

2019 Annual Report to The School Community



School Name: Kingsley Park Primary School (5135)



- 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 29 April 2020 at 04:49 PM by Gill Gray (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 01 May 2020 at 10:59 AM by Tanya Davies (School Council President)

About Our School

School context

Kingsley Park Primary School is the hidden gem of the Frankston Bayside area. We are located in the Lakewood Estate of Frankston, approximately 42 kilometres from the centre of Melbourne in the Bayside Peninsula Area. Situated in a semi-bush setting, Kingsley Park has a rural feel with the tree lined grounds and is close to Robinson Reserve. For just over 30 years, the school has served its local community in the long established suburb of Frankston that over the years continues to be a community undergoing demographic change.

At Kingsley Park students are proud of their learning and aim to achieve their best. The school maintains a high focus on structuring differentiated learning programs to cater for the individual learning needs of all students. Teachers personalise learning to maximise student growth in all areas. We strongly believe that working with parents helps our students to achieve their best and highly value community relationships and working with families to make a difference in the lives of our students. We place a large focus on our core values of Respect, Excellence, Resilience, Cooperation and Community combined with our Keys to Learning Success of Resilience, Persistence, Getting Along, Organisation and Confidence. Our school motto is 'Together We Make a Difference'. We are well known in the community to be a friendly, family orientated school providing great student and family support.

Enrolments at the school have had a slight decline to just under 400 with the number of year 6 students entering Secondary College higher than the number of Prep students entering primary school. A small percentage of language groups other than English (EAL) account for 3% of the school population, 2% of students identify as Aboriginal or Torres Strait Islander (ATSI) and 29% (124 students) are identified as disadvantaged or in out of home care. The current Student Family Occupation and Education (SFOE) Index of 0.4467 placing us in the Low-Mid band.

The leadership team is structured to align with the identified school priority areas and includes the school Principal, assistant Principal, two Learning Specialists who oversee Literacy and Numeracy and 4 Module Leaders. Each module of the school is represented by a School Improvement Team (SIT) leader who leads key improvement strategies across the whole cohort as well as improve teacher capacity in best teaching practices across the whole school. The school has continued to operate as a Professional Learning Community (PLC), with teachers working in collaborative Professional Learning Teams (PLTs), and has continued links with six neighboring schools as part of the PLC network. The school employs a team of staff that includes 26.4 full-time equivalent (FTE) teachers and 15 Education Support Staff (ES). The school has a well-established Student Wellbeing Team consisting of our Wellbeing leader, a school employed Speech pathologist and Department of Education (DET) School Support Staff (SSS) as additional support. The team work together to assess the needs of students with additional learning or mental health needs and oversee 17 funded PSD (Program for Students with Disabilities) students. Links are made with other external agencies including State Schools relief to further assist student and family needs including domestic violence.

The school is organised into single classes for Foundation (Prep) and multi-age classrooms in Years 1-6. Our Year 1/2 students are known as the Junior school, our Years 3/4 are the Middle School and Years 5/6 the Senior School. We have a range of specialist areas including; Physical Education (PE), Visual and Performing Arts, Science and Languages other than English (LOTE - AUSLAN). The school also provides opportunities for students to participate in extensive sporting activities, bi-annual school productions, lunchtime clubs and an instrumental music program. A 'bring your own iPad' digital device program operates through Years 3-6, with the school providing additional digital devices for use across the school.

Kingsley Park Primary School has good facilities including a main building with 10 classrooms, art room, administration and a resource centre. 2019 saw a large scale refurbishment of the main building modernising our classrooms and giving the school a warm uplift making it a far more orderly and welcoming environment. Classrooms are divided into Learning Areas for ease of student access and resourcing. We have a multipurpose hall with adjoining science room, music room with additional instrumental teaching spaces and our canteen. The school grounds are attractive with a rural feel and include an artificial turf sports oval, three areas of play equipment, and an amphitheatre that is the site of our annual Christmas night. We are fortunate to have a supportive Kingsley Park Group who actively raised funds to

assist with upgrades to all play equipment areas in 2019.

Kingsley Park community strive to provide a safe, happy and inspiring learning environment for all of our students. There are clear expectations for academic success, behaviour, attendance, participation and leadership. We focus on punctuality and believe that regular attendance is highly important; working together on this is the key. We place a heavy emphasis on the emotional and mental health and wellbeing of all students. We are a Respectful Relationships school with restorative classrooms and approaches and are proactive in our approach to stamping out bullying with annual participation in the National Day of Action against Bullying and Violence. We follow the Restorative approach and maintain respectful relationships with our students and families at all times.

