

2019 Annual Report to The School Community



School Name: Canadian Lead Primary School (5383)



- 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 30 April 2020 at 09:30 AM by Susan Knight (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 30 April 2020 at 12:35 PM by Sophie Akers (School Council President)

About Our School

School context

Vision: At Canadian Lead Primary School we develop the 'head, heart and hands' of every student. We strive to develop every child's academic, personal and social potential in a safe and supportive school environment. Our aim is for our students to be:

- Engaged in all aspects of school life
- Resilient, kind and happy
- Able to make good choices and a positive contribution to our school community
- To have choices in their future endeavors.

We are committed to developing strong literacy and numeracy skills for all students as these lay the foundation for future learning. We also provide opportunities for students to experience a broad range of curriculum areas. We work closely with our school families to ensure the very best outcomes for our students so they experience success at school and in life.

Values: We promote a positive and healthy approach to learning and life in all members of our school community. The school values underpin all school activities. Team work is a key feature of our school. Our dedicated staff work collaboratively to provide quality and engaging classroom, specialist and extra-curricular activities. Teachers and parents work together to ensure the best possible academic, social and personal learning outcomes for our students.

Canadian Lead's Shared School Values are:

Respect: Looking after ourselves, others and property.

Responsibility: Being reliable, accountable for the things you say and do, contributing to our school community, taking care of the environment.

Excellence: Always doing your very best

Persistence: Never giving up

Canadian Lead's Positive Learning Behaviors provide a shared language to articulate what it means to be successful at school.

Our Positive Learning Behaviors are: Bounce Back; Celebrate My Strengths and Abilities; Manage My Feelings; Try, Try Again; Respect Feelings of Others; Take Pride in What I Do; Work With Change; Work With Others: Am Respectful, Careful and Grateful; Do My Best; Am Prepared; Have a Growth Mindset.

2019 was an incredibly productive year for Canadian Lead Primary School, with the review year an opportunity to reflect on past achievements, celebrate successes and set new directions, building on the hard work put in over the Strategic Plan period 2016 – 2019. Student enrolment sat at 211 at the February census with the steady upward enrolment trend continuing (190 students in 2018; 183 students in 2017). CLPS's SFO (School Family Occupation) in 2019 was .7056 (2018 = .7299, 2017 = .7561) indicating a slight change in the demographic of the school. In 2019, 111 students were equity funded, a slight decrease on 2018 (121).

36 students were enrolled in Foundation at the beginning of 2019, reflecting a continuing positive upward trend in families coming to our school for the start of their child's education (2018 = 28; 2017 = 25). The current size of the school at the beginning of 2020 is 214 students, indicating steady enrolments over 2019/2020.

In 2019, the Leadership team consisted of the Principal, Assistant Principal, Literacy Leader, Learning Specialist and three Professional Learning Community leaders representing each unit within the school (senior, middle, junior). In 2019, the school was organised into ten composite classes to provide room for growing enrolments at all levels of the school. While these composite classes (e.g. Year 4/5/6) allowed us to spread numbers evenly across classrooms, there were some disadvantages to larger ranges in maturity with three year levels in the one class. In 2020 the school has reverted to composite classes of only two year levels (i.e. 5/6, 3/4, 1/2, and F/1). This has been positively embraced by the school community.

Staffing in 2019 reflected an even blend of Classroom Teacher Level 1 and Classroom Teacher Level 2 teachers, with three graduate teachers all completing their Victorian Institute of Teaching registration over 2019 (graduate teachers were the art/music specialist and two part time classroom staff). A long-standing classroom teacher retired at the end of 2019. Mrs. Sullivan was the final teacher to have been a part of the school merger that led to the establishment of Canadian Lead Primary School and this significant milestone, along with her enormous contribution to the school, was acknowledged at the end of 2019.

