

2019 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).
- 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 23 April 2020 at 01:00 PM by Patricia Manicom (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 24 April 2020 at 09:36 AM 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.

At February census there were 565 student enrolments.

In 2019 our Staffing profile was:

Principal Class: 3.4

Teaching Staff: Leading Teacher: 2.4, Classroom Teacher 2: 14.27, Classroom Teacher 1: 13.2 and Education Support Staff: 7.71

Total 40.98 full time equivalent (FTE).

The school's Student Family Occupation and Education Index (SFOE), which takes into account parents' occupations and education, was 0.0919. The State median was 0.4306.

The School Index of Community Socio-Educational Advantage (ICSEA) was 1173 with the average ICSEA value at 1000.

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 2019, instrumental teachers offered piano, guitar, violin, woodwind and drum and over one hundred and twenty five students learnt instruments at school. Also one hundred and twenty students participated in our ensemble program. There were eight 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; and the Balwyn Chamber Ensemble – for students at Grade 5 AMEB; two guitar ensemble; a woodwind ensemble; Music Enrichment Orchestra and our Balwyn Singers. Our ensembles performed at a number of eisteddfods, festivals and concerts.

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 participated 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 aspirant leaders undertook Bastow Institute of Educational Leadership courses in 2019.

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, two Learning Specialists accessed intensive professional learning and coached, modelled and delivered professional learning across the school.

Framework for Improving Student Outcomes (FISO)

School Strategic Plan goals are centered 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 centered 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 planning, delivery and assessment of the curriculum 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 through a ‘Train the Trainer Model’ where middle leaders engaged in professional learning with John Munro throughout the year and then transferred their new understandings to their Professional Learning Communities (Teams). The use of High Reliability Literacy Teaching Procedures (HRLTP) has also been implemented. Comprehension and vocabulary were embedded as the cornerstones and a dialogic approach was embraced as the vehicle.

Misty Adoniou’s professional learning provided a shift in the way Writing is taught at BPS. Her philosophy of connecting rich texts with literacy teaching has been embedded within teaching practice.

The Dialogic approach was incorporated within Literacy sessions and planners across the school reflect the inclusion of these new approaches. A number of innovative changes have been implemented to the structure of the English planners in line with the change in practice.

The use of a data wall, designed and led by our Leading Teachers in 2018 continued to be developed and the co-construction of data by all staff by ‘putting faces’ on the data promulgated a rich common language for sharing all student progress and promoted professional conversations in 2019. Personalising data positively impacted the school culture and most importantly, student teaching and learning.

A strong Peer Learning program and a 2019 PDP goal relating to peer observations further promoted teacher capacity building and collaboration.

Professional Practice Days were used effectively in a diverse range of ways from personalised 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. The Principal Class engaged in a Community of Practice (CoP) with Balwyn High School, Balwyn North Primary School, Boroondara Park Primary and Greythorn Primary School.

Extensive work with our FISO group (Beverley Hills PS and Birralee PS) allowed for rich opportunities for staff to meet to engage in focused professional conversations and in addition provided a focused opportunity for all staff within the FISO group to collaborate and moderate for consistency.

Our Learning Specialists worked within our learning organisation to provide 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 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 involving the use of programming, critical and creative thinking and the use of robotics planned and delivered to all students across the school.

A consistent set of classroom resources to support Maths teaching was prepared and delivered. Resources have been audited to ensure that they support high level numeracy teaching.

Reading and writing surveys took place at the beginning of the year and end of the year and the data has been analysed by the Learning Specialists.

In assessing the top 2 Bands of NAPLAN Targets based on the School Strategic Plan (SSP) 2021 and 12 month targets, the following data informs our progress for 2019:

Year 3 Reading increased from 81.9% (attained in 2018) to 83%. Annual target of 82% was exceeded.
Year 3 Writing increased from 71.1% (attained in 2018) to 85%. Annual target of 74% was exceeded.
Year 3 Numeracy increased from 76.6% (attained in 2018) to 83%. Annual target of 78% was exceeded.
All Year 3 SSP targets for 2018-2021 and 12 month targets for 2019 have been exceeded in 2019.

Year 5 Reading decreased from 76.0% (attained in 2018) to 68%, however, this percentage exceeded Similar Schools (59%), Network (61%) and State (40%).
Year 5 Writing decreased from 44.0% (attained in 2018) to 38%, however this percentage exceeded Similar Schools(35%), Network (33%) and State (19%).
Year 5 Numeracy increased from 70.7% (attained in 2018) to 71% . This is the highest percentage of students scoring in the top 2 bands in 5 years. In addition this percentage significantly exceeded Similar Schools (59%), Network (56%) and State (32%).

