

2018 Annual Report to The School Community



School Name: Malvern Central School (1604)



- 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 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 30 April 2019 at 12:58 PM by Imogen Lippiatt
(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 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 April 2019 at 02:10 PM by Amanda Smith
(School Council President)

About Our School

School context

SCHOOL CONTEXT

Malvern Central School is a unique, multi-campus school with a long, proud history. Situated on Park St (Foundation - 2) and Spring Rd (3 – 6) the school enjoys excellent facilities, spacious playgrounds and fully utilises the Malvern Gardens for outdoor learning, sport and community events.

Current enrolment is 455 (an increase of 4.5% from last year) with strong prospects for continued enrolment growth with our specific focus on community engagement to increase both enrolments of Foundation students and the retention of existing students. The school currently hosts 21 classes in straight year levels, enhanced by teams of teachers with excellent curriculum knowledge, expertise and a collaborative approach to planning and assessment.

The school continues to utilise New Pedagogies for Deep Learning and SOLO Taxonomy as an overarching framework to challenge and inspire our young learners in an environment of support, self-regulation and high expectation. Teachers provide rigorous and personalised learning further enhanced by flexible learning spaces and engagement with a range of technology. The school has a substantive Principal and Assistant Principal and a Leading Teacher and Learning Specialist. This provides a strong and stable base for the work of the School Improvement Team who focus their combined skills, experience and knowledge on larger school goals, ensuring improvement initiatives and programs are well implemented and lead to increased student outcomes.

VISION:

'To create independent, collaborative and contemporary thinkers with a passion for learning who make positive contributions as global citizens in an ever changing world'

VALUES:

Respect, Integrity, Community, Perseverance, Innovation

CURRICULUM:

A comprehensive curriculum is offered from Foundation to Year 6 following the Victorian Curriculum and delivered by an integrated inquiry model. The school continues to utilise New Pedagogies for Deep Learning and SOLO Taxonomy as an overarching framework to challenge and inspire our young learners in an environment of support, self-regulation and high expectation. Teachers provide rigorous and personalised learning further enhanced by flexible learning spaces and engagement with a range of technology.

Specialist subjects are offered to Foundation – 6 grades each week in Japanese, Visual Arts, Performing Arts and Physical Education. Students access a well provisioned gymnasium, library, instrumental music tuition, outdoor play areas and oval and a functioning science laboratory where STEM programs are delivered. Students are involved in inter-school sport, camps and house competition events. There is a strong emphasis on student leadership agency and voice, with opportunities provided through Junior School Council, Environmental teams, School Captaincy, Sports House system, Performing Arts, Chess, Social Action and Digital Technologies.

COMMUNITY:

The school is complemented by a dynamic community that is fully invested in the future of the school and keen to see improvements to aging, heritage buildings and the creation of creative play spaces for our students. The school is supported by an active and committed School Council and Parents Club who engage the community in a variety of events, fundraisers, social activities and working parties.

Framework for Improving Student Outcomes (FISO)

EXCELLENCE IN TEACHING AND LEARNING:

Improvement Initiative 1: Building practice excellence

Key Improvement Strategy: Build teacher capacity to effectively teach and assess writing.

The implementation of a consistent and effective Writing program was a focus for 2018. We introduced the 7 Steps for Writing Success program which was implemented as a whole school approach to the teaching of writing. This program breaks down the elements of writing into topics which are explicitly taught and practiced. This was successfully implemented across the school with 100% of teachers accessing an extensive bank of resources and teaching 7 Steps lessons weekly. Teams of teachers moderated writing samples and measured student's progress.

A highlight for the year was a cross school moderation session which allowed teachers from six Malvern schools to compare and contrast student writing samples and align consistent marking and assessment processes. Alongside the Writing program, we also implemented a new Spelling program in 2018 to complement the work in writing. Teachers continued to report that student spelling was not improving despite a range of strategies employed and programs used across the school. Again, a consistent approach was required therefore the school implemented the Smart Spelling program. This was fully implemented by Term 3 with students learning different sets of words that highlight a particular spelling pattern. This consolidated not only a strong research-based program but mandated 3 x 20min lessons each week. Teachers report that the program it is easy to use and that students are responding well.

