

2019 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 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 03:08 PM by Bridget McLaughlin (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 27 July 2020 at 12:29 PM by Jonathan Orr (School Council President)

About Our School

School context

The KPS school vision is to be a safe and caring community who learn and grow together, to make a difference for us and our world. Kensington Primary is a diverse community, which respects the differences each and every family brings to the community. Parents and carers at KPS are supportive and involved in their children's education. Parents/carers regularly attend information sessions focused on areas of the curriculum, as well as reporting evenings. Many parents support the school by being members of the school council or sub-committees as well as assisting in the classroom and supporting specialist areas. The over-arching goal at Kensington Primary is that all students are able to achieve their full potential. It is a school wide expectation that every student will achieve 12 months growth in a year. As a whole school we are focused on developing a culture of consistency and high expectations. As a staff we aim to decrease the variability between classrooms and year levels implementing clearly understood instructional models, instructional practises and assessment practices, as well as shared collaborative professional teaching and learning communities to plan for, deliver and achieve student growth across all curriculum areas. As a professional community of educators we aim to work together to develop teacher capacity, so that a rigorous differentiated program is delivered, informed by data to achieve the standards of the Victorian Curriculum for each and every student. Teachers meet regularly for 3 hours to plan a consistent and informed curriculum. Data is used to inform the point of need for each student.

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.

Bridget McLaughlin was the substantive Principal in 2019 completing her second year in the role supported closely by Julie Stephens, Assistant Principal. Julie is responsible for the integration program and coordinating the education Support Staff as well as supporting the Year 2 team. Kensington Primary employed three learning specialists in 2019 Rachel Gurr, Haylee Horn and Haley Merat. The School Improvement Team met weekly to develop a shared vision and consistency of practice. Rachel Gurr was the Learning Specialist responsible for the Foundation and Year 1 team, Julie Stephens was responsible for the Year 2 team, Haylee Horn was responsible for the Year 3 and 4 team, while Hayley Merat was responsible for the Year 5 and 6 team. All specialist teachers were attached to a team and participate in the on-going professional development focused on the Strategic Plan and Annual Implementation Plan. The staffing profile at Kensington Primary in 2019 consisted of 2 principal class, 2.94 learning specialists , 11.35 Classroom Teacher.

The school had a Student Family Occupation and Education rating (SFOE) of 0.2822 and the School Family Occupation Index is 0.2016. Enrolments have remained consistent, with many parent requests for students to be enrolled. In 2019, 506 students were enrolled at KPS. As the school was at capacity, an Enrolment Policy has been implemented and communicated to prospective parents. We have experienced many requests from families outside our zoned area, which we were unable to accept. Two information evenings were conducted in 2019 for prospective parents, which were very well attended.

Curriculum programs continued to have an emphasis on meeting students' individual needs through promoting a growth mindset and a personalized approach. Two of our learning specialists Hayley Merat and Rachel Gurr commenced the Primary Mathematics and Science Initiative to further support and develop the capacity of all our teaching staff to plan for, deliver and reflect on a rigorous and engaging mathematics program. The aim of the \$27 million dollar initiative is to increase student engagement and achievement in mathematics and science, as well as to increase teacher confidence and capability in teaching mathematics and science. The initiative also aims to increase understanding of Science, technology, Engineering and Mathematics (STEM). Over the two-year commitment, specialists will participate in 20 days of intensive professional learning, delivered by experts in the fields of mathematics, science and STEM education. Both Hayley and Rachel facilitated a successful curriculum day focused

on professional learning in the curriculum domain of mathematics.

Three staff members Julie Stephens, Haylee Horn and Claire McKeown participated in the Leading Literacy Professional Learning program focused on developing a consistent pedagogical knowledge in the curriculum domains of reading and writing. Claire McKeown delivered a curriculum day focused on writing, developing clear expectations as to the genres of narrative and persuasive writing as well as the purpose and use of mentor texts. During 4th term in 2019 the Year 4 teaching team commenced the Accelerated Reading Initiative (ARI) to highlight and develop the skills and understandings of students in the domain of reading. The stretch goals are to support students maintain and further develop their skills and knowledge when reading. The 2019 Year 4 team were supported by Julian Bradford, an Education Improvement Leader from the South Western Region. Julian will continue her work with the Year 5 team in 2020.

