

2018 Annual Report to The School Community



School Name: Brentwood Park Primary School (5308)



- 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 01 April 2019 at 01:04 PM by James Bell
(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 05 April 2019 at 07:57 AM by Leonie Roberts
(School Council President)

About Our School

School context

Brentwood Park Primary School is situated in the City of Casey in the rapidly growing residential suburb of Berwick. The school is well placed within the community with a local pre-school and secondary college on its northern and southern borders, respectively. Brentwood Park's 2018 enrolment was 891 students, however, in August, projections for 2019 were forwarded as 915 students. In 2018, the school was serviced by 40.66 equivalent full-time staff comprising 2 principal class officers, 3 leading teachers, 15 classroom teachers at level 2, 26 classroom teachers at level 1 and 13.04 educational support staff. In 2018, the school operated thirty-five classrooms and four specialist classes. The staff and community's preference is to operate straight classes at year levels unless student numbers necessitate the formation of a multi-age classroom across two year levels.

Our Student Family Occupation [SFO] Index was 0.4597 and our Student Family Occupation and Education [SFOE] Index was 0.3509.

As a school, Brentwood Park Primary aims to maximise the educational opportunities and learning outcomes of our students, promoting positive self-esteem and the attainment of personal best, through the delivery of quality, differentiated educational programs. The school values of respect, responsibility, excellence and teamwork are displayed throughout the school and in each classroom, and form the basis of our social and work interactions whether they are student to student, student to teacher or teacher to parent. Brentwood Park Primary School aims to provide a quality education for its students, delivered in a positive, supportive and challenging learning environment. Within our learning and teaching programs, we maintain a strong focus on literacy and numeracy, complemented by an inquiry based curriculum and a comprehensive specialist program which encompasses Visual Arts, Performing Arts, Chinese [Mandarin] Language and Culture, and Health and Physical Education.

A rigorous benchmarking assessment schedule which is implemented biannually informs our teaching and learning programs in the two key learning areas of literacy and numeracy and, along with teacher observation and teacher judgement, ensures the teaching is targeted towards student learning needs. The teaching and learning programs are structured on researched based "best practice" educational programs and recognize that learning progresses along a developmental continuum. The programs cater for the cognitive, physical, social and emotional domains of the children.

School council, in its commitment to information communication technologies [ICT], readily endorses budgets to ensure the school is well resourced and student learning is supported in a technologically rich environment.

The school has been constructed with its central core accommodated in six distinct buildings, connected by covered walkways. The core comprises an administration area and first aid room; a multi-media centre inclusive of computer laboratory; sixteen modern carpeted classrooms each with their own teacher resource room, wet area and shared withdrawal room; a Chinese Language and Culture classroom; an art/craft facility; a performing arts centre, a canteen and multi-purpose centre, inclusive of a school gymnasium. An Outside of School Care program operated by Camp Australia is conducted from this facility. A notable feature of the classroom design is the flexibility in allowing a connecting wall to be opened to facilitate team teaching approaches, if desirable. Modern re-locatable units provide the additional classrooms. The permanent core design and the location of additional classrooms lend itself to the cluster arrangement of year levels, promoting close planning and teaching amongst the staff. All facilities have an abundance of natural light integrated within the overall design and as a result of an active fund-raising team, the school is fully air-conditioned and its SunSmart status enhanced with shade structures erected across all of our outdoor playgrounds.

Framework for Improving Student Outcomes (FISO)

Within the Framework for Improving Student Outcomes [FISO], the improvement priority focussed on Excellence in Teaching and Learning and the improvement initiatives were Building Practice Excellence and Curriculum Planning and Assessment. The systematic implementation of our Annual Implementation Plan 2018, with its measurable targets and key improvement strategies were instrumental in measuring our progress. The Annual Implementation Plan's subsequent evaluation highlighted our positive outcomes for the year. With twelve new teaching staff having joined our school in 2018, it was important to embed the teaching and learning programs, implemented in former Annual Implementation Plans which were inclusive of Principals as Literacy Leaders [PALLs] program, Vocabulary Connectives Openers Punctuation [VCOP] program and CAFÉ Daily 5 program for literacy and the Big Ideas in Number for numeracy. The execution and extension of these programs ensured the new staff members were proficient with the knowledge and skills required to implement these programs and current staff to build upon their capacity and expertise to extend their understanding and proficiencies in these programs.

These “best practice” programs were embedded in classroom practice through the continued provision of staff professional development and leadership monitoring. The new staff were supported in their development of knowledge of these programs and their implementation into classroom practice through mentor support. In 2018, we also refined our approach to spelling with the trialling of “Words Our Way” at Year 1 and Year 6, and with positive outcomes achieved, will be implementing it across the other year levels in 2019.

