

# 2018 Annual Report to The School Community



School Name: Balwyn Primary School (1026)



- 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 09 April 2019 at 12:51 PM by Patricia Manicom  
(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 23 April 2019 at 03:47 PM by Chris Williams  
(School Council President)

## About Our School

### School context

Balwyn Primary School (BPS) is located 10 kilometres east of Melbourne in the leafy suburb of Balwyn.

At Balwyn Primary, we provide educational excellence through vibrant teaching and stimulating learning programs in an affirming, supportive and inclusive environment. We provide a developmental curriculum within a multi-age structure; one that is differentiated, challenging, authentic and innovative. Our Vision "Nurturing global citizens for personal success in an ever changing world" and our motto "Aim High" articulate our commitment to developing in our students a love of learning, strong communication skills, the ability to be responsible, creative and critical thinkers and to be socially connected and resilient. Our values of Responsibility, Respect, Integrity, Belonging and Empathy form the basis of our learning.

The developmental nature of our Literacy and Numeracy programs ensures that essential skills are taught as a foundation for success across all learning areas. Design Thinking is authentically embedded into Inquiry. Specialist programs in Visual Arts, LOTE (Mandarin), Health and Physical Education, Music, Reading Recovery, English as an Additional Language (EAL), Enrichment programs and Learning Support are provided.

Our Music program is significant, with every student participating in a choir as well as having an audition choir 'The Balwyn Singers'. In 2018, nine instrumental teachers offered piano, guitar, violin, woodwind and drumkit and over one hundred and twenty students participated in our instrumental program. There were seven ensembles, including three string ensembles: BPS String Ensemble; BPS Senior String Ensemble - for students at Grade 3 Australian Music Examinations Board (AMEB) standard and above; the BPS Senior String Chamber Ensemble - for students at Grade 5 AMEB standard and above; two guitar ensembles; a woodwind ensemble and our Music Enrichment Orchestra. Our ensembles performed at a number of eisteddfods, festivals and concerts and the Music Enrichment Orchestra was awarded first place in the Boroondara Eisteddfod. The BPS Senior String Chamber Ensemble were honoured to be invited to play at Government House for the Sister School Welcome Event with our Mandarin guests from our Sister School, Nanjing Baochuan Primary School.

Continuous improvement of student and teacher learning is strongly embedded in our school culture, demonstrated by learning and assessment that is meaningful, rigorous and informed by data. All students are valued and differences are accepted within a supportive school environment, one which promotes self-esteem, collaboration and a strong student voice. Throughout the year, students participate in programs which encourage a sense of community and personal responsibility. Our School Values focus on Respectful Relationships and the five "You Can Do It!" (YCDI!) keys underpin our curriculum and learning and we strive to develop confidence, resilience and independence in our students. Students are supported to apply their thinking in a productive, supportive and relevant learning context. Junior School Councillors are elected annually and Year 6 students have a diverse range of leadership positions to nominate for.

Building teacher capacity through peer learning and professional development is ingrained in school culture. With a strong commitment to learning and professional development, a number of teachers undertook Bastow Institute of Educational Leadership courses in 2018. Our Literacy Leader completed Leading Literacy for Networks F-6, which provided deep pedagogical content knowledge and effective teaching and assessment practices to promote and influence explicit and high-impact Literacy teaching. An Instructional Team Leader successfully completed the 'Create: Middle Leaders' leadership course, a 12 month program designed to develop leadership capacity, an understanding of data analysis and how to achieve change to improve teaching and learning. The professional learning included a Change Endeavour which was successfully researched and presented at the conclusion of the course.

Two further staff members successfully completed 'Inspire: Local leaders', designed for emerging leaders. This program provided our leaders with the capabilities required for school leadership and developed the knowledge and skills to succeed as a leader. In addition, a Learning Specialist was appointed to mentor, coach and deliver

professional learning across the school.

At February census the school's Student Family Occupation and Education Index (SFOE), which takes into account parents' occupations and education, was 0.0997. The State median was 0.4400.

