLT have led the staff on delivering the School Wide Positive Behaviour Support framework with consistent expectations of children both in the classroom and out in the yard. This includes Posters with 'I can' statements for teachers to work on with students and a flowchart for expected behaviour for children to follow which was developed for all teachers.

Relevant school data:

The Attitudes To School Survey data for factors managing bullying is improved and effective classroom behaviour increased by 5%.

The children's sense of inclusion is up to 92% from 84% in 2018 and student teacher relations including teacher concern is up in all three categories in 2019 from 2018.

Links to Strategic Plan: 'Consistently implement and document the whole school approach to student wellbeing'

Achievement

The collection of data and analysis of data has been systematic in planning meetings throughout the school in order to cater specifically for the children's needs.

STUDENT ACHIEVEMENT

NUMERACY

The continued use of the CEPS Pedagogical Plan has ensured there is a common approach to Mathematics across the school. As well as providing a clear instructional model for Maths, there was been a clear focus on problem solving and the teaching of problem solving techniques and strategies. The consistency of lesson delivery has improved and the timing of lesson allocation within every year level has been standardised.

This has resulted in the following key initiatives within the school:

1. Consistent approach to Mathematics in line with the new instructional model (CEPS Instructional Model).
2. Consistent teaching of problem solving, timetabled weekly throughout the school.
3. Focus on reflection and explicit teaching as key elements of a Mathematics lesson.

It has been identified that there is a clear flat point in years 3 and 4, however strong growth throughout years 5 and 6. There has been targeted conversation in the Maths PLT about the impact of Problem Solving and the contextually challenging questions creating difficulty for our students. As a result we have maintained a strong focus on the explicit teaching of problem solving. Extending skills into varying contexts is a continued focus for the teachers.

LITERACY

Target 2.1 - Develop teacher capacity to implement a SWI (Orthography)/Phonics model F - 6

Staff have undergone significant development in the area of spelling, with the following PD being delivered at CEPS:

Target 2.1 - Teachers have evidence from students of re editing writing using taught strategies from SWI.

Teachers have been far more active in completing meaningful moderation for writing over the past 3 years. The English PLT has developed a clear and consistent process for moderation and the school now undergoes termly moderation during staff meeting time. This moderation has enabled staff to develop a clearer understanding of writing progress and the expected spelling skills at each level. Subsequently teachers are much more used to analysing writing and spelling within pieces of writing. Several teams have identified significant growth within the data for explicit spelling tests such as SWST, however they are noticing that this is not always translated into student writing. This will continue to be a focus for teachers and students moving forward.

Fundamentally our students continue to achieve considerably above the expected level achievement, however growth, specifically for high achieving students continues to be a focus. The Teacher Judgement of student achievement shows that the percentage of students in year levels F-6 working at or above age expected standards in:

- English shows the school similar in the similar school comparison.
- Mathematics shows the school above in the similar school comparison.

Teacher Judgements

Our teacher judgements are similar schools with a similar Student Family Occupation and Education as Cheltenham East PS. Teachers triangulate their data from various assessments and evaluations to give students their final marks for their reports. Teachers at Cheltenham East PS moderate students work so the results are as accurate as they can be. (Please see Teacher judgement of Student Achievement graph.)

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

The Year 3 Reading and Numeracy results for top 3 bands in Year 3 were below similar schools by comparison however were above the state median scores. The Year 5 results for the top 3 bands were above similar schools and above the State Median scores. Over the past four years the school has continued to perform well above the state median in Years 3 and 5 Reading and Numeracy. Similar schools are schools with similar Student, Family, Occupation and Education (SFOE) as our school.

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 Cheltenham East PS for each NAPLAN domain.

The goal is to have all children at CEPS make at least 12 months learning growth in a calendar year. The school has been working hard to lift the number of students into the high growth area and more low growth students into the medium growth area. The students who experience high learning gain is under the 25% threshold in Numeracy, Writing and Spelling and teachers are employing many strategies guide more students into the high learning growth area.

NAPLAN BENCHMARK GROWTH

This dashboard aims to provide insights and a deeper understanding into how the school is tracking over time with regard to literacy and numeracy; particularly showing students growth benchmarked against students in a "reference cohort" with the same NAPLAN score two years ago.

Overall the Benchmark growth results for the school weren't positive with the school considerably behind, 'similar schools' in both Numeracy and Spelling while out performing them in Grammar and Punctuation. The Benchmark growth results for reading and writing were only marginally behind that of, 'similar schools.'

The data marries with school based trends which have highlighted a curve towards the extend standard at year 3 and 4. This dip in performance continues to be a focus of investigation for our PLTs.

Growth between year 3 and 5 continues to be a focus for the school, with performance across department testing such as NAPLAN matching our school based PAT results. The testing has indicated that with increasing complexity in questions our students are having difficulty applying the basic skills. To better support student growth, the English PLT has focused heavily on reading as thinking, emphasising the explicit teaching of comprehension strategies. To support student growth, the Mathematics PLT have been focusing on the teaching of explicit problem solving skills and strategies.

