

2019 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).
- 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 24 April 2020 at 09:34 AM by Susan Mattingley (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 27 April 2020 at 06:00 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.

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 individuals and personal development is an important aspect of our curriculum. This is particularly evident in our 'programme of inquiry' that encourages a guided inquiry approach to learning through a 'concept-driven' curriculum and challenges students to understand how the world works, consider the important issues we face and 'take action' to make a positive impact.

Our teaching philosophy continues to reflect a more guided inquiry-based approach to learning through developing conceptual understandings in all areas of the curriculum. Through teaching the inquiry methodology, our students will be better equipped to increasingly plan and self-manage their own learning. Giving them a better understanding of their own learning, emotional capacities, social development and meta-cognition is essential to developing well-rounded individuals. These are reflected in the trans-disciplinary skills in the PYP: thinking skills, social skills, communication skills, self-management skills and research skills.

Students have opportunities in the areas of physical education, STEAM (Science, Technology, Engineering, Art and Mathematics), performing arts, ICT and French language & culture. Involvement in choir, instrumental music, Energy Breakthrough, school production and clubs further broadens opportunities for our students to connect with the school community and build relationships with like-minded peers. Our student leadership program encourages students to reflect on, and develop, the qualities of good leadership and effective citizenship. These opportunities will help students develop a broad range of interests, some of which may become life-long passions.

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.

In 2019 Mornington Primary School had 537 students in 22 classes. Our Preps are in single year level classes, however from Year 1 onwards, students are in multi-age classes: Year 1 and 2 are together, Years 3 and 4 are together, as are Years 5 and 6. Mornington Primary School has an extremely dedicated staff which in 2019 comprised of 26 classroom teachers, five specialist teachers and eight classroom based education support staff, three administration staff, three out of hours school care staff and two Principal class.

In 2019 the school went through a rigorous and collaborative school review which set very clear directions for the next four years. 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 following FISO improvement initiatives and key improvement strategies were a focus at Mornington Primary School in 2019.

Excellence in Teaching and Learning

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

- a) To improve student growth and achievement in literacy through the use of High Impact Teaching Strategies
- b) To improve student growth and achievement in literacy by exploring the connections between reading and writing

Positive Climate for Learning

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

- a) To further embed the PYP trans-disciplinary skills (approaches to learning) across the curriculum, including specialist classes.

Positive Climate for Learning

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

- a) To further develop student voice, agency and leadership in order to encourage wellbeing, resilience and engagement.

All staff in 2019 were able to continue to explore the High Impact Teaching Strategies and align them with their Professional Development Plans plans. All teaching staff were also involved in peer observations based on the selected High Impact Teaching Strategy. Principal observations, instructional walks, professional practice days and our learning specialist were all used to support this work. Teams continued to refine and implement case management and use of data walls, with a timetable designed to facilitate this work. Literacy and numeracy support continued to be provided for students from Prep - Grade 4

All teams of teachers were involved in creating and using integrated literacy planners in 2019 focusing on using mentor texts for explicit teaching and connecting reading and writing. A large budget was provided to all teams of teachers to purchase quality mentor texts for use throughout the school.

All staff attended the Network Misty Adoniou Professional Learning and used the work undertaken through this to start discussions about "teaching up" and ensuring that we addressed the complexity of reading and writing. There was greater focus in case management meetings on identifying the students working above level and attempting to address their learning needs.

Throughout 2019 the PYP co-ordinator met with all mod teams on a weekly basis for 1 hour to plan for the skills which would be addressed during teaching and learning and how split screen teaching would be implemented in order to facilitate this. Classroom staff documented skills (approaches to learning) in planners and work programs. Classroom teachers explored and implemented split screen teaching.

Achievement

Mornington Primary School will continue working to improve literacy results, particularly in the area of Writing. We believe that linking Reading and Writing and using mentor texts in both areas will assist this work. Staff use of data to inform teaching also needs to continue to be a focus so data walls and case management meetings will continue throughout the school in 2020. The Mornington PS Literacy Leader and Learning Specialist will continue to be used to support staff to improve their practice in teaching and assessing literacy.

