

# 2018 Annual Report to The School Community



School Name: **Beaumaris Primary School (3899)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 14 March 2019 at 11:49 AM by Sheryl Skewes  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 April 2019 at 09:26 AM by Bruce Baker (School  
Council President)

## About Our School

### School context

Beaumaris Primary School is set in a quiet residential area close to beaches, sporting facilities, shopping villages and public transport. Our school is set against a backdrop of beautiful gums and gardens of native and indigenous plants.

The enrolment in 2018 reached 573 students, comprising 316 girls and 257 boys from 383 school families, increasing in recent years. Historically each year we experience approximately five percent transience in enrolments attributed to overseas families establishing in Beaumaris for three or four years on contract employment. There is low mobility of neighbourhood students. The school comprised 25 classes, with reduced class sizes. Our prep students were drawn from five local pre-schools. Transitions to secondary schooling showed an increasing percentage of Year 6 students enrol at government secondary schools, due to the opening of Beaumaris SC.

CSEF funding was accessed by 25 students. Our Student Family Occupation and Education (SFOE) index was at 0.1513 and the proportion of students with English as a second language was in the mid-range. The majority of students were part of two-parent households.

The staff profile included the leadership team, comprised of the principal, assistant principal, 1 leading teacher, 1 learning specialist and 2 aspirant leaders. The staff profile reflected 23 Classroom Teacher 2 (CT2) and 11 CT1 teachers and 8 Education Support (ES) staff. Twelve teachers were part time, eight sharing classroom positions and 4 in specialist positions. Six ES personnel were part time.

Our model of collaborative decision making and distributed leadership, underpinned by agreed staff norms and values, empowers and enriches the collective responsibility staff has for the effective operation of this school.

Our school community recognizes the importance of a respectful, values based culture that is student centred with a clear focus on our core business, to improve student learning. To support this shared vision, the school community engages in generous volunteer support for the school and annual fundraising traditions, activities and events

Overall, the school is orderly and calm and our students appear settled and engaged in their learning. Our programs adhere to the prescribed Victorian Curriculum. Teachers differentiate and personalize the curriculum to meet the diverse learning needs of our students.

We implement the contemporary research based teaching and learning practices of the Walker Learning Approach. We provide learning experiences that both support and challenge our students to enable them to develop knowledge, skills and attitudes that are transferrable and adaptable in the years ahead. We have a shared understanding of effective learning and teaching. Our school values of respect, resilience, responsibility and relationships underpin a culture of inclusivity, connectedness and belonging. Our values and beliefs form the foundation of our school, describe who we are and what we stand for.

We enjoy a strong collaborative relationship with our local Beachside and South Cluster networks of schools and share our professional knowledge, practices and resources across the broader education community, including state and interstate visitors.

We offer a range of indoor and outdoor learning environments. Specialist programs include Physical Education, Visual and Performing Arts and Japanese.

Student voice, agency and leadership are enabled through our pedagogy, engagement in community events and a whole school focus on sustainability to enable students to action environmental awareness and actively contribute to global initiatives related to sustainability.

Digital Technology is embedded within the curriculum through the use of iPads, laptops, interactive whiteboards and interactive TVs and dedicated time in our ICT lab.

Extra-curricular activities accommodate the broad interests, passions and talents evident in our students. We strive to provide learning experiences and opportunities to engage, challenge inspire and honor our students, our future.

In 2018 Victorian School Building Authority Permanent Modular School Buildings Program commenced at the school. The program included the allocation of a building project valued in total at \$2,644,000 to replace the wooden building or light timber construction (LTC) The project is due for completion mid 2019.

## Framework for Improving Student Outcomes (FISO)

Improvement Priority: Excellence in teaching and learning. Improvement Initiative: Building practice excellence. Teaching teams continued to work collaboratively to prepare detailed planning documents, to facilitate the effective delivery of the curriculum. Teachers continued to improve their use of Student Performance Analyzer (SPA) as a tool to record and analyze student achievement data to track and plan for the learning needs of their students. All staff engaged in whole school and personalized professional learning focused on the goals, targets and key improvement strategies in our Annual Implementation Plan. Professional learning was facilitated by the leadership team, teacher experts, Julie Shepherd (Literacy Consultant), Sue Fine (Numeracy Consultant), David Anderson (Education Consultant) and Rowena Ulbrick (21st Century Learning Design- 21CLD Consultant).

Teacher practice was further developed through classroom observations. Feedback focused on the implementation of learning intentions, success criteria and high impact teaching strategies.