A significant transition for the school occurred at the end of Term 2 with Principal Mrs. Cameron moving to a new

Principal's role. The Acting Principal for Term 3 was appointed to the substantive position for the beginning of Term 4. Change and transition always provide an extra challenge for schools however they also allow opportunities for new leadership, both for new and existing staff, and new ideas and approaches. A balance of stability and renewal is essential. Contributing to that sense of renewal was the completion of the School Review and creation of a new Strategic Plan (2019– 2023). The self-evaluation and opportunities for staff, parents and students to have input was an important process for the school community and resulted in high levels of engagement and commitment. In 2019, 20 students were funded under the Program for students with disabilities (PSD). The school continued to support and cater for the additional needs of a number of other students who also presented with learning difficulties and challenging behaviors but who did not fulfil funding criteria. Additional support for these students was funded directly from the school's budget to ensure quality teaching and learning for all students. All Out of Home Care students, PDS students and other students requiring additional support or extension have Individual Learning Plans and regular parent/carer meetings. Canadian Lead Primary School has a very strong culture of care, tolerance and inclusion and this is something the wider school community highly values.

Framework for Improving Student Outcomes (FISO)

After careful consideration of our school's data, the school's priority areas for 2019 were:

1. Excellence in Teaching and Learning (Building Practice Excellence)
2. Community Engagement in Learning (Building Communities)

These initiatives were addressed in the following ways:

- Internal expressions of interest for the Learning Specialist and Literacy Leader roles. These leadership roles included time allowances for curriculum support, coaching, mentoring and planning guidance for all units. This ensured consistency within units and across the school.
- Continued implementation of the school's Instructional Model.
- Shared templates for planning, uploaded onto google drive for accountability and access by all staff.
- Revised assessment schedule and ongoing analysis of student learning data.
- Exploration of the High Impact Teacher Strategies.
- Additional time release for peer observations, where staff worked in pairs to observe their colleague or the Learning Specialist, based on the schools Instructional Model and the High Impact Teaching Strategies.
- Professional Learning Community leadership training for five staff members, along with training in the use of the FISO inquiry cycle to improve teaching and learning practice.
- Engagement of Curriculum Consultant Andrea Hillbrick who provided whole school professional learning, coaching, lesson modelling, and essential support to the Learning Specialist and Literacy Leader.
- Use of technology to engage with parents and carers, for example use of the Seesaw app.
- Creation of the CLPS Parents and Carers Guide.
- One Parent-Teacher interview and one Student Led Conference to support written reports.

Achievement

Teacher judgement data showed that at the end of 2019 the following percentages of students were at or above the expected level: Reading 81.8%; Writing 76.7%; Number 84.8%. The 2019 AIP goals of at least 80% of students in all year levels being at or above standard in English and Mathematics were achieved for reading and number. Teacher judgements are made using data from multiple sources, for example commercial tests such as Essential Assessments and classroom based work samples. Teachers engage in moderation where they jointly mark student work to ensure consistency across classes and units. Teacher judgements show CLPS is below the median of all Victorian schools, but similar to and above like-schools. We are striving to move our students above what like-schools achieve and will continue to implement quality learning programs to both support at-risk students and extend higher achievers. While teacher judgments in writing are lower than reading and number, writing continues to show steady improvements, as our NAPLAN relative growth data shows that the highest percentage of students with high growth was in the area of writing (24% compared to 14% in all other curriculum areas). To continue this steady improvement with the aim of bringing the teacher judgment writing percentage up to above 80%, the school will continue to work with Education Consultant Andrea Hillbrick with her work at CLPS focused solely on student writing over 2020. The 2019

AIP goals of having 25% or better in high relative growth were not achieved in reading and number. A focus area continues to be higher percentages of students making low growth in reading and numeracy. Relative Growth data comes from one cohort of students (Year 5) so it can fluctuate from year to year, but it is essential that we focus on growth from Years 3 to 5.

NAPLAN Year 5 reading results were pleasing, and reading results were generally stronger than numeracy. Building a strong foundation in number is crucial and this will be a focus area for 2020.

The school continued to provide a number of intervention programs in 2019 with the Learning Specialist implementing EMU (Early Mathematical Understanding) and ES staff implementing MultiLit programs (Making Up for Lost Time in Literacy). Having individual ES trained is important but to strengthen the support programs, classroom teachers need the same training so they are able to monitor implementation. This will be a focus for 2020. Our school continued to build on the volunteer reading helper program, which supported students at risk in reading or who were unable to read at home. This program promotes wellbeing as well as reading.

