

2019 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).
- 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 26 August 2020 at 12:06 PM by Jason McBean (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 20 October 2020 at 10:22 PM by Amanda Moad (School Council President)

About Our School

School context

Laurimar Primary is now an established school in its 12th year, built by the Department of Education and Training (DET) opening in 2009. Laurimar is situated on 3.4 hectares of land, 30km from the CBD in the North East corner of Melbourne's Northern residential growth corridor. We are incredibly proud of our school and the many things that makes it so unique. We proudly celebrate a strong culture of inclusion, difference and diversity so that each individual can confidently reach their full potential.

The school has a current population of 1017.4 students. Growth within the school has been rapid over the past decade. The school continues to grow due to our positive reputation within the Doreen and wider community 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.

Our Vision is to grow every child to reach their maximum potential through consistent teaching and learning practices that positively impact student outcomes. Students have a consistent framework of values and school rules where we Respect our School, Help others to succeed and Do your Best. We have an overarching goal to be recognised as a leading school in our network and across the State of Victoria.

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 12 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 teaching and learning, 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, OSHC Demonstration program that caters for students with disabilities 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.
- *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, outdoor coverway over the assembly area, 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.

At Laurimar Primary School, the roles and responsibilities expected of employees at the various classification levels incorporates and reflects:

- Schedule 2 of the Victorian Government Schools Agreement 2017
<http://www.education.vic.gov.au/hrweb/Documents/VGSA-2013.pdf>
- Australian Professional Standards for Teachers <http://www.aitsl.edu.au>
- Victorian Institute of Teaching, Codes of Conduct and Ethics <http://www.vit.vic.edu.au>

Workforce Composition

Our workforce is based around a distributive leadership model through an organisational chart that includes Principal Class Officers, Leading Teachers, Learning Specialists, Curriculum leaders, Operations and Welfare Leaders, Classroom Teachers and Education Support Staff across the school. In total, 124 staff are employed here at Laurimar Primary School.

We currently have 1017.4 students enrolled across 44 classrooms from Prep-Year 6. Our students are involved in extra-curricular Expressive Education Programs including Physical Education and Sport, Visual and Performing Arts, Chinese Mandarin, STEAM Education, and Social and Emotional Learning.

Framework for Improving Student Outcomes (FISO)

2019 FISO improvement Strategies

- Dimension: Excellence in Teaching and learning/ Buiding Practice Excellence

Laurimar Primary School continues to focus on consistnecy of practice across all Professional learning teams with a

strong emphasis on student data and improvement. We continue to build our 'Learning Architecture' along with consistent language around what frames successful student learning. We know that this occurs when our teachers show a deep level of connection, investment, building of rapport and engagement to build motivation in our young learners.

- HITS: High Impact Teaching Strategies (Feedback and knowing your students and how they learn)

Regular professional learning around effective feedback has been held throughout 2019 and will continue to be a major focus in 2020 and beyond. Feed Up, Back and Forward is a strong priority in each class across our school

- Consistent instructional models in literacy and numeracy across our school with regular ongoing professional learning for each curriculum area.

VOICES Writing. Regular professional learning on our VOICES writing structure have been conducted with a strong emphasis on authorial writing for our students. We have also been able to develop strongly at a systemic/ network level within our 'Community of Practice' involving a number of schools and leading and participating in a number of Professional Learning sessions throughout the year.

CAFE' Reading and Daily 5 is part of daily, habitual routines for all students across Laurimar Primary School for all year levels. Students identify their good fit books and read to self, others and read to. Lunch eating time is utilized every day with each teacher reading their class novel to their grade. These novels are displayed on each classroom door/ window for all to see which highlights our passion for reading.

