

2019 Annual Report to The School Community



School Name: Cranbourne South Primary School (4755)



- 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 15 April 2020 at 11:14 AM by Monique Corcoran (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 16 April 2020 at 10:49 AM by Jodi PRICE (School Council President)

About Our School

School context

Cranbourne South Primary School (CSPS) endeavours to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing. Our mission is to provide all students with an education they can be proud of by exhibiting confidence and creativity in this complex and ever changing world. We strive to assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals. The 4 values of Positivity, Persistence, Pride and Passion, are our cornerstone.

Cranbourne South Primary School (CSPS) opened in 1956; located in a semi-rural environment approximately 5 kilometres south of Cranbourne. Enrolments continue to be steady and gradually rising with the influx of housing developments in the area from 378 (2018) to 381 (2019).

Cultural connections within the school include 2% Indigenous students and 4% Language other than English (LOTE). Our Student Family Occupation [SFO] Index is 0.4040 and our Student Family Occupation and Education [SFOE] Index is 0.390.

CSPS has 2 Principal Class, 19.6 equivalent full time teaching staff, 13 Education Support Staff, 1 full time Business Manager, 1 full time Office staff, 1 part time Office staff, 1 part time School Data officer (including attendance), 1 part time Daily organisation/ES Team leader, 1 part time First Aid/OHS/Emergency Management leader, 1 part time Social Worker (0.4) and 1 part time Welfare Officer (0.4).

At CSPS, we pride ourselves on distributive leadership; represented by a strong commitment by the School Improvement Team (SIT). The SIT consists of 2 Principal class, 1 Leading Teacher, 1 Learning Specialist, 3 PLT (Professional Learning Team), ADR (Assessment, Data and Reporting) leader and 1 Learning Intervention specialist. We additionally invest in 1 FISO ICT (Information and Communication Technology) and 1 FISO Community Engagement leader.

The class structure is based on a Learning Communities model; Junior (F & 1), Middle (Year 2-4) and Senior (Year 5&6) within partner classroom setups (with the flexibility in majority of spaces to open or close learning spaces). Staff and community's preference is to operate singular classes at each year level unless student numbers necessitate the formation of a multi-age classroom across two year levels. In 2019, CSPS has 16 classes within predominantly a singular class structure. CSPS continues to have a strong focus on teaching the stage of development, not the age of the child, through use of explicit data sources to identify point of need instruction.

Camp Australia provides Outside School Hours Care located in our Multi-Purpose room and is available to all families. Camp Australia has a strong network of support staff who work collaboratively with the school and regularly tailor their program to align with our school events and activities.

Framework for Improving Student Outcomes (FISO)

The 2019 School Review provided an avenue for school wide, deep reflection and evaluation of our FISO approach and commitment across the school. We continuously monitor and analyse school performance relating to academics, student engagement and wellbeing. The School Review was the impetus for explicit celebration and identification of areas for further growth.

Our commitment to the Frameworks for Improving School Outcomes (FISO) is strong as represented in our Annual Implementation Plan (AIP), focusing on the following:

Excellence in Teaching and Learning; making a shift from Evolving to Embedding practices through:

- Development of explicit systems for collaboration, classroom observation and modelling of effective practice.
- Staff Professional Learning (PL) at Curriculum days and weekly meetings, focusing on AIP and Statewide priorities.

- Strengthening of Professional Learning Communities (PLC) protocols to ensure authentic data based conversations focusing on improving student outcomes.
- Strengthened use of school and student data to directly inform curriculum planning including analysing and evaluating school-wide achievement data including NAPLAN verses --
Teacher judgements, Panorama and School Performance reports.
- Review and evaluation of the assessment schedule to ensure formative and summative assessment is current, relevant and consistent in implementation.