2018 Key Improvement Strategies:

- \* Build the capacity of professional learning teams to operate collaboratively using a foundation of agreed staff values.

- \* Build teacher capacity to analyze data to inform teaching and learning in writing and other curriculum domains. Our final evaluation of our Annual Implementation Plan demonstrated we actioned all key improvement strategies.

We expanded our leadership structure to include Professional Learning Team Leaders and Administration Leaders at each year level. We co-created staff norms and values as the foundation for our work together. We further embedded our instructional model using explicit teaching, learning intentions, success criteria and the use of high impact teaching strategies.

We developed planning documents to reflect the delivery of a differentiated curriculum.

We strengthened teacher knowledge and use of Student Performance Analyzer (SPA) Standard and (SPA) Markbook to track student achievement. We reviewed our use of assessment tools and our whole school assessment schedule. To achieve high learning growth for all students our teachers continued to analyze student data to ensure the planning and delivery of a differentiated program.

To maintain a focus on instructional leadership supported by a strong culture of collaboration, network and cluster principals met in a range of forums to organize opportunities for teachers to work together to exchange practice, and develop and strengthen teaching and assessment approaches to enhance student learning.

## Achievement

Our goals focused on improving student learning attainment in the Victorian Curriculum. Student progress was measured through the use of a range of assessment tools, teacher moderation of student work, teacher judgements and student relative learning growth based on NAPLAN.

Our P-6 student achievement data showed high percentages of students achieving at or above the expected level in English: Reading 96%, Speaking and Listening 99% and Writing 95%.

The student achievement in English overall was similar to similar schools and above the state.

Our P-6 student achievement data showed high percentages of students achieving at or above the expected level in Mathematics: Measurement and Geometry 97%, Number and Algebra 97% and Statistics and Probability 98%.

The student achievement in Mathematics overall was similar to similar schools and above the state.

Our target of 25% of students achieving high student relative learning growth, based on NAPLAN, was slightly below in Writing, Spelling and Grammar and Punctuation at 24%, Reading at 26% and Numeracy at 31% above the target.

Percentages of students achieving medium to high growth from Year 3 to 5: Reading 87%, Number 80%, Spelling 87%, Grammar and Punctuation from 77% and Writing from 75%.

To ensure our student learning outcomes in all areas continued to improve we undertook the following:

We continued to embed an instructional model focused on student centred pedagogy and explicit teaching. This model was developed through the leadership team, Professional Learning Team Leaders and in collaboration with all teachers. The implementation of the model in all classrooms will continue to be a focus in 2019.

The reading framework, Comprehension, Accuracy, Fluency and Expanded Vocabulary (CAFE) was used in all

year levels to improve reading across the school. The introduction of the writing framework, Seven Steps to support Vocabulary, Organization, Ideas, Conventions, Explore Vocabulary and Sentence Fluency (VOICES) also assisted in the consistency of instruction and expectations throughout the year levels.

The school employed a learning support teacher, who trained in Multi-Sensory Structured language (MSL). All our Prep students were screened to determine their individual needs in the area of phonics and phonemic awareness. The learning support teacher supported class teachers to provide focused teaching programs and instruction for the Prep students. There was a marked improvement, on previous years, in the students' use of phonemic awareness and phonics as tools to support reading, writing and spelling.

We continued to refine our whole school approach to assessment, curriculum planning and teaching of Literacy and Numeracy, through the use of SPA and the introduction of SPA continuum as a whole school assessment and diagnostic tool. Teachers continued to improve their use of SPA evident in their consistent ongoing recording and tracking of student achievement which further enabled team analysis of cohort data.

In 2018 we participated in a School Review conducted by a Review Panel and an independent Reviewer. The panel concluded that Beaumaris PS programs and approaches to teaching and learning were built around high expectations for student learning and a culture that emphasized personalized, interest based learning and a safe, respectful school environment. They saw evidence of children engaged in exploratory education research projects and active approaches to teaching and learning, but concluded that in the next SSP, there were opportunities for curriculum renewal in areas including Science, Technology, Engineering and Mathematics (STEM) to ensure higher levels of learner engagement.

The panel saw evidence of initiatives focused on shared planning and practice principles focused on learner centred pedagogies, inquiry and differentiation. However, the panel agreed that ownership of an agreed whole school pedagogical model and consistency of approaches were not yet fully achieved across the school.

The panel saw evidence of the school embedding an emphasis on building students' 21st century learning capabilities including through inquiry learning emphases, critical and creative thinking, education for sustainability, development of personal wellbeing and resilience, and emphasis on building digital technologies skills. However, the panel concluded that this focus could be further developed.