Following on from both parent and staff feedback, Kensington Primary has in 2019 undertaken the initial training focused on School Wide Positive Behaviours. SWPB is a whole school approach to creating an environment, which encourages effective learning through the development of a positive, calm and welcoming atmosphere. Positive Behaviour for Learning (PBL) is a comprehensive, integrated whole school approach to student wellbeing and behaviour. PBL is a process that supports school leadership teams to create positive learning environments that enable student learning and wellbeing. During 4th term, Julie Stephens, Elise Andrew and Bridget McLaughlin attended the introductory sessions to develop a consistent understanding and approach to behavioural expectations and appropriate consequences. All staff were part of a curriculum day focused on developing a clear understanding of the initiative and the whole school commitment. A focus of SWPB is the review and commitment to our school values. The staff have collaborated on two of our values, 'Respect' and 'Responsibility', and crafted the beginning of our behaviour matrix. We will ensure that students and families have the opportunity to fully participate in this process. The work of the School Wide Positive Behaviour Team will continue in 2020, supported by Sarah Heaton-Harris, a member of our Year 5 team, as well as Shontal Aiyappan, a regional coach in the area of positive behaviours. The staff at Kensington Primary have continued to develop the protocols, norms and collaborative focus on student outcomes, undertaking further professional learning to develop Professional Learning Communities to implement the Framework for Improving Student Outcomes (FISO) with precision, collaboration and inquiry.

A considerable amount of maintenance has been carried out on the school buildings and grounds. The employment of a maintenance manager has supported with the upkeep and improvement of the buildings and grounds.

Framework for Improving Student Outcomes (FISO)

Goal: To improve the learning growth of every student in Literacy and Numeracy

Building Practice Evidence

Develop and embed evidence-based strategies that support the planning and delivery of effective differentiation to improve student outcomes through a school wide instructional model. (BPE). Teachers will participate in professional learning focused on the function and process of a PLC.

Teachers focused on delivering a consistent instructional model across all domains in 2019. For many teaching teams the focus for the 2019 PDP was to establish a consistent instructional model. The focus for 2020 is to examine and develop the instructional practices. Teachers will be supported by the teaching partners as part of the Teaching Partner component of the 'Differentiated Support for School Improvement (DSSI)' Initiative that will commence in Term 1, 2020 to further refine conferencing and guided reading practices. Teachers focused on the elements of independent reading to ensure a rigorous program to develop student mastery of key skills and understandings. In 2019 curriculum support was provided by two learning specialists undertaking the PMSSI to further develop their capacity to deliver a numeracy program focused on developing independent problem-solving strategies and a growth mindset. Both Hayley Merat and Rachel Gurr have coached individual teachers, supported team planning and delivered a curriculum day focused on teaching mathematics. A whole school focus on open-ended tasks and developing student's understandings of problem-solving strategies has been a whole school focus. Moderation of work samples across year levels took place focused on the developmental sequence of teaching and learning as well as curriculum expectations.

A focus on writing and the further embedding of the writing instructional practises was a focus in 2019. Whole school moderation of writing samples as well as the practices of conferencing, shared, modeled and interactive writing will continue to be embedded in 2020.

On-going formative and summative assessments were undertaken to ensure students embedded decoding and comprehension strategies, and that teachers were supported to teach specific and developmentally appropriate reading comprehension strategies. Fountas & Pinnell reading data was and continues to be displayed on a data wall as evidence for cohort instruction as well as a data set to be used to identify students working well above, at and below the expected levels. Students working 6 months and below the expected level participated in the LLI program. Student's academic growth continued to be examined using a growth matrix, informed by regular indicative data representing the achievement levels of all students mid and at the end of the year. This data will facilitate conversations as to the challenges which may be an obstacle to the student's learning, as well as to what strategies can be implemented to support further growth. Students showing little growth will require targeted support within the classroom, as well as the opportunity for intervention by the LLI intervention specialist teacher.

Building Leadership Teams (BLT)

Increase the capacity of all staff to build consistency of practice to improve student learning outcomes through implementation of a school wide pedagogical model (BLT)