Framework for Improving Student Outcomes (FISO)

The school identified both Literacy and Numeracy as continued priorities for 2019. Our 2018 NAPLAN data indicated that 34% of our students experienced high growth in mathematics, 24% in reading and 26% in writing. In 2019 we kept class sizes to a minimum and targeted small groups of students focussing on reading in particular. We provided professional development for staff in the teaching and assessment of reading and streamlined our assessment practices including moderation across the school. While our Student Survey data is positive, the school identified student voice and agency as an area of focus for the year.

Across the curriculum in all areas of Literacy and Numeracy we embedded the use of our Instructional Model, streamlined assessment practices and created Inquiry Change Challenges to focus on specific areas of Reading, Writing and problem solving in Numeracy. Our Instructional model ensures focussed targeted teaching groups based on assessment with specific learning intentions for groups. Teachers regularly observed others practice and had professional discussions based on improving continuity and consistency across the school. Staff investigated the High Impact Teaching Strategies with a strong focus on feedback. This improved regular conferencing with students in reading and writing and led to students gaining greater understanding of their learning progress and goals. Staff have worked in teams on Inquiry Change Challenges based on data outcomes and refining curriculum and teaching practice to meet student needs. Student Voice and Agency was a key focus that saw us review our Values with the school community, build students' knowledge and understanding of their learning and increase student leadership roles and involvement across the school.

Achievement

Kingsley Park Primary School is very proud of its strong learning programs. Teachers have high expectations of students with increasing academic achievements. This is formalised with the use of researched pedagogy and practice elements that make the most difference to student learning outcomes. Teachers develop strong partnerships with parents in support of their child's education. Parents continue to see the school in a positive light as shown through our Parent Opinion Survey feedback. We continue to engage with parents about teaching practices and their role within their child's education. A review of 2019 saw some of our best results in learning for some time. Year 5 NAPLAN benchmark growth (this is the growth of students from when they sat NAPLAN in Year 3 to their growth in Year 5) results were our most impressive yet. In Reading, Spelling and Numeracy our growth percentage achieved higher than the State, our Bayside Peninsula network and 'similar' category schools. Our Writing growth was equal to State results and higher than our Bayside Peninsula Network and 'similar' schools whilst our Grammar and Punctuation was slightly below State growth, equal to Network and above 'Similar' schools.

Teacher assessments of the Victorian Curriculum in the areas of English and Mathematics show that across Prep-6 our school performs within the range of the middle 60% of Victorian Government Schools. Our Teacher Judgement performance was similar to both 'similar' and the Median of all Government schools in both English and Mathematics,

however, in NAPLAN, we were above 'similar' schools.

In Year 3 NAPLAN, our performance in reading was equal to the State median whilst Numeracy was well above State median. When compared to 'similar' schools, we performed above in both areas. In Year 5 NAPLAN, our performance in Reading was well above the State median whilst Numeracy was on par with State median. When compared to 'similar' schools, our performance was above in both areas. The school is very pleased with the Learning Gain of our students from Year 3 - Year 5 in NAPLAN. The statewide distribution of Learning Gains for all domains is 24% Low Gain, 50% Medium Gain and 25% High Gain. Our High Gain was above 25% for each domain, our Medium Gain was above 50% in each domain except Spelling and our Low Gain was less than 22% in each domain except spelling. We are particularly pleased with our learning growth in Reading, Writing and Grammar and Punctuation and our High Gain in Spelling. Spelling has been identified as our area of greatest need for focus for 2020.

In 2019 we saw the following results in NAPLAN;

Reading - 26.8% High Growth

Numeracy - 27.6% High Growth

Writing - 25% High Growth

Spelling - 27.3% High growth

Grammar and Punctuation - 25.5% High Growth

Our staff have worked laboriously over the past few years to refine and improve their teaching practices ensuring a depth of knowledge of the curriculum, a focus on a consistent Instructional Model and common language across learning areas along with refinement and consistency of assessment across the school. We are pleased to acknowledge that our efforts have had a wonderful impact on our student learning outcomes.

Engagement

In 2019, Student Attendance declined slightly and we don't want it reducing any further. Our student attendance figures were slightly below the State median in 2019, with our performance the same as schools of 'similar' background. All year levels had an average attendance rate of 91% or above. Our highest was our Year 5 students at 93%. In general, our student's attendance at school is exceptional aside from a couple of families who tend to bring the data lower, in particular the same families with continual late arrivals. Our great attendance from most students reflects their close connection to our school and their peers.