554 students were enrolled at February census in 2018, inclusive of five international students, with a gender mix of 275 female and 279 male students. 52% of students had English as an Additional Language. Our cultural diversity is acknowledged and celebrated as a strength of our school.

The Staffing Profile included Teaching Class 33.1 full time equivalent (FTE) including 2.1 Principal Class Officers and 1.4 Leading Teachers. In addition there were 6.7 FTE Teaching Support Staff with a total Staffing Profile of 39.8 FTE employees.

The School Staff Survey showed that 85% of staff were positive about school climate, with the State average of all primary schools at 74%.

Our school highly values education as a partnership of students, staff, parents and the local and wider community. Parent participation in classrooms and extra-curricular activities is strongly encouraged and valued.

On the 2018 Parent Opinion Survey, 92% of parents were satisfied with the school overall.

In 2018, BPS celebrated its 150th anniversary. Special celebratory events involving our school community marked this auspicious occasion and the building of a beautiful 'amphitheatre' in the north east corner of the school will serve as a marker for this important milestone.

### **Framework for Improving Student Outcomes (FISO)**

School Strategic Plan goals centred on focusing on maximising student growth across the curriculum with a targeted focus on English and Mathematics, as well as maximising student and organisational resilience.

School Improvement priorities were focused on Excellence in Teaching and Learning, with the improvement initiatives centred on building practice excellence and curriculum planning and assessment. These improvement initiatives were achieved through building teacher and leadership capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment and the refinement of curriculum design, ensuring horizontal and vertical alignment to whole school teaching and learning.

Strategies employed included enhancing curriculum and pedagogical practices by developing an agreed and consistently implemented Instructional model to ensure that the individual learning needs of all individuals were met, developing the leadership capacity of the Teaching and Learning Leaders and the School Improvement Team and building teacher capacity to differentiate teaching to challenge and ensure progress for every student. A stimulating, inclusive, safe and secure learning environment was provided, where students as active learners were encouraged to collaborate, explore and connect with the school and the wider community.

The establishment of a data wall, designed and led by our Leading Teachers and the co-construction of data was developed by all staff. 'Putting faces' on the data promulgated a rich common language for sharing all student progress and promoted professional conversations using the triangulation of student data to inform teaching and learning. Personalising data positively impacted the school culture and most importantly, student teaching and learning.

A strong Peer Learning program and coaching further promoted teacher capacity building and collaboration.

The Professional Practice Days were used effectively in a diverse range of ways from personalising staff learning to whole team professional learning walks, off site visits to colleagues at other schools as well as on site analysis of data and peer observations.

Balwyn Primary School engaged as lead school in the School Improvement Partnerships (SIP) program with partner school Rowville Primary School. The focus centred on the development of the leadership capacity of middle school leaders to lead the development teachers around the Instructional Core of reading and to strengthen knowledge of the relationship between students, teachers and content (Instructional Core) in reading, which included rigorous assessment to inform future teaching and learning. The partnership was heralded a success with high impact gains borne out by clearly articulated success indicators and measures.

Professional learning in Literacy with Critical Friend John Munro challenged and stretched school Middle Leaders in a 'train the trainer' model. Work centred on effective Literacy teaching and learning, which involved students in reading, writing, speaking, listening and viewing experiences to support and extend their literacy learning and skills with the support of rich mentor texts. Comprehension and vocabulary were embedded as the cornerstones and a dialogic approach was embraced as the vehicle.

Extensive work with our FISO group (Beverley Hills PS and Birralelee PS) served as a catalyst for the introduction of Accelerated Reader (AR) and Science Research Associates (SRA) Reading Laboratories. AR required extensive modification of our library and staff used the mid- year break to assist with the re-organisation of the library. Both AR and SRA initiatives were successfully implemented by our Learning Specialist, Literacy Leader and Library Technician. Implementation from Years 3-6 occurred in Term 3 and accountability measures continue to be in place to track student progress.