Engagement

ENGAGEMENT

Dimension: Positive Climate for Learning

Key Improvement Strategy: Setting Expectations and Promoting Inclusion

The Wellbeing Professional Learning Team has actively planned and embedded a consistent approach to building our students' emotional and social wellbeing, in line with our school values of Courtesy, Responsibility, Co-operation and Respect. Extending this connection, teachers have worked in teams when planning to enhance the personalised approach to student learning through Inquiry, by fostering opportunities to be curious and creative learners and thinkers which gave them greater connectedness and engagement with school. Continuing the Resilience Project in 2019 was a resounding success with staff working through strategies with the children so they had ways to bounce back when affected by adversity. The feedback we received from parents as a result of this initiative was very positive.

Key Improvement Strategy: Empowering Students and Building School Pride

We focused efforts to improve the facilitation of 'student agency' in the CEPS - Whole School Instructional Model, to lift 'effective teacher practice' and 'teacher-student relations'. Teachers used designated professional development sessions to build provision into their planning for student voice and student agency in their classrooms. Through using a range of strategies that enable children to use the skills they learn in explicit academic instruction, to communicate their thoughts, opinions and ideas on issues which are of interest to them in this, their world, many of the students experienced what it means to be a 'change-maker', with community contacts assisting in the learning process. This personalised approach was embedded through the Humanities Curriculum Scope and Sequence for all levels of the school, and encompasses Critical and Creative Thinking as well as the Civics and Citizenship areas of the curriculum.

Average Number of Student Absence Days (Please see Engagement graph below)

Absence from school impacts student 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. The school regularly promotes attendance at school via Newsletter entries and at whole-school assembly presentations. Classroom teachers contact relevant families to promote clear communication and refer to the Assistant Principal where further support is required. The Assistant Principal contacts families where non-attendance is a factor, to triage the support required and contact external agencies where appropriate. Where communication is compromised, letters are sent from the school, impressing the importance of school attendance and enhancing further communication pathways.

Cheltenham East PS currently records less absences than expected against schools with a similar Student, Family Occupation and Education. The average days away per student in 2019 was 13.2 across the school against the State median of 16.3%. The average number of absences over the last four years was 11.7 per student. There were many and varied strategies to engage the students that teachers used to ensure students wanted to come to school rather than being away. The consistent message to parents has been "Its not ok to be away" as this creates gaps in the student's learning and they quickly fall behind. There was always follow up on students who were away for extended periods of time by leadership and the office staff. This meant that the students were engaged with their learning and the school and that there was some form of accountability on parents to send their children to school.

Attendance Rate (See Engagement graph below)

The percent of student attendance rate at Cheltenham East PS for each year level in 2019 ranged from 92%-94% attendance. Families visiting relatives overseas for extended periods of time have affected attendance rates across the

school.

Wellbeing

Our well being results are comparable to the range for similar Government schools which includes the Students Attitude to School Survey (ATSS); encompassing connectedness and perceptions of safety. We sit above similar schools (Student Family Occupation and Education) in terms of Sense of Connectedness and Management of Bullying, something our School Staff. in particular our Well Being Professional Learning Team should be really proud of.

WELLBEING

Student Attitudes to School – Sense of Connectedness which tells us how the children feel about their connection to school.

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).

The Sense of Connectedness is above similar schools according to the students on the ATTS with an 81.6% positive result. This generally means they feel a good sense of connection to the school and want to be here. The more the students feel that sense of connection the more they want to be at school with their friends to continue their learning.

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).

The Management of Bullying was at 86.1% of positive responses on the survey for our school which put us above the similar schools comparison and well above the State median of 81.6%. This is due to the pro active programs we have running in the school including Restorative Justice and Positive School Wide Behaviour where students are taught about how to have positive interactions and strategies to cope with any bullying they might come across. The school continued to hold Learning Circles sessions in the classroom where students were able to discuss issues and have support to solve them.

CEPS actively engages a number of approaches to enhancing the students' wellbeing experience at school. The whole school follows explicit weekly lessons and presents awards to those promoting our school values through the 'CEPS Kids are Friendly Kids' program. The 'Peaceful Kids' program is used to support particular students with high anxiety, whilst Mindfulness is practised in classrooms through circle time and yoga sessions. The School Wide Positive Behaviour System (SWPBS) framework has been adopted where a common philosophy and purpose has been established, and staff use a common language to discuss behaviour. This framework is supported by the Leadership Team and is driven school-wide by the Wellbeing PLT, who are responsible for its implementation by creating, reviewing and monitoring an action plan. The work is done in collaboration by the whole staff with input from parents, students and the community. The promotion of a clearly defined set of expected behaviours, through the consultation process with staff and students has seen the identification of positively stated examples for ideal behaviour displayed across the school. This has resulted in establishing and promoting consistent procedures for teaching and practising expected behaviours both in the classroom and out in the yard. Students use the visible 'I can' statements to reflect on their actions and behaviours. Restorative Justice is routinely used when working with children, to develop responsibility, issue resolution skills and positive independence.

