

# 2018 Annual Report to The School Community



**School Name: Mornington Primary School (2033)**



- 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 Regulation 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 02 April 2019 at 05:07 PM by Susan Mattingley  
(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 Regulation 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 03 April 2019 at 12:36 PM by Mick Russell (School  
Council President)

## About Our School

### School context

The Mornington Primary School vision; 'Inspiring a passion for learning and personal excellence, whilst preparing students to be globally responsible citizens' reflects our belief that by instilling the appropriate values, promoting the development of positive qualities and providing opportunities to develop the required skills, our children will be well-placed to thrive and meet the challenges of life. We encourage our students to make a positive contribution to their school, families, communities and environment, believing each of them has the potential, through their actions, to make the world a better place.

We are extremely proud of the place Mornington Primary School holds in our local community and of the connection that so many members of the Mornington community feel to the school. Although our history is important to us, we continue to look to the future by providing our students with a broad range of opportunities to reach their full potential.

Mornington Primary is an accredited International Baccalaureate Primary Years Program school and is situated right in the heart of Mornington. Our students can walk to Main Street, Mornington Peninsula Shire, the beach and a wide variety of other local attractions and historical sites. We have an expansive site with two ovals, two playgrounds, large modern learning centres and state of the art relocatable classrooms. Our caring and highly skilled staff are dedicated to ensuring that our students are provided with opportunities to learn in a variety of ways which are engaging and challenging. We explicitly teach transdisciplinary skills such as research skills, thinking skills, social skills, self-management and communication skills.

As an International Baccalaureate World School, authorised to teach the Primary Years Program (PYP), we encourage our students to become more internationally minded in the knowledge that our future adults will need to thrive in a more globally-connected world, that requires a particular set of qualities, personal attributes and skills. The learner profile and the attitudes of the PYP encapsulate these and form the basis from which students in each class collaborate to develop a class vision and an essential agreement that reflect a positive learning culture for our school. Our students are encouraged to be reflective and personal development is an important aspect of our curriculum. This is particularly evident in our programme of inquiry that encourages an inquiry approach to learning through a concept-driven curriculum and challenges students to understand how the world works and consider the important issues we face.

Our teaching philosophy continues to reflect a guided inquiry-based approach to learning through developing conceptual understandings in all areas of the curriculum. By teaching through an inquiry methodology, our students will be better equipped to increasingly plan and self-manage their own learning.

Students at Mornington Primary School have a wide variety of opportunities in the areas of sports, visual arts, STEAM, performing arts, ICT and French language and culture. Involvement in instrumental music, singing tuition, Energy Breakthrough, school production, drama club and a variety of other clubs further broadens opportunities for our students. Our student leadership program encourages students to reflect on, and develop, the qualities of good leadership and effective citizenship.

Building partnerships with parents and caregivers is a vital aspect of developing positive home-school partnerships. It is with this in mind that we encourage parents and caregivers to be involved in a wide variety of school contexts. These range from assisting with learning in the classroom, listening to students read, joining in on incursions and excursions, attending school camps, working as part of our Energy Breakthrough or Production teams, being a part of Parents and Friends or joining School Council.

With a clear purpose, a culture of continuous improvement and a desire to build positive home-school partnerships, our school provides a comprehensive education for all our students.

## Framework for Improving Student Outcomes (FISO)

The Framework For Improving Student Outcomes (FISO) uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement.

2018 is the final year of the Mornington Primary School current Strategic Plan. Throughout 2018 the school had a particular focus on three FISO improvement strategies.

- Excellence in Teaching and Learning – Building Practice excellence (Achievement)
- Positive Climate for Learning – Empowering students and building school pride (Engagement)
- Positive Climate for Learning – Setting expectations and promoting inclusion (Wellbeing)

Under each improvement strategy, Mornington Primary School has set specific goals which were in line with the FISO improvement strategies:

Achievement – To maximise the learning growth in our students while maintaining high expectations of achievement in all areas of the curriculum by improving teacher practice.

Engagement – To have a culture that inspires students, engages and connects them to their learning and encourages learner agency.

Wellbeing – To have a community of support that actively develops the wellbeing and resilience of students within a safe, inclusive and stimulating environment.