Our Learning Specialist worked within our learning organisation providing support, mentoring, coaching and professional learning to graduate teachers and colleagues alike.

A published author worked with students of high potential across the school, providing writing opportunities and through our association with Scientists and Mathematicians in Schools, coding enrichment was able to be offered to students in upper primary.

eLearning has continued to be integrated across classroom and specialist classes, utilising school supplied laptops and iPads in addition to Bring Your Own Tablet (BYOT) devices from Years 5 and 6 students. The Digital Technologies curriculum has been implemented with learning activities planned and delivered to all students across the school involving the use of programming, critical and creative thinking and the use of robotics. Extensive work has been undertaken in refining Acceptable Use agreements and managing online services for student use across the school.

2018 NAPLAN Relative Growth data showed a decrease in the number of students making low growth in Reading, with 11.5% in 2018 as opposed to 18.6% in 2017 and low growth in Numeracy decreasing from 11.6% in 2017 to 11.5% in 2018.

Writing relative growth showed a decrease in low growth data from 16.3% to 6.7%.

Relative growth in Numeracy showed that 49.2% of students showed high growth. High growth figures were higher than figures in 2017 (27.9%).

Writing results in 2018 showed that 43.3% of students achieved high growth (31% in 2016 and 37.2% in 2017). 2018 Reading results showed that 41.0% of the school population achieved high growth, with 47.5% achieving medium growth. Results for high growth in Reading for 2017 were just 25.6%.

The school will continue to refine and enhance its curriculum with detailed explicit planning documents, to ensure differentiation of the curriculum. A sustained and targeted focus on Literacy and building teacher leadership capacity in leading Reading and Writing pedagogy and curriculum development will continue to be led by John Munro and further work in 2019 will ensure that momentum is maintained. AR is planned to be extended to include students from Years 1-6 in 2019.

Ongoing work in Professional Learning Teams (PLT) and our rich peer learning program have enabled a culture of high expectations and the sharing of data, teaching strategies and expertise. Innovative use of digital

technologies embedded within the curriculum will continue to challenge and engage students. Teaching will continue to be explicit and targeted at student point of need, informed through ongoing assessment.

## Achievement

In 2018, Balwyn Primary students continued to achieve above State and National Mean Standard (NMS) in NAPLAN.

In Reading, 97.6% of Year 3 students and 97.3% of Year 5 students who sat for NAPLAN performed above the NMS, with 81.9% of Year 3 students and 76% of Year 5 students achieving in the highest two bands. (Year 3: Bands 5 and 6 and Year 5: Bands 7 and 8).

In Writing, 100% of Year 3 students and 100% of Year 5 students who sat NAPLAN performed above the NMS, with 71.1% of Year 3 students and 44% of Year 5 students achieving in the highest two bands.

In Numeracy, 100% of Year 3 students and 100% of Year 5 students who sat NAPLAN performed above NMS, with 76.6% of Year 3 students and 70.7% of Year 5 students performing in the two highest bands. Year 3 student achievement in Reading, Writing, Mathematics, Grammar and Punctuation and Spelling is significantly higher than State mean.

Student relative growth shows that 88.5% of our students are achieving medium or high growth in Reading; 93.3% are achieving medium or high growth in Writing and 88.5% are achieving medium or high growth in Numeracy. Of significance is that 90.3% of students achieved high or medium growth in Spelling in 2018.

With regards to meeting annual targets in increasing the percentage of students within the cohort achieving in the top two bands in NAPLAN, the following achievements are as follows:

Year 3 Reading aimed to increase from 78.5% to 79%. Target exceeded (81.90%)

Year 3 Writing aimed to increase from 78.5% to 79%. Target not met (71.1%)

Year 3 Numeracy aimed to increase from 77.2% to 78%. Target not met (76.6%)

Year 5 Reading aimed to increase from 54.9% to 56%. Target exceeded (76%)

Year 5 Writing aimed to increase from 39.3% to 44%. Target met (44.0%)

Year 5 Numeracy aimed to increase from 56.5% to 58%. Target exceeded (70.7%).

