

2019 Annual Report to The School Community



School Name: Montmorency South Primary School (4925)



- 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 14 May 2020 at 11:19 AM by Leanne Sheean (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 October 2020 at 09:48 PM by Marcus Walsh (School Council President)

About Our School

School context

MSPS school motto is 'Together we learn, lead and achieve'. Our Tribes process honours five agreements:- attentive listening, appreciation/no put downs, mutual respect, the right to think and personal best. The framework is designed to assure the healthy development of every child so that each one can be knowledgeable, skilful, resilient citizens of the future.

Our current school vision is that 'Montmorency South is an inclusive learning community where students are inspired to be respectful, creative, curious and independent learners and our belief is that every person in our Montmorency South school community has the capacity to assist each student in attaining our vision.'

In 2019, our student enrolment climbed to 653 with 48.62 equivalent full time staff; consisting of 2 Principal class, 3 Learning Specialists, 31.78 teachers and 10.84 Education Support staff.

The students were organised into 29 classes and they were offered specialist programs in the following areas: - French, Physical Education, Visual and Performing Arts. The students also had weekly library sessions either with the librarian or their class teacher. The teachers worked in year level Professional Learning Communities (PLC's) to analyse student data to identify a problem of practice which allowed them to plan programs that targeted the needs of all the students in their cohort. We have a strong reputation for the programs offered to those with special needs and of the consistent achievements of our PSD students. This is supported by our Integration Coordinator who ensured that the teachers, parents/carers and other external support people met once a term for a formal Student Support Group (SSG) meeting.

Our Year 3 – 6 students also had the opportunity to participate in the Stephanie Alexander Kitchen Garden program classes. Students from P-2 had access to banks of iPads in each classroom, the school purchased class sets of iPads for our Year 3 students to have a dedicated iPad for school use and the 4 – 6 students participated in our Bring Your Own Devices (BYOD) program.

Our students were also provided with many opportunities to develop their leadership skills. In 2019 we saw the establishment of the Student Action Leaders (SAL's) with representatives from Years 3 – 6. These students worked with the Principal and the Principal's Advisory Leaders (PAL's)

Extra-curricular activities proved popular both during and outside of school hours. These activities included sporting events, choir, chess, ICT – Makers Club, Lego, keyboard and instrumental music programs. The school also provided an Out of School Hours Care program through Camp Australia.

In 2018 we were successful in receiving a state government inclusive schools grant for a sensory garden which started being established in late 2019. This is will provide an exciting new area for the students to use both during school hours and after school.

Community involvement is valued at Montmorency South and parents are involved in a variety of different aspects of school life ranging from classroom helpers, assisting with sporting teams and with Parents and Friends activities. The Stephanie Alexander Kitchen Garden and our Reconciliation Action Plan have been instrumental in involving volunteers from the wider community.

The MSPS School Council and Parents and Friends groups play a vital role in enhancing the opportunities offered to our students. In a huge year of building works we valued their work which encompasses decision making or the organisation and management of a variety of fundraising events. They were key in supporting the school through the changes.

With the ongoing construction of our new school building the teachers continued to walk the students to either Belmont Reserve or Sackville Street so they could have access to some play space. Initially we were anticipating to move into the new building during the September school holidays. This was brought forward to the July holidays but our transition into the new building was made easier when the staff worked together with the removalists to ensure that all classes could resume again on the first day of Term 3. The new building has provided us with beautiful flexible learning spaces which further enhances the collaborative nature of learning and creating.

Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning – Evidence-based high impact teaching strategies

In 2018 the Principal, Leading Teacher and three staff members participated in the Bastow Professional Learning Communities P.D. and as a result of this Montmorency South was identified as a Professional Learning Communities (PLC) Link School. This means that in 2019 we were responsible for sharing our experience of building a high-performing learning culture using the Professional Learning Communities approach to school improvement.

In 2019, we had 7 level PLC's and a Specialist PLC. All PLC groups had a weekly timetabled session to work together. Each PLC studied student data to identify a problem of practice which would guide their inquiry cycle.

