

# 2018 Annual Report to The School Community



**School Name: Laurimar Primary School (5497)**



- 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 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 27 March 2019 at 12:33 PM by Jason McBean  
(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 27 April 2019 at 10:53 AM by Amanda Moad  
(School Council President)

## About Our School

### School context

In 2018, Laurimar Primary has transitioned to an established school in its 10th year of operation. The school was built by the Department of Education and Training (DET) opening its doors in 2009. Laurimar is situated on 3.4 hectares of land, 30km from the CBD, in Melbourne's northern residential growth area.

The school has a current population of 968 students. Growth within the school has been rapid throughout the decade. The school continues to grow due to our positive reputation and has a strong focus on excellence in Primary Education. It is the aim of all staff to help the children settle into their dynamic school community and build 21st Century Learning skills, attitudes, values and respect that they need to fully participate in the rich educational life of our school.

The master planned community, along with the Primary School, includes; a town centre, supermarket, shops, childcare, kindergarten, sports fields, War Memorial and recreation facilities which have been opened over the past 9 years, create a dynamic setting for young children to be supported in their learning. The construction of a childcare, kinder and maternal health care facility in close proximity to our Prep Learning Centre creates an exciting and innovative Early Childhood Education precinct for the Laurimar community to benefit from.

Laurimar PS enjoys outstanding physical resources that enable us to provide students with the best possible educational opportunities and learning outcomes. The modern facilities and 21st Century teaching and learning pedagogy represent an exciting opportunity for students and parents, and have established the school's strong culture, values and nature. The school is committed to Information and Communication Technologies with flexibility to allow access anywhere within the learning spaces.

The school is designed and built to incorporate the latest facilities for engaging students and comprises six buildings:

- \*Fully equipped STEM Centre that strongly engages students and develops a deep sense of curiosity
- \*Two Learning Centres, each comprising ten general purpose classrooms that feature open plan working areas with ICT facilities throughout, wet areas, withdrawal area and indoor toilets that cater for our Prep-2 students
- \*Fifteen double open plan relocatable classrooms with staff centre in each, all controlled by heating and cooling
- \*Arts Centre, (comprising Music room, Visual Arts room, breakout room and kitchen)
- \*Administration Centre, Staffroom and main Resource / Library Centre
- \*Full size gymnasium with canteen facility and associated amenities
- \*Two bike sheds housing 400 spaces for bikes and scooters
- \*Fully operational OSHC building incorporating Out of School Hours and Vacation Care and school television studio with the capability to stream live broadcasts into all learning spaces. This building is also home to another large "Green Screen" to produce movies.
- \* In 2018, we commenced the OSHC Demonstration program that caters for students with disabilities for both after care and vocational care services
- \*Japanese Zen Garden, Community Safety Space and Indonesian Tropical Garden that reflects our commitment to Asian Literacy and our Grade 5/6 trips to China each October

Expansive outdoor recreation areas include a full size synthetic grass soccer / hockey pitch, playground equipment and asphalt play areas. Access to two adjoining well maintained sport / football ovals and landscaped grounds add to the aesthetic appeal of the school environment.

Recent constructions include a Zen Garden, gazebo/BBQ area, 2 large outdoor coverways over the assembly areas, additional playgrounds and an RSL endorsed Cenotaph/War Memorial which holds annual Remembrance & Anzac Day Services.

We recently opened our newly designed Prep Development & Play Area that incorporates many hands on

activities.

Laurimar Primary School is committed to the academic, social & emotional learning and personal growth of every student.

A focused curriculum, dedication to innovation and a culture of care from all staff will help us meet this commitment. Our school is well resourced in the Victorian curriculum. A balanced, engaging and comprehensive curriculum constantly challenges students to extend their learning and cater for all individual needs through CAFÉ Reading, VOICES Writing, SOUNDWAVES spelling and comprehensive numeracy pedagogy.

Our aim is to challenge students to be the very best they can be. Our role is to help every student reach their full potential through setting personal goals. The skills needed for the 21st century, which support a love of learning that goes beyond the classroom, are actively embraced by our school. A high emphasis is placed on the development of social/emotional learning of every child through a dedicated team.

Teachers are highly valued and help to set the tone and culture within our educational institution. A strong coaching program has been developed and team teaching between classes is embraced. Importantly, we aim to be leaders in education and in social and emotional learning. This involves setting up and implementing innovative practices in the use of ICT in the curriculum. The school has been set up to showcase these innovative practices and how they enhance student learning. The use of interactive televisions, smart boards, digital cameras, note books and the 1:1 iPad program are features. There is an extensive range of ICT resources available which are integrated into the curriculum programs with a focus on developing a digital learning environment. Students in the school have access to a range of online curriculum resources to support learning both in the classroom and at home.