It should be noted that high relative growth (2016-2018) was significantly above state:

Writing: 93.3% of students achieved medium and high growth (State: 25% high growth; BPS 43.3% of students achieved high growth).

Reading: 88.5% of students achieved medium and high growth (State: 25% high growth: BPS 41.0% of students achieved high growth).

Numeracy 88.5% of students achieved medium and high growth (State: 25% high growth; BPS 49.2% of students achieved high growth).

A decrease in the percentage of students achieving low growth on NAPLAN showed that BPS is performing well above State benchmarks in relation to low growth.

Percentage of students achieving low growth in Reading was 11.5% (State: 25%).

Percentage of students achieving low growth in Writing was 6.7% (State: 25%).

Percentage of students achieving low growth in Numeracy was 11.5% (State: 25%).

Our school culture is one of high expectations and continuous improvement of student and teacher learning is ingrained.

Our teachers encourage the development of high self-efficacy in their students through a diverse range of strategies and the provision of an inclusive inquiry based learning environment.

The BYOT program which was successfully implemented in 2016 has continued to run successfully throughout 2018.

We have partnerships beyond our school, with Melbourne University and Deakin University, with pre-service

teacher mentoring provided by BPS teachers.

Design Thinking was implemented across the school through the Inquiry Curriculum during 2016. This rich professional learning provided by NoTosh Consulting continues to impact curriculum design, encourage reflective practice and thinking skills and enhance learner agency.

Strong professional learning with John Munro in Reading (Middle Leaders), whole school professional learning with Lyn Reggett in Reading and Writing (November 2018) and Misty Adoniou in February 2019 will support staff professional learning to influence the next Annual Implementation Plan (AIP).

BPS will continue to work with John Munro in 2019 with a strong focus on a dialogic approach to the teaching of reading. Consistent and whole school practice around the teaching of Reading will be strengthened and refined, building on the progress made and outcomes achieved in 2018. Connections between Reading and Writing in an instructional sense will be further embedded.

A further Learning Specialist has been appointed to mentor, coach and develop teacher capacity in 2019. The Peer learning program will continue in 2019.

Professional Learning Teams will continue to use data to identify areas for next level of learning and build teacher capacity to meet these goals.

Participation in the Professional Learning Community (PLC) Intake 3 Initiative in 2019 will provide invaluable professional learning, access to coaching and mentorship through a PLC Link school, an understanding of methodologies that inform ongoing PLC best practice, as well as access to resources.

## Engagement

Student attendance shows an average attendance rate consistent with the majority of Victorian government schools. Common reasons for absenteeism are cited as extended family holidays and illness.

The school strongly encourages student attendance as this is positively correlated to student outcomes. Regular articles articulating the importance of attendance are placed in the school newsletter.

Average absence days across the school were the lowest at Year 5 level, with an average of 9.7 days and the highest at Year 6, with an average of 13.5 days per student. The percentage of students with 20 or more absence days was 15%, below the results for primary schools with similar characteristics (19%).

The Attitudes to School Survey indicates the positive percentage endorsement for attendance is 93%. The Student Attitudes to School Survey completed annually by Victorian school students in Years 4, 5 and 6, shows that the percentage of positive endorsement for Balwyn Primary School's students from Year 4-6 feeling a sense of connectedness is 86% (with 11% neutral), slightly higher than all Primary Schools (84% positive endorsement).

Community Engagement Meetings took place during the latter part of the year, with members of the Parent, Friends and Teacher Association (PFTA) and School Council discussing opportunities to strengthen community engagement; and the 150th anniversary celebrations provided opportunities for significant engagement with our wider Balwyn community. A highly successful Sister School visit from Baochung Primary School in Nanjing took place in July, promoting global connections for our students, staff and parents.

