

2019 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).
- 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 13 March 2020 at 12:50 PM by Sheryl Skewes (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 21 April 2020 at 08:43 AM by Bruce Baker (School Council President)

About Our School

School context

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

Our school values 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.

They are:

Respect: Valuing all staff, students, parents and community members

Resilience: Being optimistic, developing perseverance and self-management skills

Responsibility: Being accountable for one's own actions, resolving difficulties in a constructive and peaceful way, and taking care of the environment

Relationships: teamwork and tolerance between all school members

Our vision is to empower our students to become adults who are self-responsible, think critically and who will thrive and make a positive contribution to the world in which they live.

To support the achievement of our vision, our Strategic Plan 2018-2022 includes the following goals:

1. To improve literacy outcomes for all students.

By building consistent practice through embedding our whole school pedagogical model and high impact teaching strategies we will further enable a steady upward trajectory of learner growth.

2. To develop all students as 21st century learners.

There is a growing global focus on the development of learner capabilities and competencies. Through developing 21st century learners we will ensure students have the knowledge and skills to be successful in the modern workforce.

3. To improve Science, Technology, Engineering, Arts and Mathematics (STEAM) outcomes for all students.

The STEAM framework is connected to and supports our focus on developing 21st century learners. Students will develop skills to think scientifically and logically, problem solve and collaborate to create solutions.

Our enrolment in 2019 reached 559 students, comprising of 307 girls and 252 boys. 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. In 2019 the school was organised around 24 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 enrolled at government secondary schools, influenced by the recent opening of nearby Beaumaris SC.

The school leadership consisted of the principal, assistant principal, 1 leading teacher, 1 learning specialist and 2 aspirant leaders. The staff profile included 28 classroom 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, enriches the collective responsibility staff has for the effective operation of this school.

Our learning community provides an environment where students feel safe, valued and included. Students are supported to achieve academic success through the development of a strong sense of personal wellbeing. 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 personalise 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 and 21st century learning design. 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 through the development of an agreed instructional model and are refining our whole school pedagogical model.

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. The school explored the introduction of a BYOD laptop

program using the Microsoft platform in Year 4 and the initiative commenced with parents purchasing the device at the conclusion of the year ready for use by the students at the commencement of 2020.
 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 honour our students, our future.

Framework for Improving Student Outcomes (FISO)

Improvement Priority: Excellence in teaching and learning.

Improvement Initiative: Building practice excellence.

2019 Key Improvement Strategies:

- * Build teacher capacity to analyse data to inform teaching and learning in spelling and writing.
- * Build agency, voice and leadership for all students in their learning.
- * Refine and embed an agreed whole school pedagogical model.
- * Develop curriculum emphases focused on local and global citizenship and 21st century learning priorities through the implementation of the general capabilities.

To support the implementation of the key improvement strategies one substantive leading teacher, one substantive and two acting learning specialists were appointed as professional practice leaders for teachers.

Our final evaluation of our Annual Implementation Plan demonstrated we actioned all key improvement strategies.

Julie Shepherd (Literacy Consultant), Sue Fine (Numeracy Consultant) and Rowena Ulbrick (21st Century Learning Design- 21CLD Consultant) were engaged to enrich professional learning aligned with the key improvement strategies.

Additional professional learning was facilitated by the leadership team and teacher experts.

Teaching teams continued to work collaboratively to prepare detailed planning documents that were shared using an online platform, to facilitate consistency and congruency in the delivery of the curriculum P-6. Teachers continued to improve their use of Student Performance Analyser (SPA) as a tool to record and analyse student achievement across a range of curriculum areas to track and plan for the learning needs of their students.

Teachers implemented Seven Steps and VOICES to further engage students in the writing process and collectively moderated student writing samples P-6.

They worked collaboratively to develop a shared understanding of the effective learning and teaching of spelling underpinned by a whole school spelling scope and sequence supported by the implementation of MSL and structured word inquiry strategies.

Essential Assessment of Mathematics was introduced as an online tool to further assess students' mathematical skills through pre and post tests to highlight areas for focussed teaching and to assess growth.