The conclusions and recommendations of the Review Panel will inform the goals of our Strategic Plan 2018-2022.

## Engagement

Throughout the year we continued to offer opportunities for all teachers, students and their families to engage in daily life at Beaumaris Primary.

Teachers engaged in ongoing professional learning, to continue to strengthen their understanding of how to best engage students in their learning.

Teachers continued to facilitate Parent Information Evenings that provided details about classroom programs, expectations and routines for all year levels in the first three weeks of Term One. The presentations were posted on our website for those unable to attend.

Teachers provided information to parents about their child's academic and social and emotional needs through ongoing communications via email, phone and at parent/teacher meetings and student led conferences.

We continued to develop our student leadership model to provide increasing opportunities for student voice, agency and leadership through authentic roles and responsibilities within the school

We offered parent information sessions facilitated by our Literacy, Numeracy and Education Consultants with a focus on ways in which parents can support their children at home. We continued to use Compass and Qkr to further improve communications with parents.

We continued to communicate to parents that non-attendance at school has an impact on their child's learning through reporting days absent each semester on the student's reports.

We engaged students, teachers and parents in Day for Daniel to promote safety awareness and revisited and reinforced the use of eSmart tools and strategies to promote safe online practices.

The DET Student Attitudes to School Survey was completed by students in Year 4, 5 and 6. The Effective Teaching Practice for Cognitive Engagement element of the survey indicated 85% of students gave positive responses for Differentiated Learning, 84% for Classroom behaviour, 84% for Effective Teaching and 83% for Stimulated Learning.

## Wellbeing

At Beaumaris Primary a culture of community, generosity and caring exists within the students, teachers and parents. We continued to maintain a strong focus on student resilience and wellbeing. Our well-established whole school values, Respect, Responsibility, Relationships and Resilience underpin our learning community. Co-created classroom norms developed by the students continued as the foundation for a respectful, constructive, positive and collaborative classroom environment.

Again, in 2018, teachers, students and parents made strong, personal connections to the concepts delivered by Hugh Van Cullen, founder of The Resilience Project. The impact of the project was evident throughout the year through affirmations, DIS moments at assembly and mindfulness practices for students and teachers. Our Bully Stoppers team continued to engage collaboratively with several neighbouring schools with a focus on GEM, Gratitude, Empathy and Mindfulness. Our involvement with "Resilience Youth Australia." also informed our student wellbeing and welfare programs. Our school Student Wellbeing Support Plan was reviewed to reflect expectations that were more readily understood by the students. The plan provided expectations and guidelines for socially responsible behaviour to support and promote our orderly school environment.

Teachers continued to use Circle Time to build their students' social/emotional skills, sense of connectedness to school, and to consolidate our school values.

Student wellbeing programs included the Buddies program encompassing Reading, Digital Technologies, Friendship and Pastoral Care, as well as the Sustainability, Bully Stoppers, Peacemakers and PLAY programs. The leadership team and our teachers facilitated a range presentations to enrich student pathways and transitions from the preschool sector into the school, within the school and moving into the secondary school sector. Transition visits were undertaken to ensure a seamless transition from Kindergarten to Prep. Year 5 and Year 6 students participated in the transition programs offered by local secondary colleges.

We provided a range of extra-curricular lunchtime clubs for students including Glee Club, Coding Club, Hot Shots Tennis, Games Club, Library, Lego Club and Kelly Sports. Teachers supervised lunch time activities to cater for the needs of those students who prefer a quieter environment.

Junior School Council continued to organise authentic opportunities and events that enabled student voice, agency and leadership and empowered our students to contribute to local and global charities.

The third student alumni gathering was again a big success with ex-students from 2016 and 2017 reconnecting as friends to share their memories at BPS and the experiences at secondary school.

Many traditional whole school events, committees, clubs, the Year 6 production of Lion King Junior and graduation continued to strengthen the great pride students, teachers and parents have for the school.

We continued to conduct a "Step Up" transition program in Term Four for all students as they progressed from one year level to the next.

Staff meetings were set aside for teachers to meet and discuss the transition needs of the students.

We offered student and family sessions facilitated by Family Life.

Staff attended Department of Education information sessions focused on Understanding Trauma.

The DET Student Attitudes to School Survey completed by students in Year 4, 5 and 6 showed the percentage of student positive responses for Sense of Connectedness to School at 84%. The Student Safety element of the survey showed 89% positive response for Advocate at School, 85% for Managing Bullying, 83% for Respect for Diversity. Student perceptions can be attributed to the consistent implementation of school-wide positive behaviour programs to ensure that students feel safe, learning is maximized and students are engaged.