Examples of these problems of practice are:-

- How do we support students to apply the correct anti-clockwise lowercase letter formation in their everyday writing?
- How can we use formative assessment to teach at point of need, in Fractions?
- How can we ensure that we are differentiating spelling for each learner so each student can achieve success?
- How can we scaffold our students to incorporate a variety of connectives in their writing?
- What strategies can we use to assist our target students in using meaning cues to self-correct when reading?
- What strategies will we use to move our target students from 'Within Word Pattern' to 'Syllables and Affixes' on the spelling inventory for Words Their Way?
- How can we improve student writing outcomes through development of their planning and composing?

Professional Leadership – Building Leadership Teams

The school's organisational structure outlines the responsibilities of the teams and leadership roles operating within the school .e.g. Teaching and Learning team, Operations and Wellbeing team and Learning Specialist.

Our Teaching and Learning (T & L) is chaired by the Principal. Its role is to focus on issues relating to accountability, curriculum and data. The Operations and Wellbeing group (OWLs) is chaired by the Assistant Principal and focusses on organisational matters of the school, wellbeing and consultative issues that arise in schools. These groups met on a fortnightly basis.

We also appointed 3 Professional Learning Communities Link leaders who worked with the Principal to oversee the PLC's. Each of our Teaching and Learning (T & L) members then became the PLC leaders for their levels.

Community engagement in learning - Building communities

At Montmorency South we pride ourselves on our sense of community. Despite all of the building works happening during 2019 we were still able to involve the community in a number of different ways.

- Prep BBQ
- Literacy and Numeracy Parent Information session – Term 1
- Country and Culture Day – May – volunteers and indigenous groups
- War On Waste – students working with their parents to construct bottle bricks
- Junior School Concert 'Jungle Book' – September
- Bookweek Parade
- Ensemble performing in wider community e.g. Eltham Festival
- Principal, Assistant Principal and teaching staff involved in Banyule Nillumbik Schools Network Smorgasbords
- School Captains participated in the Vietnam anniversary at Greensborough Memorial Park
- Colour Fun Run
- Return of Carols by Candlelight

Achievement

In 2019, MSPS was identified as being in the category of Renew, meaning our performance has been static over time and requires renewed effort to be high performing.

The NAPLAN results for 2019 indicate that our Year 3 and 5 students are performing above the median for all Victorian Government schools in Reading and Numeracy and are similar to 'like' schools in Year 3 Reading and above 'like' schools in Numeracy. Our four year average for Year 3 and Year 5 Reading and Numeracy is above the state.

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's

gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Here are the results for Montmorency South:-

	Low Gain	Medium Gain	High Gain
Reading	28.8%	48.5%	22.7%
Numeracy	28.1%	48.4%	23.4%
Writing	22.7%	50%	27.3%
Spelling	27.3%	54.5%	18.2%
Grammar & Punctuation	19.7%	63.6%	16.7%

In 2019, we initially had 3 PLC Leaders (this became 2 when one of the leaders went on Maternity Leave). As Link Leaders their role was not only to connect with others schools, but to oversee the 8 Professional Learning Communities (PLC) within MSPS.

The PLC Link leaders worked with the level and specialist PLC's to ensure that the teachers analysed student data to identify a problem of practice for their area which would positively impact student learning e.g. writing, spelling and areas of maths. The PLC's were then able to work through an Inquiry Cycle to plan for purposeful, differentiated and intellectually challenging tasks which met the student's point of need.

Our meeting schedule had designated times for the staff to have both team and whole school moderation sessions in writing. Each year level was also appointed a Learning Support person who worked with targeted students in areas which addressed the needs of students who required additional assistance or enrichment projects. Several level PLC's trialled the use of data walls to guide them in choosing the students and their area of focus to work with the Learning Support person.

The Teaching and Learning team gathered feedback from all staff and worked through the Assessment Schedule to ensure that the assessments were purposeful and assisting in identifying the students' abilities.

Our graduate teachers participated in professional development sessions targeting beginning teachers and they also had the opportunity to work with Michael Ymer, a well-respected Mathematics consultant.

Each teacher is entitled to take up to four professional practice days per year to improve their individual practice with a focus on the improved delivery of high quality teaching and learning. These days are negotiated with the Principal. In 2019 the staff used these days for: - planning, assessment of student learning, collaboration, curriculum development, embedding the use of Seesaw in the specialist programs, relevant professional development e.g. play based learning and peer observation including feedback and reflection.