Achievement

Teacher assessments within the Victorian Curriculum for Reading, Speaking and Listening, Writing and Mathematics [Number and Algebra] revealed 95%, 96%, 91% and 94% of students, collectively, in Years Prep to 6 achieved “at level” or “above level”, respectively. In each of these curriculum areas, our school's results are above the results for primary schools with similar characteristics.

The percentage of students by year levels, achieving "at level" or "above level" in Reading, Speaking and Listening, Writing and Mathematics [Number and Algebra] are detailed in the following table.

Year Level	Reading & Viewing	Speaking - Listening	Writing	Number & Algebra
Foundation	100%	100%	100%	100%
Year 1	95%	100%	92%	97%
Year 2	90%	92%	84%	90%
Year 3	96%	96%	93%	95%
Year 4	93%	94%	87%	92%
Year 5	97%	95%	92%	90%
Year 6	93%	97%	89%	89%

These are positive outcomes given the student achievement targets set in our Annual Implementation Plan 2018. A review of the data from the National Assessment Program - Literacy and Numeracy [NAPLAN] revealed that at Year 3 and at Year 5, our absolute mean scores across the assessment areas for reading, writing, spelling, grammar and punctuation, and numeracy are above the absolute mean scores of primary schools for the State, Region, School Type, Local Government Area, Student Family Occupation and Metropolitan Region. Our strengths are particularly highlighted in reading, writing and numeracy at Year 3 with the data illustrating the last three years "trending up" and in reading, grammar and punctuation, spelling and numeracy at Year 5 with the last three years also "trending up".

The data also conveys at Year 3 in 2018, we achieved 66% of our students in the top two bands for reading compared to similar schools' achievement of 58% and between 2016 and 2018, 66% of our students achieved in the top two bands compared to similar schools' achievement of 54%. At Year 5, in 2018, we achieved 59% of our students in the top two bands for reading compared to similar schools' achievement of 38% and between 2016 and 2018, 49% of our students achieved in the top two bands compared to the 38% for similar schools. For writing, at Year 3 in 2018, we achieved 81% of our students in the top two bands compared to similar

schools' achievement of 58% and between 2016 and 2018, 40% of our students achieved in the top two bands compared to similar schools' achievement of 24%. At Year 5, we achieved 29% of our students in the top two bands compared to similar schools' achievement of 14% and between 2016 and 2018, 26% of our students achieved in the top two bands compared to similar schools' achievement of 18%. For numeracy, at Year 3 in 2018, we achieved 64% of our students in the top two bands compared to similar school's achievement of 44% and between 2016 and 2018, 59% of students achieved in the top two bands compared to similar schools' achievement of 41%. At Year 5, we achieved 56% of our students in the top two bands compared to similar schools' achievement of 30% and between 2016 and 2018, 46% of students achieved in the top two bands compared to similar schools' achievement of 29% over the same period.

These results illustrate that relative to the achievement of our similar schools' group, our school's results are above, or in some cases, well above the results for primary schools with similar characteristics. The strong focus on the implementation and embedding of The BIG SIX, VCOP and CAFÉ strategies for literacy, and Big Ideas in Number for numeracy were significant factors.

Learning gain, or "relative growth" achievement within NAPLAN from Year 3 to Year 5 in the areas of Reading, Writing and Numeracy are among the lead indicators of school achievement. Twenty-five percent of ALL [i.e. Government and non-Government] students are classified as having high relative NAPLAN growth every year. In 2018, the percentage of Year 5 students demonstrating high relative growth are - Reading 37%, Writing 39% and Numeracy 45%. When compared to the percentage of Year 5 students with high relative growth in similar schools at 24%, 24% and 24% respectively, then relative to the similar schools' group, our school's results are well above the results for primary school with similar characteristics. This achievement standard was also the trend over previous years. Between 2016 and 2018, our percentage of students with high relative gain in Reading, Writing and Numeracy are - Reading 35%, Writing 32% and Numeracy 40%. When compared to the percentage of Year 5 students with high relative growth in similar schools, for the same period, at 24%, 24% and 24% respectively, then relative to the similar schools' group, our school's results are well above the results for primary schools with similar characteristics. These results are extremely pleasing; particularly, as in addition, our percentage of students achieving low growth is substantially less than similar schools, the network and the State's nominated 25% for low growth. This is a gratifying achievement.