## Financial performance and position

Beaumaris PS completed a successful year with a surplus of \$295,850. Strong parent support resulted in significant locally raised funds through a range of fundraising activities. The funds enabled school improvements such as:

- \* Ongoing maintenance of the oval, shade cloth, grounds and play equipment
- \* The purchase of learning centre resources, literacy, mathematics and science resources, furniture and storage
- \* Transformation of the outdated sandpit area into a natural sand/play outdoor learning space has been completed.
- \* The installation of three large alfresco umbrellas between the end of the SALC and the current Year 2 classroom entry.

- \* The purchase of replas tables and benches for installation around the umbrellas to maximise the space as an outdoor learning area.
- \* The purchase of technology resources: spheros, coding, robotics technology equipment have been purchased.
- \* Upgraded laptops for classroom use
- \* Sound equipment
- \* Line marking materials
- \* Sunscreen for all classrooms

Funds are held in reserve for the new volleyball nets and improvements to the grounds, to be undertaken after the new building works are completed in 2019.

Government grants funded coaching opportunities within the Physical Education and Sport program and the continuation of the Minato Ku Japanese program through the International Division of DET. Equity funding enabled the acquisition of additional resources for the Learning Support Program.

Sound financial management enabled a continued focus on improvements to enrich student learning.




**For more detailed information regarding our school please visit our website at**  
<https://www.beaups.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 562 students were enrolled at this school in 2018, 309 female and 253 male.

5 percent were EAL (English as an Additional Language) students and 0 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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> 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><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





## 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><b>NAPLAN Learning Gain</b> 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-left: auto; margin-right: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>49%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>51%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>63%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>43%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	51%	26%	Numeracy	19%	49%	31%	Writing	25%	51%	24%	Spelling	13%	63%	24%	Grammar and Punctuation	34%	43%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	51%	26%																							
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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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	93 %	92 %	94 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	93 %	92 %	94 %	92 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,991,878	High Yield Investment Account	\$225,047
Government Provided DET Grants	\$460,225	Official Account	\$19,258
Government Grants Commonwealth	\$5,100	Other Accounts	\$333,369
Government Grants State	\$16,003	<b>Total Funds Available</b>	<b>\$577,674</b>
Revenue Other	\$21,772		
Locally Raised Funds	\$703,170		
<b>Total Operating Revenue</b>	<b>\$5,198,148</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$6,998		
<b>Equity Total</b>	<b>\$6,998</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,739,112	Operating Reserve	\$178,582
Books & Publications	\$7,574	Other Recurrent Expenditure	\$3,546
Communication Costs	\$8,686	Funds Received in Advance	\$22,104
Consumables	\$104,827	School Based Programs	\$36,906
Miscellaneous Expense <sup>3</sup>	\$409,143	Asset/Equipment Replacement < 12 months	\$15,595
Professional Development	\$77,082	Capital - Buildings/Grounds < 12 months	\$219,000
Property and Equipment Services	\$209,586	Maintenance - Buildings/Grounds < 12 months	\$59,106
Salaries & Allowances <sup>4</sup>	\$169,262	Asset/Equipment Replacement > 12 months	\$41,954
Trading & Fundraising	\$140,100	<b>Total Financial Commitments</b>	<b>\$576,793</b>
Utilities	\$36,927		
<b>Total Operating Expenditure</b>	<b>\$4,902,298</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$295,850</b>		
<b>Asset Acquisitions</b>	<b>\$8,000</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
 (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.  
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

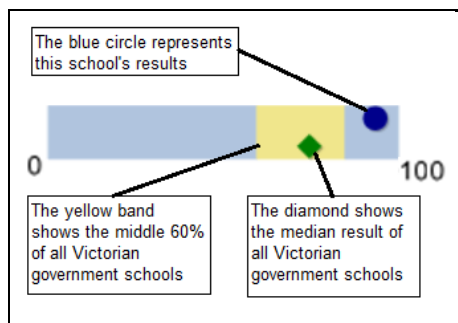
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

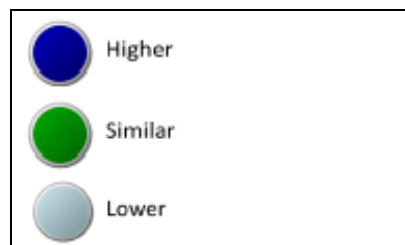


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').