As a school Leadership team we :

- developed teacher knowledge and capacity to plan for and implement effective teaching strategies in writing.
- developed a shared teacher understanding and consistent approach to effectively support students to improve.
- understood what students need to improve through learning goals and targeted feedback
- used a variety of learning tasks to support the transference of knowledge and application of writing knowledge
- assessed student work against prior achievements and in accordance with the Victorian Curriculum, VCOP and 7 Steps to Writing continuum
- identified, tracked and extended 5 highly able students with a focus on writing between 12 and 18 months growth as documented in PDP

POSITIVE CLIMATE FOR LEARNING:

Improvement Initiative 2: Setting expectations and promoting inclusion

Key Improvement Strategy: build teacher capacity to engage students in developing a positive climate for learning through Positive Education and New Pedagogies for Deep Learning (NPDL) program

Much of this work throughout 2018 focused on teacher capacity to provide stimulating learning environments for collaborative and creative learners. We continued work on NPDL which saw teachers developing rigorous curriculum planners which included Learning Intentions and Success Criteria for learners to utilise in order to build self-directed learning and student agency. External service providers supported teachers and teaching teams with planning work to engage students in both stimulating activities, collaboration, open ended tasks and deep level learning. A large body of work included an emphasis on feedback; from teacher to student and student to student. As a school we further emphasised the importance of the school values and introduced student leadership and weekly awards. To further opportunities for student engagement, the STEM room was refurbished and the Finance Committee and School Leadership Team began work on a Digital Technologies Strategy to resource more contemporary digital technology equipment.

As a school Leadership team we :

- developed teacher knowledge and capacity to plan for deep level learning in a stimulating learning environment.

- built teacher knowledge in the Victorian Curriculum continuum and began the development of Scope and Sequence documents for Science, Capabilities, Humanities and Digital Technologies
- provided professional learning for all staff with a particular focus on stimulating learning and student voice
- fostered and developed authentic opportunities for student leadership and voice - Junior School Council and links to the community, school captains, leadership opportunities and learning through external agencies.
- supported staff in developing their knowledge and capacity of High Impact Teaching Strategies - HITS
- explicitly used a variety of strategies, approaches and learning tasks to support and foster positive learning environments as indicated in each teachers' Professional Development Plan (PDP)

POSITIVE CLIMATE FOR LEARNING:

Improvement Initiative 3: Health and Wellbeing

Key Improvement Strategy: Increase teacher capacity to develop and support students' wellbeing and resilience and further develop personal and social awareness.

In 2018, the school reviewed current wellbeing programs, in light of results from the Attitudes to School Survey 2017/2018. Parent, teacher and student feedback indicated that more needed to be done in regards to addressing student behaviour and the need for a strong whole school wellbeing and resilience program. In order to address and support students better we held student forums for Years 4, 5 and 6 and discussed responses to the Attitudes to School Survey. Also in 2018, we began the Resilient Youth Survey for Years 3 - 6 which gave us a more in-depth view of student issues and needs. The Wellbeing Curriculum team, School Improvement Team and Leadership Team developed the 2018 Wellbeing Strategy and presented this to the community in June. This strategy combines elements of curriculum delivery, mindfulness, wellbeing and resilience programs, school policy and teacher development in order to continue this essential work into 2019.

As a school Leadership team we :

- created a Wellbeing Team and Team Leader to review school wide wellbeing programs and its effectiveness
- built teacher knowledge in the Victorian Curriculum continuum in Health and Physical Education and Personal and Social Capabilities
- provided opportunities for students to voice opinion and raise issues as per Attitudes to School Survey 2018
- addressed playground issues and developed school wide classroom expectations and positive behaviour program
- communicated with parents and community and offered avenues for feedback and contact re; student wellbeing, bullying, resilience
- provided professional learning for teaching staff in: Social and Emotional Learning, Managing Challenging Behaviours and Zones of Regulation
- booked the Resilience Project and began work on surveys, resources, professional development and budgets in preparation for 2019

Achievement

TEACHER JUDGEMENT OF STUDENT ACHIEVEMENT:

By the end of Semester 2 in 2018, teacher judgement (Victorian Curriculum) of students at or above age expected standards in:

- English 96.7%
- Mathematics 97.8%

In subject areas, teacher judgement of students at or above expected standards in:

- Reading and Viewing 96% (Similar schools 97%, Network schools 96%, State-wide 91%)
- Speaking and Listening 99% (Similar schools 98%, Network schools 98%, State-wide 94%)

- Writing 95% (Similar schools 95%, Network schools 95%, State-wide 87%)
- Measurement and Geometry 98% (Similar schools 97%, Network schools 97%, State-wide 91%)
- Number and Algebra 97% (Similar schools 96%, Network schools 96%, State-wide 90%)
- Statistics and Probability 98% (Similar schools 97%, Network schools 97%, State-wide 91%)

NAPLAN Year 3 and 5

Results in NAPLAN testing continues to be high with the majority of the domain measures placing Malvern Central School in the top 20% of the State. Results for 2018 were similar to or higher than expected in school comparison measures.