In 2019, our students were offered a number of different opportunities to participate in activities that played to their different interests and strengths. These activities ranged from being involved in GATEways, Maths Talent Quest, Tournament of the Minds, Chess tournaments, music, Lego club, game making, choir and sporting events.

As a school we recognise that our students can have success across a range of areas. We not only celebrate their successes academically but in areas such as:- chess, sports, Maths Talent Quest, presentation at Kids Teaching Kids and the choirs' public performances on our local community.

Some of our highlights were:-

- Year 3:- winners of the local leader grant for their 'Shared School Community Outdoor Meeting Place'
- Sophie Peters Year 6 – chosen as Junior Lord Mayor for the City of Melbourne
- Athletics – first place for the district

Engagement

At Montmorency South our TRIBES agreements provide us with a common language to use and to give a sense of connection. The program provides the foundation for establishing a positive culture for learning and human development which is something we take great pride in. The five agreements are referred to across all areas of the school e.g. classrooms, specialists, SAKG and OHSC.

The partnership between home and school is highly regarded at Montmorency South as we recognise and value the benefits of the parents, students and staff working together. The engagement of the whole community is vital in

strengthening student engagement and wellbeing. Each year our Year 3 students eagerly anticipate being involved in the SAKG program which creates an environment that acknowledges the abilities of everyone. This program is well supported by volunteers such as members of the parent community, grandparents and enthusiastic community members providing opportunities for cross generational cooperation and collaboration between the students, teachers, parents, grandparents and community members.

Indigenous studies are taught through the students participation in sessions conducted in our outdoor classroom and the bush block. The students once again looked forward to our 'Country and Culture' day. The visiting Indigenous educators were very moved by the 'Acknowledgement of Country' which was written and performed by a group of our students. These students also went on to perform at the Nillumbik Shire Council Flag Raising Ceremony for Reconciliation Week.

We use inquiry learning to build on prior knowledge and student interests, and to extend concepts, knowledge and skills across all curriculum areas. We focus on ensuring that the best possible opportunities are available to all students. A play-based inquiry approach supports learning in Foundation. Our inquiry based units enable the students to have a 'voice' by allowing them to investigate and follow up areas of interest, related to the topic being studied and to showcase their learnings to others. The overarching topic for our 2019 inquiry unit was 'Can We Fix It? Yes, We Can'. The children led the direction of the inquiry while being supported to learn the necessary skills involved and the time to take their investigations further. The students' investigations varied from areas such as the different systems in the body, and ways to keep fit and healthy, participating in the Maths Talent Quest project to the Straws No More investigation which encouraged students to explore practical ways to help our environment including building bird boxes, removal of graffiti, writing to council for extra sporting facilities and visits to the local kindergartens and retirement village.

Sustainability was a major focus in 2019. The students were involved in a 'War On Waste' which involved the students working together to create bottle bricks to create new seating areas for our outdoor areas e.g. the bush block.

M.S.P.S's camping program has continued to be well attended and the experiences provided are designed to develop the students' abilities to become more independent and to develop their resilience. Over the course of the year the students were involved in the following camping experiences:-

- Foundation – Breakfast at school and Legoland excursion
- Year 1 – Excursion to Enchanted Adventure Garden Arthur's Seat and dinner at school
- Year 2 – Camp Warringal Whittlesea day camp
- Year 3 – Overnight Mt Moreton
- Year 4 – Arrabri Lodge Warburton
- Year 5 – Anglesea Camp – surfing, canoeing
- Year 6 – Sovereign Hill Camp

Our iPad program has enhanced independent learning and increased opportunities to showcase the students' learnings. Technology is being increasingly used across all areas of the curriculum including our specialist programs and the SAKG sessions. SeeSaw continued to be used in 2019, providing the students with the tools to express themselves, reflect on their learning and create a digital portfolio they're proud to show others.