A key strategy implemented at Mornington Primary School relates to the continued improvement of teaching practice. On-going improvements to teaching practice that include collaborative curriculum planning, professional learning, using High Impact Teaching Strategies (HITS), an effective and team based Performance and Development process and peer/principal observations are an important feature of our school's approach to improving student outcomes. 2018 also saw the completion and introduction of the Mornington Primary School writing assessment tool, which enables teachers and students to understand what students have achieved in writing and what they need to work on in order to show continuous improvement. Strategic and needs-based use of Professional Practice Days added to the professional learning which staff undertook throughout 2018 - much of the work done on these days was to research best practice in the teaching of spelling and develop how to implement this in classrooms. 2018 also saw the introduction of case management meetings by teams of teachers, whereby data walls were created and used in order to identify learning needs of individuals and cohorts and planning was done to assist teachers to address student issues at their point of need. It is through the excellent work of our teachers and support staff along with our continuous improvement approach, that we have been able to achieve strong results in many areas.

The school strategic plan and annual implementation plan reflect the FISO goals and clearly outline the key strategies and methods of evaluation to be implemented to deliver continued school improvement. Both documents are available on the school website.

## Achievement

In 2018, Mornington Primary School continued to achieve strong results in a broad range of areas.

Throughout 2018, Mornington Primary School continued to implement the International Baccalaureate Primary Years Programme from Foundation to Grade 6. A particular focus in 2018 was looking at how we can embed the IB PYP Approaches to Learning into all curriculum areas across the school. We believe that the strong results in our 'Student Attitude to School' surveys are partly a reflection of the IB PYP program, as it is through our guided inquiry approach that students are able to follow their passions, explore issues and ideas which interest them, and take authentic action.

In 2018 Mornington Primary School continued to offer Literacy and Numeracy support for students who were working below the expected level. Students from Foundation to Grade 6 were able to access various components of these programs. In 2018 Minilit was introduced to the support program for junior students in order to further assist students who require extra literacy support. Analysis of our data suggests that the students who have been able to

access support for four terms or more show significant growth in their learning and in many cases are able to catch-up to expected levels of academic achievement.

In NAPLAN, our students have continued to score above the state mean in Grade 3 Reading and Grade 5 students have scored above the state mean in Reading and Grammar and Punctuation. The percentage of students who scored in the top two NAPLAN bands for Grade 3 Reading and Grade 5 Reading, Writing and Grammar and Punctuation were above the state.

In Mathematics, NAPLAN data shows that both Grade 3 and Grade 5 students achieved below the state mean in 2018. The five year trend data shows that Mornington Primary School had been achieving at or above the state mean for the last 4 years but in 2018 our Mathematics results showed a decline to fall below the state mean. 40% of our Grade 3 students and 24 % of our Grade 5 students were in the top 2 bands of NAPLAN Mathematics in 2018. When these figures are broken down by gender, the same percentage of Grade 3 girls were in the top two bands as similar schools and yet in Grade 5, a greater percentage of boys were in the top 2 bands than similar schools. These results could perhaps be attributed to a greater teacher focus on Literacy, particularly writing and spelling throughout 2018. Analysis of the individual test data did not identify any particular areas or trends from the Grade 3 or Grade 5 NAPLAN test results however it did seem to indicate that the strands that teachers spent more time teaching did achieve better results.

In 2018, Year 4, 5 and 6 students were included in the Student Attitude to School Survey. Our Year 4-6 students showed extremely high levels of connectedness to the school and in fact showed higher satisfaction levels in almost every area of the survey. The results were particularly high in the areas of motivation and interest, high expectations for success and differentiated learning challenge.

Through the Parent Opinion Survey our parents have indicated an extremely high level of general satisfaction with the school, an achievement which has remained consistently high over a number of years. Parents also rated our school particularly highly in the areas of school pride and confidence, high expectations for success, stimulating learning environment, confidence and resilience skills and promoting positive behaviours.

During 2018, the school had a focus on implementing the Department of Education's Resilience, Rights and Respectful Relationships Program in order to further develop students' social, emotional and positive relationship skills, in order to ensure they are in the best possible position to feel safe, connected and ready to thrive. Where there were natural links, content was integrated into IB PYP units of inquiry, whilst other content was taught separately.

At Mornington Primary School we understand that our goal is for continuous improvement in all of the key indicators of performance. Teacher knowledge and effectiveness are key to this goal and it is with this in mind that we will continue to have a focus on, and invest significant resources in, staff professional learning; particularly in the areas of wellbeing and building resilience, developing learner agency, collaborative planning, moderation, effective assessment, data analysis and student tracking.

