

# 2019 Annual Report to The School Community



School Name: Footscray North Primary School (4160)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 05 May 2020 at 11:46 AM by Kay Willmott (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 06 May 2020 at 04:21 PM by Fergus Vial (School Council President)

## About Our School

### School context

Footscray North Primary School (FNPS) is an inner suburban primary school 6km from the Melbourne CBD. The population in the local area is changing. This is reflected in the changing SFOE: 2019- 0.3824 (2016-0.4493) at FNPS.

Over the past 4 years FNPS has experienced strong growth in our enrolments: 2019 - 450 (2016 – 350). During this time FNPS has enacted the enrolment strategy which has minimized the enrolments of students beyond our designated neighbourhood zone. Current trends indicate the school population is likely to continue to grow. There are a number of high-density housing redevelopments in the neighbourhood zone that will likely contribute to this. The growth in school population has been catered for by the allocation and provision of portable classrooms.

Our student population is drawn from our local area. Over half our students speak a language other than English at home, with over 35 different language groups represented. Students who enrol speaking little or no English often spend a period of time attending the English Language School.

With a growth in the school population, this has also resulted in a growth in staffing requirements. Rigorous staff recruitment, induction and mentoring, along with retention of staff, have been and will continue to be an area that requires attention to ensure that high quality practices are consistently implemented across the school. Due to the updated VGSA and introduction of the Learning Specialist Role, a range of leadership structures have been trialed and refined over the last review period (2016-2019) to support the school improvement agenda.

In 2019 Footscray North Primary School (FNPS) had 450 students and a staff of 2 Principal Class, 2.2 (EFT) Leading Teachers/Learning Specialists, 26.1(EFT) teaching staff and 8.5 EFT education support staff. The school is housed on a very large site and is made up of 4 permanent buildings, 2 double portables, a gymnasium, performing arts room, library, tennis courts and three ovals. Our school facilities included eighteen classrooms, one performing arts room, one art room, a library, a gymnasium/hall, Administrative area, Out of School Hours Care (OSHC) facility and a fully equipped canteen area.

The school's mission is to “graduate empowered students who are high achieving, socially and emotionally intelligent, globally aware and active citizens in the community.” Our school values are:

- Inclusion
- Excellence
- Respect
- Responsibility

Footscray North Primary School (FNPS) is committed to providing a safe, secure and stimulating learning environment, where students reach their full educational potential supported by a differentiated curriculum of the highest quality. FNPS recognises that student wellbeing and student learning outcomes are inextricably linked and understand that the school should promote this link both within the school environment and the classroom. We recognise the importance of the partnership between the school and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The school provides a curriculum with a strong emphasis on English and Mathematics, integrated with a topic. The core curriculum is complemented by Specialist Programs in Physical Education, Visual Arts, Performing Arts and Spanish.

Footscray North Primary School has developed and embedded a universal culture of learning and a belief that all students can learn at high levels. We have implemented Professional Learning Communities as a way of ensuring that all students learn at high levels and staff continue to refine and develop high impact teaching strategies.

Teaching practices across the school are informed by evidence based strategies, which are known to have high impact

on student learning. This includes the research of Marzano and Professor John Hattie. Professional Learning is an integral part of the operation of the school, and Professional Learning Communities are the focal point for planning, development and implementation of teaching and learning and collective inquiry to improve teacher practice.

FNPS is experiencing significant growth, with redevelopments and rejuvenation of the school environment to “future proof” the site. The school has invested significantly in strategies to ensure that all students learn at high levels.

Strategies include:

- A research based disposition when making curriculum decisions.
- Development of Essential Learnings for each year level and specialist area.
- Providing time and support for teaching teams to collaborate and engage in Professional Learning Communities about student learning and instructional practice
- Establishment of SMART goals as a Professional Learning Community, aligned to the School Strategic Goals.
- The delivery of an explicit Social and Emotional learning program delivered through the lens of Positive Education

### **Framework for Improving Student Outcomes (FISO)**

The AIP that was developed for 2019 was done so knowing that 2019 was our year in review, and whilst in Review emerging areas to focus on would be revealed. The areas identified for the next Strategic Plan 2019-2023 were able to shape our work during the second half of 2019.

In 2019 the AIP highlighted the commitment to continuing to prioritise teacher learning through collaboration. FNPS remained committed to working as a Professional Learning community. With an articulated, well understood teaching and learning cycle, collaborative teams had a clear shared purpose in their work. Teachers worked collaboratively making links between students’ progress data and their own professional learning needs. Teams monitored the impact of teaching strategies on student learning and adapted teaching to advance student progress.

