

2019 Annual Report to The School Community



School Name: Taylors Hill Primary School (5508)



- 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 27 April 2020 at 08:34 AM by Danielle Stella (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 29 April 2020 at 10:27 AM by Michael Ellis (School Council President)

About Our School

School context

Taylors Hill Primary School is located in a rapidly expanding growth area of East Melton. Taylors Hill P.S was constructed under a Public-Private Partnership (PPP) agreement and is a state of the art educational facility with flexible, modern, open-planned spaces to facilitate learning practices that maximise the learning outcomes for every student.

At THPS we constantly strive to adopt best practice by keeping informed of initiatives, educational theory, research and learning and teaching strategies by always adopting reflective practices utilising student learning data and multiple forms of feedback. We are committed to establishing a professional learning community that models life-long learning.

Taylors Hill Primary School is a school where students are constantly exposed to explicit teaching, authentic learning, and high expectations. Students are challenged, excited, curious and engaged. They are given the skills to take responsibility for their own learning. We constantly strive to adopt best practice by keeping informed of initiatives, educational theory, research and learning and teaching strategies, and by always adopting reflective practices utilising student learning data and multiple forms of feedback. We are committed to establishing a professional learning community that models life-long learning. The staff appointed to the school have played a pivotal role in developing and implementing innovative curriculum practices and school policies. Taylors Hill Primary School is part of the Melton Network of schools in the South Western Victoria Region.

THPS is committed to the provision of a stimulating learning environment, contemporary teaching strategies, assessment and reporting and on-going review and evaluation. The school aims to cater for the needs, abilities, talents and interests of all students in a secure, caring and stimulating environment. Academic success and personal development demands a high level of self-discipline and respect for learning which teachers encourage, nurture and expect.

Our school values are:

LEARNING - Our students will ...

- *Attend school on time and be prepared
- *Focus and participate fully in learning activities
- *Complete set tasks
- *Ask for help when needed
- *Let others work without interruption
- *Value and learn from each other

HONESTY - Our students will ...

- *Always tell the truth and be trustworthy
- *Treat others fairly and with respect
- *Return things that are not our own
- *Reflect on our own performance and be open to feedback

INTEGRITY - Our students will ...

- *Adhere to our school Values and expectations
- *Take pride in our school
- *Make appropriate choices, even without supervision
- *Take responsibility for actions and accept consequences
- *Help others to develop positive attitudes towards themselves and others
- *Be safe and considerate of others and our community
- *Be responsible and care for personal belongings and school property

PERSONAL BEST - Our students will ...

- *Attempt learning tasks to the best of our ability
- *Meet appearance and uniform standards
- *Demonstrate and monitor our own learning
- *Attentively listen to and follow instructions
- *Move safely through the school environment

POSITIVE RELATIONSHIPS - Our students will ...

- *Treat others with respect, courtesy and fairness
- *Listen to others and show 'whole body listening'
- *Allow others to share ideas and opinions
- *Value and respect the strengths of others
- *Welcome and include others into our school, class groups, activities and games
- *Share equipment and spaces
- *Speak in an appropriate manner
- *Be a caring friend

The students at Taylor's Hill Primary School have the right to learn, feel safe at school, be an individual, be respected and treated with kindness, expect that their property will be safe at school and be able to tell someone about their problems. They also have the responsibility to respect other people, respect others belongings, allow other people to learn, cooperate with others, care for the school, be honest and tell the truth and try their best.

In 2019 there were 806 students enrolled at the school and the school had; 1 Principal, 3 Assistant Principals, 4 Leading Teachers, 34 Generalist Classroom Teachers, 7 Specialist Teachers and 24 Education Support staff. All staff were allocated relevant duties to support improved student learning outcomes and achieve to goals set out in our Annual Implementation Plan.

Our Annual Implementation Plan directed our Teaching and Learning programs, Meeting Schedule, Performance and Development Plans, Coaching Program and Professional Learning Plan. This alignment supported the staff build their knowledge and skills in the areas of Literacy, Numeracy, 21st Century Learning and Student Engagement. We also had a clear focus on reducing student absenteeism at the school.