Our Principal's Advisory Leaders (PAL's) group continued in 2019. This group which comprised the principal, and captains for the following areas: - School Captains, Performing Arts, Visual Arts, Sports, House, ICT, STEM, Environmental, Library and Wellbeing met on a fortnightly basis with the Principal. In 2019 a decision was made to elect a student from each of the Years 3 – 6 classes to form a Student Action Team rather than our usual Junior School Council. The Student Action Leaders (SAL's) met with the PAL's on a regular basis. Through these meetings the students with provided with opportunities to have a 'voice' and enabled them to take on the responsibility of leading school assemblies, running special events and attending special celebrations. The PAL's and SAL's were involved in discussions regarding the type of furniture that needed to be purchased for the new school and another of the group's special projects was to create a publicity movie for the 2020 school fete. Our 2019 ICT/STEM captains conducted coding classes for various year levels.

In 2019, Montmorency South recorded an absence rate that was 'Above' the results for primary schools with similar characteristics.

A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics.

The percentage of students in attendance are:-

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94%	93%	94%	94%	93%	93%	94%

Attendance is regularly monitored by all teachers and school leaders and the importance of regular attendance and punctuality was promoted through the newsletter and Compass. To ensure they would not fall behind in their learning students who were absent from school due to family holidays or extended illness were provided with an appropriate program.

Wellbeing

Our school year started with our TRIBES based 'Building Classroom Communities' program. Each class developed their own mission and vision statements as well as classroom rules which provided the students with a voice and ownership of how they would like their classroom to function.

The activities/discussions the students were engaged in helped to develop a positive classroom community and to introduce/reinforce our Tribes agreements, which are the basis of the values that underpins the culture of our school.

The results of the 2019 Students Attitudes to School Survey (AToSS) show the following:-

- Students – 83.4% of students felt connected to school
- Staff – 86.8% of staff were positive about the school climate
- Parents – 85.0% of parents were satisfied with the school overall

These results are above other Victorian government schools when measuring student connectedness to school and school climate and just marginally below for parent satisfaction.

The AToSS also showed that the students were positive in regard to the management of bullying. The percentage endorsement of MSPS was 85.1% which is above both the state median and 'like' schools.

Each year we see the benefits of our transition process which covers from Pre-school to Year 7, ensuring that our students are supported through all stages of their schooling. Our Bridges to School program, focusses on the Pre-school to Prep transition. In 2019, we accommodated 86 pre-school children in 4 groups over 3 days. The children attended school for an afternoon each week from Term 3 until the traditional transition program commenced in October. Our 'buddy' program supports our Preps through the beginning of their school life and helps to develop their social confidence in a caring and supportive environment.

MSPS's Step Up to the Next Level sessions for our students from Prep to Year 5 not only assisted the students with the transition between year levels, but it provided them with the opportunity to become acquainted with their new teacher and classmates as well as being able to participate in activities, designed to introduce the next year's curriculum.

Our Year 6 students were well prepared for the transition to secondary school through our 6-7 transition processes which included visits from previous students to discuss their experiences and the opportunity to return to school after their orientation day to debrief about their own experiences. The teachers also liaised with the secondary schools throughout the year to ensure the transition into their new schools was successful. Eltham High and Montmorency Secondary continued to be the popular destinations for the majority of our Year 6 students. The remainder, choose to attend a variety of other government (Viewbank College, Bundoora Secondary) and non-government schools.

Throughout the school year, we had several new students who enrolled at M.S.P.S. Each new student's transition was assisted through the Montmorency South Student Induction booklet.

As an eSmart school, Montmorency South engages the students in activities such as Cybersafety Week and goes through the Internet agreement with the students. Our ICT coordinator worked with classes throughout the year and our year levels conducted lessons or discussions about cyber safety as the need arose.

In 2019 we appointed a Wellbeing Coordinator who worked with the Principal to identify the students who would benefit from individual or small group sessions in regard to their wellbeing. She also worked with staff and students in order to deal with issues that arose within our student population.

Wellbeing is essential for learning. With mindfulness, students are more focussed and more engaged. Classes used 'Smiling Minds' to give the students time to calm their minds and refocus their attention to enable them to fully engage in classroom activities. 2019 saw the development of the 'Smiley Squad' where a group of Year 6 students assisting

students out in the yard.

Financial performance and position

During 2019 our class numbers remained at the same level as 2018.

In 2019 we added support into the classrooms by leasing a year level worth of iPads to assist student learning. The school continued to use financial resources to improve the learning environment for our students by having additional staff to assist as learning support in all year levels.