In 2019 FNPS, focused on the following FISO improvement initiatives and Key Improvement strategies:

FISO Priority Area: Excellence in Teaching and Learning

FISO Dimension: Curriculum planning and assessment

Key Improvement Strategy: Build and monitor a whole school approach to Professional Learning Teams

FISO Priority Area: Excellence in Teaching and Learning

FISO Dimension: Building Practice Excellence

Key Improvement Strategy: Build the instructional practice of every teachers

FISO Priority Area: Excellence in Teaching and Learning

FISO Dimension: Curriculum planning and assessment

Key Improvement Strategy: Build a guaranteed and viable curriculum

FISO Priority Area: Positive Climate for Learning

FISO Dimension: Health and wellbeing

Key Improvement Strategy: Build the home/school partnership with parents and the community

These KIS were achieved through aligning the practices across the school. Teachers ensured KIS were within their PDPs, Curriculum Days were aligned with a specific focus to the KIS and teachers worked collaboratively to establish a GVC and improve the Teaching and Learning Cycle.

FNPS continues to be committed to the PLC approach, providing the school with a well articulated purpose. The Teaching and Learning Cycle, provides a process for teams to work through. The cohesion between these two components supports our staff to have a clear way of working together as they strive to improve outcomes for all students. Collaborative teams are the driving forces for all embedded professional learning and support staff to

collaboratively review and develop their practice. Staff knowledge of content and research based high impact strategies continues to grow.

## Achievement

FNPS continued to perform strongly in dimensions related to student achievement. The school was rated as performing 'above' similar schools in all areas. With the exception of numeracy, there is an under representation in the percentage of students achieving 'high' levels of learning gain. This is a pattern that has been persistent over a number of years, particularly in reading and writing, with variability in spelling and grammar and punctuation.

In 2019 Writing was an identified area the school chose to focus on. We identified this area of need through the use of data related to student outcomes. The focus on writing was to support progress towards the goal in the School Strategic Plan (2015-2019): To improve the learning growth in literacy and numeracy for every student.

Throughout the year, the whole school focus to support improved outcomes in writing, specifically focused on building teacher capacity through strengthening curriculum knowledge, instructional approaches and tracking how students responded to the instruction.

Throughout the year, teams worked to ensure the Essential Learnings identified in writing reflected the standard (Victorian Curriculum) and aligned as students moved up through the school. Teams of teachers collaboratively developed proficiency scales supporting each Essential Learning. Through the process of reviewing and refining the proficiency scales, collaborative teams have ensured they share a consistent view of what the achievement of this Essential Learning would look like. Teams have used moderated samples of student work to ensure a shared and consistent understanding of what mastery of a standard could look like.

Through professional learning, coaching, peer observations and in the work of collaborative teams, word choice/vocabulary and sentence structure were the main focus areas. The use of rich mentor texts supported this work, using high quality literature to immerse the students in to support them in understanding and identifying how authors use vocabulary and sentence structure to convey and enhance their message to the audience.

As the whole school was focused on these two specific areas of writing, we were able ensure there was an alignment and developmental overview of how these skills are scaffolded throughout the early and later years of primary school. The alignment of the Essentials Learnings and unpacked proficiency scales was supported through the work of the Sub-School Leaders/Leading Teachers and Literacy Leader.

Considerable time was dedicated to this work through staff meetings and collaborative team meetings.

Two staff attended the Leading Literacy Professional Learning facilitated through the Melbourne Maribyrnong Network. The learnings at these workshops, with staff attending last year and this year, has supported developing a refined "Writer's Workshop Model." This model has now defined our instructional model in writing, and has strengthened the links between the gradual release of responsibility and the section of instructional strategies and practices that support student learning in different stages of the workshop model.

Some staff, through the work of the school based coaches, have trialled the workshop model, provided feedback in the development, and will be lead users as the "Writer's Workshop Model" is rolled out across the school in 2020. Research based instructional strategies (inducing HITS) were used to support and inform the development of the instructional model for writing, and specific practices identified for different stages within the model.

Facilitated by our SEIL, the leadership group engaged in a "Causal Inquiry" process to support us in identifying possible hunches/causes related to a problem of practice. The problem of practice was articulated as "Students are not able to write in sophisticated ways." Hunches were explored and tested resulting in identifying 4 components that, we believe, once addressed, will support increasing student learning outcomes in the area of writing. These components will be addressed through the strategic plan and more specifically in the Annual Implementation Plans.