In 2019 we were acknowledged by the Department of Education, as a Professional Learning Community Link School and have 8 PLT's across the school. Other teams in the school include our Leadership Team, Curriculum Team and our School Improvement Teams (Literacy, Numeracy, 21st Century Learning and Engagement) and our Education Support Teams, which are divided into the Administrator Team and the Integration Aides.

Our 2019 Meeting Schedule and Timetables were designed to allocate time effectively, supporting all teachers to collaborate in Professional Learning Teams. PLTs plan learning experiences, moderate assessment samples and data, and participate in professional learning activities and conversations to continuously build their curriculum knowledge and practice. Leading Teachers are aligned to each PLT and provide focused classroom coaching and support to all teachers to build their capacity in the areas of Literacy, Numeracy, Engagement and 21st Century Learning. The effective learning environment at Taylor's Hill Primary School was established through shared and documented school-based 'non-negotiables' for all classrooms, a clearly documented and consistent methodology for teaching and learning, as well as high quality learning resources across the school including access to the latest technology. The implementation of the Literacy and Numeracy Intervention Programs also supported students to gain personal success in English and Mathematics learning.

Framework for Improving Student Outcomes (FISO)

In 2019, the THPS AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of:

BUILDING PRACTICE EXCELLENCE

- Build the capacity of staff to collect and analyse data to inform planning, instruction and evaluation of teaching and learning
- Develop the curriculum knowledge of all teachers
- Maximise the effectiveness of our PLTs
- Develop and implement an effective, whole-school data collection and analysis system

EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE

- Increase opportunities for student voice in their learning

SETTING EXPECTATIONS AND PROMOTING INCLUSION

- Create a whole school approach to engage with families around attendance and late arrivals

To support the implementation of these KIS, the school's 2019 Professional Learning Plan was designed to utilize the meeting schedule and school leadership structure to focus and connect staff learning across all levels of meetings. Collaborative planning within the timetable, Professional Practice Days, team PDP goals and a strong Coaching program aligned to our instructional model and the HITS have all strongly impacted teacher and ES practice. Very positive results in the Staff Opinion Survey demonstrates clear evidence of the collective impact of these structures, with additional evidence gathered through learning walks and ongoing student data analysis as a part of our teaching and learning practices and monitoring.

We have successfully strengthened our PLT structures and processes, with emphasis on utilising DET resources to support the Improvement Cycle, the features of effective PLTs, investing in PLT Leaders and engaging in our area PLC Network. As a result, we were selected as a PLC Lead School for our area in late 2019.

The Engagement School Improvement Team has been integral to our work with student voice, with a focus on goal setting, learning intentions, success criteria and feedback. A focus on our Attitudes to School Survey data and digging deeper into the responses has allowed our staff to understand the voice of our students and engage in professional learning and actions as a result. Meeting our attendance data target for the year has been a consequence of relentless focus on attendance strategies at all levels.

Achievement

In 2019, Taylor's Hill Primary School, continued to engage students in a high quality teaching and learning program, with a targeted focus on all students making at least twelve months growth in all curriculum areas. This was in line with the Strategic Plan goals of strengthening the capacity of all teachers to plan differentiated learning experiences to improve outcomes for every student and enhancing the relative growth of student outcomes in Literacy and Numeracy across the school. Teacher judgement of student achievement against Victorian Curriculum standards showed the percentage of students in Years Prep to Six working at or above expected standards in English were slightly below similar schools and in Mathematics, above similar schools. We achieved the target of 85 % of students achieving at or above expected standards in English (89.9%) and Mathematics (93%) as set out in our Annual Implementation Plan. The percentage of students in the top three bands of Reading and Numeracy in NAPLAN at Year 3 is below the State median result and slightly below similar schools in the School Comparison. The percentage of students in the top three bands of Reading and Numeracy in NAPLAN at Year 5 are marginally higher than the State median results, showing a similar level in School Comparison for Year five students in Reading and slightly below school comparison in Numeracy.

