

# 2019 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](http://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 17 July 2020 at 01:48 PM by James Bell (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 21 July 2020 at 11:28 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 2019 enrolment was 911 students; 42% of students had English as an additional language and 1% were Aboriginal or Torres Strait Islander. In August, projections for 2020 were forwarded to the Department as 963 students. The 2019 enrolment included seven international students. In 2019, the school was serviced by 64.46 equivalent full-time staff comprising 3 principal class officers, 2 leading teachers, 2 learning specialists, 19.2 classroom teachers at level 2, 25.8 classroom teachers at level 1 and 12.46 educational support staff, of which 6.43 were integration teacher aides. In 2019, the school operated thirty-eight classrooms and five specialist classes. The staff and community's preference is to operate straight classes at year levels.

Our Student Family Occupation [SFO] Index was 0.3955 and our Student Family Occupation and Education [SFOE] Index was 0.3049. These have been reducing over the years and now places the school's socio-economic band level as high compared to the medium value of the preceding years.

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, Health and Physical Education, and Digital Learning.

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 to the cognitive, physical, social and emotional domains of the children.

The School Council, in its commitment to assisting staff to deliver the best learning opportunities, ensures 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; two Chinese Language and Culture classrooms; two art/craft facilities; a performing arts centre and music room, 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 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 over the years, the school is fully air-conditioned and its SunSmart status enhanced with shade structures erected across all of our outdoor playgrounds and hardcourt.

In 2019, our percent endorsement for parent satisfaction was 87.1. The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey indicates the percent of positive responses [agree or strongly agree] from parents who responded to the survey. This percent is above the state median and gives

us a percentile ranking of 61.2.

### 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 2019, 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 nine new teaching staff having joined our school in 2019, following the recruitment of twelve in the year prior, 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. In 2019, we also consolidated our approach to spelling with the school's implementation of the "Words Our Way" program at Years 1 to Years 6, and with positive outcomes achieved.

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. Our focus was to embed a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement. Over the course of the School Strategic Plan, we engaged teachers in quality professional development to improve teacher effectiveness. Effective professional learning continues to be embedded in teaching practice and aligned with priority areas for school improvement and teachers' individual learning needs. Staff professional development was implemented according to schedule. Student outcomes data was used to evaluate the impact of professional learning on teaching practice and student achievement. Literacy programs systematically implemented over the course of our School Strategic Plan and relayed through our Annual Implementation Plans 2017, 2018 and 2019 were the CAFE approach to reading, the VCOP approach to writing and the Year 1 - Year 6 implementation of the Words Our Way approach to spelling. In numeracy, the whole school undertook professional development on "The Big Ideas in Number" facilitated by Di Siemon and in "Top Ten Numeracy" resources. Students responded positively to the experiences that the resources promoted. Across the school, staff highlighted the increasing consistency in termly planning and adherence to the school's instructional models for literacy and numeracy. The addition of learning specialist positions to the school's workforce plan and their inclusion in the membership of the school improvement team [SIT] has been invaluable. Along with the leading teachers, they were allocated time out of the classroom at 0.2 EFT to support the professional development of staff in the implementation of key improvement strategies through staff workshops and through classroom observations.

Students and their needs remained at the centre of curriculum planning and delivery with assessment informing the learning and teaching program of respective year levels. Benchmarking data, teacher derived assessments and student application to daily learning activities were triangulated to inform teacher judgements. Curriculum implementation had a clear sense of purpose. In literacy, the CAFE approach to reading, the VCOP approach to writing and phonological awareness in Year Prep, and the Words Our way, approach to spelling for Years 1 - 6 provided the framework that articulated how student learning was organised, taught and assessed. These documented whole-school programs outlined how the school implemented the mandated Victorian F-10 Curriculum. To facilitate and enable all students to become confident individuals and successful learners professional development of staff also focussed on the implementation of the High Impact Teaching Strategies [HITS]. Learning intentions and success criteria for lessons were articulated by staff and reworded by students for ownership. Moderation within and across cohorts of students recognised that the school's curriculum was designed as a continuum of learning and that students could be anywhere along this continuum and was reflected in the school's curriculum planning and assessment practices. Relevant assessment strategies were embedded into the school's curriculum plan to enable the monitoring of student learning and to make adjustments to curriculum content and teaching strategies as required. In literacy and numeracy, students, with the support of teachers, set and monitored their individual learning goals. Individualised

Learning Improvement Plans [ILIPs] were implemented for identified students in need. Teaching staff were well supported in the implementation of the curriculum through classroom observations undertaken by leading teachers and learning specialists.