Professional Leadership; making a shift from Evolving to Embedding practices through:

- Rigorous and intentional professional conversations correlating AIP priorities with data, including regular monitoring and review of AIP goals.
- Data literacy coaching intentionally incorporated into Leadership and School Improvement Team (SIT) meetings to improve staff capacity.
- Bastow Institute of Educational Leadership training of Learning Specialist, FISO English leader and MS Professional Learning Team (PLT) leader including Leading Excellence in classroom practice, Leading Literacy and PLT.
- High staff collaboration, feedback and collective decision making to ensure whole school agreed upon approaches relative to the Instructional Model (IM), explicit Teaching and -
Learning Structures and School Wide Positive Behaviour Support (SWPBS) model, including the Positive Behaviour Matrix.
- A strong line of sight to the school's goals and targets relative to Professional Development Plans and Professional Practice Days.

Positive Climate for Learning; making a shift from Evolving to Embedding practices through:

- Proactively encouraging student voice through active engagement in the School Review process, leading enrolment tours, presentations at School Council meetings and Capital Works consultation.
- Review and renewed implementation of the annual school leadership application process, to empower student leadership per role clarity and ensuring student representative models are inclusive.
- Student-led assemblies including celebrating student and school achievements in building pride and connectedness to school.
- Strengthening of the school house system and in turn building a strong sense of belonging and connection amongst students.
- Students developing individual learning goals in English and Numeracy relating to VCOP, CAFE and Number strategies through student/teacher conferences.

Community Engagement in Learning; making a shift from Evolving to Embedding practices through:

- Highlighting a culture of high expectations within the school community through Compass, iNewsletter, school website and presentations at assemblies.
- Collaboration with Allied Health services including Windermere, LOOKOUT, SSS, Abacus Learning Centre and SASP to assist students who have additional needs or at the risk of disengagement.
- High volunteer commitment by parents and carers to support the Synthetic Phonics approach in the Junior School Ready Set Go program.
- Community events that are highly represented, for example Foundation Meet & Greet, School Concert, Trivia fundraising night and bi annual Colour Run.
- Strengthened community partnerships through volunteers participating in targeted programs, including the Stephanie Alexander Kitchen Garden.

Achievement

CSPS continues to set high expectations per student achievement and growth. By building leadership and teacher capacity, student academic progress has been possible through the commitment to the following:

- Whole staff collaboration and co creation of the CSPS Instructional Model and supporting Teaching and Learning Structures in the core business areas brings the framework for improving student outcomes (FISO) into the classroom. These create a line of sight between the whole-school improvement approach and classroom practice. The model allows teachers and school leaders to focus on high impact improvement initiatives and drive those initiatives through evidence-based decisions about their teaching and student learning.
- Continued evaluation of program implementation in English and Mathematical 'best practice' and embedding these practices throughout the whole school. This is evidenced by the adaptation of Synthetic Phonics throughout Junior School and implementation in Middle School
- Exploring and implementing new assessment programs such as Essential Assessments to inform teaching and learning
- Continued focus on building teachers' expertise with Cooperative Learning Structures and the principles of explicit instruction in order to impact positively on student learning and teacher effectiveness.

2019 NAPLAN saw some pleasing results per student achievement most noted by the following:

Reading

- Steady increase of students in the middle 2 bands in Year 3 (4%) and notable increase in Year 5 (17%).
- Students making medium to high relative growth (Year 3 - 5), increased by 8%, subsequently a decline of low growth by 8%. We are on our way in achieving the 2022 Strategic Plan target of 75% (2019 - 72%).

Spelling

- Year 5 saw a decline of 14% of students in the bottom 2 bands and an increase of 16% in the middle 2 bands.
- Students making medium to high relative growth (Year 3 - 5), increased by 25%, subsequently a decline of low growth by 25%. The 2022 Strategic Plan target was 65% - we have already achieved 76%.

Writing

- Year 3 saw a significant rise of students in the top 2 bands by 16%.
- Year 5 saw a steady progression of success across the board ie. bottom, middle and top 2 bands,
- Students making medium to high relative growth (Year 3 - 5), increased by 18%, subsequently a decline of low growth by 19%.

