

2018 Annual Report to The School Community



School Name: **Yarra Junction Primary School (3216)**



- 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 Regulation 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 18 March 2019 at 06:48 PM by Lisa Rankin
(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 Regulation 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.

To be attested by School Council President

Yarra Junction Primary School (3216)

About Our School

School context

Our vision is 'ALL CHILDREN CAN AND WILL ACHIEVE'.

Our mission is 'EXCELLENCE IN EDUCATING CHILDREN THROUGH GREAT TEACHING'.

A cornerstone of our philosophy is that we have high expectations for all of our children. We provide a rich and varied curriculum to promote children to develop high academic, personal and social skills. Our teaching and learning approach provides our students with present and future opportunities and choices to promote leading rich and fulfilling lives.

Our expectation is that excellence in learning will take place with students, staff and parents. This partnership and high expectations has enabled us to achieve some terrific learning outcomes.

We are very proud of our school, staff and most importantly, our amazing students. Our students are achieving learning outcomes across curriculum areas and developing strong character skills through a mindful and academic approach to learning. Parents strongly endorse the teaching and learning program at Yarra Junction, and our aim is to improve our community through education.

Our school staffing consists of an Acting Principal, 10 class teachers, 5 specialist teachers, a Wellbeing Coordinator, a Chaplain, 7 educational support staff and two business managers and 1 administration assistant.

'All children have the right to access a comprehensive and personally rewarding, quality education. All school communities have an obligation to ensure that each child receives the educational, emotional, physical and social experiences necessary to experience success. Strong relationships are the key to successful learning'

Framework for Improving Student Outcomes (FISO)

GOAL 1: TO IMPROVE THE LEARNING GROWTH OF EVERY STUDENT IN LITERACY AND NUMERACY

KIS 1: Consolidate an instructional model in writing that includes shared planning, effective pedagogies and personalised instruction that is consistently implemented by all staff.

KIS 2: Build staff capacity to evaluate and identify effective teaching strategies in writing.

PROGRESS:

- We have created, documented and consolidated a whole school instructional model in writing that is developed upon the pedagogical approach of I do, We do, You do.
- We developed a timetable to ensure that staff have scheduled time to work together to effectively and collaboratively plan as informed by student data.
- We scheduled and ran Professional Learning sessions both with a literacy consultant and with experienced Yarra Junction Primary school staff to build staff capacity through developing their knowledge and teaching strategies in writing.
- Staff completed targeted 'learning walks' at Yarra Junction Primary School, Rangeview Primary school, Beverley Hills Primary School and Wandin North Primary School to develop effective teaching and learning strategies in writing.

HIGHLIGHTS:

- Working within the School Improvement Partnership school Rangeview Primary School and the financial support the SIP provided our school which promoted the opportunity to visit other schools, employ a consultant, purchase writing resources and employ CRT's so our staff could complete learning walks within and beyond our school.
- Observation and feedback of staff and students about their engagement with writing.

KIS 3: Build teacher capacity in the rigorous use of student data to inform planning, teacher practice personalizing learning and the monitoring of student progress in writing.

PROGRESS:

- School Improvement Team were given multiple opportunities to work together on collating and analysing writing data that included teacher judgement and NAPLAN.
- SIT worked with teams to use writing data from moderated writing pieces to plan and form Professional Learning Community goals and actions.

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- Teams worked as Professional Learning Communities using data to inform goal and action setting.
- Developed a writing assessment spreadsheet for teachers to use to identify strong and weak elements of writing to inform planning.

HIGHLIGHTS:

- Staff understanding and capacity to teach writing elements increased as evidenced by planning documents and student learning outcomes.

GOAL 2: TO BUILD A CULTURE OF HIGH EXPECTATIONS

KIS 1: Develop and share whole school vision, mission and values across the school

KIS 2: Build whole school practices and protocols across the school

PROGRESS:

- School Values were established with all stakeholders and have been embedded into student and staff vocabulary, student awards, assembly, school anchor charts and learning sessions.
- Developed a School Improvement Team that worked on developing whole school practices and protocols
- Worked as Professional learning Communities at a team level
- Evaluated and published; Roles and Responsibilities, whole school planning documents, numeracy and literacy sequences of learning, PLC, SIT and Consultative expectation documents and planning templates.