Each term all students developed, monitored and evaluated personal learning goals to further engage them in their learning. Student led conferences enabled student voice and agency in the learning process and provided an opportunity to share and celebrate their learning progress with their peers, teachers and parents.

We expanded our leadership structure to include Professional Learning Community (PLC) Leaders and Administration Leaders at each year level. We co-created staff norms, values and team protocols as the foundation for our work together.

We commenced the development of our agreed whole school pedagogical model and further embedded our agreed 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.

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 organise opportunities for teachers to learn together, to exchange practice, and to develop and strengthen teaching and assessment approaches to further enhance student learning.

Achievement

Beaumaris PS programs and approaches to teaching and learning are built around high expectations for student learning and a culture that emphasises personalised, interest based learning within a safe, respectful school

environment.

We are committed to continuous improvement through the implementation of effective research based learning and teaching practice. With this in mind teachers participate in ongoing, targeted professional development in situ. Teachers work collaboratively in year levels to plan a differentiated program using fluid groupings in response to differing student needs. Student achievement and progress was measured through the use of a range of assessment tools, moderation of student work samples within and across year levels, teacher judgements against the Victorian Curriculum and student learning gain based on NAPLAN.

Our P-6 student achievement data showed high percentages of students achieved at or above the expected level in English: Reading 96%, Speaking and Listening 98% and Writing 95%.

Our P-6 student achievement data showed high percentages of students achieved at or above the expected level in Mathematics: Measurement and Geometry 97%, Number and Algebra 96% and Statistics and Probability 97%.

Overall, based on teacher judgements of student progress against the Victorian Curriculum, our students achieve well above the state in English and Mathematics as evident in the school and state medians.

Our target of 25% of students achieving high learning gain, based on NAPLAN, was below in Writing (24.6%), Spelling (19.7%), Grammar and Punctuation (24.2%), Reading (23.9%) and Numeracy (20.9%)

Percentages of students achieving medium to high learning gain from Year 3 to 5: Reading 66%, Number 73%, Spelling 68%, Grammar and Punctuation 76% and Writing 73%.

Overall, based on NAPLAN testing in 2019 and with regard to the four year average, the state median indicates the percentage of students in the top three bands in Reading and Numeracy in Years 3 and 5 places the school median well above the state median.

To ensure our student learning outcomes in all areas continued to improve 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 Community Leaders and in collaboration with all teachers and our 21CLD Consultant, Rowena Ulbrick. The implementation of the model in all classrooms will continue to be a focus in 2020.

- applied the reading framework of CAFE, (Comprehension, Accuracy, Fluency and Expanded Vocabulary) in all year levels to improve reading across the school.

- implemented the Seven Steps writing framework in conjunction with Vocabulary, Organization, Ideas, Conventions, Explore Vocabulary and Sentence Fluency (VOICES) which also assisted the consistency of instruction through the school.

- further developed the Spelling Scope and Sequence Framework supported by the implementation of Multi-Sensory Structured language approach (MSL) and structured word inquiry.

- screened all Prep students to determine their individual needs in the area of phonics and phonemic awareness.

- continued to refine our whole school approach to assessment through the use of SPA and the SPA continuum, and introduced Essential Assessments: Mathematics as a whole school assessment and diagnostic tool. Teachers continued to record, track and analyse student achievement data to inform their teaching.

- adhered to whole school planning documents that reflected a differentiated program and the implementation of the agreed whole school instructional model, enriched by the use of high impact teaching strategies.

Engagement

To engage students in their learning Beaumaris Primary School continued to deliver the prescribed curriculum using innovative pedagogical practices that reflect child centred, personalised learning and the needs of 21st century learners.

Teachers engaged in ongoing professional learning, to continue to strengthen their understanding of contemporary learning and teaching practice to ensure learning is stimulating and engaging.

At the commencement of the school year, to strengthen the partnership between home and school and engage parents in their child's schooling, teachers facilitated parent information sessions that explained the curriculum, classroom programs, specialist programs, expectations and routines for each year levels. The presentations were posted on our website for those unable to attend and as an ongoing reference point.