In 2019 all of the NAPLAN mean scores for Grades 3 and 5 increased except for Grade 5 Reading, with particularly strong increases in Grade 3 Grammar and Punctuation, Spelling and Writing and Grade 5 Spelling. In terms of high growth from Grades 3 to 5, Spelling and Grammar and Punctuation were the only areas which increased from 2018. Writing, Spelling and Numeracy showed fewer students demonstrating low growth. There was a significant increase in the percentage of students showing low growth in Reading.

Spelling has had a much higher profile throughout the school for the past two years with teams of teachers undertaking

research and professional learning and implementing more differentiated, point of need spelling instruction and learning tasks. Multiple exposures and explicit teaching (linked to HITS) has been a key focus of this work. The focus of this work in the junior school may well have contributed to the significant increase in the Grade 3 Grammar and Punctuation results and the small increase in the Grade 5 results.

It has been clear that teachers now have a much better understanding of how to connect reading and writing as evidenced by their planning, peer observations and leadership observations. There has also been evidence in planning, teaching and learning that there has been a greater focus on embedding the PYP skills (approaches to learning) into daily teaching and learning. Continued professional development in the application of these approaches to learning within the context of all learning areas, including specialist programs, will be undertaken.

Analysis of the 2019 Student Opinion Survey and student interviews conducted by our school reviewer indicate a high level of student voice and agency across grades 4 - 6. Analysis of the classroom observations of the school review team indicated a similarly high level of student voice and agency in grade levels P - 3. As a school we aim to maintain high levels of student voice and agency while at the same time focusing on developing student leadership skills P - 6.

Engagement

At Mornington Primary School we are proud of the wide range of strategies used to provide opportunities for our students to be engaged with their learning, their peers and their school. We achieve this through year-long implementation of the Primary Years Programme (PYP) of the International Baccalaureate, our MPS Respectful Relations Positive Culture (R2PC) program and DET's Resilience, Rights and Respectful Relationships program.

Whilst these programs underpin and are integral to all areas of student learning, there are 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, 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 seven 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 six 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, 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 seven years the results of the Students Attitudes to School Survey has consistently 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 experiences specifically designed to develop an understanding of, and commitment to, a positive attitude in every student and 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 class member, 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 and empowered to take action on issues wherever and whenever they can. 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 individual and collective actions. Our recent school review found evidence that our students believe they have high levels of agency and voice. Encouraging the development of a positive learning environment with respectful relationships and recognising effort and good citizenship are fundamental to our approach.

Throughout 2019, the school employed a Student Wellbeing Officer who works with the Assistant Principal to support families and students. Support can consist of working one on one with students, working with small groups of students with similar needs, working with parents and caregivers or linking school families to external support agencies or resources. Our Wellbeing Officer also works closely with agencies such as State Schools Relief to support families experiencing financial challenges. Frequent newsletter articles which focus on social, emotional and physical wellbeing are also used to support all school families.

Social skills programs based on Resilience, Rights and Respectful Relationships are implemented throughout the year in every class as teachers 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 Citizen of the Term awards that are presented to two students from each class who have been nominated by their peers for consistently demonstrating the PYP attitudes.

Over the last seven years we have been able to provide individual support for students experiencing social and emotional difficulties with what has now become 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 2019, Mornington Primary School recorded a surplus of \$104,945. Some of this was money which was carried over from locally raised funds from Parents and Friends which were allocated to be spent in 2020 on the restoration of the school vegetable garden, new chicken coop and shade for that area. The rest of the money was predominantly School Council Reserve.

In 2019, the school received \$48,157 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 significant donation to support our ICT program, which allowed the school to purchase a number of new laptops for student use throughout the school.

In 2019, our Parents and Friends Sub Committee were able to raise approximately \$25,000 through a number of different fundraising activities. Some of this of this money went towards purchasing two shipping containers to be used as a garden shed and outside equipment storage and the initial construction/purchase of vegetable gardens. The remaining money was carried over to be used to fund the further development of our vegetable garden, construction of a chook shed and shade for this area.

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: 

School Profile

Enrolment Profile

A total of 537 students were enrolled at this school in 2019, 287 female and 250 male.

