

2018 Annual Report to The School Community



School Name: Kensington Primary School (2374)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2019 at 01:18 PM by Bridget McLaughlin (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2019 at 03:10 PM by Jonathan Orr (School Council President)

About Our School

School context

Kensington Primary School is situated 4 kilometres from the centre of Melbourne and is one of the oldest school's in Victoria. The school community embraces the diversity of cultures, celebrating the uniqueness of each and every family. Kensington Primary is an inclusive school assisting all students to develop their social and academic capabilities. Just under half of the students are from language backgrounds other than English. We believe that the purpose of Kensington Primary School is to develop the capacity of all students academically and to build strategies to develop socially and emotionally to ensure students become active, responsible members of the community. Our School Vision is to create a safe and caring community who learn and grow together to make a difference for us and the world.

Bridget McLaughlin commenced as substantive principal in 2018 supported by Julie Stephens, Assistant Principal. Rachel Combridge in the role of leading teacher coached a number of teachers in line with professional goals set in their Professional Development Plan to further refine and develop teacher capacity. Rachel also attended weekly planning sessions for teaching teams.

The school had a Student Family Occupation and Education (SFOE) of .2353. Enrolments have remained consistent, with many parent requests for students to be enrolled. In 2018 510 students were enrolled at KPS. As the school is at capacity, an Enrolment Policy has been implemented and communicated to prospective parents. Curriculum programs continued to have an emphasis on meeting students' individual needs through promoting a growth mindset and a personalized approach. All staff members worked with Kath Murdoch an inquiry curriculum consultant in 2018, focused on developing teachers' pedagogical knowledge of an inquiry approach to teaching and learning, so that students are more active learners. The school delivers a quality specialist program consisting of Visual Art, Music, PE and LOTE/Indonesian that complemented the classroom teaching and learning programs.

The school had 2 principal class officers, 26.62 teachers and the equivalent of 5.78 Education Support staff. 3 learning Specialists were employed at the end of 2018, to commence the role in 2019. The Learning Specialists with the Principal and Assistant Principal form the School Improvement Team. 2018 saw a professional relationship established with AMSI (Australian Mathematical and Science Institute) teachers have participated in whole school professional learning, to develop curriculum knowledge and understanding of both formative and summative assessment to inform the developmentally appropriate teaching and learning sequence when teaching mathematics. Two parent information sessions were held by a representative from AMSI, one early in Term 1 after school drop off and another held in Term 2 during the evening, both sessions received positive feedback from our parent community. Staff members at KPS collaborated to examine the Victorian Curriculum, data trends and NAPLAN results to co-construct essential learnings in the domains of mathematics and reading, so that we are implementing a guaranteed and viable curriculum. A focus has continued to develop the capacity of all staff members to be active contributors to a Professional Learning Community. Teachers participated in professional learning sessions with curriculum consultants in the area of inquiry learning - Kath Murdoch, Mathematics - Cassandra Lowry from AMSI, Leonie Dodd - developing trust and collaboration, Kelly Juraniz a regional data coach as well as professional learning in understanding students diagnosed with on the ASD spectrum The Moonee Valley network provided opportunities for teachers to participate in leadership professional learning with 2 members of staff undertaking the Inspire PD. A staff member participated in the CREATE professional learning opportunity to develop leadership, with a focus on driving DET initiatives. Two staff members attended the Moonee Valley Network writing PD focused on engaging and developing a deeper understanding of the content and instructional delivery model for writing. Staff members have worked closely with the DET Privacy Branch to ensure the digital safety of all students at KPS. Kensington Primary undertook a highly successful Strategic Review during term 4.

The high level of community involvement continued in 2018. The Fundraising committee organized a number of well attended and financially profitable events including the major event of a Trivia Night. The cooking and gardening program continued to be extremely well supported by parents /carers. A series of on-site school events such as the Harmony Picnic, Winter Solstice, wood fired pizza oven evening as well as the end of year picnic was well attended and supported by the school community.

In 2018 the teaching and learning area above the library was carpeted, painted with non-functioning sinks and

cupboards removed. The library was also carpeted, unfortunately unearthing a termite infestation which was dealt with immediately. In 2018 mould located in a wall cavity between the male and female staff toilets led to the area being restricted and the installment of port-a-loos. Plumbing issues were a concern with major works being undertaken.

Framework for Improving Student Outcomes (FISO)

ACHIEVEMENT

To improve the learning growth of every student in literacy and numeracy.