The continued focus on literacy programs incorporating explicit instruction in - Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension and Reading Fluency, known at school as The BIG SIX along with the Writing strategies incorporating Vocabulary, Connectives, Openers and Punctuation [VCOP] and the CAFÉ Daily 5 Reading strategies for literacy, and the Big Ideas in Number for numeracy, have contributed to the success which is reflected within our NAPLAN results and across the school. Given the continued growth in enrolment and the subsequent employment of new teaching staff, we will continue to embed these strategies in the forthcoming years.

Engagement

Our 2018 Student Engagement outcomes, as conveyed through the Attitudes to School Survey, are again positive with each subsidiary factor within the parent factor of Effective Teacher Practice for Cognitive Engagement achieving high percentages of positive responses [strongly agree/agree] to the questions within the component/factor and percentile rankings in the third quartile. The results are similar across the Year 4, 5 and 6 cohorts. Collectively, our results for Years 4-6 are:

Differentiated learning challenge: 88% positive responses and 59th percentile ranking
 Effective classroom behaviour: 85% positive responses and 66th percentile ranking
 Effective teaching time: 90% positive responses and 70th percentile ranking
 Stimulated learning: 83% positive responses and 56th percentile ranking

Within the parent factor of Learner Characteristics and Disposition, we achieved some of our highest percentile rankings with some subsidiary factors achieving percentile rankings at the top of the third quartile. The exception was Sense of Confidence which had a percentile ranking of 40. Collectively, our results for Years 4-6 are:

Attitudes to attendance:	93% positive responses and 76th percentile ranking
Motivation and interest:	89% positive responses and 74th percentile ranking
Resilience:	85% positive responses and 67th percentile ranking
Self-regulation and goal setting:	92% positive responses and 76th percentile ranking
Sense of confidence:	79% positive responses and 40th percentile ranking

Within the parent factor of Teacher-student relations, we again achieved some of our highest percentile rankings with some subsidiary factors achieving percentile rankings at the top of the third quartile. Collectively, our results for Years 4-6 are:

High expectations for success:	97% positive responses and 73rd percentile ranking
Teacher concern:	80% positive responses and 65th percentile ranking

We support students in developing a clear understanding of themselves as learners. Our programs are differentiated to meet student learning needs and are enhanced with additional opportunities for students to speak confidently about themselves as learners, however, given that the Sense of Confidence factor is our lowest percentile ranking for the second consecutive year, we will continue to address this further. We continue to engage and motivate our students through the incorporation of our differentiated curriculum, whole school celebratory events and the e5 instructional model within the inquiry based approach to teaching and learning but we will continue to consciously provide additional opportunities for the development of students' confidence in their learning which is featured in our Annual Implementation Plan 2019. The Department of Education and Training's resource High Impact Teaching Strategies [HITS] will prove beneficial.

In 2018, our attendance rate of all students, measured by the Average Number of Student Absence Days, is again comparable to the median for all Victorian government schools. It is pleasing to note the Attitudes to Attendance factor on the Attitudes to School Survey recorded 93% positive responses and a percentile ranking of 76; our highest percentile ranking. We continue to aim for measurable improvement in student attendance with a particular focus on identified cohorts. We continue to implement the Department of Education and Training [DET] strategies such as Every Day Counts and in 2018, our monitoring of student absence incorporated the updated Department of Education and Training requirement of contacting the parents on the day of absence, via a short messaging system [sms], if parents fail to notify accordingly. We also ensure that absences continue to be recorded on mid-year and end-of-year reports and, as incentive, award certificates for "excellent" attendance; reflecting perfect attendance records for the year.

Wellbeing

Our 2018 Student Wellbeing outcomes, as conveyed through the Attitudes to School Survey, are again positive with each subsidiary factor within the parent factors of Social Engagement and School Safety achieving high percentages of positive responses [strongly agree/agree] to the questions within the component/factor and percentile rankings in the third quartile. The trend is evident across Year 4- 6 data sets with only slight variations. The exception is the subsidiary factor - Not Experiencing Bullying - which had 53% positive responses and a percentile ranking of 43. The results are similar across the Year 4 and 5 cohorts but not the Year 6 cohort. The lower percentage of positive responses and the lower percentile ranking is more pronounced at Year 4. Further analysis of the data, at the respective year levels, revealed the lower ranking in Year 4 had impacted on the overall collective results. When the context at Year 4 was reviewed, it can be noted that a complex case management could have been a contributing factor to student perception.

Collectively, our results for Years 4-6 are:

Social Engagement

Sense of connectedness: 85% positive responses and 65th percentile ranking Sense of connectedness is among the lead indicators for the Education State resilience target. Our school's outcome for this factor is higher than the median of all Victorian Government primary schools.