## Engagement

At Mornington Primary School we implement a wide range of strategies to provide opportunities for our students to be engaged with their learning, their peers and their school. We achieve this through the implementation of the Primary Years Programme (PYP) of the International Baccalaureate, our MPS Respectful Relations Positive Culture (R2PC) program and the many other opportunities that enable students to engage in a diverse range of interests. These opportunities include choir, junior and senior dance clubs, running and fitness club, school band, daily lunchtime games and activities supervised in the atrium, singing and instrumental tuition, after-hours drama classes, Energy Breakthrough teams, gardening and coding clubs. Some of these clubs and activities have been initiated by students, thus enabling student voice to directly influence the nature of our school, whilst others have been initiated by teachers and support staff.

We have two play PODS in the school – one in the senior playground and one in the junior playground. The PODS

are colorfully converted shipping containers full of recycled loose parts which children can use for creative play during the lunchtime breaks. Based on a highly successful research-based model in the USA and UK, the PODS transform our playgrounds to make them more creative, innovative and friendly spaces for children during lunchtime play breaks.

At MPS we believe that when students have a range of learning opportunities to look forward to each day, they are more likely to feel connected to the school and therefore be more engaged in learning throughout the day.

Over the last six years, the connectedness to school factor derived from the Students Attitudes to School Survey has indicated a higher level of connectedness by our students when compared to the state and similar schools.

The ability of all students to connect with the curriculum is pivotal to school engagement. Students are more likely to be engaged in their learning when they have acquired the necessary literacy and numeracy skills to access the curriculum at their level. In order to assist students experiencing learning difficulties, Mornington Primary School is committed to providing additional small group, targeted literacy and numeracy support, particularly for students in the early years of schooling. Students requiring this support are identified through comprehensive and on-going teacher assessments.

A further measure of engagement relates to school attendance levels. A range of strategies to improve student attendance levels have been implemented over the last five years and our attendance data now compares favourably to that of comparative schools. These strategies have included the close monitoring of students with high level of absenteeism, learning support for students at risk, term by term school attendance awards and the provision of family support via our student wellbeing support team. The importance of school attendance is regularly highlighted in the Principal's report in our school newsletter and in the regular parent communication letters from each of the four Mod teams. Student attendance is a listed item on all Mod meeting agendas and the school implements its documented staged response to monitoring student attendance.

## Wellbeing

Over the past six years the results of the Students Attitudes to School Survey has indicated that our students have a positive perception of their learning experiences at Mornington Primary School. The International Baccalaureate Primary Years Programme (PYP) provides our school with a positive framework and a research-based approach to teaching through an inquiry methodology and the development of appropriate personal qualities as espoused through the PYP learner profile attributes.

A further aspect of developing a positive learning environment comes through our MPS Respectful Relations Positive Culture (R2PC) philosophy and the Resilience, Rights and Respectful Relationships resource provided by the Department of Education and Training. At the beginning of every year all classes spend the first two weeks of school participating in learning activities specifically designed to develop an understanding of, and commitment to, a positive culture in every classroom and across the whole school. Teachers and students work together to create their own class vision of how they want their learning environment to be. This includes reflections and conversations on the behaviours and attitudes that will best facilitate this vision. A clear link to the PYP learner profile is made through this collaborative process including a commitment from each person, including the teacher, to make their classroom the best possible learning environment. Each class also reflects on the purpose of school and develops an essential agreement relating to the things they value about learning. Specialist teachers also collaborate with students to create visions and positive learning protocols that will create optimum learning environments within each of their areas. This whole-school process assists in creating a learning environment that all students commit to and that provides a shared language and understanding across the whole school.

Through the PYP units of inquiry, students are encouraged to take action on issues they can contribute to. We endeavour to enable student voice and agency by empowering students to understand that they are all capable of learning and of making the world a better place through their actions.

Encouraging the development of a positive learning environment with respectful relationships and recognising effort

and good citizenship are fundamental to our approach. Social skills programs based on Resilience, Rights and Respectful Relationships are implemented by class teachers to assist students in developing social, emotional and positive relationship skills.