Grammar and Punctuation

- Year 3 students saw a decline of 6% of students in the bottom 2 bands and an increase of 23% in the top 2 bands.

Numeracy

- Notable increase of students in the middle 2 bands in Year 3 (17%) and Year 5 (7%).
- Students making medium to high relative growth (Year 3 - 5) increased by 3%. We are steadily working towards the 2022 Strategic Plan target of 75% (2019 - 69%).

We continue to be strongly committed to high NAPLAN results, with emphasis on relative growth from Year 3 to Year 5. All students in the Program for Students with a Disability (officially 21), Out of Home Care, Koorie and areas of 'vulnerability' showed progress at satisfactory levels within their Individual Educational Plans.

Engagement

Cranbourne South Primary school is committed to ensuring a safe, supportive and inclusive learning environment where all students are empowered to embrace their learning.

Student engagement at CSPS focused on the following major elements in 2019.

- Cooperative Learning (CL) as a whole school pedagogical approach to promote the engagement of students in their learning.

CSPS has a commitment to ongoing professional learning in CL and utilises these instructional strategies to promote cooperation and communication in the classroom, boost student student's confidence and retain their interest in classroom interaction.

- School Wide Positive Behaviour Support (SWPBS) framework.

The implementation of the Essential Features within this framework assists with the improvement of social and emotional outcomes for our students. In 2019 the focus is developing a positive behaviour matrix to explicitly teach expectations to students with a focus on a flipped mindset from negative to positive behaviour.

- Student voice, agency and leadership continues to develop strongly evidenced with the Year 6 leaders program, PBSC (Positive Behaviour Support), SET (Sustainability

Environment Team), isea icare dolphin ambassadors and SCC (School Community Captains). The newly formed SRC (School Representative Council) is working on empowering

students to become partners in school decision making whilst contributing to improving our school community. Student leaders are regularly invited to provide reports and feedback

at student/parent workshops, school council meetings and in school tours.

- Whole school House system has been strengthened in 2019 with a focus on promoting student sense of connectedness to house through uplevelling of student led assemblies, house events, house uniform and house spirit.

Relative to 2022 Strategic Plan, 2019 Attitudes to School Survey data (Year 4 - 6) saw the following increases:

- 3% in Student voice and agency

- 8% in Self-regulation and goal setting

The area of significant focus in 2020 will be managing bullying and sense of connectedness. The key drivers for this goal include the strengthening of the SWPBS framework aligned with Cooperative Learning to develop teacher capacity, student social and emotional wellbeing and a greater understanding and support of the home and family environments to combat bullying issues. CSPA has also committed to the Respectful Relationships (DET) program in 2020.

In relation to student absence, 2019 data shows the number of unexplained absences are down to 374 days compared with 771 days in 2018. Early departures and late arrivals reduced from 2723 in 2018 to 1903 in 2019. CSPA absenteeism is slightly above similar schools with students away 20+ days at 31%.

Student non-attendance is addressed through a series of documented procedures including daily monitoring, contacting parents by SMS followed up by a phone call or family meeting if required. Students with high numbers of absences are addressed through a variety of strategies including student support group meetings, communication to families, provision of information and fact sheets, development of student absence learning plans, referral to Student Support Service Officers (SSSO), family services including School Attendance Support Program (SASP) and Department of Education support if required. Students with 100% attendance are rewarded every term with a certificate presented at assembly and a luncheon with the Principal. Students with 100% attendance for the year are invited to a special celebration.

The school prides itself on the breadth and depth of curriculum with specialist programs in STEAM (Science, Technology, Engineering, Arts, Mathematics) and Physical Vibe. The LOTE taught at CSPA is Spanish and is aligned with the STEAM program enabling the students to learn Spanish through an inquiry approach. The Mappen Inquiry model is taught and addresses Science, History, Geography, Civics and Citizenship and The Capabilities. The Hub of the school comprises the Library, Google Studio (ICT) and Multi Purpose centres.