The school has maintained a strong focus on regular attendance, punctuality and the community awareness of the direct connection to the attainment of high student learning achievement data and student attendance. Impact graphs are regularly placed in the newsletter and via social media to remind families of the importance of attendance with high attendance from students being rewarded. Parents of students with unexplained absences are contacted on a daily basis to determine the reason for absence. The number of unexplained absences has declined due to this, however, again there are our regular few families who continue to defy the law despite our requests.

Student attendance is highlighted fortnightly via the school newsletter and at assembly. We implemented toast club to assist with punctuality as an incentive for being at school on time, this worked for a few students. We need to increase our rewards for students who arrive on time each day and those with 100% for each term along with class awards to continue to build the positive focus on those who try their best. Individual attendance figures are highlighted with parents through Semester reports on student progress and students with high attendance commended. Parents of students with high absence rates are contacted via phone initially with follow up calls and meetings as needed. Individual Attendance Plans are established with parents to support them with increasing their child's attendance rate.

Wellbeing

Our Student Attitudes to School Survey data was disappointing. Our data over the 12 months declined slightly in Student Connectedness to School causing us to perform slightly below 'similar' schools. However, when it came to Management of Bullying, we increased slightly compared to 2018 and achieved similar to our 'similar' schools comparison. For this reason we had all students complete PIVOT surveys, which are a second form of student opinion survey based on their own classroom area and staff completed a Professional Learning Goal based on their term 2 outcomes. The analysis of the Pivot survey results was an excellent opportunity to have open class discussions about student feelings and attitudes and how they could work together on improving their sense of connectedness and wellbeing at school whilst becoming more accountable for and engaged in their learning. One of the biggest concerns raised from classrooms was students feelings towards a few students who continually disrupt learning time. This allowed for far greater discussion, a review of school values and a review of whole school Restorative Practices so that students felt they were all accountable to the same rules whilst upholding the same values. The vast majority of students highly value their achievement levels and learning time so this was recognised with class discussions on how to improve this and regular check ins. Term 3 survey data saw a vast improvement in the way students were feeling and about how staff felt towards classroom behaviours. As a whole, staff felt the behaviours of the majority of students was excellent. When teachers/staff encouraged a greater accountability with students 'of and to' their learning, students wanted a more productive classroom, creating a win-win for all.

We have improved our PIVOT Student Survey responses after analysing the student survey data and changing practices to make our curriculum more engaging for students whilst targeting their individual needs more efficiently.

We have also included many extra curriculum areas with lunchtime clubs running each term with a variety of activities, music tuition being offered, RACV Challenge and a super Whole School Production. Our Student Leaders hit the ground running with expanding their SRC roles to take on fundraising to work on needs identified within the school through Student Voice and encouraging more frequent active travel to school with their Walk to School Wednesdays. They spent their lunchtimes selling items at the canteen to raise funds that purchased a new toaster for Toast Club and money to secure a new goal post to replace a broken one. Our School Captains were busy planning and working on the recent refurbishment details to showcase our new and improved look throughout the school along with their many other roles including running assemblies along with official events including ANZAC Day and Remembrance Day ceremonies. They entered their ANZAC Day organisation efforts into a Digital technologies competition and won \$500 towards IT equipment across the school. Our school spent the last term in organised chaos while we relocated classes whilst undergoing building works. Students and staff coped extremely well and it allowed us to start 2020 with a brand new look through the school. We have new carpet and paint through the main building and a lovely refurbished Prep learning area. Many of our classrooms were also upgraded with interactive TVs through the year for improved learning opportunities and our promotional videos celebrating our whole school events have become a super success that we have truly enjoyed sharing with you.

Our KPG (Kingsley Parent Group) spent hours working on fundraising efforts that included but was not limited to a very successful Carnival in March and a second Colour Fun Run in November. Over \$16 000 was raised to assist with upgrades to our current Junior and Middle play equipment. We also had successful grant applications including; \$1000 from Bendigo Bank, \$1000 from Woolworths and \$1500 from RealEstate.com (thanks to one of our parents) for work on our Sensory Garden areas, composting and watering systems and a Shade Sail to go over our Senior Play area. We received sponsorship from Frankston City Council with fruit and veg for our gardens, continued our supported work with FoodBank to provide breakfast club foods and assistance packages to families in need and instigated a community deal with Roundabout Café as part of us being on the front of the councils Walk to School Campaign. Many other terrific annual events happened also including our Easter raffle and Bonnet parade, Harmony Day and Book Week fun and our Seniors finished off the year with another successful City Camp and our Middle/Senior Beach program. No wonder we all went into December holidays exhausted but we are back at it and ready to conquer 2020 with continuous improvement.