We demonstrate the value placed on appropriate behaviour by presenting weekly Shooting Star awards, based on the PYP learner profile, at school assemblies. A playground monitoring system ensures playground issues are followed up in an appropriate manner and positive playground behaviour is also recognised at assemblies. Good citizenship is acknowledged through our Citizen of the Term awards presented to two students from each class who have been nominated by their peers for consistently demonstrating the PYP attitudes. In recent years we have been able to provide individual support for students experiencing social and emotional difficulties with what is now an ever-growing resource of adult mentors who are retired volunteers, the Kids Hope program, the Salvation Army and the Story Dogs program.

Many different strategies and programs contribute to supporting student wellbeing at our school and data from the Student Attitudes to School Survey continues to indicate that our students have higher levels of connectedness to school than students in similar schools.

### **Financial performance and position**

In 2018, Mornington Primary School posted a surplus of \$98,528. There were two main reasons for the surplus. The first was that it was uncertain at the beginning of the year as to whether another Assistant Principal would need to be appointed: ultimately it was decided not to make this appointment in 2018. Part way through 2018 School Council decided to increase the morning places available in Out of School Hours Care to accommodate an extra need from school families. Although this necessitated another staff member being employed, it also slightly increased the funds which the program generated.

In 2018, the school received \$41,687 in equity funding. All of this money and further school funds were used to provide Literacy and Numeracy support programs for students throughout the school.

At the beginning of the year, a local community member made a donation to support our STEAM program, which allowed our STEAM teacher to purchase class sets of LEGO WeDo 2.0 and programmable Spheros.

In 2018, our Parents and Friends Sub Committee were able to raise approximately \$25,000 through a number of different fundraising activities. A large proportion of this money went towards installing a large shade sail in the junior playground, the remaining money will be carried over to be used to partly fund the rebuilding of our vegetable garden, chook sheds and a large storage shed, all of which were demolished in 2017 to make way for our new building.

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 532 students were enrolled at this school in 2018, 279 female and 253 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></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> Similar</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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>66%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>53%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>51%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>41%</td> <td>47%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	66%	24%	Numeracy	32%	53%	15%	Writing	27%	51%	22%	Spelling	41%	47%	12%	Grammar and Punctuation	24%	52%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## 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><b>Average Number of Student Absence Days</b></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> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	93 %	93 %	93 %	91 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	93 %	93 %	93 %	91 %										

## 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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</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		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,552,699	High Yield Investment Account	\$215,344
Government Provided DET Grants	\$531,122	Official Account	\$32,486
Government Grants Commonwealth	\$113,778	<b>Total Funds Available</b>	<b>\$247,830</b>
Government Grants State	\$5,900		
Revenue Other	\$12,079		
Locally Raised Funds	\$445,429		
<b>Total Operating Revenue</b>	<b>\$4,661,007</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$41,697		
<b>Equity Total</b>	<b>\$41,697</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,530,849	Operating Reserve	\$157,581
Books & Publications	\$5,009	Funds Received in Advance	\$45,444
Communication Costs	\$8,348	Asset/Equipment Replacement < 12 months	\$31,805
Consumables	\$129,992	Maintenance - Buildings/Grounds < 12 months	\$13,000
Miscellaneous Expense <sup>3</sup>	\$220,080	<b>Total Financial Commitments</b>	<b>\$247,830</b>
Professional Development	\$24,084		
Property and Equipment Services	\$255,954		
Salaries & Allowances <sup>4</sup>	\$319,940		
Trading & Fundraising	\$29,583		
Utilities	\$38,639		
<b>Total Operating Expenditure</b>	<b>\$4,562,478</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$98,528</b>		
<b>Asset Acquisitions</b>	<b>\$0</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)

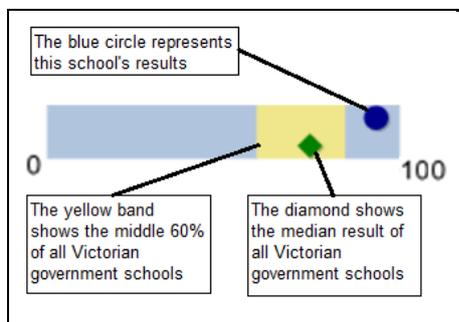
### Engagement

- 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).

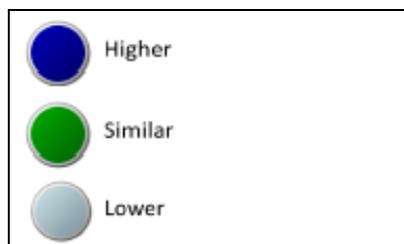


## What does *School Comparison* refer to?

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').