Support programs focus on literacy and numeracy development from the perspective of early intervention, extension and growth. Extracurricular opportunities vary from camps, excursions and in-school activities, swimming and water safety programs, lunchtime clubs, Perceptual Motor Program, intra/interschool sports, school concert, music and instrumentation (through uLearn music), lunchtime clubs to school/community projects.

Wellbeing

Within the FISO area of Positive Climate for Learning, an AIP priority in 2019 is to improve students' sense of wellbeing, safety and interpersonal relationships.

In 2019 our focus is deepening the understanding of our strategic and coordinated approach to supporting student wellbeing by:

- Committing to ongoing trauma based professional learning for staff.
- Undertaking Designated Teacher training (LOOKOUT) for students in Out of Home care
- Continuing a relationship with the Department of Health and Human Services (DHHS), SSSO, LOOKOUT and OZ child as support networks for vulnerable students.
- Implementing restorative practices to assist teachers, students and parents to build, maintain and restore relationships.
- Strengthening Zones of Regulation approach to provide consistent language and practice across the school in supporting student's emotional regulation.
- Conducting regular Student Support Group (SSG) meetings for students funded under the Program for Students with Disabilities (PSD) and vulnerable students.
- Participating in 'National Bullying No Way' day and embedding anti bullying practices.
- Creating and maintaining a compliant Child Safe organisation with regular communication to the school community focusing on Child safe practices.
- Explicit teaching of Positive Behaviours through the SWPBS framework with reference to positive acknowledgement of student behaviour sent to families through Compass.

CSPS has a full time Student Wellbeing program led by part time social workers. Our school is part of the National School Chaplaincy program (NSCP) providing an additional social worker to support the social and emotional needs of our students. It is the role of the school counsellor and social worker to support students and their families to engage in all aspects of school. The school offers an 'Oasis room' for students for the purposes of supporting emotional regulation, sensory tools and an environment for the teaching of social and emotional learning.

CSPS liaises with Allied Health professionals including School Support Services (SSS), LOOKOUT, DHHS, OZ Child Abacus Learning, Gumboots therapy, Windemere and NDIS services including Physiotherapists, Psychologists and Occupational therapists allocated to individual students.

Financial performance and position

Cranbourne South Primary School has continued to allocate resources in line with the Strategic Plan and AIP to enable the achievement of the schools goals and priorities.

A well planned annual income and expenditure budget ensured the school's resources supported educational priorities and goals. Proper accounts and records are kept and internal controls monitored. Financial commitments are met within expected timelines and the school operated as planned within its budget. The School Council are informed of the school's financial position by the Finance Sub Committee monthly report and the distribution of the Finance reports to facilitate the monitoring of the school's finances.

2019 has been a year of continued surplus per workforce planning and meeting AIP priorities. School Funds and Equity Funding has provided the school with options in regard to staffing and resources to enhance student learning. Funds were directed in the following ways:

- Buildings and ground maintenance and facilities upgrades were financially supported with the inclusion of the DET Maintenance Blitz.
- Playground borders and mulch have been installed as a result of the annual playground audit.
- Concrete path has been built to enhance pedestrian access into the school.
- Purchase of purpose furniture and ipad devices to implement and support an explicit STEM program.
- Leadership growth with the addition of a Learning Specialist to support AIP priorities.
- Literacy Support leader in the area of early intervention in reading, spelling and phonics with the addition of a financial priority to support the strategic purchase of literature to support early learning.
- Professional Learning to support FISO priorities

The school received additional sources of funding including two Sporting Schools Grants.

CSPS continues to be supported by the National School Chaplaincy program (NSCP); focusing on supporting the emotional wellbeing of students through the provision of care services and strategies.

CSPS partnership with Cranbourne Rotary resulted in a part donation of \$6000 December 2018, to construct a nature playground in 2019. Due to the upcoming Capital Works construction is delayed until 2020.