Throughout 2019 all students funded under the Program for Student with Disabilities (PSD) continued to have goals and achievement monitored through the creation and review of Individual Learning Plans (ILPs). These ILPs are regularly reviewed during Student Support Group (SSG) meetings in consultation with parents/carers, teachers, Student Support Services (SSS), external professionals working with families and other involved support agencies such as Department of Health and Human Services (DHHS). Student goals can contain or be a combination of academic, social/emotional and behavioural. Over the year due to student movement and application submissions the number of PSD students fluctuated between 22 and 25. The majority of these students achieved their goals with all students having success in at least one or more areas of their ILPs.

Engagement

Student attendance continued to be monitored weekly in dedicated attendance meetings. School data shows CLPS continues to record more absences than expected and this will be a focus area for all staff in 2020, with teaching staff to have a goal around attendance in their own classes. A number of students take extended family holidays and a very small number of students display long-term attendance issues. Weekly attendance meetings focus on timely communication with families based on attendance data over the past month. The Wellbeing Teacher engages with families of students whose attendance is a concern and assistance is given with transport, breakfast and lunch and school uniforms to remove all barriers to attending school. Support agencies are also recommended through this process. The use of the school app for parental communication has also improved accuracy of attendance codes. 2019 absence data shows a higher level of absence than 2018. From 2015 – 2018, data had been trending in a positive direction. In 2019 the Year 4 and Year 6 attendance rates were much lower than all other year levels indicating that these cohorts need additional support with attendance. Additional professional agencies were engaged to support Year 6 students at risk for non-attendance as they transitioned to secondary school. The 2019 AIP goal of CLPS being at the state average for attendance was not achieved. The average number of absent days for the state was 16.33, below the CLPS average of 20.30. However, without Year 4 and Year 6 data, other year levels were much closer to the state average, indicating that this is a goal to continue to strive towards in the future.

A huge variety of programs are offered to engage students and provide support. Twenty students participated in the Bulldogs READ program in 2019 where students read books and published book reviews which are in turn read by Bulldogs football players. Bulldogs READ along with our Young Authors Program are used as extension programs for students at or above standard in literacy. CLPS again participated in the Ballarat Children's Art Awards and our whole school musical The Wizard of Oz performed to a sell-out crowd at the Wendouree Centre for the Performing Arts, which was a wonderful event for the school community and a testament to the quality of the CLPS art and music programs. Our Chinese Academy after-school program continued to grow and two teams of senior students took part in the Energy Breakthrough competition, which involves leadership, creativity and physical fitness. The continuation of our Makerspace club, running each lunchtime in the library and Lunch Club provided support for ten of our students who require additional support in engaging in respectful play during recess and lunch. Sporting schools was once again very popular for students with over a third of the school participating in various after-school sports. In 2019, we again had all of the three original schools (CLPS, Mount Blowhard and Sebastopol) come together to parade our Chinese Dragon, Gum Loong, at the Begonia Festival, keeping the spirit of partnership between the three schools alive. All of these programs along with quality classroom programs including Chinese, PE, art and music, provide an engaging and

supportive school environment designed to ensure all children thrive.

Wellbeing

Parent Opinion Survey data remains strong, with overall data showing CLPS scores close to the median of all Victorian Government schools. The 2019 AIP goals of classroom behaviour and student safety variables to trend upwards was achieved. For example, the four variables going towards Student Safety - Promoting Positive Behavior and Respect for Diversity both had 89% positive endorsement and Experience of Bullying and Managing Bullying both trended positively from 2018 to 2019. Overall, 89% of parents indicated they were satisfied with the school and 93% agreed that the school provided a good standard of education for their child. Teacher Communication, Managing Bullying, School Pride and Confidence, and Physical Environment were the strongest variables on the 2019 survey. Experience of Bullying continues to be something that is scored lower although it improved from 2018 to 2019. This can be an area where parents and community members interpret any issue where students have a clash or disagree as bullying. Correct definitions are essential so that normal childhood social situations where students are learning social skills and make mistakes which they then have to repair, are not defined as bullying. One-off instances of mutual conflict are not defined as bullying. Staff spend class time as required, for example, after recess and lunch working through any social issues raised by students. Teachers explicitly teach Zones of Regulation and Respectful Relationships. Formal classroom meetings are being trialed in 2020, giving students a structured environment to share successes and challenges and to identify common issues and solutions together as a class. All incidents of behavior are followed up by staff using the school's agreed behavior management plan - The Canadian Lead Express - and recorded on our schools central platform – GradeXpert. The School Wide Positive Behavior program continued to acknowledge and reward good choices that students made. In 2020 the use of tokens and individual prizes is being reviewed. Teachers will adapt rewards to focus more on whole class rewards that students themselves select, for example walks, games outside and extra art or PE sessions.