1. Use of high-quality mentor texts

2. Use of anchor charts
3. Development of writer's notebook strategy/Open cycle writing
4. Work Programs – Teachers evidencing sophisticated ways of writing in writing planners

Writing has been identified as a major focus in the 2019-2023 strategic plan. Through the work of the curriculum leaders and literacy leader, the following areas have already been identified as requiring focus:

- Consistent understanding and implementation of the writer's workshop model.
- Introduction of conferencing and goal setting for students as part of the workshop model, working towards students taking greater responsibility of appropriate goals through the use of the proficiency scales
- Stronger links between reading and writing – possibly further utilising the use of high-quality mentor texts
- Continue to refine the essential learnings and proficiency scales, including evidence of what mastery of these skills could look like (Rigour)
- Whole school approach to the teaching of spelling and grammar/punctuation

## Engagement

In the area of Engagement, specifically attendance, FNPS is currently performing at a level similar to other schools. When comparing the 4 year average date to the performance in 2019, the school's performance in this area has improved, seeing a reduction in the average days absent.

In 2019 staff at FNPS looked to strengthen practices to support student's level of engagement and agency in their learning. Work focused on the revision and use of proficiency scales to support students in identifying and working towards their next steps in learning from a proficiency scale. Throughout 2019, teams have followed a consistent process to align and construct proficiency scales. Auditing against the achievement standards in English and Mathematics and the school based Social Emotional Learning (drawn from the health and capabilities curriculum) has been completed to ensure the curriculum is being addressed in a comprehensive way. Staff have begun to explore and provide examples of how a student may demonstrate mastery of skills and knowledge identified in the proficiency scale.

Teaching staff have had the opportunity to develop approaches that allow them to efficiently and effectively collect evidence of student progress, tracking this against the proficiency scales and celebrate progress and achievement with students. Teaching teams have established protocols related to tracking student progress. Tracking data is used at all collaborative team meeting. This data informs cohort planning, enables rich conversations related to impactful strategies, supports collaborative teams to identify and discuss approaches and practices they will use to ensure all students are demonstrating growth and achievement in their learning. Cohort tracking data is analysed to inform whether the area of curriculum remains a focus, or if the percentage of students demonstrating mastery meets/exceeds the intended goal, in which the next unit of work will be introduced. Data collected by collaborative teams is utilised to identify students and focus areas who may benefit from further time and support through the Tier 2 and Tier 3 intervention program. For students in year three and year four, tracking data has also been used to inform parents of their child's progress against the relevant proficiency scale as part of the continuous reporting trial carried out at this level. Parents receive timely information related to how their child is progressing through a current unit of work complementing the summative progression point assigned each semester.

Teams have explored different ways of engaging with students in using the proficiency scales to set and track learning goals. This has been differentiated according to the age/stage of the students. Some of the strategies trialled include including proficiency scales in student workbooks and the use of a bump it up wall, from which students identify where they are currently working and what their next goal could be. Students are familiar with the language of the proficiency scales. Teacher learning in this area has been supported by peer observation, coaching and an area of focus for collaborative teams.

2019 was the first year (of 2 years) of the school's engagement in the Primary Maths Science Specialist program – cohort 5 (science stream). Two school-based specialists are released from their teaching allocation (0.6) to strengthen the school's capabilities to deliver an enriching Science/STEM curriculum. All teaching staff have been involved in professional learning related to the 5e's instructional model. Staff have had the opportunity to experience science

learning as the learner and then collaboratively plan to transfer principles from this learning into 'Topic' based work. To support the content knowledge related to the science curriculum Essential Learnings and Proficiency scales have been drafted and shared with teams. The 1/2 teaching team have trialled the 5e's instructional model in their term 3 and 4 units. Learning from this trial indicates strengthened curriculum knowledge and enthusiasm demonstrated by the students in their approach to their learning. Through the school review, the review panel received feedback from staff regarding an enthusiasm and readiness to focus on this area of the curriculum. There has been a commitment from teaching staff to trial elements explored through the PMSS (science) professional learning, facilitated by the school-based specialists.