Achievement

2019 Highlights

-Growth

Our major focus during 2019 was on Feedback, particularly providing quality feedback from teacher to student. This was led by the Laurimar Primary School Science of Learning Team. This was a focus in all curriculum areas and in the classrooms, Writing was our identified area to prioritise this, which linked with our Community of Practice focus to build passionate writers and with our student outcome data, where writing had been identified as the area needing most improvement. Feedback understanding and practices of teachers was built through:

- Delivering whole school professional development sessions on providing quality feedback (Feed Up, Feedback, Feed Forward)
- Organising and participating in two Writing Showcase professional Development activities with our Community of Practice Schools to share writing practices and strategies
- Focusing on writing practices and strategies through our instructional coaching in classrooms to provide mentoring and feedback to our teachers to guide their improvement

The impact of the above activities is evident through:

- The consistent visibility of feedback across the school - display and use of the Feedback poster and Learning Pit in all classrooms
- Students being able to explain the Learning Pit and identify where they are in the pit and what they can do to get out of the pit
- All teachers using the LPS Feedback Stamp and/or terms of feed-up, feedback and feed forward
- Improved student understanding of feedback. Feedback was visible across the school and our students were able to discuss how to use feed up, feedback and feed forward to self-improve
- Visibility of 'Bump It Up' walls and students using these in classrooms to monitor and self-drive their learning

We have continued to refine 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 a 20, 20, 20 team planning model across the school. Through these platforms, the capacity of teachers has been further improved. There is increased consistency of curriculum knowledge and pedagogy. This links directly to HITS and therefore improved student outcomes. The success criteria to support our Learning Intentions continued to evolve. We have both surface level and deep level success criteria in all sessions to guide students in their reflection of where they are in their learning and where to next. Throughout 2019 we also focused on writing. We have developed a new writing scope and sequence for implementation in 2020 which aims to provide opportunity for each skill or concept to be taught more deeply. As a Community of Practice with five other schools we shared our writing practices/programs and ideas and facilitated and delivered two CoP professional development sessions. Feedback from staff was very positive. Our spelling program was further refined with a new scope and sequence developed for 2020 for Year 5 and 6 levels to

include spelling investigations.

Throughout 2019 we also had a pilot team complete the Bastow 'Leading Mathematics' Course. The course focuses on best practice in mathematics. The learnings from the course will be one of the priorities for professional development for staff in 2019. Another pilot group investigated the 'Walker Learning Model' as a new program to better meet the educational and social needs of our Prep students.

During the 2019 school year, the thirteen students receiving funding support through the Program for Students with Disabilities (PSD) had access to one to one support, as well as attending the STRIVE program for six hours per week. The support included regular Student Support Group meetings to discuss classroom assistance, playground supervision, the supply of appropriate resources and Individual Learning Plans.

Future Directions and Strategies

-2020 planning for numeracy involves a number of Professional learning opportunities for staff around the Power of 'Number Talks'. A planned whole staff curriculum day to commence 2020 will be led by our trained team of 'Leading Numeracy' staff members who completed the Bastow course throughout 2019.

-Continued focus on Laurimar Primary Schools leadership at a Network and System level with our strong 'Community of Practice' around writing improvement with an emphasis on our students becoming more authorial writers.

-A dedicated commitment by a team of leaders from Laurimar Primary School to complete the intense 5 day 'Harvard Data Wise' Course at Bastow. This will be conducted in January 2020 and will be attended by Principal, 2 Assistant Principals and a leading teacher. This demonstrates our strong commitment to student learning data and best practice around improvement in each professional learning team.

-Continued theme of regular 'Data Wise' professional Learning strategies and sessions to adopt Harvard 'SWOOSH' cycles of improvement of student data across a broad range of curriculum areas with the first application to writing.

-Continue to identify, develop and build capacity of the next range of Middle leaders within

Engagement

Student Attendance

Laurimar Primary School continues to maintain and meet positive targets around student attendance and engagement. Under 'It's Not OK to be Away' strategy, we aim for an overall student attendance of 95%. In the event that a child is away on the second day, a phone call is made from the classroom teacher to the parent or carer to ascertain the nature of absence and indeed the health and wellbeing of the child. Attendance is considered as a strong priority to ensure each child is given their best possible chance to reach their full potential and assist in ensuring the health and safety for all.