We strongly encourage two-way communication with our families; if there is a problem, we ask them to share it with us so we can help as an unknown problem is an unsolved problem. We encourage feedback to ensure the best possible community for all. To support and enhance communication, classroom doors are open from 8.30am, 15 minutes prior to learning time for informal chats with parents and for students to be organised and prepared for learning time to begin on time. We utilise school produced newsletters, Sentral and our website for formalised communication, reporting and

updates. Our website and Facebook page are regularly updated and KPTV (Kingsley Park TV show) is also utilised to engage students and their families with important messages and information. Parent involvement in the school is welcomed and encouraged. We have an active School Council and Kingsley Parent Group (KPG) and parent involvement at classroom level.

Transition into our school is offered all year round, catering to our families transitioning in from various areas. School tours are held almost weekly to promote early enrolment to allow for greater transition time for entry to school. Our Step Into prep sessions run for most of term 4 giving our following year Foundation students lots of time to become familiar with the school and routines, promoting early connections and relationships between community and school. Our whole school Transition program in Term 4 allowed teachers to observe student groups, gather assessment data and information ready for the 2020 school year. This also allows teachers and students to begin building relationships with each other.

Financial performance and position

In meeting the Department of Education and Training's (DET) requirements we present a summary of the School Council's financial performance for the 2019 school year and a summary of our financial position for the 2019 school year. Included in our financial performance is the revenue we receive consisting of grants to pay for items such as cleaning, maintenance and minor works, grounds allowances and utilities. Locally raised funds consists of all monies collected for camps, excursions, school based activities, special events, subject contributions and fundraising collections.

Kingsley Park has continued to allocate resources to enable the achievement of the school's goals and priorities. The school has been proactive in utilising resources to enable us to improve learning and teaching in many areas. Property maintenance continues to be a focus of the school due to the size of the school and the age of the buildings. The Finance committee believes it has successfully managed school funds to meet the learning needs of students, whilst providing a range of learning and wellbeing programs and maintenance of the school.

The Financial Position for 2019 shows the funds available as well as the financial commitments for the same period. Overall the school is in a viable position with a small net operating deficit while maintaining programs within the school with slightly reduced enrolments. A well planned annual income and expenditure budget ensured the schools resources supported its educational goals and priorities. Proper accounts and records were kept and internal control measures monitored. The School Council were well informed of the school's financial position by the regular provision of copies of the Finance reports to facilitate their monitoring of the schools finances. Actual revenue and expenditure during 2019 was compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2019 year.

Each year the budget is presented and ratified by School Council. Once approved the budget is then enacted. Finance reports are discussed and ratified at each School Council meeting throughout the year.

The financial position as at 31st December 2019, as indicated by all reconciled bank accounts for Kingsley Park Primary School was \$28 129.




For more detailed information regarding our school please visit our website at
www.kingsleypark.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 398 students were enrolled at this school in 2019, 194 female and 204 male.

3 percent were EAL (English as an Additional Language) students and 3 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).







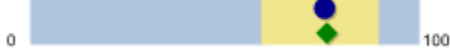
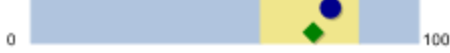