The percentage of students showing high growth on the NAPLAN Relative growth report did not meet the 2019 annual targets.
However, between 2017 and 2019 the percentage of students with high relative gain in NAPLAN Reading was 34% (Similar Schools: 32%), Writing was 42% (Similar Schools: 36%), Numeracy was 22% (Similar Schools: 37%).
Relative growth showing a reduction in the percentage of students achieving low growth did not meet the documented 2019 targets.

78% of students achieved medium or high relative growth in NAPLAN Reading in 2019.
80% of students achieved medium or high relative growth in NAPLAN Writing in 2019.
81% of students achieved medium or high relative growth in NAPLAN Mathematics in 2019.

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 2020 will ensure that momentum is maintained.

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 2019, Balwyn Primary students continued to achieve above Similar Schools, Network and State in NAPLAN.

In Reading, 83% of Year 3 students and 68% of Year 5 students who sat for NAPLAN performed in the top 2 bands. The percentage of top 2 band students in Year 3 and Year 5 Reading exceeded Similar Schools, Network and State. Similar Schools achieved 75% in the top 2 bands in Year 3 and 59% in the top 2 bands in Year 5. Balwyn Primary School's participation rate in NAPLAN was 100%.

In Writing, 85% of Year 3 students and 38% of Year 5 students who sat NAPLAN performed in the top 2 bands. The percentage of top 2 band students in Year 3 and Year 5 Writing exceeded Similar Schools, Network and State. Similar Schools achieved 75% in the top 2 bands in Year 3 and 35% in the top 2 bands in Year 5. Balwyn Primary School's participation rate in NAPLAN was 99%.

In Numeracy, 83% of Year 3 students and 71% of Year 5 students who sat NAPLAN performed in the top 2 bands. The percentage of top 2 band students in Year 3 and Year Numeracy exceeded Similar Schools, Network and State. Similar Schools achieved 68% in the top 2 bands in Year 3 and 59% in the top two bands in Year 5. Balwyn Primary School's participation rate in NAPLAN was 99%.

In Grammar and Punctuation, 90% of Year 3 students and 66% of Year 5 students who sat NAPLAN performed in the top 2 bands. The percentage of top 2 band students in Year 3 and Year 5 Grammar and Punctuation exceeded Similar Schools, Network and State. Similar Schools achieved 79% in the top 2 bands in Year 3 and 59% in the top 2 bands in Year 5. Balwyn Primary School's participation rate in NAPLAN was 99%.

In Spelling, 77% of Year 3 students and 66% of Year 5 students who sat NAPLAN performed in the top 2 bands. The percentage of top 2 band students in Year 3 and Year 5 Spelling exceeded Similar Schools, Network and State. Similar Schools achieved 73% in the top 2 bands in Year 3 and 56% in the top two bands in Year 5. Balwyn Primary School's participation rate in NAPLAN was 100%.

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 Year 5/6 BYOT program which was successfully implemented in 2016 has continued to run successfully throughout 2019.

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) and whole school professional learning with Misty Adoniou in Writing in February 2019 supported staff professional learning.

BPS will continue to work with John Munro in 2020 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 2019. Connections between Reading and Writing in an instructional sense will be further embedded.

A further Learning Specialist was appointed to mentor, coach and develop teacher capacity in 2019. The Peer Learning program will continue in 2020.

Professional Learning Teams will continue to use data to identify areas for the next level of learning and build teacher

capacity to meet these goals.

Participation in the Professional Learning Communities (PLC) Intake 3 Initiative in 2019 provided invaluable professional learning, The PLC action research cycle will continue to be implemented in 2020.

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

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

Average absence days across the school for 2019 were the lowest at Year 3 level, with an average of 11.98 days and the highest at Year 4, with an average of 14.52 days per student. 20 or more absent days for Balwyn Primary students in 2019 was 20%, which was lower than Similar Schools(21%) and State (27%).

The Student Attitudes to School Survey (AToSS) indicates the positive percentage endorsement for attendance is 91%.

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 88% (with 10% neutral), slightly higher than all Primary Schools (84% positive endorsement).

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. BPS students' Sense of Inclusion on the Attitudes to School Survey had a Year F-6 positive endorsement of 88%.

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 2019. Every child sang in a choir and the auditioned Balwyn Singers Choir participated in a number of eisteddfods during 2019. The Music Night at Ivanhoe Girls' Grammar was spectacular and the choirs, orchestras and ensembles highlighted the outstanding music Program at BPS.

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. 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 2019 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.

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.

Our actions included a strong commitment to the following:

- Refining programs and processes that develop the school's values, behaviours and attributes.
- Implementing the Respectful Relationships program using a whole school approach.
- Building and strengthening partnerships with Parents and Carers.
- Continuing to build meaningful home, school, local and global partnerships.
- Engaging in Professional Development to promote staff cohesion and resilience.