## Achievement

Teacher assessments within the Victorian Curriculum for Reading, Speaking and Listening, Writing and Mathematics [Number and Algebra] conveyed 95.06%, 96.9%, 92.8% and 95.75% of students, collectively, in Years Prep to 6 achieved "at standard" or "above age standard", respectively. In each of these curriculum areas, our school's results were above the median of all Victorian government primary schools and above similar primary schools in comparison. The outcomes portrayed in the School's Performance Summary again confirms the school's positive achievements. In 2019, the percentage of students in year levels Prep to 6 working at or above the expected standards were: English 95.2% and Mathematics 96.5% which were higher than the state medians for English 89.7% and Mathematics 90.3%. Our results were also conveyed as being higher with similar schools in comparison.

The percentage of students by year levels, achieving "at standard" or "above age standard" 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	97.80%	100.00%	100.00%	100.00%
Year 1	99.27%	97.81%	96.35%	98.56%
Year 2	91.95%	95.40%	95.40%	97.30%
Year 3	89.36%	95.74%	89.36%	92.90%
Year 4	97.76%	97.57%	94.35%	97.58%
Year 5	92.19%	92.96%	85.94%	90.63%
Year 6	97.12%	99.04%	88.47%	93.27%

These are positive outcomes given the student achievement targets set in our Annual Implementation Plan 2019. A review of the data from the National Assessment Program - Literacy and Numeracy [NAPLAN] also revealed that at Year 3 and at Year 5, our average scaled scores across the assessment areas for reading, writing, spelling, grammar and punctuation, and numeracy were above the average scaled scores of similar schools, our network of schools and the state.

The data also conveys at Year 3 in 2019, we achieved 71% of our students in the top two bands for reading compared to similar schools' achievement of 59% and between 2017 and 2019, 69% of our students achieved in the top two bands compared to similar schools' achievement of 56%. At Year 5, in 2019, we achieved 55% of our students in the top two bands for reading compared to similar schools' achievement of 38% and between 2017 and 2019, 52% of our students achieved in the top two bands compared to the 38% for similar schools. For writing, at Year 3 in 2019, we achieved 72% of our students in the top two bands compared to similar schools' achievement of 57% and between 2017 and 2019, 75% of our students achieved in the top two bands compared to similar schools' achievement of 56%. For writing, at Year 5, we achieved 25% of our students in the top two bands compared to similar schools' achievement of 19% and between 2017 and 2019, 26% of our students achieved in the top two bands compared to similar schools' achievement of 18%. For numeracy, at Year 3 in 2019, we achieved 55% of our students in the top two bands compared to similar school's achievement of 43% and between 2017 and 2019, 58% of students achieved in the top two bands compared to similar schools' achievement of 43%. At Year 5, we achieved 55% of our students in the top two bands compared to similar schools' achievement of 32% and between 2017 and 2019, 53% of students achieved in the top two bands compared to similar schools' achievement of 30% 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 CAFE strategies for literacy, the Words Our Way approach to spelling, and the Big Ideas in Number for numeracy were significant factors.

The outcomes portrayed in the School's Performance Summary again confirms the school's positive achievements. In

2019, the percentage of students in the top 3 bands of testing in NAPLAN at Year 3 for both Reading and Numeracy places our school above the median of all Victorian government schools and above similar schools for Reading. Our Year 3 results for both Reading and Numeracy have been consistently maintained with the 4-year average remaining above the median of all Victorian government primary schools. The percentage of students in the top 3 bands of testing in NAPLAN at Year 5 for both Reading and Numeracy places our school above the median of all Victorian government schools and also above similar schools. Again, our Year 5 results for both Reading and Numeracy have been consistently maintained with the 4-year average remaining above the median of all Victorian government primary schools and above similar schools.

NAPLAN learning gain from Year 3 to Year 5 in the areas of Reading, Writing, Spelling Grammar and Punctuation, and Numeracy are among the lead indicators of school achievement. It is determined by comparing a student's current year result to the results of all "similar" Victorian students. Twenty-five percent of ALL [i.e. Government and non-Government] students are classified as having high relative NAPLAN growth every year. In 2019, the percentages of our Year 5 students demonstrating high relative growth were - Reading 34%, Writing 29%, Spelling 23%, Grammar and Punctuation 44% and Numeracy 52%. When compared to the percentage of Year 5 students with high relative growth for the domains of Reading, Writing and Numeracy in similar schools at 23%, 24% and 27% 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 2017 and 2019, our percentage of students with high relative gain in Reading, Writing and Numeracy were - Reading 33%, Writing 33% and Numeracy 47%. 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 pleasing; particularly, as in addition, our percentage of students achieving low growth is less than similar schools, the network and the State's nominated 25%. 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], the CAFÉ Daily 5 reading strategies for literacy, the Words Our Way approach to spelling 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 growth in enrolment and the subsequent employment of new teaching staff, we will continue to embed these strategies and continue to develop the consistency in the practice of these programs across the school by our staff.