Year 3 students in the Top Three Bands for 2018:

- Reading 95.2% (Similar) - State median is 76.5%
- Numeracy 95.2% (Similar) - State median is 72.5%

Year 3 students in the Top Three Bands as a 4 year average:

- Reading 90.6% (Similar) - State median is 71.4%
- Numeracy 83.5% (Similar) - State median is 65.7%

Year 5 students in the Top Three Bands for 2018:

- Reading 92.1% (Higher) - State median is 64.9%
- Numeracy 68.4% (Similar) - State median is 55.6%

Year 5 students in the Top Three Bands as a 4 year average:

- Reading 90.6% (Higher) - State median is 61.2%
- Numeracy 83.5% (Similar) - State median is 54.8%

NAPLAN TOP TWO BANDS

The results for 2018 indicated significant growth from 2017 to 2018 in many of the curriculum domains. In comparison to Similar, Network and State schools, Malvern Central School recorded similar, but in most instances, significantly higher results.

Year 3 students in the top two bands:

- Reading 79% (2017 71%, Similar schools 76%, Network schools 74%, State-wide 57%)
- Writing 76% (2017 85%, Similar schools 62%, Network schools 66%, State-wide 51%)
- Spelling 65% (2017 62%, Similar schools 60%, Network schools 65%, State-wide 50%)
- Numeracy 74% (2017 59%, Similar schools 66%, Network schools 68%, State-wide 45%)
- Grammar/Punctuation 66% (2017 84%, Similar schools 64%, Network schools 70%, State-wide 50%)

Year 5 students in the top two bands:

- Reading 76% (2017 68%, Similar schools 60%, Network schools 55%, State-wide 40%)
- Writing 42% (2017 27%, Similar schools 23%, Network schools 22%, State-wide 14%)
- Spelling 63% (2017 52%, Similar schools 44%, Network schools 44%, State-wide 33%)
- Numeracy 53% (2017 49%, Similar schools 50%, Network schools 49%, State-wide 32%)
- Grammar/Punctuation 71% (2017 52%, Similar schools 52%, Network schools 52%, State-wide 35%)

IN NAPLAN – LEARNING GAIN (RELATIVE GROWTH)

In the domains of Learning Gain, the school recorded similar, higher or significantly higher results from 2017 to 2018 for high growth students (Year 5)

- Reading 76% (2017 68%, Similar schools 60%, Network schools 55%, State-wide 40%)
- Writing 42% (2017 27%, Similar schools 23%, Network schools 22%, State-wide 14%)
- Spelling 63% (2017 52%, Similar schools 44%, Network schools 44%, State-wide 33%)
- Numeracy 53% (2017 49%, Similar schools 50%, Network schools 49%, State-wide 32%)

- Grammar/Punctuation 71% (2017 52%, Similar schools 52%, Network schools 52%, State-wide 35%)

ACARA (The Australian Curriculum, Assessment and Reporting Authority)

ACARA releases information on schools demonstrating substantially above average gain in student reading and/or numeracy achievement, as measured by NAPLAN, as students progress from Year 3 to Year 5. Malvern Central School has achieved substantially above average gain in student reading over several years. Gains of this magnitude are significant and worthy of acknowledgement and celebration as a school and a community. Only 3 other schools in the Bayside Peninsula Region (153 schools) have been recognised with such prestigious achievement.

Significant gain is:

1. an overall gain that exceeds the national average by more than one standard deviation; and
2. an overall gain higher than schools with similar ICSEA levels, by more than one standard deviation; and
3. an overall gain higher than that shown by students with the same NAPLAN starting score, also by more than one standard deviation.

Engagement

2018 Engagement Goal: For positive student agreement in Stimulating Learning (Years 4 - 6) as measured by the Student Attitudes to School Survey to increase from 73% to 75%

FISO DOMAIN - Positive Climate for Learning

ATTITUDES to SCHOOL SURVEY DOMAIN - Setting Expectations and promoting inclusion (Years 4 - 6)

1. Stimulated Learning: positive student response in 2018 = 80% (2017 67%, Similar schools = 79%, Network schools = 79% State wide = 81%)

For students in Years 4 - 6 the data indicates a strong improvement in students reporting greater engagement in learning. This is a very pleasing trend as the school continues to challenge teaching staff to develop engaging curriculum delivery styles and methods, collaborative opportunities for students and use of technology and resources to boost interest and enthusiasm in learning. This work is central to all ongoing professional development for teachers as we continue to implement engaging experiences for all of our students and increase self efficacy and agency in all classrooms in 2019.