HIGHLIGHTS:

- Creation of a school Values poster that is displayed throughout the school
- Development of common language around values.
- Greater collective efficacy around school structures/processes and communication

Achievement

Yarra Junction Primary School has altered its overall Performance Group from transform to Renew. In 2017 our performance was identified as low indicating the majority of domains and measures required improvement. In School Performance Report for 2018 however identifies that our performance requires renewed effort to be high performing with indications of a mix of results at the domain and measure level.

The structure of our timetable in 2018 allowed for time for our teams to meet weekly and to plan informed by student data. We have acknowledged the effectiveness of triangulation of data to assess against the Victorian Curriculum. Our Annual Implementation Plan goals and KIS reflect areas of learning growth desired from the below data. The establishment of a School Improvement Team in 2018 and Literacy and Numeracy leaders are vital elements of our key improvement strategies to lead change.

TEACHER JUDGEMENTS

| | | |
|---------------------------|-----------------|---|
| Reading: | 54% above level | (decreased slightly from 2017, above similar schools, network and state) |
| | 39% at level | (increased since 2017, less than similar schools, network and state) |
| | 8% below level | (same as 2017, less than similar schools, network and state) |
| Speaking & Listening: | 30% above level | (increased slightly from 2017, greater than similar schools, network and state) |
| | 67% at level | (increased slightly from 2017, less than similar schools, network and state) |
| | 3% below level | (decreased slightly from 2017, less than similar schools, network and state) |
| Writing: | 41% above level | (increased from 2017, greater than similar schools, network and state) |
| | 44% at level | (decreased from 2017, less than similar schools, network and state) |
| | 15% below level | (same as 2017, less than similar schools and network, greater than state) |
| Measurement and Geometry: | 36% above level | (decreased from 2017, above similar schools, network and state) |
| | 53% at level | (less than 2017, less than similar schools, network and state) |
| | 10% below level | (same as 2017, less than similar schools, network and greater than state) |
| Number and Algebra : | 39% above level | (increased from 2017, above similar schools, network and state) |
| | 47% at level | (same from 2017, less than similar schools, network and state) |
| | 14% below level | (decreased from 2017, same as similar schools, less than network and |

Yarra Junction Primary School (3216)

state)

Statistics and Probability: 33% above level (decreased from 2017, greater than similar schools, network and state)
57% at level (increased from 2017, less than similar schools, network and state)

Our teacher judgement and NAPLAN data as a comparison in grade 3 Literacy shows similar results for our above level students with some variation for at and below. Our data has variation in mathematics at and above.

Our teacher judgement and NAPLAN data as a comparison in grade 5 Literacy shows varied results for our above and at level students with similarity for below. Our data is similar in mathematics.

Grade 3 Reading:

79% above -NAPLAN (increased)

81% above - Teacher Judgement

17% at -NAPLAN

6% at - teacher judgement

4% below - NAPLAN

13% below - teacher judgement

Grade 3 Writing

60% above - NAPLAN

52% above - teacher judgement

27% at - NAPLAN

39% at - teacher judgement

13% below - NAPLAN

10% below - teacher judgement

Grade 5 Reading:

39% above -NAPLAN (increased from 2017)

63% above - Teacher Judgement

55% at -NAPLAN (reduced from 2017)

34% at - teacher judgement

6% below - NAPLAN

3% below - teacher judgement

Grade 5 Writing

3% above - NAPLAN (reduced from 2017)

50% above - teacher judgement

71% at - NAPLAN (reduced from 2017)

25% at - teacher judgement

26% below - NAPLAN (increased from 2017)

25% below - teacher judgement

Grade 3 Mathematics

55% above - NAPLAN

41% above - teacher judgement

41% at - NAPLAN

56% at - teacher judgement

4% below - NAPLAN

3% below - teacher judgement

Grade 5 Mathematics

35% above - NAPLAN (increased)

29% above - teacher judgement

55% at - NAPLAN (decreased)

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51% at - teacher judgement
10% below - NAPLAN
20% below - teacher judgement

Our school's result of students with relative high gain in mathematics (Year 3 to 5 NAPLAN) is below the results for primary schools with similar characteristics. It should be noted however that our 2018 results showed an increase in relative high and medium growth and a reduction in low growth from 2017.