## Engagement

Our 2019 Student Engagement outcomes, as conveyed through the Attitudes to School Survey, were 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 a number of percentile rankings at the top of the third quartile and into the fourth quartile. The results were similar across the Year 4, 5 and 6 cohorts with slight variations for gender. Collectively, our results for Years 4-6 are:

Differentiated learning challenge:	94% positive responses and 85.3 percentile ranking
Classroom behaviour:	88% positive responses and 75.6 percentile ranking
Effective teaching time:	91% positive responses and 75.0 percentile ranking
Stimulated learning:	92% positive responses and 84.6 percentile ranking

Within the parent factor of Learner Characteristics and Disposition, we achieved a number of percentile rankings with some subsidiary factors achieving percentile rankings on the cusp of the fourth quartile. The exception was Sense of Confidence which had a percentile ranking of 63.3. Collectively, our results for Years 4-6 are:

Attitudes to attendance:	93% positive responses and 75.6 percentile ranking
Motivation and interest:	89% positive responses and 75.5 percentile ranking
Resilience:	87% positive responses and 72.4 percentile ranking

Self-regulation and goal setting: 92% positive responses and 74.3 percentile ranking  
Learning confidence: 84% positive responses and 63.3 percentile ranking

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

High expectations for success: 97% positive responses and 73.5 percentile ranking  
Teacher concern: 88% positive responses and 85.0 percentile ranking

These results were an increase over our 2018 results which was gratifying with percentile rankings for a number of factors now entering the fourth quartile. The specific targets which we set in our 2019 AIP were to improve upon the percentage scores on the Student Attitudes to School Survey for Engagement as follows:

- To achieve a score of 80% or more for Learning Confidence in the 2019 Student Attitudes to School Survey. As mentioned previously, for Learning Confidence, we achieved 84% and this gave us a percentile ranking relative to all Victorian Primary Schools of 63.3 which was an increase over the preceding two years of 57.2 and 40.2 respectively, for 2017 and 2018.

- To achieve a score of 82% or more for Teacher Concern in the 2019 Student Attitudes to School Survey. As mentioned previously, for Teacher Concern, we achieved 88% and this gave us a percentile ranking relative to all Victorian Primary Schools of 85.0 which was an increase over the preceding two years of 63.9 and 65.1 respectively, for 2017 and 2018.

We continue to 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. 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. The Department of Education and Training's resource High Impact Teaching Strategies [HITS] has proven beneficial with staff professional development undertaken in this area.

In 2019, our attendance rate of all students, measured by the Average Number of Student Absence Days, was again comparable to the median for all Victorian government schools. It was again pleasing to note the Attitudes to Attendance factor on the Attitudes to School Survey recorded 93% positive responses and a percentile ranking of 75.6. We continue to aim for measurable improvement in student attendance. We continue to implement the Department of Education and Training [DET] strategies such as Every Day Counts. Our monitoring of student absence incorporates the 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 an incentive, award certificates for "excellent" attendance; reflecting perfect attendance records for the year.

## Wellbeing

Our 2019 Student Wellbeing outcomes, as conveyed through the Attitudes to School Survey, were 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 mostly in the fourth quartile. The trend is evident across Year 4- 6 data sets with only slight variations for gender. Collectively, our results for Years 4-6 are:

### Social Engagement

School connectedness: 90% positive responses and 80.8 percentile ranking

Sense of inclusion: 95% positive responses and 85.5 percentile ranking  
Student voice and agency: 81% positive responses and 78.3 percentile ranking

A 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.

#### School Safety

Advocate at school: 95% positive responses and 84.1 percentile ranking  
Managing bullying: 88% positive responses and 73.2 percentile ranking  
Respect for diversity: 90% positive responses and 78.5 percentile ranking

These results were an increase over our 2018 results which was gratifying with percentile rankings now entering the fourth quartile. The specific target which we set in our 2019 AIP was to improve upon the percentage score on the Student Attitudes to School Survey for Wellbeing as follows:

- To achieve a score of 80% or more for Student Voice and Agency in the 2019 Student Attitudes to School Survey. As mentioned previously, for Student Voice and Agency, we achieved 81% and a percentile ranking relative to all Victorian Primary Schools of 78.3 which is an increase over the preceding two years of 73.1 and 69.6 respectively, for 2017 and 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, student representative council and peer mediation program. This latter program continues to train students in conflict resolution and to be rostered daily for duty during recess and lunchtime.