Our NAPLAN results fall well within the middle 60% of all Victorian Schools and align quite closely with State median results. The NAPLAN top three bands, four year average results in Reading and Numeracy indicate that both Year 3 and Year 5 students are achieving results that are slightly below the State median of all other government schools, except in Year 5 Reading, where the four year average is similar to the School Comparison.

The NAPLAN Learning Gain from Year 3 to 5 indicates that 33% of our students are achieving high growth in Numeracy and 34% of our students are achieving high growth in Spelling. In the remaining curriculum areas, 49%,

50% and 57% of our students respectively are achieving medium growth in Reading, Numeracy and Writing. We have been successful in reducing the percentage of students making low growth to 25% or below in Numeracy (18%) and Spelling (21%), achieving the Numeracy target set in the Annual Implementation Plan. In 2019, we have 28 students on the Program for Students with Disabilities. In reading, Writing and Number and Algebra, more than half the students made the expected level of growth between Semester Two 2018 to Semester Two 2019. Five students made above expected growth in Reading, 4 in Writing and 1 in Numeracy. Five students made below expected growth in Reading, 10 in Writing and 10 in Numeracy.

Taylor's Hill PS is engaged in a continuous learning and improvement cycle with a focus on quality teaching and learning. This is dependent on implementing consistent school-wide structures and processes, documentation of learning sequences and non-negotiable expectations in all curriculum areas. Building our knowledge of Professional Learning Teams, with a focus on embedding the improvement cycle has been the work of our PLT Leaders. Our PDP goal setting process is reflective of the goals outlined in the Annual Implementation Plan, where all staff have ownership of these goals. Our Term Planners and meeting schedules connect all teaching and learning experiences within and across terms. Our comprehensive Assessment schedule and resources are actively supported by our meeting schedule, providing clear guidelines to collect and analyse student data to inform current teaching and planning. Collaborative planning is embedded into our timetable, providing quality time for PLTs to work with our Leading Teachers to access current research and use quality resources to further build knowledge of the Victorian curriculum, particularly the achievement standards to have a positive impact on student learning.

Our Curriculum Team is actively involved in learning and are vital in the positive and proactive approach to supporting our teachers and students. The targeted approach towards coaching and feedback provided through learning walks has enabled our teachers to build their knowledge of the curriculum and the use of data and evidence to demonstrate student learning. The introduction of Data Trackers, supports staff to engage in the process of data triangulation and collaboratively identify focus areas to support differentiation. The use of the High Impact Teaching Strategies and the Instructional model continue to underpin quality teaching. School Improvement Teams continue to embed a strong instructional model through the work on our priority areas of Literacy, Numeracy, 21st Century Learning and Engagement. Continuing the Literacy Intervention Program with identified students at risk in Grade 2 adds another layer of support for our students to achieve growth.

Engagement

Our journey to improve our school attendance data has continued to see positive results. In 2019, our target was to reduce absenteeism across P-6 to be at or below State average. We have successfully achieved this goal, the average number of days absent in 2019 was 14.42 a significant difference to the State average of 16.3. Over the last two years, we have met our AIP targets and seen a continued reduction in absenteeism. Students demonstrated an average yearly attendance rate of between 92-94% across all grades. In 2019, our school average number of student absent days was rated 'above' other Victorian Government schools with comparable student background characteristics to Taylor's Hill Primary School, indicating 'less' absences than expected. Our key improvement strategy is to consistently implement a whole school approach to address attendance and late arrivals. Our whole school implementation and consistent approach to attendance is continually evolving.

We have seen a significant and ongoing reduction in unexplained absences inclusive of unexplained late arrivals. Our staff discuss and communicate absence and late arrival data to families with increased accuracy. Our data shows an increase in families accessing our school Compass portal to explain their child's absence from school. We issue a same day absence notification SMS messages to families and actively utilise our Student Well-being Officer, external agencies, and DET Resources 'Everyday Counts' to promote the importance of attendance at school. We support those families identified as high risk, closely monitor these families and convene Attendance Support Meetings (ASM) to increase accountability and implement appropriate support.