2 percent were EAL (English as an Additional Language) students and ND 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

| Achievement | Student Outcomes | Similar 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"> English Mathematics <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 School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</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: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

| Achievement | Student Outcomes | Similar School Comparison |
|--|---|--|
| <p>NAPLAN Year 3</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>Above ●</p> <p>Above ●</p> |
| <p>NAPLAN Year 5</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>Above ●</p> <p>Below ●</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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

| Achievement | Student Outcomes | Similar School Comparison | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|-----|-----|-----|---|------------|------------|-----|-----|--------|-----|------|-----|
| <p>NAPLAN Learning Gain 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>58%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>67%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>61%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>42%</td> <td>37%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>48%</td> <td>27%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 23% | 58% | 18% | Numeracy | 22% | 67% | 11% | Writing | 20% | 61% | 20% | Spelling | 21% | 42% | 37% | Grammar and Punctuation | 24% | 48% | 27% | <p>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.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> | Gain Level | Percentage | Low | 25% | Medium | 50% | High | 25% |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 23% | 58% | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 22% | 67% | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 20% | 61% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 21% | 42% | 37% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 24% | 48% | 27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gain Level | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

| Engagement | Student Outcomes | Similar 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>Similar School Comparison 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.</p> | <p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p>Similar ●</p> | | | | | | | | | | | | | | |
| <p>Average 2019 attendance rate by year level:</p> | <table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 93 % | 93 % | 91 % | 93 % | 92 % | 92 % | 91 % | <p>Similar school comparison not available</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 93 % | 93 % | 91 % | 93 % | 92 % | 92 % | 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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

| Wellbeing | Student Outcomes | Similar School Comparison |
|--|---|--|
| <p>Students Attitudes to School - Sense of Connectedness</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p> | <p>Similar ●</p> |
| <p>Students Attitudes to School - Management of Bullying</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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, 2019

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,898,505 |
| Government Provided DET Grants | \$449,916 |
| Government Grants Commonwealth | \$140,547 |
| Revenue Other | \$26,138 |
| Locally Raised Funds | \$411,576 |
| Total Operating Revenue | \$4,926,682 |

| Equity ¹ | |
|------------------------------|-----------------|
| Equity (Social Disadvantage) | \$48,157 |
| Equity Total | \$48,157 |

| Expenditure | |
|---------------------------------------|-------------|
| Student Resource Package ² | \$3,815,784 |
| Books & Publications | \$17,886 |
| Communication Costs | \$6,938 |
| Consumables | \$120,210 |
| Miscellaneous Expense ³ | \$275,536 |
| Professional Development | \$14,220 |
| Property and Equipment Services | \$207,593 |
| Salaries & Allowances ⁴ | \$286,938 |
| Trading & Fundraising | \$36,340 |
| Utilities | \$40,293 |

| | |
|------------------------------------|--------------------|
| Total Operating Expenditure | \$4,821,737 |
|------------------------------------|--------------------|

| | |
|---------------------------------------|------------------|
| Net Operating Surplus/-Deficit | \$104,945 |
|---------------------------------------|------------------|

| | |
|---------------------------|-----------------|
| Asset Acquisitions | \$11,543 |
|---------------------------|-----------------|

Financial Position as at 31 December, 2019

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$245,409 |
| Official Account | \$30,199 |
| Total Funds Available | \$275,608 |

| Financial Commitments | |
|---|------------------|
| Operating Reserve | \$155,904 |
| Funds Received in Advance | \$55,158 |
| Asset/Equipment Replacement < 12 months | \$19,500 |
| Maintenance - Buildings/Grounds < 12 months | \$44,000 |
| Total Financial Commitments | \$274,562 |

- (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 26 February 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)

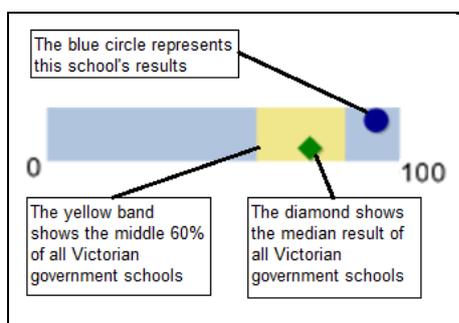
Engagement

- student attendance and engagement at school
- 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 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 '*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').