Activating student voice and agency has been identified as a major focus for the next strategic plan. Possible areas to focus on include

- continuing to refine and use Proficiency scales
- explore the use of taxonomies and their application to proficiency scales
- refine and develop consistent and impactful ways making visible and using proficiency scales with students through goal setting
- define and operationalise with students, staff and community members what student voice and agency are
- utilise the DET resource Amplify to support this work
- strengthening student input into assessment and reporting through three way conferencing or possibly collecting and sharing evidence of continuous assessment through a student portal on Sentral

## Wellbeing

Dimensions reported upon in the annual report indicate FNPS is performing below the levels of similar schools in the Attitudes to School Survey areas of sense of connectedness and managing bullying. Change over time indicates the 2019 performance is stronger than the previous 3 year average, however a continued focus to support wellbeing outcomes for all students continues to be prioritised

In 2019 to support progress towards the goal To build the social emotional intelligence (EQ) capabilities of every student. There has been significant focus on the development of curriculum, instructional practices and assessment approaches in the Social and Emotional curriculum. Staff have developed proficiency scales related to the SEL topics throughout the year. The standards from the Victorian Curriculum related to the discipline area of health and the strands of personal and social capabilities, intercultural capabilities and ethical capabilities.

At this point in time, the proficiency scales enhanced the collaborative team in developing their understanding of the SEL curriculum and aligning this to the standards based Victorian Curriculum. This has supported teams with their planning. Teams are not yet regularly tracking student progress on the proficiency scales or using these proficiency scales with students to set goals. Anecdotally the impact of the SEL curriculum is being seen in the consistent language staff are able to draw upon when discussing behaviours and interpersonal issues with students. At this stage teams are not yet using student data (achievement and growth) to engage in conversations about how the explicit delivery of the SEL curriculum has impacted student progress (according to teacher judgement in the above curriculum areas) or to identify strategies and approaches that have greater impact when delivering the SEL curriculum.

In Term 3, we were able to provide additional supports to student who were not demonstrating mastery of topics covered in the SEL curriculum in Terms 1 and 2. Students were identified using the proficiency scales and additional time and alternate strategies were used to support these students through the Response to Intervention model.

To support the school's inclusive education practices. Teaching staff have had the opportunity to participate in professional learning related to using SMART goals in ILIP/IEPs embedded within SSGs for students whom are part of the PSD program, identify as ATSI or in OOHC. There is still variation in the way teaching staff approach the utilisation of resources to support these students, in particular the role of ES staff supporting students in the classroom. Staff with strong practice in this area have provided a model to staff identifying the links between the SSG and ILIP/IEP, through the classroom based differentiated planners and how the ES support achievement of goals set, look for evidence of progress in these areas and feed back to the teachers strategies that are working and possible areas for further

support.

There continues to be a whole school commitment in our work to achieve the mission and continue to focus on developing the social and emotional learning of each student. Considerations for 2020 and beyond include

- Commitment to be a partner school in 2019-2020 in the Resilience, Rights and Respectful Relationships program (many of the curriculum resources were already a key resource in our SEL topic 'Relationships')
- Prioritising the SEL curriculum as Guaranteed and Viable
- Strengthening the use of proficiency scales to set goals, track student progress and evaluate our impact
- Continuing to support students who aren't yet mastering the SEL curriculum
- Integrating SEL broadly across curriculum areas when possible
- Further engaging the school community related to the approach and commitment FNPS has to the SEL curriculum

### **Financial performance and position**

The school remains in a strong financial position. Initial plans developed late in 2018 for the 2019 year were structured to see a small planned surplus and to ensure a buffer was created to compensate for the projected 2018 deficit. Plans saw a range of models developed in the context of the limited number of classrooms that were onsite and a projected number of enrolments informed by regional demographic demand forecast data. The student population grew from 415 in 2018 to be above 450 in 2019. This level of growth was greater than initial planning projected. The higher than projected enrolments and the limited classrooms both contributed to the net operating surplus.

Towards the end of 2019 a number of planned projects were booked in with initial payments being made. These projects have completion dates in early 2020 (kitchen upgrade, roofing repairs and synthetic turf) and form part of our recorded financial commitments.




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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 452 students were enrolled at this school in 2019, 213 female and 239 male.</p> <p>53 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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>	








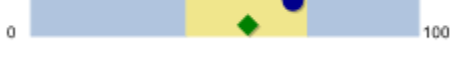


## Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p> <p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></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><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>            Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Results: Reading</b></p>  <p><b>Results: Reading (4-year average)</b></p>  <p><b>Results: Numeracy</b></p>  <p><b>Results: Numeracy (4-year average)</b></p> 	<p><b>Key:</b> Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p> <p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p>  <p><b>Results: Reading (4-year average)</b></p>  <p><b>Results: Numeracy</b></p>  <p><b>Results: Numeracy (4-year average)</b></p> 	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p> <p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below