The school has achieved a great deal over the past decade, however, as a school community, we all look to a bright future with great optimism and excitement and constantly strive to take the learning to higher levels. Laurimar PS has a strong focus on excellence in Primary Education for all students and will constantly strive for ongoing improvement with our students.

### Framework for Improving Student Outcomes (FISO)

At Laurimar Primary School we focussed on the following FISO initiatives,

- Building Practice excellence
- Empowering Students to Build School Pride

What are we prioritising for our student learning in 2018?

Year 2 of the 2017-2020 Strategic Plan- 2018

- Teacher learning walks across multi -year level classrooms
- Continue to build teacher understanding of the inquiry structure and develop units so that every unit culminates with authentic opportunities for students to take action with their learning
- Continue the staged implementation of COMPASS by consolidating student attendance, student reporting, Parent/Teacher meetings, Individual Learning Plans( ILPS) and student achievement data and through introducing the analysis of student achievement data and student chronicles
- No 'Opt Out' questioning strategy
- Ongoing review of school data to reflect, review and develop our school's curriculum and teacher practice to ensure the best possible student growth
- Review whole school assessment schedule to ensure data is used effectively to track student progress and improved teacher effectiveness
- Implement the delivery of the health component of the Health and Physical Education curriculum to ensure a sequential, effective curriculum is delivered from Prep-6.

Literacy

- Review and implement best practice in planning of literacy

- Reviewing our whole school Scope and sequence for Spelling
- Implementation of the 'Soundwaves' spelling program as phase 1 of the LPS Spelling Scope and Sequence
- Undertaking whole staff professional learning specifically around best practice in phonics and spelling investigations
- Continuing to develop CAFÉ and "VOICES" writing
- Review the Laurimar Primary School writing planner to reflect 'Voices' writing
- Developing teacher content knowledge of the Victorian Curriculum in Literacy

#### Numeracy

- Review and implement best practice in planning of numeracy
- Develop the use of rich assessment tasks and other forms of assessment to;
  - guide and inform teacher planning
  - review and implement best practice in planning of numeracy
  - assess student growth
  - measure teacher effectiveness in the use of data, planning and delivery of numeracy content
- Consolidate the use of concrete and hands on materials to support all teaching and learning tasks
- Build teacher capacity to explicitly plan for and address students misconceptions in mathematics
- Engage educational consultant, Kathy Palmer as a critical friend to guide us in the teaching and learning of numeracy at Laurimar Primary School
- Developing teacher content knowledge of the Victorian Curriculum in Numeracy

#### Progress and Highlights in linking FISO to Laurimar Primary School;

We have further refined our coaching model and prioritised coaches being in the classroom to provide instructional coaching to continue to develop teacher capacity across the school. We also introduced Peer Observation completing one round of this in 2018. Through both of these platforms and learning walks, the capacity of teachers has been further improved. There is increased consistency across the school in teacher knowledge and pedagogy which links directly to HITS and therefore improved student outcomes. Learning Intentions and Success criteria drive all sessions and students are beginning to understand that success criteria guide them in their reflection of where they are in their learning and where to next. Throughout 2018 we also had a pilot team work with the Science of Learning Centre at Melbourne University to develop their understanding of best practice in Feedback with this being a priority for development in 2019.

A new spelling model was launched at the commencement of 2018 from P-6 based on the 'Sound Waves' phonemic approach. Teachers were provided with Professional Learning and phonemes studied are consistent across the school from week to week. Details are published in the newsletter with online access being provided at home to encourage the school-home partnership allowing parents to take a greater role in their child's learning.

Kathy Palmer was engaged as a challenge partner colleague in 2018 to develop teacher capacity and understanding in mathematics. Continuums of learning are beginning to be developed to guide best practice in mathematics.

Laurimar Primary School Student Surveys based on 'Attitudes To School' and 'What Do I Want To Learn About' have been introduced across the school for increased student voice and agency. The data from these is collated and unpacked with students in weekly class meetings so their voice, ideas and decisions are reflected in the day to day organisation and activities at Laurimar Primary School. Student Leadership roles and responsibilities were documented with students, to guide their work and the Junior School Council introduced new initiatives such as 'The Color Run.'

### Achievement

#### Progress and Highlights in Achievement in 2018

Laurimar Primary school has continued to make improved growth throughout the year.