Our school data shows a number of students with 90% or less attendance is largely due to extended family holidays. Our attendance improvement team identified this data and the inconsistent approach across grade levels with assigning work to be completed for some families. The team have created with the PLT leaders a whole school P-6 Student Absent Learning Plan this school document what activated in during Term 4 and continues to be implemented. By continuing to promote the importance of attendance with our school community, we hope to see a reduction in

extended family holidays in our 2020 attendance data.

We consistently encourage, develop and maintain home, school and community partnerships to enhance student engagement. As illness and extended family holidays are common reasons for non-attendance at Taylors Hill Primary School, we promote the importance of children being at school and the impact absences have on student learning through our newsletters, Compass posts and school website. We continue to implement high impact strategies, protocols and procedures. Our staff regularly meet, discuss and communicate absence and late arrival data as a cohort and with individual families.

Overall, we have implemented closer and more regular absence data monitoring at all levels of our school, making links to academic and social/emotional outcomes for students. Through this work, the importance of school attendance has been highlighted and our staff and community are more engaged with understanding the importance of regular attendance. We will continue to revisit our attendance processes and expectations to ensure accurate data and consistent implementation across the school.

Wellbeing

At Taylors Hill PS we foster inclusion and engagement, have a culture of high expectations, promote student safety and well-being, support students and manage behaviour through the implementation of evidence based researched practices and information provided by DET. The school strengthens the social and emotional well-being of students, addresses the physical health needs of students, psychological and social well-being and supports students to realise their full potential through various school programs, external health agencies and community organisations. Our leadership team demonstrate commitment to child safety by ensuring our policies and processes are compliant with the Department of Education and Ministerial Order 870 act.

Students at Taylors Hill Primary School are connected to their peers and school and are very positive about student relationships, roles and responsibilities and maintain a safe learning environment. The Together Everyone Achieves More (TEAM program) underpin our whole school approach to behaviour management and the Code of Conduct create a greater understanding of our school values and rights and responsibilities. This approach continued to be reinforced throughout the year complemented by the implementation of the Resilience, Rights and Respectful Relationships program (RRRR).

In 2019, our Student Attitude to School Survey (AtoSS) indicate 76 percent of positive responses for both Connectedness to School (18 percent neutral responses) and Management of Bullying (14 percent neutral responses). These results were significantly lower than our 2018 data and place our school 'below' similar school comparison. At Taylors Hill PS, we value student voice and feedback and in response to the AtoSS data we saw a need to dig deeper based on the large percentage of neutral responses. The Engagement School Improvement Team unpacked our 2019 AtoSS data by conducting small group focus workshops and analysis seeking to know more about the responses students provided. As a staff we reviewed the feedback, this information provided an opportunity to revisit our processes and strategies across the school with a focus on behaviour management practices, student safety and student – teacher relations. Moving forward our aim is to shift the neutral responses to positive responses in future surveys to reflect 90 percent or more.

The Engagement School Improvement Team are proactively developing leadership opportunities and structures and across the school, building the capacity of students and teachers, creating opportunity for student voice in their learning and building a school culture where students are empowered to regularly contribute to their learning. We continue to develop further opportunities for students to have input into learning including goal setting and feedback opportunities in reading, writing and numeracy as well as specialist areas like Science, Art and PE to recognize their achievements and identify areas of future learning. We facilitate Leadership and peer 'Learning Walks' and work program audits to include a focus on evidence of student voice in learning to gain a better understanding of student thoughts, ideas and opinions about their learning. The team use DET resources such as the High Impact Teaching Strategies (HITS) and Amplify to help identify areas where we can build knowledge and improve practices.