Our school's result of students with relative high gain in reading (year 3 to 5 NAPLAN) is well above the results for primary schools with similar characteristics. It should be noted that our 2018 results show a 37% increase in relative high growth, 6% increase in medium growth and a 43% decrease in students achieving low growth from 2017.

Our school's result of students with relative high gain in writing (year 3 to 5 NAPLAN) is below the results for primary schools with similar characteristics. It should be noted that our 2018 results show a 4% increase in relative high growth, 6% increase in medium growth and a 10% decrease in students achieving low growth from 2017.

Engagement

At Yarra Junction Primary School in 2018 we worked with all stakeholders to develop school Values, Respect, Resilience, High Expectations and Collaboration. Throughout the year we have worked to embed these values into our whole school language, awards, visual representations and actions of staff and students.

25% of our students had 20 or more days of absence in 2018. This result is similar to that of similar schools, the network and state. Between 2016 and 2018 the average day of absence for our students is 15 days which is below the results of primary schools with similar characteristics.

In semester 2 of 2018, we recognised that our attendance data is on a declining trajectory with a slight increase with students absent for 30 + days and 20- 29.5 days and a decline in students with 0-10 days. This acknowledgement led to a revision of the Junction Way of managing attendance with the development of flow chart with specific roles and responsibilities of staff, students and parents. This attendance document was the work of our School Improvement Team. The expectations of parents, students and staff, of this document was communicated to all stakeholders. Furthermore attendance is a focus of our current years AIP under the goal of building a culture of high expectations as informed by our 2018 attendance data. A Key Improvement Strategy of our AIP is the development of a vertical Culture and Wellbeing PLC. This PLC has already established and communicated goals, implemented and revised actions to address and improve attendance at YJPS.

The perspective data has informed our whole school approaches with the desired goal of improving students connection to the school, building a positive perspective for staff about their school climate and improve parental satisfaction. In 2018 we commenced teaching across the whole school with growth mindset approaches and explicit teaching. This mindfulness approach was also adopted into our morning debrief sessions and staff professional learning sessions with the goal to improve staff engagement and school culture.

In 2019 this mindfulness approach has been reflected within Mathematics expectations across the school by adopting the 7 norms of Mathematics. The 7 norms language is being adopted by students and staff.

Our successful prep transition program in 2018 has promoted greater prep enrolments for 2019. This program, the efforts placed on school tours, communication and visits to the local pre-school demonstrate our ability to connect and cater for the children and families within our community. Furthermore our whole school transition program promotes a smooth transition into new year levels.

In the year ahead we will continue to focus on improving the engagement of our teachers and students by providing opportunities for collective responsibility, voice and a clear direction of our school.

Wellbeing

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A greater focus and value was placed on our Student Engagement and Well-being programs in 2018, with the acknowledgement of the input student well being programs have on our students, school culture and community. Our full time Wellbeing Coordinator and part-time chaplain have worked with parents, students and staff to give emotional and social support. Programs have been implemented to build students collaborative, communication and self-regulation skills. This year these programs and referral to these programs have been revised to promote student learning outcomes. Regular well-being meetings and opportunity to analyse programs termly by engaging with classroom teachers are a current expectation to ensure positive outcomes for all students involved. A greater expectation around recording and supporting negative behaviour was implemented in 2018, including; student behaviour folders, implementation of self-regulation practices, revision of behaviour management policy, implementation of yard duty folders and regular team meetings.

Our Attitude to school survey data shows a declining trajectory against every factor except 'not experiencing bullying.' These results reflect the declining trajectory of our staff survey and failed 2017 school review outcome. Since term 2 of 2018 Yarra Junction Primary School adopted a new and documented leadership structure, implemented and documented clear staff roles and responsibilities, clearly defined whole school teaching and learning overviews and planning, established a professional learning and assessment schedule in addition to completing further required documentation such as policies to fulfil the requirements of our 2017 review. Other initiatives that commenced from term 2 of 2018 was regular Working Bee's with the inclusion of students, a community invited parenting information session and weekly Acting Principal newsletter item to communicate teaching and learning at YJ with the community. We have approached results of these two surveys with full ownership and as a collective staff to improve results.