Student mobility, due to our international student cohort, has continued to highlight the ongoing work needed to ensure that an inclusive and welcoming environment is provided for our students at Balwyn Primary. BPS students' Sense of Inclusion on the Attitudes to School Survey had a Year F-6 positive endorsement of 90%.

Learning enhancement at Balwyn Primary included learning intervention and support programs for students at

risk, as well as extending enrichment opportunities for high potential students, using community experts and developing partnerships with universities.

After school opportunities in Art, Drama, Music Theatre, Sport and Yoga were made available for students during 2018. Every child sang in a choir and the auditioned Balwyn Singers Choir participated in a number of eisteddfods during 2018. The Music Night at Ivanhoe Girls' Grammar was spectacular and the choirs, orchestras and ensembles highlighted the outstanding music Program at BPS. In 2018, nine instrumental teachers offered piano, guitar, violin, woodwind and drumkit and over one hundred and twenty students participated in our instrumental program. There were seven ensembles, including three string ensembles; two guitar ensembles; a woodwind ensemble and our music enrichment orchestra.

Our Student Code of Conduct, Balwyn Values and the five You Can Do It (YCDI!) keys underpin the curriculum and ensure high levels of student engagement, exemplary conduct and positive student wellbeing. Two Teacher Leaders attended training in Respectful Relationships in 2018. The Respectful Relationships whole-school approach recognises that schools are a workplace, a community hub and a place of learning and that everyone involved in our school community deserves to be respected, valued and treated equally. Positive attitudes, behaviours and equality are lived across the school community when classroom learning is reinforced by what is modelled in our school community.

The successful continuation in 2018 of Year 6 leaders across all domains, including the Principal Advisory Leaders (PAL) and the Foundation-Year 6 Junior School Council, supports our strong commitment to student voice and learner agency.

Ongoing newsletter entries highlighting the importance of regular attendance will continue to be published.

## Wellbeing

Our Wellbeing goal was to provide a stimulating, inclusive, safe and secure learning environment, where students are active learners who collaborate, explore and connect with the school and the wider community. Two teacher leaders attended Respectful Relationships professional learning in 2018. They have successfully established a team that is in the process of devising how to implement Respectful Relationships across the school.

Student Attitudes to School Survey % Positive Response Targets were:

Classroom behaviour from 79% to 80%

Data shows achievement of positive responses has exceeded the target of 80%, with an achievement of 82%.

Student Voice from 75% to 80%

Data shows achievement of positive responses did not meet the target of 80%, with an achievement of 76%. Our Year 6 male cohort achieved this target of 80%. Our female cohort (Year 4-6) achieved a positive score of 79% and the Year 4-6 male cohort showed a 74% positive response.

Transitions from 75% to 80%

Data shows achievement of positive responses met the target of 80%, with an achievement of 80%.

Respect for Diversity from 78% to 80%. The target was exceeded at 82%.

The percentage of positive response (strongly agree/agree) in the following component or factors in Attitudes to School Survey showed a strong endorsement in: Attitudes to attendance (93%), Differentiated Learning Challenge (87%), Effort (85%), High expectations for success (95%), Motivation and Interest (87%), Self-regulation and Goal setting (90%), Sense of Inclusion (90%).

The school provides comprehensive transition programs. In 2018, our successful Bright Beginnings program ran earlier in the year, followed by an enhanced whole school transition program with opportunities to facilitate a smooth transition between levels. 2018 Foundation students settled quickly after the multiple transition sessions and buddy program.

A strong emphasis was placed on welcoming our new students and parents and developing positive partnerships.

Students are well prepared for their transition to secondary school, with 54% of our 2018 Year 6 students currently enrolled at Balwyn High. Canterbury Girls' Secondary College, Camberwell High School, Kew High School, Koonung Secondary College, Templestowe College, East Doncaster and Box Hill High School are listed as other Victorian government schools accessed by our students in 2018 for their Year 7 high school placements in 2019. 2018 data shows that 18% of Year 6 students were enrolled to attend Independent schools across six different Independent schools.