2019 was the schools third year as a Resilience Project school. While the face-to-face sessions are the most engaging aspect of this program, the shared language (gratitude, empathy and mindfulness) keep the school community focused on resilience, what it involves and how to build it. Teachers planned weekly lessons for students using Resilience Project materials. The Kid's Hope mentoring program continued into 2019 and 10 students were matched with a mentor who visited the school for one hour each week. This program has continued to grow and the mentors are an incredibly valuable addition to the school. Students continued to be engaged in social programs such as Harmony Day and No Bullying activities. Over 2019, representatives from Child First continued to work at school to support referrals for families who required additional support. Our involvement with the Smith Family program 'Learning for Life' will begin in 2020, with individual families signed up for ongoing financial and social support to take their child/ren through to the end of secondary school and our school will continue to investigate all avenues for additional support for families as required. Our Wellbeing Teacher (0.4) and Chaplain (0.2) provide essential support to students and their families. The Parents Guide to Canadian Lead Primary School was published in 2019. Having a clearly documented summary of information for parents is an important resource for the school community. Facebook and our school app are also increasingly popular means of communicating with our school community and we will continue to build on these flexible and immediate channels of communication.

Student opinion data in 2019 was slightly lower than similar schools. For the two variables reported on here, data was as follows:

Sense of Connectedness:

Year 4: 78% positive endorsement, (69% 2017, 84% 2018) = trending downwards from 2018

Year 5: 75% positive endorsement (62% 2017, 61% 2018) = trending upwards from 2018

Year 6: 61% (75% 2017, 60% 2018) = steady

Management of Bullying:

Year 4: 83% positive endorsement (77% 2017, 80% 2018) = trending upwards from 2018

Year 5: 69% positive endorsement (70% 2017, 56% 2018) = trending upwards from 2018

Year 6: 58% positive endorsement (74% 2017, 61% 2018) = trending downwards from 2018

Year 6 attitude to school data over all survey variables is much lower than Years 4 and 5. This will be monitored in future surveys. Students can become more negative about school as they become older. The 2019 result may also have been cohort based. Running Year 5/6 classes, weekly classroom meetings, increased opportunities for leadership, more programs targeted to senior students (e.g. use of Reach Foundation in 2020, the bike program Re-

Cranked and preliminary plans for targeted sessions for boys and girls including careers activities) are all plans for increasing SATSS data in 2020.

School staff survey results for the school climate variable (as displayed in this Annual Report) show CLPS staff's percentage of positive endorsement is within the middle 60% of Victorian schools and close to the state median. This is a pleasing result. Within the overall survey, highest scoring variables are Collective Focus on Student Learning, Collective Responsibility, Staff Trust in Colleagues, and Guaranteed and Viable Curriculum. Generally all variables have remained steady over time, however there have been declines in the variables Shielding and Buffering and Academic Emphasis. All teaching and education support staff are able to complete the survey. A decline in Shielding and Buffering can reflect increased demands on teachers and particularly extra parent/carer needs. A decline in Academic Emphasis can sometimes reflect more ES staff completing the survey. We have a high percentage of students with additional needs and goals for these students can be around social skills, confidence, and emotional regulation. The participation rate for 2019 was 74%. Discussion and reflection on the survey questions will take place prior to the 2020 staff survey, with time within teacher and ES meetings dedicated to completing the survey.