In 2019 three learning specialists were employed to support the professional development of pedagogy and curriculum development. Assistant Principal, Julie Stephens, was also responsible for working with a year level. The Learning Specialists ensured that teachers collaboratively planned, delivering targeted, developmentally appropriate lessons. Through-out collaborative planning there has been a strong focus on the use of both formative and summative data, to examine trends of student growth, and to inform how the curriculum was differentiated to support the learning needs of all students. The construction and use of numeracy, reading and writing data walls focused on examining the range of student achievement, as well as the opportunity to discuss the teaching and learning strategies, which have had a positive impact on student growth. Teachers were involved in the development and professional learning focused on a consistent instructional model across the school and in all curriculum areas. A focus on the planning for common assessment tasks to be moderated in teams and across the whole school was delivered during PLC sessions and whole school professional development. The outcome of the moderation sessions was to further develop the consistency and expectations of the level of understanding demonstrated by the students aligned with the curriculum and developmentally sequenced stages of learning. Teachers, ES staff with Admin staff were involved in professional learning. Teams and the whole staff undertook professional learning focused on an Inquiry approach to learning presented by Kath Murdoch. Teachers participated in whole staff learning focused on the teaching and learning of mathematics and understanding the writing genres of narrative and persuasive texts. All staff members participated in professional learning focused on staff well-being delivered by Maria Ruberto, a clinical psychologist. Teachers have participated in unpacking NAPLAN data, undertaking an item analysis and examining trends and individual student achievement. This data was used to identify students in the Accelerated Reading Initiative for 2020. A regional coach supported teachers to further develop their data literacy. A regional consultant supported teachers with professional learning to better understand the Professional Learning Communities initiative.

Curriculum Planning and Assessment (CPA)

Refine and embed a Guaranteed and Viable curriculum incorporating reading, writing and numeracy that aligns with the Victorian Teaching & Learning outline.

Teachers collaborated on developing a shared document to support the First 20 Days, across all curriculum areas. Teachers worked to ensure students were informed and understood the expectations and routines of every lesson. Teachers planned for students understanding the teachers role and the students role using the framework of the instructional model. Teachers ensured that students understood the expectations of Guided reading, Independent reading, Modeled and Shared writing, and understood the purpose and expectations of conferencing, goal setting and feedback. The development and embedding of the practices was reflected in the development of anchor charts, with the expectation that the visual reminder was/is displayed in every classroom as a reference point. Teachers were supported by the Learning Specialists, Assistant Principal and Principal to understand what is contained in the curriculum and how the curriculum is to be delivered. The purpose of assessment to inform the levels of achievement

mastered by each student was supported by the on-going collection of indicative data, setting of summative assessment tasks, as well as team and whole school moderation. Teachers undertook collaborative discussions to examine what evidence of learning needs to be demonstrated at specific stages. A wondering, which has been presented by teams, is the balance between students achievement with decoding and comprehension levels. This will be a focus in 2020.

Achievement

Teachers have provided indicative data prior to Semester reports to support the analysis of the student achievement levels using both summative and formative assessment to triangulate data. The structures of the PLC have encouraged teachers to discuss student achievement based on moderated work samples and critiquing against success criteria. A guaranteed and viable curriculum has been developed in the domains of mathematics and reading, with the commencement of a writing scope and sequence document focused on narrative and persuasive texts. A focus on students achieving essential learnings has been a priority when planning and assessing student growth. Data literacy across all year levels is a professional learning opportunity which has been factored into PL sessions with the support of a regional data coach.

In 2019 the target was to increase the % of students in Year 3 and 5 achieving in the Top 2 Bands of NAPLAN.

The target set for Writing in Year 3 in 2019 was 63%, we achieved 84%.
The target set for Writing in Year 5 for writing was 27%, we achieved 88%.

2019 saw an increased focus on the teaching of writing. Staff undertook professional learning to better understand the developmental sequence and pedagogy of teaching writing. The moderation of common writing assessment tasks was undertaken in teams and as a whole school

The target set for reading in Year 3 in 2019 was 88%, we achieved 88%.
The target set for reading in Year 5 in 2019 was 70%, we achieved 67%.

Students are achieving good results in Reading. Our next focus in supporting the teaching & learning of reading is to support and stretch those students already making high growth to continue to be extended. The Accelerated Reading Initiative which commenced in Term 4, will continue in Term 1, 2020 with the support of an Education Improvement Leader from South Western Region.

The target set for Numeracy in Year 3 in 2019 was 69%, we achieved 59%.
The target set for Numeracy in Year 5 in 2019 was 63%, we achieved 47%.

In 2019 the target was to decrease the % of students in Year 3 and 5 achieving in the lower 2 Bands of NAPLAN.

The target set for Writing in Year 3 in 2019 was 3%, we achieved 0%. (0% of students working in the lower 2 bands)
The target set for Writing in Year 5 in 2019 was 6%, we achieved 8%.

The target set for Reading in Year 3 in 2019 was 2%, we achieved 4%.
The target set for Reading in Year 5 in 2019 was 6%, we achieved 4%.

The target set for Numeracy in Year 3 in 2019 was 4%, we achieved 4%.
The target set for Numeracy in Year 5 in 2019 was 9%, we achieved 4%.