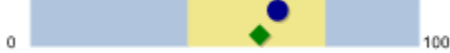



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Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools:  </div> <div> <div>Key:</div> <div> Similar School Comparison  Above  Similar  Below </div> </div> </div>		
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>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar </p> <p>Similar </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: ■		Key: Similar School Comparison ● Above ● Similar ● Below													
Results for this school: ● Median of all Victorian Government Primary Schools: ◆															
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>	<p>Reading</p> <table><tr><th>Low</th><th>Medium</th><th>High</th></tr><tr><td>14 %</td><td>59 %</td><td>27 %</td></tr></table>	Low	Medium	High	14 %	59 %	27 %	<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><tr><th>Low</th><th>Medium</th><th>High</th></tr><tr><td>25 %</td><td>50 %</td><td>25 %</td></tr></table>		Low	Medium	High	25 %	50 %	25 %
	Low	Medium	High												
	14 %	59 %	27 %												
	Low	Medium	High												
	25 %	50 %	25 %												
	<p>Numeracy</p> <table><tr><th>Low</th><th>Medium</th><th>High</th></tr><tr><td>22 %</td><td>50 %</td><td>28 %</td></tr></table>	Low	Medium	High	22 %	50 %	28 %								
	Low	Medium	High												
22 %	50 %	28 %													
<p>Writing</p> <table><tr><th>Low</th><th>Medium</th><th>High</th></tr><tr><td>21 %</td><td>54 %</td><td>25 %</td></tr></table>	Low	Medium	High	21 %	54 %	25 %									
Low	Medium	High													
21 %	54 %	25 %													
<p>Spelling</p> <table><tr><th>Low</th><th>Medium</th><th>High</th></tr><tr><td>31 %</td><td>42 %</td><td>27 %</td></tr></table>	Low	Medium	High	31 %	42 %	27 %									
Low	Medium	High													
31 %	42 %	27 %													
<p>Grammar and Punctuation</p> <table><tr><th>Low</th><th>Medium</th><th>High</th></tr><tr><td>20 %</td><td>55 %</td><td>25 %</td></tr></table>	Low	Medium	High	20 %	55 %	25 %									
Low	Medium	High													
20 %	55 %	25 %													
<p>Statewide Distribution of Learning Gain (all domains)</p>															

Performance Summary

Key:		Range of results for the middle 60% of Victorian Government Primary Schools: 		Key:		Similar School Comparison  Above  Similar  Below																	
Results for this school:  Median of all Victorian Government Primary Schools: 																							
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>Similar </p>																	
<p>Average 2019 attendance rate by year level:</p>		<table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>92 %</td><td>91 %</td><td>92 %</td><td>92 %</td><td>92 %</td><td>93 %</td><td>91 %</td></tr></table>						Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	92 %	92 %	93 %	91 %	<p>Similar school comparison not available</p>	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6																	
92 %	91 %	92 %	92 %	92 %	93 %	91 %																	

Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ </div> <div> <div>Key:</div> <div> Similar School Comparison ● Above ● Similar ● Below </div> </div> </div>		
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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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

Revenue	Actual
Student Resource Package	\$3,448,477
Government Provided DET Grants	\$376,027
Government Grants Commonwealth	\$28,020
Government Grants State	\$5,582
Revenue Other	\$26,147
Locally Raised Funds	\$247,587
Total Operating Revenue	\$4,131,839

Equity¹

Equity (Social Disadvantage)	\$192,066
Equity Total	\$192,066

Expenditure

Student Resource Package ²	\$3,450,639
Books & Publications	\$845
Communication Costs	\$3,633
Consumables	\$71,390
Miscellaneous Expense ³	\$221,246
Professional Development	\$7,177
Property and Equipment Services	\$129,898
Salaries & Allowances ⁴	\$168,376
Trading & Fundraising	\$72,874
Utilities	\$34,962

Total Operating Expenditure	\$4,161,042
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Net Operating Surplus/-Deficit	(\$29,203)
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$17,087
Official Account	\$11,043
Total Funds Available	\$28,129

Financial Commitments

Operating Reserve	\$28,129
Other Recurrent Expenditure	\$2,116
School Based Programs	\$9,000
Funds for Committees/Shared Arrangements	\$2,000
Maintenance - Buildings/Grounds < 12 months	\$15,013
Total Financial Commitments	\$56,259

- (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)

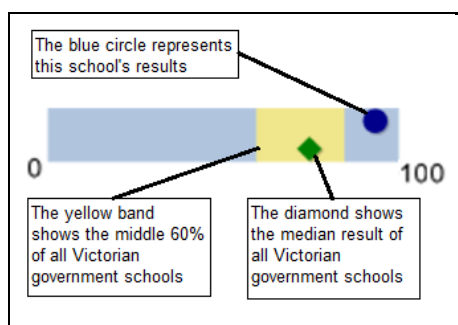
Engagement

- 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).

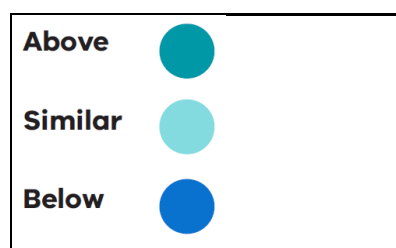


What does *School Comparison* refer to?

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').