An Inquiry Planner was developed with a stronger focus on students' outcomes, instructional practice and student behaviours. The Inquiry Planner has been used to plan Term 1 Inquiry for 2018. During weekly Learning Focused Team (LFT) meetings, professional learning focused on ensuring that HITS strategy 1, Goal Setting, and HITS Strategy 2, Structuring Lessons were planned for and evident. Formative assessment was planned for and implemented across the school to identify student learning needs and to target weekly planning in literacy and numeracy. A targeted focus on student growth was identified and monitored through team planning documents as well as the use of the whole school Data Wall. Peer observations were implemented in 2018, to observe the consistency of practice across the school. A PLC Meeting Template was developed and used across all team meetings. Staff reflections and the staff opinion survey concluded that collaborative meeting time led to a greater understanding of the needs of the cohort with a rigorous focus on data.

In 2018, as result of consultation with staff, grade level Teacher Inquiry Teams replaced the Action Research Teams. The restructure provided more targeted and localised investigations into identified problems of practice, which have had a direct positive impact on teaching and learning. Inquiry teams shared their inquiry investigations with staff each term. Goal Setting - consistent school wide approach to goal setting was developed.

Essential Learning Documents - In 2018 a guaranteed and viable curriculum in numeracy was developed as well as an updated G&V focused on reading essentials. School wide timetables were developed to provide 3 hours non-face to face teaching for year level teams to collaboratively plan teaching, learning and assessment tasks. The school wide timetables were developed to provide 3 hours protected time for year level teams to collaboratively plan teaching, learning and assessment tasks. Teachers use on-going formative assessment and reflect on the Data Wall to examine and discuss the growth and stages of learning for each student. LFT Planning templates have continued to be refined based on teacher feedback on effectiveness as well as addressing cohort needs to guide discussions and planning around the 4 Du Four questions. Teachers participated in professional learning examining the dimensions of FISO as well as the improvement cycle. The FISO continua has been used to monitor where we have collectively placed ourselves reflecting on what we are currently doing and focusing on future goals. Facilitators have participated in reflecting on the FISO continua, discussing what evidence we have to confidently place ourselves at a particular stage. Teachers also participated in numerous meetings to discuss and plot ourselves on the components of the dimensions. Currently there is a good understanding of FISO and the Improvement Cycle, with our next level of work focused on the planning for and application of collaboration, consistent planning for and implementation of HITS with a continued focus on goal setting and feedback. An action for 2019 will be to make the alignment of teacher practice very explicit using visual models of FISO as well as developing an expectation that FISO is consistently referred to. Teachers have investigated our current practices when organising routines and procedures as well as the collection and examination of on-going formative assessment. An audit of the formative assessment practices undertaken at KPS was examined and compared with the Formative Professional Practice Note. There is a need to develop non-negotiable routines and graphic organisers to ensure the collection of formative data as well as the use of formative data during collaborative planning that impacts student's learning. The purpose of goal setting and feedback in relation to formative assessment will also need to be explored creating stronger links between classroom practices and timely assessment. Teachers and students will be asked to regularly reflect on the impact and engagement levels of our teaching and learning programs to ensure that students have a voice to inform teaching and learning. All staff have been involved in the Peer Observation program with feedback being positive. Teachers are working in horizontal and vertical teams to assess student learning. Teaching teams collaborate on a weekly basis with a developing expectation that student work samples and evidence of formative assessment is regularly brought to and reflected upon at planning meetings. There has been an increased awareness as to the purpose of summative work samples as well as on-going formative

assessment. An opportunity for teachers to work across teams has also been factored into the meeting schedule, so that moderation can take place and a growing understanding as to both the horizontal and vertical developmental sequence and content of the Victorian Curriculum is understood. Teachers are providing students with feedback, however, the mode used is predominately verbal. There is a need to further develop teacher's awareness and factor in routines during which both cool and warm feedback is shared and recorded between teacher and student, student and teacher, student and student as well as teacher and teacher. There is also the need to inform our parent community as to the on-going achievements of students and how parents can support the teaching and learning programs. The creation and monitoring of our Data Wall, focusing on F&P reading benchmark levels as well as teacher judgement in mathematics focusing on number, is an on-going representation of where our students are working, identifying students working below, at and above the expected level. Teachers' consistent reflection of the Data Wall during planning as well as the visibility for leadership prompts discussions as to why students are sitting at a particular level, how growth has been achieved as well as questions focused on how teachers have planned for and implemented targeted teaching. Teachers being responsive to the data and actively discussing strategies implemented and reflecting on the impact has led to high growth. Collaboration during PLCs is also key to developing teacher responsiveness and capacity.

Achievement

Teacher Judgement

NAPLAN

2018 NAPLAN results indicate 94.7% of students in year 3 are working at or above level 4 in Reading. Targets set to increase high growth from 17.46 to 20% in Reading has been achieved with an achievement of 29.6%.

2018 NAPLAN results indicate 78.3% of students in year 5 are working at or above band 6 in Reading.

2018 NAPLAN results indicate 86.3% of students in year 3 are working at or above level 4 in Mathematics. Targets set to increase high growth from 14.29 to 20% in Mathematics has been achieved with an achievement of 30.4%.