Program For Students with Disabilities

Laurimar Primary School is renowned for our high level of inclusivity. we have 13 students under this program and many students from within the broader community who have been repositioned to our school by region or DET to be given a positive, accepting and inclusive environment to be given every chance to succeed.

-STRIVE program

-Continued Improvement in facilities to allow for fully inclusive environment including the construction of 2 fully functional disabled toilet facilities in the central area of the school and western side that includes hoist facility, change tables and washing machine and dryer. Other upgrades include railing, ramps, accessible prep playground including the installation of 'Rubber Tough' softfall, new sand pit and installation of 6 new automatic doors across the school to increase accessibility for ALL.

- Only mainstream school in the state to have been identified to run an OSHC Demonstration program that caters for students with disabilities for outside of school hours including vacation care services on the holidays. We have created a strong partnership with Concord School, Diamond Valley and Merriang SDS schools and Northern School for Autism.

Future Directions and Strategies

-Continued expansion of Breakfast Club and Breakfast with the Stars Programs

-Continue to strengthen our Partnership with Aged Care Facility at Whittlesea Lodge

-Continued expansion of both the Clubs program and VIP club.

-Consolidate the great work of our STRIVE program and its support and strategies

-Providing of extra curricular activities including extensive camps program from p-6 along with RACV Energy Breakthrough, China Exchanges both inward and outward.

Wellbeing

During the 2019 school year, the Health and Wellbeing of our teachers, students and their families continued to be a major focus at Laurimar Primary School.

Our large team of professionals who work collaboratively to support students who are at risk of disengagement and of not achieving their educational potential, includes a Management Welfare Team, Operations and Welfare Leaders (OWLS), Education Support Staff (ESS), DET Student Support Services Officers (Psychologists, Speech Therapist, Visiting Teachers and Autism Coaches), Nurses, classroom teachers and parents.

Throughout the year, staff receive appropriate Professional Learning on how to manage the Health and Wellbeing of our school community through presentations, updated policies, online modules and access to professional reading.

We ensure that all staff are well versed in the Department of Education and Training (DET) Child Safe Standards and strictly adhere to the Mandatory Reporting guidelines. All onsite personnel, regular or visiting, are required to declare their understanding of the guidelines.

Students at risk participate in a range of appropriate, targeted, small group additional assistance programs. These include the Language Support Program (LSP), Levelled Literacy Intervention (LLI), and Mathematics support, 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 ongoing progress and achievements of these students are monitored through;

- Student Support Group (SSG) meetings
- Behaviour Support Plans
- Individual Learning Plans

Programs which focus on encouraging Student Voice and opportunities, and continue to support the wellbeing of our

students throughout 2019 include;

- Year 6 Leadership Program (school captains, house captains, PLT leaders)
- Peer Mediator Program
- Junior School Council
- Junior Environmental Council
- Breakfast with the Stars
- Whittlesea Lodge Aged Care Facility Partnership
- Lunch Time Clubs
- Buddies

During 2019 the thirteen students receiving funding support through the Program for Students with Disabilities (PSD) had access to one to one support as well as attending the STRIVE program six hours a week. The support included regular Student Support Group meetings to discuss classroom assistance, playground supervision, the supply of appropriate resources and Individual Learning Plans.

This support is also extended to Laurimar Primary School's Out of Home Care and Indigenous and Torres Strait Islander students and their families. When additional support is required, the school can access assistance for the families through a range of organisations including, the Koorie Engagement Support Officers, Child First, DHHS, The Orange Door, Berry Street and Kildonan.

Wellbeing is a constant agenda item for meetings to ensure that any concerns regarding the health and safety of all our students is being identified, monitored, supports required and addressed. Supporting our Laurimar Primary School families is central to maintaining positive and trusting relationships with our school community and enables our students to be given the best opportunity to reach their maximum learning potential and obtain success.

Financial performance and position

Laurimar Primary School maintained a very sound financial position throughout 2019. The 2017-2020 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$108,489 along with also ensuring we fully repaid the 2018 reconciled SRP deficit of \$279,115.

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. While separate program budgets are managed for these programs, the majority of staffing for these programs was against the credit component of our SRP allocation.