Throughout the year teachers and parents exchanged information about their child's academic, social and emotional needs and progress through ongoing communications via email, phone and at parent/teacher meetings and student led conferences. The classroom program and events at the school are also communicated to the parent community

through year level Statement of Intent and class newsletters via Compass, Stop Press, Facebook and the school website.

A range of procedures and processes were organised to ensure the smooth transition of students into the school, from one year level to the next and into the secondary sector.

To further engage students in school and accommodate the diverse range of interests, students were offered a broad range of extra curricula activities, including a robust school camps and excursions program, including a trip to Japan for senior students, an extensive sport coaching program, Hot Shots Tennis, LEGO Club, Lunchtime Library and student led pop up lunch time activities.

We continued to develop our student leadership model to support student voice, agency and leadership. Authentic roles and responsibilities within the school included a range of Captains roles, Junior School Council, Bullystoppers/Upstanders, Student Action Learning Teams, Play Leaders, Southern FM Radio, the Kids Teaching Kids initiative and the Earlybird Reading program. Our students participated in well-established traditional within-school activities that are embedded in the culture of the school as well as local and broader community events and initiatives. Student achievements were celebrated through classroom affirmations, award presentations at assemblies and in the school newsletter.

To further engage our parent community we organised an inaugural community expo evening that offered parents the opportunity to learn more about the function of School Council, 21st century learning design, student wellbeing data and local community organisations available to families.

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.

To improve school communications the Marketing and Communications Committee undertook an audit of school wide communications strategies and conducted a survey to ascertain parental perceptions and preferences for communication between home and school.

The DET Student Attitudes to School Survey was completed by students in Year 4, 5 and 6. The survey provides information about students' perceptions of school, various aspects of their learning and the learning environment. The percentage of positive endorsement in the AToSS by Years 4,5 and 6 students in the effective teaching practice survey factor for cognitive engagement indicated:

Differentiation: 85% in 2018 to 92% in 2019

Stimulated learning: 83% in 2018 to 88% in 2019

Effective Teaching time: 84% in 2018 to 91% in 2019

Motivation and Interest: 84% in 2018 to 91% in 2019

Self-regulation and Goal Setting: 87% in 2018 to 90% in 2019

Resilience: 81% in 2018 to 85% in 2019

Student Voice and Agency: 69% in 2018 to 77% in 2019.

Wellbeing

Throughout the year, to promote student wellbeing, we continued to offer opportunities for teachers, students and their families to develop a sense of inclusion, belonging and connectedness to Beaumaris Primary.

In 2019 we continued to maintain a strong focus on student resilience and wellbeing. As mentioned, our well-established whole school values underpin our learning community. Each class co-creates classroom norms as the foundation for a respectful, constructive, positive and collaborative classroom environment.

Due to positive feedback, Martin Heppel, co-founder of The Resilience Project, was invited to once again facilitate a parent evening focussed on the power of building resilience and wellbeing. The impact of his key messages was evident throughout the year through affirmations and a school wide classroom program to support the development of resilience and wellbeing.

Our Bully Stoppers team, renamed Upstanders, continued to collaborate with several neighbouring schools with a focus on cyberbullying. Their learnings culminated with the production of a fabulous short film, presented to all students involved in the project and their families at the Dendy Cinema Brighton and all BPS students at a whole school assembly.

Our involvement with "Resilience Youth Australia" also informed our student wellbeing and welfare programs. The student survey data was presented to parents at the Community Expo in July and generated great discussion about

students as they move into adolescence and increasing levels of independence.

The BPS Student Wellbeing and Support Plan continued as a guideline to support and promote acceptable behaviours to enable a safe, inclusive, and orderly school environment.

Teachers continued to use Circle Time to build the students' social/emotional skills, sense of connectedness to school, student voice and agency, and to reinforce our school values.

At the first whole school assembly, the Welcome to Country and Smoking Ceremony launched the school year and was well attended by members of the community. Harmony Day highlighted cultural diversity and Day for Daniel promoted strategies to support personal safety. Students revisited the use of eSmart tools and strategies to promote safe online practices further enhanced by a cyber safety presentation to parents by ThinkuKnow.