2018 NAPLAN results indicate 78.3% of students in year 5 are working at or above band 6 in Mathematics. Literacy Learning Intervention - In 2018 Equity money was used to purchase 3 Literacy kits targetting year 1, 2 & 4. A .6 teacher facilitated the program, participating in professional development and visiting schools implementing the program Students identified as not working at the expected level have made considerable growth and have been exited from the program.

Year 3 Numeracy results:

- *Scored higher than State in 32/36 questions
- *Remaining 4 questions within 3 points
- *Mean score slightly less than last year 452 (460)
- *Students completing the test increased 76 (58)

Year 5 Numeracy

- *Scored higher than State in 39/42 questions
- *Remaining 3 questions scored same as the State
- *Mean score higher than previous 10 years 544 (515 in 2017; 505 in 2008)

Professional Learning - AMSI - In 2018 a 2 year contract was begun with AMSI to provide professional development for teachers in the domain of Mathematics. Teachers have worked with the consultant Cassandra Lowry to further develop the capacity to plan for and implement a targeted and developmentally appropriate mathematics program. Teachers have booked Cassandra to assist with planning during professional practice days. The development of a mathematics guaranteed and viable curriculum focused on essential learnings has established a school wide benchmark as to what we need as educators to ensure our students have mastered.

Coaching provided by Leading Teacher and Assistant Principal - In 2018 our leading teacher Rachel Combridge attended planning sessions focused on numeracy and supported both beginning and experienced teachers to set goals and work towards further developing their capacity to differentiate and plan a rigorous curriculum. Julie Stephens, Assistant Principal has coached teachers to further develop capacity.

Coaching of Members of the Leadership Team - Bridget McLaughlin (Principal) has coached members of the Leadership Team, using the GROWTH model to develop capacity to implement and drive change.

Collaborative Planning - In 2018 a continued focus on collaborative planning has been supported by timetabling. Planning is further informed by facilitators who attend a weekly after school meeting with the leadership team to ensure a consistent message is delivered to all teams. A continued focus on the use of the DuFour's questions is a non-negotiable with teachers examining data and work samples to determine the point of need of every student.

Feedback from staff indicate that reading is an area of success, that students have high levels of engagement when reading and that Guided Reading is targeted and yielding good results. The use of Fountas and Pinnel as a school wide consistent assessment tool has also been highlighted as an enabler to catering for the needs of students.

Teachers are actively questioning the disconnection between strong academic results and the downward trend of the ATSS over the last 4 years.

Engagement

Student's level of engagement and the data reflected from the Attitude to School Survey indicates the need to promote voice and agency of students throughout the curriculum and through classroom programs. A dimension of FISO is the empowering of students and building school pride. The vision for developing voice and agency is so that all students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. 2018 saw an increased focus on an inquiry approach to teaching and learning which develops and extends the level of autonomy and power that a student experiences in the learning environment.

Data from the 2018 ATSS suggests growth in the following areas:

- Year 4 Stimulated Learning 64.5 (2017) 78.6 (2018)
- Motivation and interest 68.0 (2017) 71.8 (2018)
- Resilience 42.1 (2017) 63.6 (2018)

- Year 5 - Effective Classroom Behaviour 40.8 (2017) 51.6 (2018)
- Teacher Concern 24.7 (2017) 32.5 (2018)
- Resilience 74.7 (2017) 77.7 (2018)
- Sense of Confidence 60 (2017) 70.4 (2018)
- Respect for Diversity 45.5 (2017) 63.9 (2018)

- Year 6 - Sense of Connectedness 13.5 (2017) - 26.8 (2018)
- Self Regulation and Goal Setting 8.3 (2017) - 20.3 (2018)
- Sense of Confidence 12.4 (2017) - 30.5 (2018)
- Managing Bullying 15.1 (2017) - 30.0 (2018)

Teachers are actively questioning the disconnection between strong academic results and the downward trend of the ATSS over the last 4 years.

Year 4 - Differentiated Learning 69.4 (2017) 44.8 (2018)

Year 5 - Differentiated Learning 15.5 (2017) 14.5 (2018)
 Stimulated Learning 30.7 (2017) 12.5 (2018)
 Motivation and Interest 50.1 (2017) 15.2 (2018)

Year 6 - Differentiated Learning 9.7 (2017) 1.5 (2018)
 Motivation & Interest 30.1 (2017) 12.1 (2018)
 Resilience 50 (2017) 29.4 (2018)

Investigation into the declining Attitude to School Survey data is being investigated. Students have been surveyed both before & after taking the survey in 2018 to develop an understanding of how students interpreted the questions and responses to the outcome of the data. The students sent a strong message when interviewed about being understood as learners as well as being challenged and having a persistent attitude to achieve success. Students in Year 6 in 2018 discussed the challenges of the open plan teaching space and as a result a progression was made to transition back to grades. The examination of data also indicates that there is a decline from Year 4 to 6, this will need to be further explored in 2019. A stronger focus on voice and agency is being developed with staff to create opportunities for students to take action and be involved in their learning.