2018 NAPLAN results indicate our target for Year 3, 75% of year 3 students achieving in bands 4-6 for Literacy

#### and Numeracy Dimensions

- Reading: 85 %
- Writing: 78 %
- Spelling: 81%
- Grammar and Punctuation: 91%
- Numeracy: 77%

NAPLAN results indicate our target for Year 5, 75% of year 3 students achieving in bands 6-8 for Literacy and Numeracy Dimensions

- Reading: 69%
- Writing: 34%
- Spelling: 71%
- Grammar and Punctuation: 71%
- Numeracy: 62%

#### Matched Co-hort Growth

NAPLAN Reading target was an average growth of 85 points from year 3-5 and we reached 75 points growth  
NAPLAN Writing target was an average growth of 70 points from year 3-5 and we reached 32 points growth.  
NAPLAN Grammar and Punctuation target was an average growth of 70 points from year 3-5 and we reached 62 points growth.  
NAPLAN Spelling target was an average growth of 85 points from year 3-5 and we reached 69 points growth.  
NAPLAN Numeracy target was an average growth of 85 points from year 3-5 and we reached 86 points growth.

Laurimar Primary School continues to achieve at a higher level in NAPLAN against similar school and our Network schools.

There was an outstanding NAPLAN achievement for the top 2 bands in Year 3 Reading; LPS 59% compared to 55% Similar schools, 46% Network and 54% for State.

There was an outstanding NAPLAN achievement for the top 2 bands in Year 3 Writing; LPS 60% compared to 59% Similar schools, 51% Network and 54% for State.

There was an outstanding NAPLAN achievement for the top 2 bands in Year 3 Numeracy; LPS 44% compared to 43% Similar schools, 31% Network and 44% for State.

#### Proposed future Directions and Strategies;

##### Year 3 of SSP - 2019

- Feedback: Continue to improve teacher's strategies in providing high quality student feedback through building teacher capacity and their knowledge of best practice. Feed up, Feedback, Feedforward
- Teachers develop student capacity for students to give and receive feedback
- Teachers ensure opportunities for students to engage in peer and self-assessments
- Ongoing review of school data to reflect, review and develop our school's curriculum and teacher practice to ensure the best possible student growth
- Continue to consolidate the use of compass for student data, reporting and parent communication
- Continue to investigate the use of multiple sources of data to measure student achievement and growth
- Build and expand upon the delivery of the health component of the Health and Physical Education curriculum to ensure a sequential, effective curriculum is delivered from Prep-6.

#### Literacy

- Continue to implement the revised whole school spelling scope and sequence
- Monitor and review CAFE reading and continue to develop 'Voices' Writing structure

#### Numeracy

- Review numeracy scope and sequence to ensure breadth
- Extend teacher capacity to explicitly plan for and address students misconceptions in mathematics

## Engagement

Positive connections have been made towards improving students' Engagement. School based Professional Learning and active involvement in the Curiosity mainly through the introduction of our STEM program. This program was a focus to build teaching practice and build leadership and learning teams. Teaching teams have focussed on building consistency in their teaching practice through Coaching sessions, Professional Development and Peer Observations. Consistent feedback models have been initiated through all learning areas and teams across the school with regular professional development for staff scheduled.

The whole school engagement has been strengthened through a targeted focus on building active student voice, through class meetings across all grades, and is enabling programs to be adapted to further empower students to become more active in their learning environment. The DET Literacy and Numeracy strategy, HITS with a major focus on Feedback will remain the main focus towards embedding and consolidating consistent instructional practice in Literacy and Numeracy across all staff.

Moderation in English and Mathematics remained a planned activity in our Professional Development and Meeting Schedule. Writing Professional Development, within our network Communities of Practice will also further strengthened staff's abilities to make consistent judgements in writing across all levels.

Making consistent judgements from P-6 in English and Mathematics to strengthen teachers' skills and abilities remains a high priority. In 2019 this will be targeted through planned staff internal development as well as the targeted use of Learning Specialists to inform and upskill staff in moderation and collection of data during weekly planning meetings.

Attendance rates across the school remain consistent, between 12.8 and 17.2 days absent across all levels, which is similar to like schools yet slightly below network schools. Common reasons for absences remain illness and parent choice, primarily for travel purposes including cultural background holidays.

## Wellbeing

In 2018, we introduced the Laurimar Primary School Attitudes to school surveys for Prep-6. Results are collated to identify areas that need to be discussed with students and in turn student voice helps to inform future teaching and learning plans for the classroom.