Financial performance and position

At Reconciliation of the 2019 credit budget, the school was in surplus of just over \$80,000. This has allowed for an additional classroom in 2020, maintaining smaller composite class sizes across the school and one straight Year 1 class. In 2019 CLPS continued to receive a high level of PSD funding and the school tops up this funding to support complex behaviours and to ensure safety and wellbeing for all students. In 2019 the school secured additional funding for an Inclusive Playground project and this will be installed in 2020 providing a significant boost to the quality of our outdoor space. As a participant of the Sporting Schools grants program the school used these additional funds to run the after-school sports program three nights per week. In 2019 CLPS also transitioned to the use of a professional mowing contractor, ensuring all OHS requirements were met. All equity funds (cash and credit combined) were spent on identified focus areas including building teacher capacity, release for curriculum leaders, use of an external curriculum consultant, additional Education Support staff, and literacy support programs. All equity funds were targeted towards increasing learning growth for all students linked to AIP goals and targets. The school Principal, Business Manager and Finance Committee have maintained a strategic focus on successfully utilising all funds to enhance outcomes for students.

For more detailed information regarding our school please visit our website at

<https://clps.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

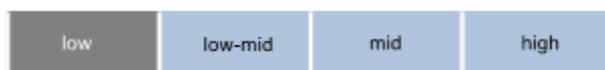
Enrolment Profile

A total of 211 students were enrolled at this school in 2019, 100 female and 111 male.

3 percent were EAL (English as an Additional Language) students and 9 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

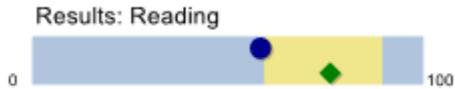
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

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>Similar </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>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>Above </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>45%</td> <td>41%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>48%</td> <td>38%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>43%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>43%</td> <td>43%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>48%</td> <td>38%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	45%	41%	14%	Numeracy	48%	38%	14%	Writing	33%	43%	24%	Spelling	43%	43%	14%	Grammar and Punctuation	48%	38%	14%	<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>	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: ◆ **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 style="text-align: center;">Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; border-collapse: collapse; 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>91 %</td> <td>91 %</td> <td>91 %</td> <td>87 %</td> <td>90 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	91 %	87 %	90 %	87 %	<p style="text-align: center;">Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	91 %	87 %	90 %	87 %										

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>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>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	\$2,321,966	High Yield Investment Account	\$50,603
Government Provided DET Grants	\$520,028	Official Account	\$19,107
Government Grants Commonwealth	\$2,400	Total Funds Available	\$69,711
Government Grants State	\$18,182		
Revenue Other	\$13,758		
Locally Raised Funds	\$104,310		
Total Operating Revenue	\$2,980,644		
Equity¹			
Equity (Social Disadvantage)	\$464,541		
Equity Total	\$464,541		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,242,527	Operating Reserve	\$69,711
Books & Publications	\$2,362	Other Recurrent Expenditure	\$691
Communication Costs	\$10,745	Provision Accounts	\$3,895
Consumables	\$70,491	School Based Programs	\$24,364
Miscellaneous Expense ³	\$119,593	Total Financial Commitments	\$98,661
Professional Development	\$42,046		
Property and Equipment Services	\$126,409		
Salaries & Allowances ⁴	\$175,356		
Trading & Fundraising	\$18,116		
Travel & Subsistence	\$109		
Utilities	\$24,981		
Total Operating Expenditure	\$2,832,733		
Net Operating Surplus/-Deficit	\$147,911		
Asset Acquisitions	\$24,125		

- (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)

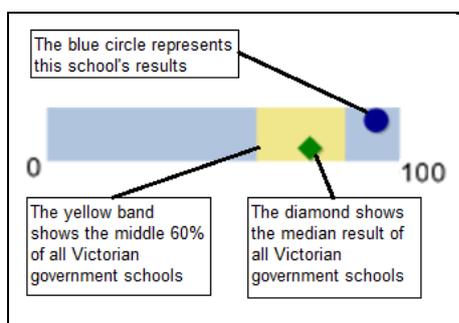
Engagement

- 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').