Our Parent Opinion survey data shows an increase from 2017 in positive results for PARENT COMMUNITY ENGAGEMENT IN LEARNING; Parent participation and involvement an school support, SCHOOL ETHOS AND ENVIRONMENT; school improvement, STUDENT COGNITIVE ENGAGEMENT; High expectation for success, Stimulating learning environment and Effective Teaching, SAFETY; Managing Bullying and CONNECTION AND PROGRESSION; school connectedness. We have maintained data for positive transitions.

The School Improvement Team of Yarra Junction Primary School is confident that our acknowledgement, ownership and actions to promote student, staff and parent opinions will have a positive impact on future survey results and in turn impact on the future academic learning and culture of YJPS.

Financial performance and position

All funds received from the Department have been expended 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. In semester 2 of 2018, the school budget was reflected upon and as a result a school budget booklet was created and shared with School Council Members. The budget booklet itemising expenditure within categories allowing for easy tracking and budgeting of expenditure. We are currently adding further detail to the booklet to ensure that future budgets have greater accuracy in relation to amounts and items of expenditure. Throughout 2018 we continued fundraising efforts to add to our playground and grounds work expenditure. In term 4 of 2018, two double portables were removed from our school grounds, the process prior and post removal in relation to grounds works and removal of waste absorbed some fundraising dollars. Due to the delay in the removal of the portables the playground works was not completed until February of 2019, with additional money spent on re-configuring our fencing for greater accessibility to school grounds. In 2018 we were fortunate to be part of the School Improvement Partnership (SIP) initiative. This initiative provided funds of \$ 22,300 which we used for professional development and training of staff, a literacy consultant and resources with the desired and achieved outcome of improving writing results and student attitude towards writing across the school. At the end of the 2018 school year we had a School resource package surplus of \$155,230. This surplus is the result of a classroom teacher salary being removed from our budget and paid as Principal class, external to our SRP whilst the Principal of YJPS is on leave. Furthermore, this surplus includes a balance brought forward from the previous year of \$42,284, and as a result of a re-configuration of the staffing profile for the 2019 year. Workforce planning has accommodated for the classroom teacher salary should the Principal return to YJ in 2019 as the

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school Principal, in addition this surplus will accommodate projected staff expenditure for desired programs that further promote student learning outcomes.

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



Draft

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

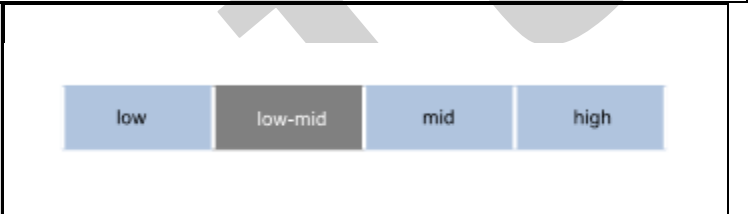
Enrolment Profile

A total of 236 students were enrolled at this school in 2018, 112 female and 124 male.

3 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

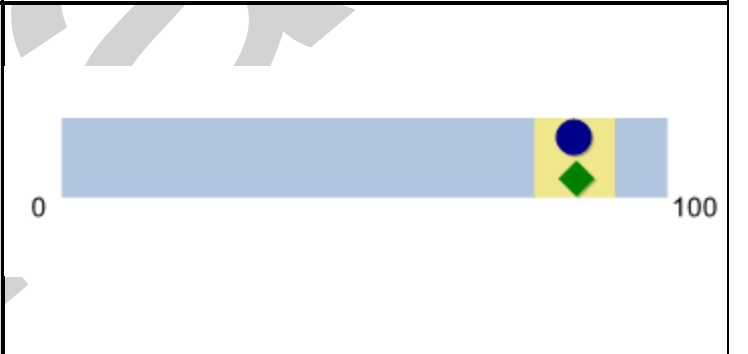
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



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).