ABSENCE DATA

1. 20 or more absent days for students (Foundation - Year 6) in 2018 = 21% (2017 20%, Similar schools 17%, Network schools 19%, State wide 24%).
2. 10 - 19.5 absent days in 2018 = 33% (2017 = 41%)
3. average number of absence days 2018 = 14.1 (State median = 15.1)
4. average number of absence days as a 4 year average = 13.6 (State median = 15.2)

Generally, students who take extended absence from school are on approved family holidays or extended illness. For any student in 2018 with chronic absence, the school contacted these families and offered support and assistance. In 2018, the school developed a stronger relationship with our School Support Officers (Psychology/Speech Pathology) and utilised their expertise and guidance for ongoing wellbeing issues for students. In 2018/2019 teachers will make contact with families after 3 days of an 'unexplained absence'.

Wellbeing

There was no goal set in the 2018 AIP however the school has taken a strong stance on student wellbeing and has used the Attitudes to School Survey results to benchmark data in order to set improvement goals in 2018. These domains are:

FISO DOMAIN - Positive Climate for Learning

ATTITUDES to SCHOOL SURVEY DOMAIN - Social Engagement (Years 4 - 6)

1. Sense of Connectedness : positive student response in 2018 71% (2017 66%, Similar schools 79%, Network schools 79% State wide 81%)

We have seen a pleasing increase in students' 'sense of connectedness' as measured through the Attitudes to School Survey Years 4 - 6. We intend to create a suitable survey in 2019 to capture 'connectedness' and 'engagement' for our Foundation to Year 3 students. Largely this increase is to do with a school wide behaviour plan for each classroom, addressing poor student behaviour and increasing opportunities for engaging activities and events for all students. Many teachers have implemented 'circle time'/class meetings to enable students to connect with their peers, collaborate and problem-solve together. The school values awards and leadership opportunities increase feelings of self-worth, school pride and general wellbeing. We still have work to do in this area and feel the new programs for 2019 as outlined in the Wellbeing Strategy will enable further increases in this data.

FISO DOMAIN - Positive Climate for Learning

ATTITUDES to SCHOOL SURVEY DOMAIN - Experience of Bullying (Years 4 - 6)

2. Not Experiencing Bullying: positive student response in 2018 = 42% (Similar schools = 59%, Network schools = 55%, State wide = 55%), positive student response in 2017 = 40%

There has been a slight improvement from 2017 to 2018 by 2% with the 2018 cohort larger by 10 students. We have a new report format for disclosing bullying and a greater awareness throughout the school of the importance of supporting students to disclose ongoing issues and aggressive physical and/or verbal behaviours. Circle Time/Class meetings again assist with open and honest discussions between students about issues in the classroom and/or playground. The Principal and Assistant Principal take an active role in following up student behaviour and making contact with parents. Compass Chronicles is used throughout the school to track and report undesirable and repeated behaviours. Teachers monitor students in need of support, once identified. Parents are encouraged through the newsletter to contact the teachers and/or Principals if they require assistance for their child and the school has been swift in meeting with parents and taking decisive action.

Financial performance and position

1. Was the annual budget in surplus or deficit?

The 2018 annual result remains firmly as a surplus. The annual budget was set and managed by the Principal, Business Manager and the Finance Sub-Committee of School Council who maintained a clear direction, strategy and transparency of revenue and expenditure for the year. Budgets set at the start of the year were managed carefully with an unrelenting focus on providing quality teaching and learning, suitable professional development for teachers and ongoing purchase of contemporary resources and equipment. By the end of 2018, the two official school accounts held \$465,123 and the Library and Buildings and Grounds accounts held a total of \$47,257. These funds have been used for a much need library upgrade and improvement works to the front of the school. School Council and the Principal will continue to allocate available funds to continue important upgrade work with a strong strategy for improvement.

2. Were there any extraordinary revenue or expenditure items?

There was no significant revenue or expenditure.