This year we continued to have a large number of applications for our School, Vice and House Captains. This demonstrates the positive ways our students want to be an integral part of leading the way at Taylor's Hill Primary School. Student leadership roles have been formalised and documented in our THPS Student Leadership booklet, inclusive of role descriptions and processes for leadership selection and implementation. Having active members of the Junior School Council where they were involved in fundraising and supporting charities was successful. The Environment Team enabled students to be further connected to their school by promoting and educating our school community in relation to positive sustainability practices.

We continued to build ongoing positive relationships with local kindergartens and the YMCA. The kinder children visited the school for a transition program during Term 4, which greatly supported their transition into primary school. Prep staff also visited the Kindergartens and spoke to Kinder teachers to develop a greater understanding of the Prep students beginning the following year. Our Year 6 transition program supports our students in readiness for Secondary College. This school supports families with additional school visits/tours, social story books, meetings with Secondary School year level co-ordinators.

Financial performance and position

Taylor's Hill Primary School maintained a sound financial position throughout 2019, with spending guided by the School Strategic Plan and Annual Implementation Plan.

The Financial Performance and Position report shows an end of year surplus of \$207,203. This result was enhanced due to strong community support, with significant locally raised funds generated by multiple fundraising events, gymnasium hire and other activities.

Equity funding was directed to staffing of the Literacy Intervention Program which operated daily for targeted students. PLC funding allowed continued support and development of teaching staff to collaborate effectively and ensure high quality planning and delivery of school programs.




For more detailed information regarding our school please visit our website at
www.taylorshillps.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 808 students were enrolled at this school in 2019, 391 female and 417 male.</p> <p>28 percent were EAL (English as an Additional Language) students and 1 percent 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>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Above ●</p>

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
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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</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>Similar </p> <p>Below </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>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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>49%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>57%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>45%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>39%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	49%	21%	Numeracy	18%	50%	33%	Writing	31%	57%	12%	Spelling	21%	45%	34%	Grammar and Punctuation	38%	39%	22%	<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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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>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>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" style="width: 100%; text-align: center;"> <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>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	93 %	93 %	94 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	93 %	93 %	94 %	93 %										

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>Below ●</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>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	Funds Available	Actual
Student Resource Package	\$6,788,499	High Yield Investment Account	\$124,363
Government Provided DET Grants	\$539,525	Official Account	\$26,469
Revenue Other	\$6,181	Other Accounts	\$0
Locally Raised Funds	\$380,964	Total Funds Available	\$150,832
Total Operating Revenue	\$7,715,169		
Equity¹			
Equity (Social Disadvantage)	\$103,697		
Equity Total	\$103,697		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,426,094	Operating Reserve	\$150,832
Books & Publications	\$12,924	Funds Received in Advance	\$53,784
Communication Costs	\$21,441	Total Financial Commitments	\$204,616
Consumables	\$221,012		
Miscellaneous Expense ³	\$595,148		
Professional Development	\$31,455		
Property and Equipment Services	\$55,637		
Salaries & Allowances ⁴	\$36,703		
Trading & Fundraising	\$33,063		
Travel & Subsistence	\$3,357		
Utilities	\$71,133		
Total Operating Expenditure	\$7,507,966		
Net Operating Surplus/-Deficit	\$207,203		
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 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)

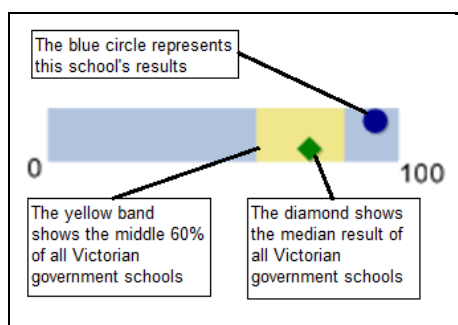
Engagement

- 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).

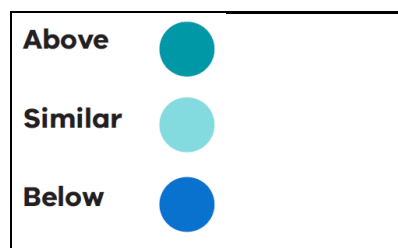


What does *School Comparison* refer to?

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').