Growth on Student Attitudes to School Survey % of Positive Responses Targets and achievements:

Classroom Behaviour from 82% (attained in 2018) was to be equal to or greater than 80% in 2019. The 2019 Overall Primary result was 81% therefore the target of equal to or greater than 80% positive response was exceeded.

Student Voice and Learner Agency from 76% (attained in 2018) was to be equal to or greater than 77% in 2019. The 2019 Overall Primary result was 70% therefore the target of equal to or greater than 77% positive response was not achieved.

Transitions from 80% (attained in 2018) to be equal to or greater than 80% in 2019. The 2019 Overall Primary was 88% therefore the target of equal to or greater than 80% positive response was exceeded.

Respect for Diversity from 82% (attained in 2018) was to be equal to or greater than 80% in 2019. The 2019 Overall Primary was 81% therefore the target of equal to or greater than 80% positive response was exceeded.

The percentage of positive response (strongly agree/agree) in the following component or factors in Attitudes to School Survey showed a strong endorsement in: High expectations for success (94%), Attitudes to attendance (91%), Differentiated Learning Challenge (85%), Effort (86%), Motivation and Interest (86%), Self-regulation and Goal setting (87%).

Teachers have implemented Respectful Relationships across the school. It has been noted that there are some challenges with the YCDI! program and how this works with Respectful Relationships, School Values and the Personal and Social Development curriculum. Ongoing work to address the integration of Respectful Relationships work and the YCDI! Program will continue into 2020.

Specialist teachers completed professional learning on Positive Behaviour for Learning with Sue Johnson from Options DET.

Whole staff professional learning on Wellbeing took place at the outset of 2019 with Tracey Ezard.

Whole staff professional development session on developing norms and classroom behavioural expectations was delivered by Peter Mills.

Growth on the Staff Opinion Survey in the following dimensions for 2019 is as follows:

Teacher collaboration from 77.0% (attained in 2018) was to be equal to or greater than 78% in 2019. The 2019 result was 64% therefore the target of equal to or greater than 78% positive response was not met.

Years of Teaching Experience break down for teacher collaboration shows that:
Staff in the +20 years cohort exceeded the target of equal to or greater than 77% with a 100% positive response.
Staff in the 11-20 years cohort exceeded the target of equal to or greater than 77% with an 83% positive response.
Staff in the 0-10 years cohort did not meet the target of equal to or greater than 77% with a positive response of 56%.

Staff Professional Safety from 59.5% (attained in 2018) was to be equal to or greater than 65%. 2019 result was 54%, with 27% neutral, therefore the target of equal to or greater than 65% positive response was not

met.

Years of Teaching Experience break down for Staff Professional Safety shows that:

Staff in the +20 years cohort exceeded the target of equal to or greater than 65% with a 79% positive response.

Staff in the 11-20 years cohort exceeded the target of equal to or greater than 65% with an 80% positive response.

Staff in the 0-10 years cohort did not meet the target of equal to or greater than 65% with a positive response of 42%. (33% were neutral).

Staff Trust in Colleagues from 75% (attained in 2018) was to be equal to or greater than 77%.

2019 result was 69%, with 19% neutral, therefore the target of equal to or greater than 77% positive response was not met.

Years of Teaching Experience break down for Staff Trust shows that:

Staff in the +20 years cohort did not meet the target of equal to or greater than 77% with a 72% positive response.

Staff in the 11-20 years cohort exceeded the target of equal to or greater than 77% with an 83% positive response.

Staff in the 0-10 years cohort did not meet the target of equal to or greater than 77% with a positive response of 63%.

The school provides comprehensive transition programs. In 2019, our Bright Beginnings program for four year olds ran successfully during the year, followed by an enhanced whole school transition program with opportunities to facilitate a smooth transition between levels. 2019 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 55% of our 2019 Year 6 students currently enrolled at Balwyn High.

Auburn High School, Canterbury Girls' Secondary College, Camberwell High School, Koonung Secondary College, Doncaster High School, Northcote High School and Box Hill High School are listed as other Victorian government schools accessed by our students for their Year 7 high school placements in 2020.

2019 data shows that 31% of Year 6 students were enrolled to attend Independent schools across 15 different Independent schools in Year 7 (2020).

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.

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 2019, 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 fifth time in 2019.

In 2020 a focus will be to aim to facilitate a greater focus on Student Voice and Learner Agency.

A Wellbeing scope and sequence and how it relates to the Personal and Social Development curriculum will be developed.

The relationship between YCDI!, Respectful Relationships and School Values and how they link or work together will be documented.

Student workshops in relation to Restorative Practices, including Restorative Dialogue will be introduced.

The Wellbeing Leader will unpack and identify measures to support and enhance Staff Trust, Staff Professional Safety and Teacher Collaboration in 2020.