Wellbeing

A literacy intervention program (language Learning Intervention by Fountas & Pinnell) has been implemented by a .6 teacher to develop the capacity of students reading below the expected level as identified by teacher formative and summative assessments. Most students who participated on the program have bench marked, developing independent reading strategies to promote engagement and an enjoyment of reading. The assistant principal coordinates student wellbeing across the school working closely with all staff, DET professionals including a speech pathologist, educational psychologist, special needs visiting teachers and outside agencies to support the identified learning and wellbeing needs of students. Successful applications through the Program for Students with Disabilities (PSD) has provided additional funds to employ Education Support Aides to support academic growth and wellbeing of students with specific needs. Regular Student Support Group (SSG) meetings for PSD funded students has ensured specific student needs are closely monitored through ILPs and are supported by and actioned both home and school. Student attendance is tracked and monitored daily to ensure student learning is connected and opportunities for social interactions are maximized. A Student Representative Council (SRC) has provided a forum for student voice and agency through the discussion, planning and implementation of student led initiatives including lunchtime clubs such as hall games, Book Week dress up parade and whole school writing competition. Weekly class meetings, timetabled in every classroom have provided an avenue for students to contribute to the decision making processes in their classroom by setting the agenda and putting forward their views, concerns and ideas to problem solve and implement actions. Further opportunities for students to pursue their interests, develop their talents and extend their friendships have included school choirs, instrumental music program, strings group, interschool sport program and associated district competitions and the cooking and gardening program.

Financial performance and position

Kensington Primary allocated Equity funding of \$20124.00 to purchase reading intervention kits to support students identified as working below the expected standard in reading. Kits were purchased for Year 1, 2 and 4 based on student data and specific needs. Kensington Primary received funds for inclusive Education in the amount of \$9800.00, this money was allocated to developing collaborative work spaces for the students. In 2018 KPS applied for an inclusive grant to purchase digital hardware to support integration funded students so that greater inclusion of the daily curriculum is available. Kensington Primary's financial position at the end of 2018 was a surplus which was used to employ 3 learning specialists for 2019. 2018 was a year of maintenance to the buildings of KPS, carpeting and painting was carried out. Plumbing was a major issue with gutters cleaned out box guttering repaired and replaced. Underground drains required blasting due to build up of debris causing

issues with the school's toilets. The fundraising committee targeted funds to be used for the completion of works to the BER hall, which was never completed.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 516 students were enrolled at this school in 2018, 251 female and 265 male.

27 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	76.3	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	57.0	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	94.0	90.1	82.6	95.3	Similar
Mathematics	94.8	91.1	84.0	96.4	Lower

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	94.7	76.5	62.0	89.2	Higher
Year 3	Numeracy (latest year)	86.8	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	78.3	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	78.3	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	94.6	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	86.6	65.7	51.2	80.0	Higher
Year 5	Reading (4 year average)	83.3	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	72.8	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	22.2	48.1	29.6
Numeracy	16.1	53.6	30.4
Writing	14.5	58.2	27.3
Spelling	38.2	52.7	9.1
Grammar and Punctuation	20.0	54.5	25.5

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.3	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	12.5	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	95	93	94	94	92	93	92

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	77.5	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	79.5	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	75.6	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	78.0	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,727,725
Government Provided DET Grants	\$484,595
Government Grants Commonwealth	\$3,200
Government Grants State	\$0
Revenue Other	\$20,280
Locally Raised Funds	\$479,665
Total Operating Revenue	\$4,715,465

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,875
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$39,875

Expenditure	Actual
Student Resource Package ²	\$3,423,484
Adjustments	\$0
Books & Publications	\$2,384
Communication Costs	\$5,656
Consumables	\$108,245
Miscellaneous Expense ³	\$312,805
Professional Development	\$8,755
Property and Equipment Services	\$358,683
Salaries & Allowances ⁴	\$77,430
Trading & Fundraising	\$23,030
Travel & Subsistence	\$139
Utilities	\$36,035
Total Operating Expenditure	\$4,356,647
Net Operating Surplus/-Deficit	\$358,818
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$135,541
Official Account	\$43,031
Other Accounts	\$90,686
Total Funds Available	\$269,258

Financial Commitments	Actual
Operating Reserve	\$128,840
Other Recurrent Expenditure	\$13,066
Provision Accounts	\$0
Funds Received in Advance	\$4,550
School Based Programs	\$3,200
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,681
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$105,922
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$269,258

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

- student attendance and engagement at school, including:
 - 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) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').