Revenue: Locally raised funds includes all school fees and levies, camp payments and excursions and all fundraising. Student Resource Package refers to teacher salaries and was managed well in 2018 to remain in surplus by the end of the year (+\$142,000). These funds assisted the school in efficient workforce planning for 2019 (ie straight grades across the school, extra day for P.E, Literacy Support F - 6), Revenue Other is payment from the Out of Hours School Care provider.

Expenditure: Miscellaneous Expense is all administrative expenses and resources, payments for camps and excursions, furniture and non-curriculum consumables. Property and Equipment Services relates to all cleaning, rubbish and sanitation, grounds maintenance, refurbishment works and safety audits. All expenses relating to

Salaries and Allowances is for Casual Relief Staff, Library staff and locally funded Education Support Staff for integration programs or students with additional needs.

3. Did the school receive any extra sources of funding?

Yes, the school received \$52,000 through the Pick my Project initiative after a successful submission to upgrade our playground at Park St. The work on this upgrade will commence Term 2 2019.

4. Did the school receive any State or Commonwealth funding beyond the SRP?

In 2018, the school received \$5,336 from the Sport in Schools program which is utilised within the Physical Education program to introduce new sports to the students with external expert coaching.




For more detailed information regarding our school please visit our website at www.malvern-central.vic.edu.au

Performance Summary

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

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

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

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

School Profile

Enrolment Profile

A total of 434 students were enrolled at this school in 2018, 195 female and 239 male.

11 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>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</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:




Achievement	Student Outcomes	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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</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: ◆




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>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6%</td> <td>50%</td> <td>44%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>50%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>39%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>8%</td> <td>58%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>6%</td> <td>44%</td> <td>50%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	6%	50%	44%	Numeracy	11%	50%	39%	Writing	17%	39%	44%	Spelling	8%	58%	33%	Grammar and Punctuation	6%	44%	50%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	6%	50%	44%																							
Numeracy	11%	50%	39%																							
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Spelling	8%	58%	33%																							
Grammar and Punctuation	6%	44%	50%																							









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														
<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>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1018 1003"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	93 %	93 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	93 %	93 %	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> 	<p> Lower</p> <p> Lower</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Lower</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,032,341	High Yield Investment Account	\$446,767
Government Provided DET Grants	\$405,296	Official Account	\$18,356
Government Grants Commonwealth	\$5,336	Other Accounts	\$47,257
Revenue Other	\$15,310	Total Funds Available	\$512,380
Locally Raised Funds	\$632,919		
Total Operating Revenue	\$4,091,202		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,890,105	Operating Reserve	\$164,278
Books & Publications	\$428	Other Recurrent Expenditure	\$12,669
Communication Costs	\$9,860	Funds Received in Advance	\$16,537
Consumables	\$86,876	School Based Programs	\$20,550
Miscellaneous Expense ³	\$238,560	Funds for Committees/Shared Arrangements	\$6,000
Professional Development	\$41,964	Asset/Equipment Replacement < 12 months	\$15,000
Property and Equipment Services	\$372,306	Capital - Buildings/Grounds < 12 months	\$172,840
Salaries & Allowances ⁴	\$264,603	Asset/Equipment Replacement > 12 months	\$52,253
Trading & Fundraising	\$50,395	Capital - Buildings/Grounds > 12 months	\$52,253
Travel & Subsistence	\$117	Total Financial Commitments	\$512,380
Utilities	\$44,503		
Total Operating Expenditure	\$3,999,716		
Net Operating Surplus/-Deficit	\$91,486		
Asset Acquisitions	\$0		

- (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 15 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)

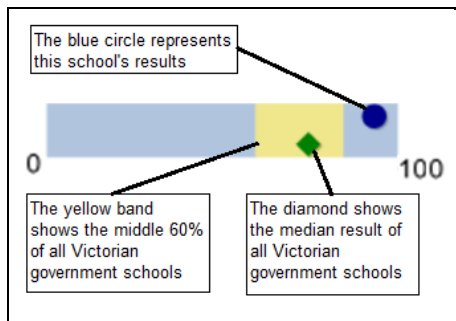
Engagement

- 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).

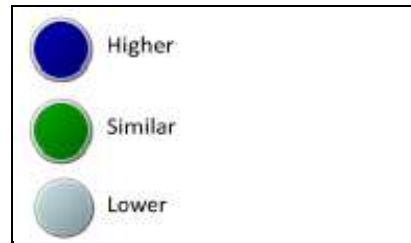


What does *School Comparison* refer to?

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>

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').