Financial performance and position

Balwyn Primary School's strong financial performance in recording an operating surplus of \$403,432 resulted from outstanding parental support and fundraising efforts and a decision to commit funds for continued investment in facilities and staff in 2020. Our PFTA raised almost \$40,000 through general fundraising activities and commission from sales of uniforms and in addition, the biennial Carnival, "Celebrating Cultural Diversity", raised \$50,000 as well as providing a wonderfully inclusive community event for students, parents and local residents. Parent financial support was excellent, with >96% payment for essential learning items, approximately 75% for voluntary items and over \$24,000 of donations. Significant investment was made in school facilities, including landscaping projects to provide active/passive play space for junior students (\$25,000), screening of the 1/2 playground (\$15,000) and developing a design for further improvement of grounds in 2020 (\$3,850); installation of shade sails (\$27,220); and purchase of classroom furniture for an additional 5/6 class (\$11,000). Resources were allocated to support student learning through provision of Learning Intervention, Technical and ICT assistance and a continued investment in professional development, including the use of eminent educationalists Misty Adoniou and Dr John Munro and an increased focus on the collection and use of student data to improve student outcomes. The school's involvement in the Professional Learning Communities (PLC) program, funded by DET, also provided great opportunities for collaboration to drive school improvement. Equity funding of \$8,705 was used to provide both staff and materials for students in need and grants from the Australian Sports Commission (badminton, tennis and basketball coaching), Landcare (composting project) and Telstra (outdoor collaborative seating for STEM outdoor learning) delivered valuable experiences for our students. A surplus was recorded in the SRP due to sound management of the budget over past years and with the intention of future investment in both facilities and staff, including repainting of the administration building, landscaping to provide passive/active play space on the southern boundary, upgrading of lighting to LED, provision of coaching and targeted staff professional development, and a continued focus on peer learning to build capacity. Continued responsible management of resources will enable the school to finance the achievement of its 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.














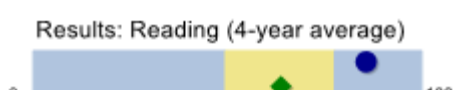




Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 565 students were enrolled at this school in 2019, 288 female and 277 male.</p> <p>54 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Above </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Above </p>		

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>46%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>59%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>36%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>49%</td> <td>39%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>66%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	46%	32%	Numeracy	19%	59%	22%	Writing	20%	36%	44%	Spelling	12%	49%	39%	Grammar and Punctuation	12%	66%	22%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	22%	46%	32%																															
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	94 %	93 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	94 %	93 %	93 %	93 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,212,232	High Yield Investment Account	\$499,470
Government Provided DET Grants	\$589,999	Official Account	\$25,666
Government Grants Commonwealth	\$11,050	Other Accounts	\$13,857
Revenue Other	\$14,901	Total Funds Available	\$538,992
Locally Raised Funds	\$918,560		
Total Operating Revenue	\$5,746,742		
Equity¹			
Equity (Social Disadvantage)	\$8,705		
Equity Total	\$8,705		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,023,389	Operating Reserve	\$208,846
Books & Publications	\$10,130	Other Recurrent Expenditure	\$31,872
Communication Costs	\$8,591	Provision Accounts	\$20,904
Consumables	\$150,106	Funds Received in Advance	\$121,815
Miscellaneous Expense ³	\$474,505	School Based Programs	\$178,694
Professional Development	\$14,941	Funds for Committees/Shared Arrangements	\$31,503
Property and Equipment Services	\$192,269	Asset/Equipment Replacement < 12 months	\$24,192
Salaries & Allowances ⁴	\$356,794	Capital - Buildings/Grounds < 12 months	\$53,113
Trading & Fundraising	\$66,653	Maintenance - Buildings/Grounds < 12 months	\$76,900
Travel & Subsistence	\$756	Total Financial Commitments	\$747,838
Utilities	\$45,173		
Total Operating Expenditure	\$5,343,310		
Net Operating Surplus/-Deficit	\$403,432		
Asset Acquisitions	\$55,615		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

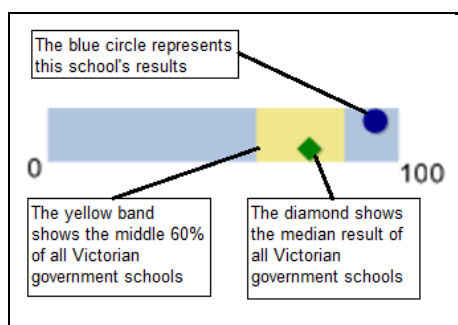
Engagement

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

Wellbeing

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

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

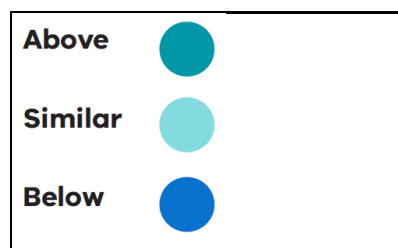


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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