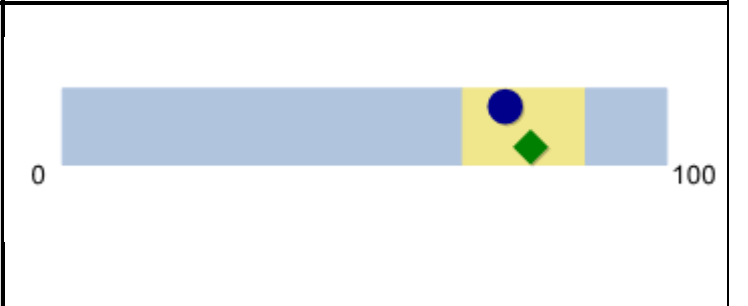
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey


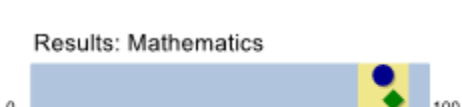


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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> 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 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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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> Similar</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" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>7%</td> <td>50%</td> <td>43%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>63%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>56%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>48%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 7% | 50% | 43% | Numeracy | 22% | 63% | 15% | Writing | 33% | 56% | 11% | Spelling | 26% | 48% | 26% | Grammar and Punctuation | 22% | 56% | 22% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 7% | 50% | 43% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 22% | 63% | 15% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 33% | 56% | 11% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 26% | 48% | 26% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 22% | 56% | 22% | | | | | | | | | | | | | | | | | | | | | | | |

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="545 907 1029 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>92 %</td> <td>93 %</td> <td>92 %</td> <td>90 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 92 % | 93 % | 92 % | 90 % | 92 % | 93 % | 93 % | <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 | | | | | | | | | | |
| 92 % | 93 % | 92 % | 90 % | 92 % | 93 % | 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:

| 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> Similar</p> <p> Similar</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> Similar</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 | \$1,958,406 | High Yield Investment Account | \$92,583 |
| Government Provided DET Grants | \$394,082 | Official Account | \$18,587 |
| Government Grants Commonwealth | \$2,700 | Other Accounts | \$6 |
| Revenue Other | \$3,409 | Total Funds Available | \$111,175 |
| Locally Raised Funds | \$178,695 | | |
| Total Operating Revenue | \$2,537,292 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$109,230 | | |
| Equity Total | \$109,230 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$1,803,176 | Operating Reserve | \$77,680 |
| Communication Costs | \$10,126 | Provision Accounts | \$10,302 |
| Consumables | \$69,965 | Funds Received in Advance | \$18,535 |
| Miscellaneous Expense ³ | \$103,352 | Total Financial Commitments | \$106,517 |
| Professional Development | \$12,717 | | |
| Property and Equipment Services | \$203,146 | | |
| Salaries & Allowances ⁴ | \$76,122 | | |
| Trading & Fundraising | \$57,206 | | |
| Utilities | \$25,181 | | |
| Total Operating Expenditure | \$2,360,992 | | |
| Net Operating Surplus/-Deficit | \$176,301 | | |
| 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 04 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)

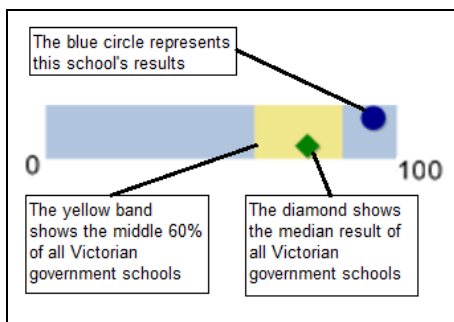
Engagement

- 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).

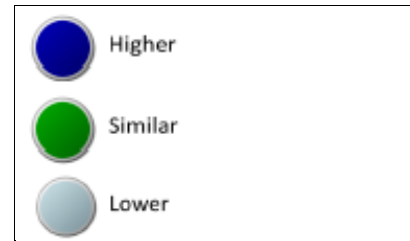


What does *School Comparison* refer to?

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').