We have identified a student welfare leader who is released for 2 days per week from the classroom to pro-actively work with students requiring support and deal with issues pertaining to students, staff and parents. Student leadership continues to be a strong focus where opportunities include;

- Year 6 leadership program including school captains, House Captains and PLT area leaders
- Junior School Council
- Peer Mediator Program
- Junior Environmental Council

Both JEC and JSC report at the school council level regarding their ideas and initiatives.

Students are immersed in our Breakfast with the Stars program and we commenced our partnership with Whittlesea Lodge where students visit elderly members of the community.

At LPS, we have a large team of professionals supporting our students with special needs, including a Management Welfare Team, Operations and Welfare Leaders (OWLS) from each year level, our STRIVE team in partnership with Concord School, Education Support staff (ES), DET Student Support Services Offices (Psychologists, Speech Therapists, Visiting Teachers and Autism Coaches), classroom teachers and of course the parents.

Students participate in a range of appropriate, targeted, small group additional assistance programs. These include the Language Support Program (LSP) and Levelled Literacy Intervention (LLI) while other students receive one to one academic support through the ES staff or targeted emotional and social support through the STRIVE (Inclusion) program.



The thirteen students receiving funding support through the Program of Students with Disabilities (PSD) have access to one to one support in the classroom as well as attending the STRIVE program. Student Support Group (SSG) meetings are held with all professionals involved and the parents at least four times a year to discuss progress and concerns and to develop Individual Learning Plans (ILPs).

As of 2019, our six Out of Home Care (OOHC) students receive an Educational Needs Assessment (ENA) from DET Psychologists to determine how best to support their academic and emotional needs. ILPs are developed and discussed at regular SSG meetings.

Our Indigenous and Torres Strait Islander students are supported with ILPs and SSGs while the students and their families have access to additional support through the Koorie Engagement Support Officers.

When needed, family support is organised by the school with a range of organisations including, Child First, DHHS, The Orange Door and Kildonan.

### **Financial performance and position**

In 2018, Laurimar Primary School produced a financially sound result along with also ensuring we fully repaid the 2017 reconciled SRP deficit of \$112K. Every year will see a deficit in our SRP as the school continues to employ our Out of School Hours Care staff (OSHC) and Canteen staff through the credit component of the SRP. Sound financial practices including regular Finance Committee meetings, developing and monitoring budgets and ensuring Profit and Loss Statements for the Out of School Hours Care and the Canteen have been utilised. The Out of School Hours Care and Canteen are still fully self-funded. Leadership for continued improvement was provided through 3 Assistant Principals and 5 Teaching & Learning Leaders. Ongoing and regular maintenance, including, painting, grounds work, air-conditioning and repairs occurred in 2018, which also saw significant work on the grounds including the installation of synthetic turf to two of our playgrounds. The school continued to utilise the school website and fortnightly newsletters to ensure prospective and current families had access to current and relevant information about the school improvement priorities at Laurimar Primary School. PSDMS funding was reviewed and aligned to the Integration Aide timetable to ensure resources were allocated where required. In 2018 equity funding supported staffing of our intervention/integration program for at risk learners.

The school manages its finances in accordance with DET guidelines and processes and all school accounts are fully audited by an external auditor. The School Council oversees the school budget and supports the Principal and Business Manager to provide strong financial leadership. The budget is developed in consultation with School Council, our School Leadership team and other program leaders responsibly for overseeing budgets. Our school budget is aligned to the achievement of the goals and targets identified in the School Strategic Plan and 2018 Annual Implementation Plan. Locally raised funds are important to the school to maintain and improve facilities, develop the grounds and provide a range of additional resources for our students to maximise their learning.

Our school benefited from the Mathematics and Science Specialist Initiative in 2018 where we received the first 50% of the allotted allocation to support two teachers to build staff capacity in the area of teaching Science curriculum effectively across the whole school from Prep-6.




**For more detailed information regarding our school please visit our website at**  
**<https://laurimarps.vic.edu.au>**

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

#### Enrolment Profile

A total of 968 students were enrolled at this school in 2018, 461 female and 507 male.