CSPS Parent and Friends Association (PFA) focus is on fundraising ventures to update playground equipment and resource new play areas. Construction and implementation of a fundraising plan for future projects will be a major focus in 2020.

For more detailed information regarding our school please visit our website at
<https://www.cranbournesouth.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 380 students were enrolled at this school in 2019, 199 female and 181 male.

4 percent were EAL (English as an Additional Language) students and 2 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).

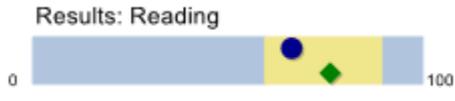
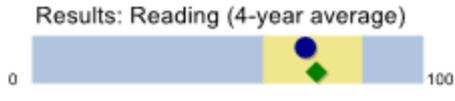
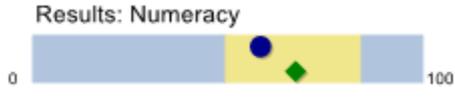
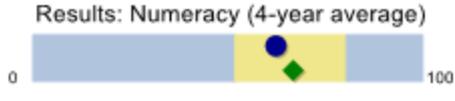
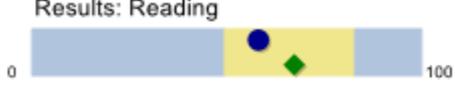
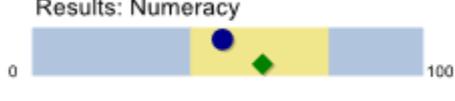
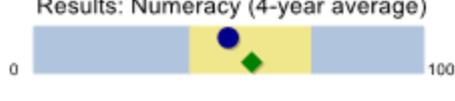
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Performance Summary

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>Below </p> <p>Below </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>Below </p> <p>Below </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>Below </p> <p>Below </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>28%</td> <td>51%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>54%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>45%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>45%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	51%	21%	Numeracy	31%	48%	21%	Writing	19%	54%	27%	Spelling	24%	45%	31%	Grammar and Punctuation	33%	45%	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																															
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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: ◆ 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>Below ●</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>91 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>89 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	90 %	91 %	92 %	89 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	90 %	91 %	92 %	89 %	90 %										

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>Below ●</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>Below ●</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	\$3,242,932	High Yield Investment Account	\$70,408
Government Provided DET Grants	\$389,203	Official Account	\$21,480
Government Grants Commonwealth	\$10,705	Total Funds Available	\$91,887
Revenue Other	\$8,980		
Locally Raised Funds	\$244,898		
Total Operating Revenue	\$3,896,717		
Equity¹			
Equity (Social Disadvantage)	\$56,526		
Equity Total	\$56,526		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,089,792	Operating Reserve	\$91,887
Books & Publications	\$5,241	Total Financial Commitments	\$91,887
Communication Costs	\$5,553		
Consumables	\$79,942		
Miscellaneous Expense ³	\$334,829		
Professional Development	\$14,494		
Property and Equipment Services	\$162,141		
Salaries & Allowances ⁴	\$3,848		
Trading & Fundraising	\$55,870		
Travel & Subsistence	\$2,934		
Utilities	\$32,746		
Total Operating Expenditure	\$3,787,388		
Net Operating Surplus/-Deficit	\$109,329		
Asset Acquisitions	\$0		

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

(2) Student Resource Package Expenditure figures are as of 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)

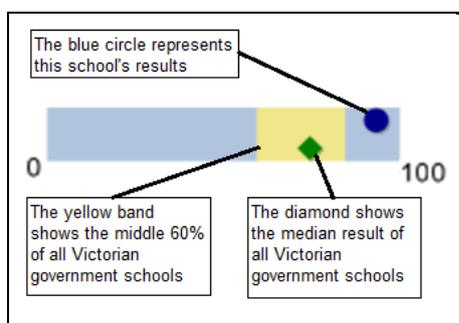
Engagement

- 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').