In 2019 the target was that the % of Year 5 students assessed as high relative growth in NAPLAN Writing and Numeracy to be 36%.

Writing achieved 36% high growth.
Numeracy achieved 22% high growth.

Engagement

In 2019 Kensington Primary followed the Attendance Policy to ensure all students were attending school on a daily basis and that there was daily communication and follow up with parents if an absence was not explained. The purpose of the Kensington Primary Policy is to:

- ensure all children of compulsory school age are enrolled in a registered school and attend school every day the school is open for instruction
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents the key practices and procedures KPS has in place to:
 - support, monitor and maintain student attendance
 - record, monitor and follow up student absences

In 2019 the overall absences were:

269 (53%) students from Foundation - Year 6 were absent between 0.5 - 9.5 days.

157 (31%) students from Foundation - Year 6 were absent between 10 - 19.5 days.

46 (9%) students from Foundation - Year 6 were absent between 20 - 29.5 days.

37 (7%) students from Foundation - Year 6 were absent for 30 plus days.

Kensington Primary students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

This year the School focused on Key Improvement Strategies (KIS) related to the FISO dimension of Engagement. The work in this area is ongoing and intentional. In 2019, there was strong focus for teachers to communicate, support and develop students' understanding of goal setting and to provide targeted feedback to support students' understandings' of their next stage of learning and the skills and strategies required to demonstrate mastery. Teachers work with students to establish realistic, measurable goals, to monitor achievement and provide targeted feedback to support the acquisition of key skills and understandings.

The cohort responses under the heading of Social Engagement are as follows: Year 4 - 66% positive reinforcement, Year 5 - 76% positive reinforcement, Year 6 65% positive reinforcement.

The cohort responses under the heading of Learner Characteristics & Dispositions for students are as follows: Year 4 - 81% positive reinforcement, Year 5 - 76% positive reinforcement, Year 6 - 65% positive reinforcement.

The cohort responses under the headings of School Safety are as follows: Year 4 - 81% positive reinforcement, Year 5 - 63% positive reinforcement, Year 6 - 65% positive reinforcement.

The cohort responses under the headings of Student Voice & Agency are as follows: Year 4 - 58% positive reinforcement, Year 5 - 69% positive reinforcement, Year 6 - 62% positive reinforcement.

The cohort responses under the headings of Teacher Concern are as follows: Year 4 - 66% positive reinforcement, Year 5 - 76% positive reinforcement, Year 6 - 65% positive reinforcement.

In 2019, Kensington Primary School continued to work with families to ensure students were at school and learning. The school continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after periods of absences. Parents choosing to take family holidays, longer than 5 days, applied to the Principal and had school work was provided.

Wellbeing

In 2019 Kensington Primary focused on the Key Improvement Strategies (KIS) related to the FISO dimension Wellbeing. The KIS was to deepen a whole school shared understanding of the school vision of excellence in the learning and teaching improvement cycle.

Staff also focused on the FISO dimension of Vision, Value and Culture to embed a collegiate, professional and

supportive culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice. Teachers collaborated for 3 hours a week supported by a learning specialist to ensure consistency of planning, a guaranteed and viable curriculum and professional learning.

The work in the area of wellbeing is ongoing, intentional and, in 2019, included programs such as Junior School Council, Year 6 Action teams / Transition Program along with buddies for all our Foundation and Year 5 and 6 students. A range of opportunities for student voice and the development of student agency continued to be nurtured with students encouraged to take action to support the community of Kensington Primary. Students have been supported through an inquiry approach to learning to be active and mindful learners and to be supported to develop and confidently use Learning Assets across all teaching and learning domains. Teachers have undertaken professional learning with Kath Murdoch, a curriculum consultant specialising in the pedagogical approach of inquiry-based learning. The Learning Assets support students to develop their independence and confidence as learners, developing the skills of researching, thinking, collaborating, self-managing and communicating.

Julie Stephens, the Assistant Principal, coordinated the integral role of student wellbeing across the school, working closely with all staff, DET professionals including a speech pathologist, educational psychologist, special needs visiting teachers, outside agencies and allied health services 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 staff to support academic growth and wellbeing of students with specific needs. Regular Student Support Group (SSG) meetings for PSD funded students has ensured identified student needs are closely monitored through ILPs and are supported by and actioned both at home and school. Sentral, our school-based management system, used more extensively by staff to track and record student wellbeing. This enabled staff to access the most recent student information (e.g. medical, incident reports, behaviour) when following up any wellbeing issues.