Our strong belief is that successful transition requires a structured approach and we are mindful of the importance of ensuring that students have positive experiences in moving from the familiarity of their primary school environment to the less familiar environment of secondary school settings. Our strong Balwyn Values that form the basis for our learning are: Responsibility, Respect, Integrity, Belonging and Empathy. Our Balwyn Values and YCDI! keys are embedded in classroom learning and our school culture. Balwyn Values Keepers Awards are given out to students who demonstrate these values consistently.

A staff member leading the Wellbeing Strategic Plan Team and a colleague attended Respectful Relationships training during 2018. Staff professional learning has taken place on Respectful Relationships and this will extend into 2019. One of our two Strategic Plan goals centered on Health and Wellbeing during 2018 with the Key Improvement Strategy articulating that "we will provide a stimulating, inclusive, safe and secure learning environment, where students are active learners who collaborate, explore and connect with the school and the wider community".

Challenging and extending highly able students, as well as supporting and scaffolding "at risk" learners, are features of Balwyn's differentiated and personalised learning program.

Ongoing work to empower students to manage difficulties and bounce back from adversity has taken place during 2018, with our Wellbeing Leader and Assistant Principal as wellbeing officer continuing their work across the school. Student School Leaders, including the Student Wellbeing Action Team (SWAT) were appointed for the fourth time in 2018.

## **Financial performance and position**

Balwyn Primary School finished 2018 in a strong financial position, having recorded an operating surplus of \$387,071 while making significant investments in both school facilities and programs aimed at enhancing student outcomes.

Excellent parental support was received through voluntary donations and >95% payment of essential items, as well as funds raised by our Parents', Friends' and Teachers' Association.

Major investment using surplus funds brought forward from 2017, including Show Day profit of almost \$50,000, was made in both facilities and programs: an under-utilised garden area was redeveloped into an outdoor open air "Amphitheatre", to be used as a passive/active play and learning space for students (\$103,620); replacement of a junior playground (\$32,430); upgrade of Assembly Hall AV system (\$42,434); a shade sail for the playground area (\$15,869); introduction of literacy resources Accelerated Reader (\$9,500) and SRA (\$15,565); professional development and coaching (\$67,000). Both the learning environment and classroom teaching and learning programs have been greatly enhanced and the school will continue to seek opportunities to develop both



facilities and programs to drive improved educational outcomes.

As a Lead School in the SIP program, targeted funding of \$27,164 was used to engage in powerful professional learning and purchase of literacy resources. Equity funding of \$7,608 was used to provide both staff and materials for students in need and grants from the Australian Sports Commission (tennis coaching) and the Australian Early Development Census (gathering of vital data to inform Foundation teaching programs) delivered valuable experiences for students and information for staff.

A surplus was recorded in the Student Resource Package (SRP) due to sound management of the budget over past years and with the intention of making further investment in staffing to support curriculum development, build leadership capacity, provide modelling of best practice in the use of digital technologies, deliver targeted professional development and coaching, offer additional learning support and implement our Strategic Plan goals.




**For more detailed information regarding our school please visit our website at**  
<https://balwynps.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

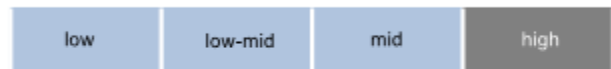
#### Enrolment Profile

A total of 554 students were enrolled at this school in 2018, 275 female and 279 male.