Mindful of the varying economic situations of families, the School Council made minimal changes to the requested levies and contributions for 2019. The Out of School Hours Care (OSHC) and Holiday programs were well attended, with a rising number of students attending the holiday programs. The OSHC program is well managed and continues to show a profit. Council managed the Canteen again in 2019 with a decrease in the running costs and a smaller deficit recorded for 2019. The menu will be reviewed in 2020 and careful monitoring of staff costs will be continued by the Finance Subcommittee and Canteen Subcommittee.

Laurimar Primary School received a small amount of Equity Funding, which was utilised to support literacy and numeracy intervention programs and to employ specialist staff in learning and wellbeing.

All funds received from the Department, or locally raised funds have been expended or committed to throughout the 2019 school year with an increase to resources especially in the areas of Literacy, Numeracy and infrastructure projects. These include our OSHC Demonstration program extension and inclusion of additional disabled toilet facilities, the refurbishment of the Gym and Yr1 student toilets, decking areas and ramps around our STEM Centre and classrooms next door making these areas wheelchair accessible and great outdoor learning spaces for our students. Blinds were also purchased for different areas of the school including the north-west windows of our portables and a 60m fence at the northern end of our soccer pitch was installed.

The School Council will continue to focus on fundraising for beautification and improvements of our school grounds during 2020 and ensure that all funds from the Student resource package are used to support students and improve their learning outcomes..

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

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 987 students were enrolled at this school in 2019, 462 female and 525 male.

7 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

This school's socio-economic band value is: 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)	84.0	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)	73.4	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	91.7	89.7	81.7	95.0	Similar
Mathematics	92.5	90.3	81.8	95.8	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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	80.9	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	68.9	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	60.4	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	58.4	59.3	41.2	76.4	Below

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)	82.1	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	72.7	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	63.4	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	59.1	56.3	40.7	71.7	-

NAPLAN Learning Gain

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

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	44.6	43.9	11.5
Numeracy	31.7	51.8	16.5
Writing	42.3	42.3	15.3
Spelling	37.6	45.9	16.5
Grammar and Punctuation	34.6	51.1	14.3

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)	16.2	16.3	13.9	19.4	Similar
Average number of absence days (4 year average)	14.9	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	93	92	92	92	91	90

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)	83.6	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	84.4	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)	83.5	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	84.8	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	\$7,272,249
Government Provided DET Grants	\$990,505
Government Grants Commonwealth	\$407,500
Government Grants State	\$0
Revenue Other	\$69,530
Locally Raised Funds	\$1,274,546
Capital Grants	\$0
Total Operating Revenue	\$10,014,330

Equity ¹	Actual
Equity (Social Disadvantage)	\$68,585
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$68,585

Expenditure	Actual
Student Resource Package ²	\$7,427,923
Adjustments	\$0
Books & Publications	\$975
Communication Costs	\$24,228
Consumables	\$217,187
Miscellaneous Expense ³	\$540,448
Professional Development	\$41,716
Property and Equipment Services	\$409,974
Salaries & Allowances ⁴	\$928,145
Trading & Fundraising	\$241,866
Travel & Subsistence	\$7,182
Utilities	\$66,196
Total Operating Expenditure	\$9,905,841
Net Operating Surplus/-Deficit	\$108,489
Asset Acquisitions	\$310,557

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$930,012
Official Account	\$22,628
Other Accounts	\$0
Total Funds Available	\$952,640

Financial Commitments	Actual
Operating Reserve	\$380,883
Other Recurrent Expenditure	\$127
Provision Accounts	\$0
Funds Received in Advance	\$144,328
School Based Programs	\$9,224
Beneficiary/Memorial Accounts	\$23,754
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$161,166
Asset/Equipment Replacement < 12 months	\$57,772
Capital - Buildings/Grounds < 12 months	\$25,000
Maintenance - Buildings/Grounds < 12 months	\$104,970
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$45,416
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$952,640

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

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

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

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

WHAT IS THE VICTORIAN CURRICULUM?

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

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

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

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

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