5 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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



#### School Staff Survey




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





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








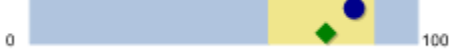















## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
Results for this school: ● Median of all Victorian Government Primary Schools: ◆




Achievement	Student Outcomes	School Comparison																																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Low</td><td>30 %</td></tr><tr><td>Medium</td><td>48 %</td></tr><tr><td>High</td><td>22 %</td></tr></table> <p><b>Numeracy</b></p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Low</td><td>26 %</td></tr><tr><td>Medium</td><td>47 %</td></tr><tr><td>High</td><td>28 %</td></tr></table> <p><b>Writing</b></p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Low</td><td>41 %</td></tr><tr><td>Medium</td><td>47 %</td></tr><tr><td>High</td><td>13 %</td></tr></table> <p><b>Spelling</b></p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Low</td><td>28 %</td></tr><tr><td>Medium</td><td>50 %</td></tr><tr><td>High</td><td>22 %</td></tr></table> <p><b>Grammar and Punctuation</b></p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Low</td><td>26 %</td></tr><tr><td>Medium</td><td>53 %</td></tr><tr><td>High</td><td>21 %</td></tr></table>	Category	Percentage	Low	30 %	Medium	48 %	High	22 %	Category	Percentage	Low	26 %	Medium	47 %	High	28 %	Category	Percentage	Low	41 %	Medium	47 %	High	13 %	Category	Percentage	Low	28 %	Medium	50 %	High	22 %	Category	Percentage	Low	26 %	Medium	53 %	High	21 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Category	Percentage																																									
Low	30 %																																									
Medium	48 %																																									
High	22 %																																									
Category	Percentage																																									
Low	26 %																																									
Medium	47 %																																									
High	28 %																																									
Category	Percentage																																									
Low	41 %																																									
Medium	47 %																																									
High	13 %																																									
Category	Percentage																																									
Low	28 %																																									
Medium	50 %																																									
High	22 %																																									
Category	Percentage																																									
Low	26 %																																									
Medium	53 %																																									
High	21 %																																									









## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> 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.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>92 %</td><td>93 %</td><td>93 %</td><td>94 %</td><td>93 %</td><td>91 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	94 %	93 %	91 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	94 %	93 %	91 %	92 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$6,817,260
Government Provided DET Grants	\$738,300
Government Grants Commonwealth	\$306,721
Government Grants State	\$10,956
Revenue Other	\$85,335
Locally Raised Funds	\$1,333,733
<b>Total Operating Revenue</b>	<b>\$9,292,305</b>

### Equity<sup>1</sup>

Equity (Social Disadvantage)	\$53,428
<b>Equity Total</b>	<b>\$53,428</b>

### Expenditure

Student Resource Package <sup>2</sup>	\$7,099,669
Books & Publications	\$9,196
Communication Costs	\$19,213
Consumables	\$178,692
Miscellaneous Expense <sup>3</sup>	\$570,176
Professional Development	\$62,061
Property and Equipment Services	\$505,164
Salaries & Allowances <sup>4</sup>	\$912,668
Trading & Fundraising	\$203,757
Travel & Subsistence	\$2,263
Utilities	\$63,715
<b>Total Operating Expenditure</b>	<b>\$9,626,573</b>

**Net Operating Surplus/-Deficit** **(\$334,268)**

**Asset Acquisitions** **\$12,500**

### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$151,578
Official Account	\$23,436
Other Accounts	\$885,863
<b>Total Funds Available</b>	<b>\$1,060,878</b>

### Financial Commitments

Operating Reserve	\$382,940
Other Recurrent Expenditure	\$50
Funds Received in Advance	\$267,780
School Based Programs	\$3,077
Repayable to the Department	\$248,652
Asset/Equipment Replacement < 12 months	\$71,512
Capital - Buildings/Grounds < 12 months	\$85,416
Maintenance - Buildings/Grounds < 12 months	\$1,450
<b>Total Financial Commitments</b>	<b>\$1,060,878</b>

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 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)

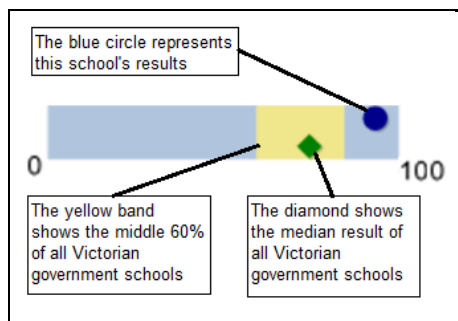
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

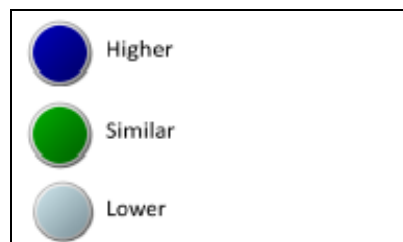


## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's 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.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').