Learning Specialists for our school were increased from 1 to 3 staff members and will continue in 2020.

The school holds funds for other committees which is included in our funds for Committees/ Shared Arrangements and are reported to the committees on a regular basis.

This year was a big year with the demolition of the remaining old administration and classroom wing and moving in to the brand new administration and open plan classroom building at the beginning of Term 3. Additionally, resources were spent on furnishing the new classrooms including office fit outs prior to moving in.

By the end of 2019 saw the opening of the new sensory garden. The school was fortunate to receive a grant in 2018 of \$160,000 that allowed the construction. This has been a welcome addition to the school and the community.

During 2019, additional expenditure was incurred in the fit out of the new school build and staffing of relatively older staff and very minimal new teachers. This is expected as teachers have gained experience and are compensated at a higher salary range level to graduate teachers.

In 2020, we anticipate student numbers to grow and we are working towards funding school playground equipment after the major renovations being completed.

For more detailed information regarding our school please visit our website at
<http://www.montysouth.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

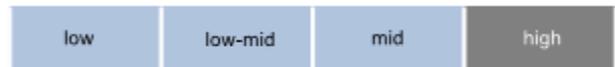
Enrolment Profile

A total of 654 students were enrolled at this school in 2019, 302 female and 352 male.

3 percent were EAL (English as an Additional Language) students and 1 percent 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).

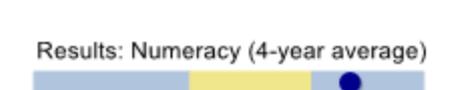
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Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Similar </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>Similar </p> <p>Above </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>Above </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>29%</td> <td>48%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>48%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>64%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	48%	23%	Numeracy	28%	48%	23%	Writing	23%	50%	27%	Spelling	27%	55%	18%	Grammar and Punctuation	20%	64%	17%	<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>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	93 %	93 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	93 %	93 %	94 %										

Performance Summary

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,683,927	High Yield Investment Account	\$84,101
Government Provided DET Grants	\$620,409	Official Account	\$26,336
Government Grants Commonwealth	\$239,546	Other Accounts	\$94,429
Revenue Other	\$58,896	Total Funds Available	\$204,866
Locally Raised Funds	\$572,233		
Total Operating Revenue	\$6,175,012		
Equity¹			
Equity (Social Disadvantage)	\$14,531		
Equity Total	\$14,531		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,615,861	Operating Reserve	\$204,866
Books & Publications	\$1,119	Other Recurrent Expenditure	\$2,551
Communication Costs	\$3,870	Provision Accounts	\$9,522
Consumables	\$127,955	Funds Received in Advance	\$1,465
Miscellaneous Expense ³	\$394,850	Funds for Committees/Shared Arrangements	\$40,716
Professional Development	\$68,880	Capital - Buildings/Grounds < 12 months	\$50,000
Property and Equipment Services	\$423,709	Total Financial Commitments	\$309,119
Salaries & Allowances ⁴	\$497,466		
Trading & Fundraising	\$21,766		
Utilities	\$74,022		
Total Operating Expenditure	\$6,229,498		
Net Operating Surplus/-Deficit	(\$54,486)		
Asset Acquisitions	\$50,000		

- (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)

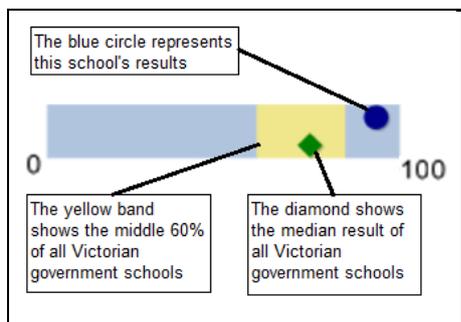
Engagement

- 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).

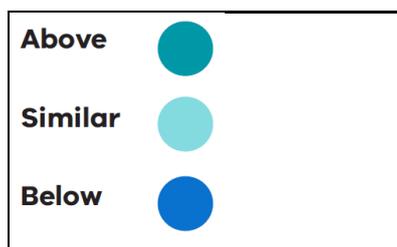


What does *School Comparison* refer to?

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').