Sense of inclusion: 90% positive responses and 57th percentile ranking
Student voice and agency: 77% positive responses and 70th percentile ranking

School Safety

Advocate at school: 90% positive responses and 62nd percentile ranking
Managing bullying: 85% positive responses and 59th percentile ranking Our school's outcome for this factor is higher than the median of all Victorian Government primary schools.
Respect for diversity: 85% positive responses and 65th percentile ranking
Not experiencing bullying: 53% positive responses and 43rd percentile ranking

In 2018, Brentwood Park maintained its commitment to the implementation of programs and initiatives in support of Student Wellbeing. These included our buddy program, school chaplaincy program, mentoring program, student representative council and peer mediation program. This latter program had students trained in conflict resolution and rostered daily for duty during recess and lunch times. Their wearing of visibility vests whilst on duty allowed them to be readily recognised to other students who required support.

In the forthcoming year, we will continue to consciously provide additional opportunities for the development of Student Voice and Agency. This will feature in our Annual Implementation Plan 2019 and will utilise the Department of Education and Training's resource "Amplify".

Financial performance and position

Our 2018 total operating revenue was \$7,495,561 and total operating expenditure was \$6,650,163. This resulted in a net operating surplus of \$845,398. The larger surplus was primarily the result of a significant increase in our enrolment and with the respective recruitment of additional staff, a significant change in our staffing profile and associated costs. Throughout 2018, school expenditure was kept well within program budgets which were approved by school council with finance committee monitoring the spending accordingly. Government grants, such as the Equipment Boost for Schools, the Inclusion Boost, Refugee and Asylum Seeker Wellbeing supplement and the Swimming in Schools grant to support targeted student learning, were expended accordingly. A Garden to Plate grant further developed our school vegetable garden. Surplus funds have been committed to complete current and new school council projects which are inclusive of shade structures over three existing playgrounds [subsidised by fundraising initiatives], landscaping, exterior painting, significant repairs to synthetic grass surfaces and the construction of a small scale extension to the existing administration and staffroom facilities.

For more detailed information regarding our school please visit our website at
<https://www.brentwoodparkps.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.

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 866 students were enrolled at this school in 2018, 426 female and 440 male.

42 percent of students had English as an additional language and 1 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: Medium

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)	83.2	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)	84.5	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	94.2	90.1	82.6	95.3	Similar
Mathematics	94.5	91.1	84.0	96.4	Similar

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)	84.7	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	82.7	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	76.0	64.9	48.8	80.0	Higher
Year 5	Numeracy (latest year)	83.5	55.6	37.0	75.0	Higher

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)	82.0	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	80.3	65.7	51.2	80.0	Higher
Year 5	Reading (4 year average)	70.9	61.2	47.0	75.5	Higher
Year 5	Numeracy (4 year average)	74.2	54.8	39.2	71.4	Higher

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	29.3	34.1	36.6
Numeracy	13.0	41.6	45.5
Writing	21.7	39.8	38.6
Spelling	11.9	53.6	34.5
Grammar and Punctuation	17.9	45.2	36.9

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)	15.1	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.4	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						
Attendance Rate (latest year)	93	92	93	92	92	92	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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	85.0	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	87.6	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)	84.6	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	86.8	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	\$5,716,353
Government Provided DET Grants	\$1,448,630
Government Grants Commonwealth	\$13,233
Government Grants State	\$5,900
Revenue Other	\$45,060
Locally Raised Funds	\$266,384
Total Operating Revenue	\$7,495,561

Equity ¹	Actual
Equity (Social Disadvantage)	\$59,337
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$59,337

Expenditure	Actual
Student Resource Package ²	\$5,399,815
Adjustments	\$0
Books & Publications	\$14,993
Communication Costs	\$4,729
Consumables	\$104,015
Miscellaneous Expense ³	\$230,085
Professional Development	\$28,260
Property and Equipment Services	\$503,344
Salaries & Allowances ⁴	\$251,509
Trading & Fundraising	\$49,565
Travel & Subsistence	\$5,860
Utilities	\$57,988
Total Operating Expenditure	\$6,650,163
Net Operating Surplus/-Deficit	\$845,398
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,283,096
Official Account	\$34,214
Other Accounts	\$0
Total Funds Available	\$1,317,310

Financial Commitments	Actual
Operating Reserve	\$167,265
Other Recurrent Expenditure	\$14,826
Provision Accounts	\$0
Funds Received in Advance	\$6,173
School Based Programs	\$35,615
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,281
Capital - Buildings/Grounds < 12 months	\$935,428
Maintenance - Buildings/Grounds < 12 months	\$153,723
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,317,310

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').