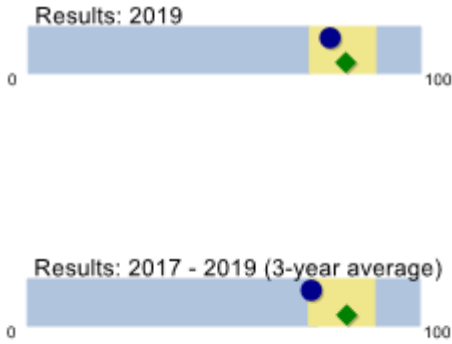

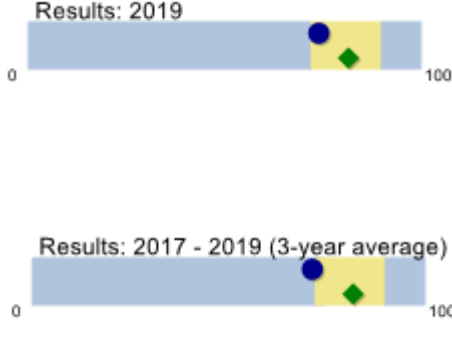

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing 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>	<div style="text-align: center;"> <p><b>Reading</b></p> <p>Low: 33%    Medium: 48%    High: 18%</p> </div> <div style="text-align: center;"> <p><b>Numeracy</b></p> <p>Low: 9%    Medium: 58%    High: 33%</p> </div> <div style="text-align: center;"> <p><b>Writing</b></p> <p>Low: 28%    Medium: 59%    High: 13%</p> </div> <div style="text-align: center;"> <p><b>Spelling</b></p> <p>Low: 28%    Medium: 53%    High: 19%</p> </div> <div style="text-align: center;"> <p><b>Grammar and Punctuation</b></p> <p>Low: 22%    Medium: 53%    High: 25%</p> </div>	<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> <div style="text-align: center;"> <p>Low: 25%    Medium: 50%    High: 25%</p> <p>Statewide Distribution of Learning Gain (all domains)</p> </div>

## 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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></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>91 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	92 %	91 %	91 %	92 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	92 %	91 %	91 %	92 %	93 %										

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Wellbeing	Student Outcomes	Similar School Comparison		
<p><b>Students Attitudes to School - Sense of Connectedness</b></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>Below </p>		
<p><b>Students Attitudes to School - Management of Bullying</b></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>Below </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
Student Resource Package	\$4,012,281
Government Provided DET Grants	\$557,880
Government Grants Commonwealth	\$14,433
Government Grants State	\$2,493
Revenue Other	\$11,684
Locally Raised Funds	\$269,052
<b>Total Operating Revenue</b>	<b>\$4,867,823</b>

Funds Available	Actual
High Yield Investment Account	\$101,764
Official Account	\$31,895
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$133,659</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$65,385
<b>Equity Total</b>	<b>\$65,385</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$3,659,645
Books & Publications	\$6,955
Communication Costs	\$7,377
Consumables	\$152,881
Miscellaneous Expense <sup>3</sup>	\$177,729
Professional Development	\$18,773
Property and Equipment Services	\$277,616
Salaries & Allowances <sup>4</sup>	\$147,006
Trading & Fundraising	\$49,436
Travel & Subsistence	\$1,218
Utilities	\$39,055
<b>Total Operating Expenditure</b>	<b>\$4,537,691</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$330,132</b>
<b>Asset Acquisitions</b>	<b>\$47,286</b>

Financial Commitments	
Operating Reserve	\$129,478
Other Recurrent Expenditure	\$7,564
Funds Received in Advance	\$14,153
Maintenance - Buildings/Grounds < 12 months	\$96,000
<b>Total Financial Commitments</b>	<b>\$247,195</b>

(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)

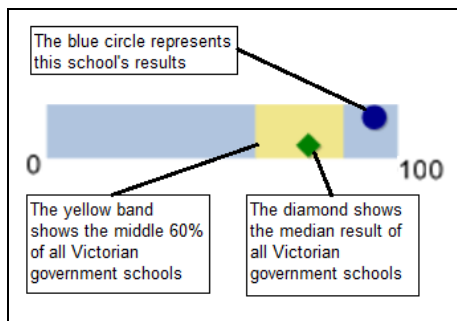
### Engagement

- 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).

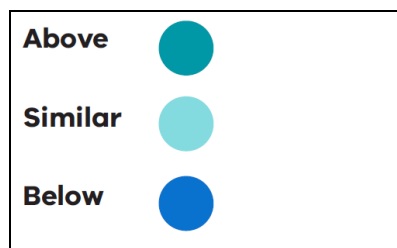


## What does *School Comparison* refer to?

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').