52 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:

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> Higher</p> <p> Higher</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> Higher</p> <p> Higher</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> 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><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>	<p><b>Reading</b></p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="width: 33%;">11 %</td><td style="width: 33%;">48 %</td><td style="width: 33%;">41 %</td></tr> <tr><td style="text-align: center;">Low</td><td style="text-align: center;">Medium</td><td style="text-align: center;">High</td></tr> </table> <p><b>Numeracy</b></p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="width: 33%;">11 %</td><td style="width: 33%;">39 %</td><td style="width: 33%;">49 %</td></tr> <tr><td style="text-align: center;">Low</td><td style="text-align: center;">Medium</td><td style="text-align: center;">High</td></tr> </table> <p><b>Writing</b></p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="width: 33%;">7 %</td><td style="width: 33%;">50 %</td><td style="width: 33%;">43 %</td></tr> <tr><td style="text-align: center;">Low</td><td style="text-align: center;">Medium</td><td style="text-align: center;">High</td></tr> </table> <p><b>Spelling</b></p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="width: 33%;">10 %</td><td style="width: 33%;">39 %</td><td style="width: 33%;">52 %</td></tr> <tr><td style="text-align: center;">Low</td><td style="text-align: center;">Medium</td><td style="text-align: center;">High</td></tr> </table> <p><b>Grammar and Punctuation</b></p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr><td style="width: 33%;">15 %</td><td style="width: 33%;">48 %</td><td style="width: 33%;">37 %</td></tr> <tr><td style="text-align: center;">Low</td><td style="text-align: center;">Medium</td><td style="text-align: center;">High</td></tr> </table>	11 %	48 %	41 %	Low	Medium	High	11 %	39 %	49 %	Low	Medium	High	7 %	50 %	43 %	Low	Medium	High	10 %	39 %	52 %	Low	Medium	High	15 %	48 %	37 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
11 %	48 %	41 %																														
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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 1015 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>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	93 %	94 %	95 %	93 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	93 %	94 %	95 %	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><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	\$4,006,624	High Yield Investment Account	\$31,989
Government Provided DET Grants	\$746,307	Official Account	\$19,375
Government Grants Commonwealth	\$11,324	Other Accounts	\$297,995
Revenue Other	\$18,712	<b>Total Funds Available</b>	<b>\$349,358</b>
Locally Raised Funds	\$825,410		
<b>Total Operating Revenue</b>	<b>\$5,608,377</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$7,608		
<b>Equity Total</b>	<b>\$7,608</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,752,956	Operating Reserve	\$44,197
Books & Publications	\$13,738	Other Recurrent Expenditure	\$41,251
Communication Costs	\$4,635	Provision Accounts	\$18,322
Consumables	\$149,661	Funds Received in Advance	\$54,608
Miscellaneous Expense <sup>3</sup>	\$474,339	School Based Programs	\$67,080
Professional Development	\$24,689	Funds for Committees/Shared Arrangements	\$12,873
Property and Equipment Services	\$334,607	Maintenance - Buildings/Grounds < 12 months	\$51,455
Salaries & Allowances <sup>4</sup>	\$374,911	<b>Total Financial Commitments</b>	<b>\$289,785</b>
Trading & Fundraising	\$53,480		
Travel & Subsistence	\$894		
Utilities	\$37,397		
<b>Total Operating Expenditure</b>	<b>\$5,221,306</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$387,071</b>		
<b>Asset Acquisitions</b>	<b>\$202,255</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)

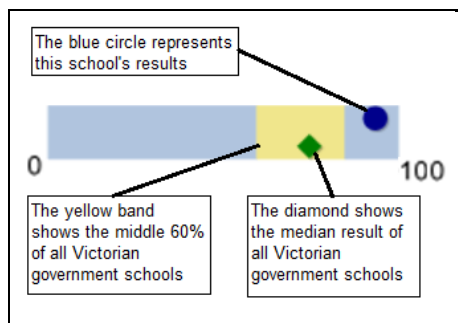
### Engagement

- 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).

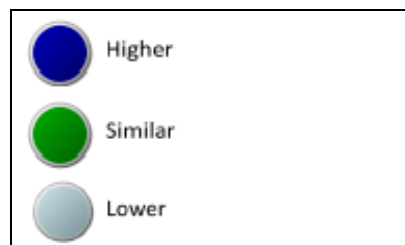


## What does *School Comparison* refer to?

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').