In 2019, we consciously focussed on the provision of additional opportunities for the development of Student Voice and Agency. This was featured in our Annual Implementation Plan 2019 and utilised the Department of Education and Training's resource "Amplify" to empower students by creating the conditions, employing the practices and developing the attitudes and learning environments that were conducive to student voice, agency and leadership. Following workshops, by learning specialists, on HITS Strategy 1 – Setting Goals, class teachers used Learning Goals and Success Criteria within their literacy and numeracy activities with students increasingly being able to articulate. Their use has continued to give the students a clear learning focus and has enabled them to take a greater role in their learning. Students continue to be encouraged to take responsibility for their learning and to become independent and self-regulating learners. Teachers have continued to conduct an ongoing formative assessment to determine the level of autonomy appropriate at any given point while ensuring that classroom culture is maintained. An authentic student voice encourages students' participation in shared decision-making around what and how they learn and how their learning is assessed. This is particularly evident in student learning within the inquiry units of work. Classroom teachers understand the importance of creating learning environments that promote independence, interdependence and self-motivation and the use of strategies as a means of enabling students to actively participate in the negotiation of roles, responsibilities and outcomes. Collaboratively, staff and students have built relationships that are respectful and supportive. Particular cohorts of students, including those in out of home care, have had Individualised Learning Improvement Plans [ILIPs] implemented to address disadvantage. This will continue to be a feature in 2020.

#### Financial performance and position

Our 2019 total operating revenue was \$8,425,296 and total operating expenditure was \$7,510,607. This resulted in a net operating surplus of \$914,689. Like the year previously, the larger surplus achieved was primarily the result of a continued increase in our enrolment and with the respective recruitment of additional staff, a change in our staffing profile and associated costs. Throughout 2019, school expenditure was kept well within program budgets which were approved by the school council with the finance committee monitoring the spending accordingly at its finance meetings which were held twice per term. Government grants to support targeted student learning initiatives, inclusive of Primary Maths and Science Specialists, Refugee and Asylum Seeker Wellbeing Supplement, Swimming in Schools and National School Chaplaincy Program, were expended accordingly. Surplus funds will be committed to complete

current and new school council projects which are inclusive of significant repairs to synthetic grass surfaces and the construction of a small scale extension to the existing administration and staffroom facilities which is scheduled to be undertaken in 2020.

**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 911 students were enrolled at this school in 2019, 465 female and 446 male.

45 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: 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)	87.1	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)	83.4	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	95.2	89.8	81.7	95.1	Above
Mathematics	96.5	90.4	82.0	95.7	Above

### 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)	85.5	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	73.1	68.1	50.0	84.6	Similar
Year 5	Reading (latest year)	81.1	67.5	50.0	83.2	Above
Year 5	Numeracy (latest year)	77.5	59.3	41.7	76.4	Above

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)	85.4	72.0	53.3	84.7	-
Year 3	Numeracy (4 year average)	78.8	64.7	43.9	80.0	-
Year 5	Reading (4 year average)	76.1	63.3	44.4	77.5	-
Year 5	Numeracy (4 year average)	76.4	54.5	33.8	70.8	-

### 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	21.8	44.5	33.6
Numeracy	14.0	33.6	52.3
Writing	25.2	45.8	29.0
Spelling	23.6	53.8	22.6
Grammar and Punctuation	17.9	37.7	44.3

## 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)	16.3	16.3	13.8	19.4	Below
Average number of absence days (4 year average)	15.6	15.3	13.3	18.0	-

### 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						
Attendance Rate (latest year)	92	92	91	92	92	92	91

## 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)	89.6	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	88.2	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)	88.2	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	87.3	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	\$6,757,509
Government Provided DET Grants	\$1,236,745
Government Grants Commonwealth	\$15,126
Government Grants State	\$1,063
Revenue Other	\$37,346
Locally Raised Funds	\$377,507
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,425,296</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$67,146
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$67,146</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,274,341
Adjustments	\$0
Books & Publications	\$13,322
Communication Costs	\$3,255
Consumables	\$117,505
Miscellaneous Expense <sup>3</sup>	\$279,862
Professional Development	\$27,246
Property and Equipment Services	\$444,367
Salaries & Allowances <sup>4</sup>	\$224,362
Trading & Fundraising	\$55,607
Travel & Subsistence	\$6,536
Utilities	\$64,203
<b>Total Operating Expenditure</b>	<b>\$7,510,607</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$914,689</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$1,715,321
Official Account	\$35,622
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,750,944</b>

Financial Commitments	Actual
Operating Reserve	\$161,658
Other Recurrent Expenditure	\$10,121
Provision Accounts	\$0
Funds Received in Advance	\$12,936
School Based Programs	\$68,719
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,682
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$1,430,267
Maintenance - Buildings/Grounds < 12 months	\$50,865
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,761,248</b>

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 20 Mar 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').