The data collected from the ATSS demonstrates our staff having a very positive view towards school climate and the parents at CEPS are satisfied with the operational aspects of the school. Even with these positive results, the school is addressing the engagement of students and how we can be more proactive in 'student agency' with our current Year 5 and 6 cohorts moving forward. One strategy we employed was the introduction of the Resilience Project across the whole school in 2018 with the aim that every child develops the ability of being able to bounce back from adversity. This strategy ensures CEPS continues to build and foster inclusiveness as the number of EAL students continues to rise, as well as the number of students with special needs, including vision impaired children. Individual Learning

Improvement Plans continue to be implemented across the school for students who sit outside the norms where teachers and parents work together to ensure targets and goals are being met.

Financial performance and position

Financial performance and position commentary

The school's total operating revenue as at 31st December was \$3,954,909, comprising of the Student Resource Package, Department grants, Commonwealth Government grants and Locally Raised Funds. The total operating expenditure as at 31st December was \$3,838,619. The school finished the year in a comfortable position with Total Funds Available of \$210,403. Our total bank account balance as of 31st December was \$210,403, This comprised an operating reserve of \$104,108 with the balance of funds being committed towards the maintenance of buildings and grounds in 2020. All expenditure in 2019 was kept within the proposed budget. This year our very engaged Parent Association have continued to develop relationships with local stakeholders and sponsors who can further support our school in a variety of ways. The Parents and Friends Association have committed some of their funds to the building of a new boundary fence around the school. Our Business Manager has done an excellent job of allocating funds for Budgets across the school year and is to be congratulated on doing a terrific job of generally overseeing the School budgets. Our Professional Learning Team leaders have effectively resourced their particular curriculum area budgets, inclusive of distributing funds for staff professional learning.




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




Performance Summary

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











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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 441 students were enrolled at this school in 2019, 190 female and 251 male.</p> <p>19 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Above </p>

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Key: Similar School Comparison: Above Similar Below</p> <p>Below </p> <p>Below </p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Above </p> <p>Above </p>

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

Performance Summary

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Key: Similar School Comparison: Above Similar Below</p> <p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	93 %	93 %	94 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	93 %	93 %	94 %	92 %										

Performance Summary

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

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,222,801	High Yield Investment Account	\$175,360
Government Provided DET Grants	\$329,484	Official Account	\$35,042
Government Grants Commonwealth	\$7,980	Total Funds Available	\$210,403
Revenue Other	\$4,198		
Locally Raised Funds	\$390,448		
Total Operating Revenue	\$3,954,909		
Equity¹			
Equity (Social Disadvantage)	\$19,235		
Equity Total	\$19,235		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,177,146	Operating Reserve	\$104,108
Books & Publications	\$2,688	Other Recurrent Expenditure	\$7,141
Communication Costs	\$2,919	Funds Received in Advance	\$1,409
Consumables	\$108,821	Funds for Committees/Shared Arrangements	\$5,000
Miscellaneous Expense ³	\$254,240	Capital - Buildings/Grounds < 12 months	\$70,021
Professional Development	\$12,313	Maintenance - Buildings/Grounds < 12 months	\$20,766
Property and Equipment Services	\$117,207	Asset/Equipment Replacement > 12 months	\$1,957
Salaries & Allowances ⁴	\$82,060	Total Financial Commitments	\$210,403
Trading & Fundraising	\$52,612		
Utilities	\$28,615		
Total Operating Expenditure	\$3,838,619		
Net Operating Surplus/-Deficit	\$116,290		
Asset Acquisitions	\$38,430		

(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)

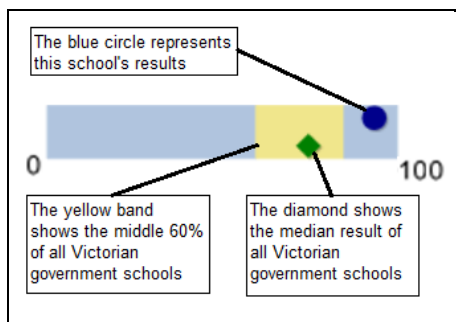
Engagement

- 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).

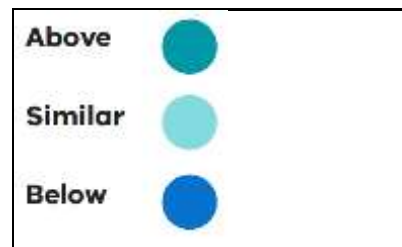


What does *School Comparison* refer to?

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.



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').