In 2019, Kensington Primary undertook the initial training to understand and plan for the professional learning and engagement of the community delivering the DET initiative of School Wide Positive Behaviours. Three staff members attended the professional learning in Term 4. The focus of School Wide Positive Behaviour framework is to develop a consistent understanding and approach to creating a school learning culture that is positive, safe and supportive.

The school had a focus on improving students' sense of confidence, resilience, motivation and goal setting, as indicated in the 2019 AIP. Although the target was to increase positive endorsement to 80%, the target was not met.

Financial performance and position

Funding was secured in 2018 for two staff members to participate in the Primary Mathematics and Science Initiative. The school is funded to support the release of staff members to attend professional development, coach teachers and provide mentoring. Funds from the Primary Mathematics and Science Initiative have been used to purchase maths trolleys to house developmentally appropriate maths equipment. The funding from the Primary Mathematics and Science Initiative has also been used to purchase teacher resources to support develop the consistency of practice as well as the teacher's capacity to deliver an engaging mathematics curriculum. The staffing profile in 2019 consisted of seven graduate teachers, decreasing the number of highly accomplished teachers. This has resulted in a reduction of the overall salary expenditure. A surplus was carried over from 2018 into 2019, it is an expectation that the school has adequate funds to cover an emergency with at least 2 months of operating costs available. Substantial funds were allocated and spent on maintenance, replacing the external roof of the main toilet block, carpeting, painting, removal of asbestos and air-conditioning. The overdue completion of the hall walls and ceiling was also finalised using fundraising through funds. The Equity money allocated to the school was used to purchase additional Language Intervention Kits as well as paying wages of staff to deliver specific programs to support students to achieve growth in the core learning areas of Mathematics, Reading and Writing. The community of Kensington Primary is incredibly proactive and supportive in raising funds for specific projects targeted by the school. Funds raised for the replacement of the 'Back Park' were carried forward to 2020 to pay for the building works. Revenue has also been raised through the hiring of school facilities to Big Child Care, Dance Arts and Kids Up Front, yielding a collective total of \$115,905.

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 508 students were enrolled at this school in 2019, 244 female and 264 male.

26 percent of students had English as an additional language and 2 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)	72.1	85.8	79.2	92.0

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)	56.5	79.5	68.5	87.9

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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.4	89.7	81.7	95.0	Below
Mathematics	91.6	90.3	81.8	95.8	Below

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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	94.6	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	82.4	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	84.3	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	74.5	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	95.3	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	86.6	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	84.5	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	75.3	56.3	40.7	71.7	-

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'.

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.

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 Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	46.7	48.9	4.4
Numeracy	20.0	57.8	22.2
Writing	12.8	51.1	36.2
Spelling	34.0	57.4	8.5
Grammar and Punctuation	34.0	48.9	17.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.2	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	12.4	15.5	13.5	18.2	-

Attendance Rate

Average 2019 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)	94	94	93	94	94	94	93

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	68.7	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	75.9	81.4	73.9	88.1	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	66.9	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	74.3	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$4,114,208
Government Provided DET Grants	\$555,224
Government Grants Commonwealth	\$3,800
Government Grants State	\$4,683
Revenue Other	\$12,962
Locally Raised Funds	\$496,317
Capital Grants	\$0
Total Operating Revenue	\$5,187,192

Equity ¹	Actual
Equity (Social Disadvantage)	\$42,962
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$42,962

Expenditure	Actual
Student Resource Package ²	\$3,581,737
Adjustments	\$0
Books & Publications	\$3,247
Communication Costs	\$4,282
Consumables	\$109,768
Miscellaneous Expense ³	\$454,353
Professional Development	\$14,825
Property and Equipment Services	\$423,205
Salaries & Allowances ⁴	\$63,049
Trading & Fundraising	\$20,918
Travel & Subsistence	\$0
Utilities	\$38,853
Total Operating Expenditure	\$4,714,238
Net Operating Surplus/-Deficit	\$472,955
Asset Acquisitions	\$25,000

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$119,431
Official Account	\$57,437
Other Accounts	\$51,370
Total Funds Available	\$228,237

Financial Commitments	Actual
Operating Reserve	\$156,164
Other Recurrent Expenditure	\$69,315
Provision Accounts	\$0
Funds Received in Advance	\$8,396
School Based Programs	\$6,333
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$39,516
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$54,197
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$333,921

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 26 Feb 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, 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 '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, Community Schools and schools that changed school type recently, 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').