Student wellbeing programs included the Buddies program encompassing Reading, Digital Technologies, Friendship and Pastoral Care, as well as the Sustainability, Bully Stoppers/Upstanders, Peacemakers and PLAY Leaders programs. Teachers supervised lunch time activities to cater for the needs of those students who prefer a quieter environment.

The leadership team and our teachers facilitated a range of 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 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.

The fourth student alumni gathering was again a big success with ex-students from 2015-2018 reconnecting to share their memories at BPS and the experiences at secondary school.

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 and improvements to school playgrounds.

Many traditional whole school events, committees, clubs, the Year 6 production of Peter Pan Junior and Graduation continued to strengthen school pride.

We offered the Interrelate and student wellbeing programs for senior students and parents.

The DET Student Attitudes to School Survey completed by students in Year 4, 5 and 6 showed the following percentage of student positive responses for:

Connectedness to School (sense of belonging) from 84% in 2018 to 87% in 2019

Sense of inclusion from 88% in 2018 to 94% in 2019

Advocate at School from 89% in 2018 to 93% in 2019

Managing Bullying from 85% in 2018 to 88% in 2019

Respect for Diversity from 83% in 2018 to 87% in 2019.

Financial performance and position

Beaumaris PS completed a successful year in surplus. Strong parent support for and management of a range of fundraising activities resulted in significant locally raised funds. The funds enabled school improvements such as:

- additional features in The Pavilion, including air conditioning in all classrooms, standard and interactive TVs on mobile stands, upgraded sinks, additional pin boards and storage cupboards
- Ongoing maintenance of the trees, shade cloth, grounds and play equipment
- the purchase of learning centre resources, literacy and mathematics resources, furniture and storage
- the purchase of digital technology and STEAM resources: coding and robotics technology equipment, e.g.spheros etc
- the upgrade of laptops for classroom use
- the lease of additional laptops and iPads for classroom use
- line marking for various sports
- a new oven in the canteen
- the purchase of sports uniforms
- subsidising Year 6 Graduation

- subsidising our inaugural Mothers' Day Muffin Morning
- sunscreen and hand sanitiser for all classrooms

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
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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 559 students were enrolled at this school in 2019, 307 female and 252 male.

6 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	85.6	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	78.1	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	96.7	89.7	81.7	95.0	Similar
Mathematics	96.5	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	93.2	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	78.1	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	74.7	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	73.3	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	84.8	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	84.5	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	82.1	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	74.8	56.3	40.7	71.7	-

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	34.3	41.8	23.9
Numeracy	26.9	52.2	20.9
Writing	27.7	47.7	24.6
Spelling	31.8	48.5	19.7
Grammar and Punctuation	24.2	51.5	24.2

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.0	16.3	13.9	19.4	Similar
Average number of absence days (4 year average)	14.1	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	95	92	92	93	93	93	93

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.4	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	83.4	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.6	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	84.8	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$4,154,530
Government Provided DET Grants	\$463,158
Government Grants Commonwealth	\$49,774
Government Grants State	\$0
Revenue Other	\$12,795
Locally Raised Funds	\$886,288
Capital Grants	\$0
Total Operating Revenue	\$5,566,545

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,389
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,389

Expenditure	Actual
Student Resource Package ²	\$3,868,868
Adjustments	\$0
Books & Publications	\$8,502
Communication Costs	\$7,805
Consumables	\$74,948
Miscellaneous Expense ³	\$574,589
Professional Development	\$34,708
Property and Equipment Services	\$221,846
Salaries & Allowances ⁴	\$207,862
Trading & Fundraising	\$165,616
Travel & Subsistence	\$3,746
Utilities	\$39,776
Total Operating Expenditure	\$5,208,265
Net Operating Surplus/-Deficit	\$358,280
Asset Acquisitions	\$199,869

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$428,617
Official Account	\$28,754
Other Accounts	\$42,837
Total Funds Available	\$500,209

Financial Commitments	Actual
Operating Reserve	\$205,475
Other Recurrent Expenditure	\$7,577
Provision Accounts	\$0
Funds Received in Advance	\$129,814
School Based Programs	\$102,748
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$27,390
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$29,091
Asset/Equipment Replacement > 12 months	\$15,717
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$818
Total Financial Commitments	\$518,631

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').