

# 2018 Annual Report to The School Community



**School Name: Glen Waverley Primary School (5425)**



- 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 19 March 2019 at 07:34 AM by Frank Catalano  
(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 26 March 2019 at 09:36 AM by Paul Van Den  
Bergen (School Council President)

## About Our School

### School context

2018 was another outstanding year for the Glen Waverley Primary School community as we implemented the second year of our 2017 – 2021 School Strategic Plan (SSP) – our SSP is over a five year period as this marries with the Council of International Schools (CIS) review timeframe. Through our robust self-evaluation process which was supported by the CIS review, we identified how a shift from differentiated learning to personalised learning will further increase student learning outcomes. We aim to proactively embrace research on metacognitive rigour and student voice, to further extend our work in this area with a particular focus on developing a common understanding of learner resilience, the role of neuroscience in learning, increasing global and service learning opportunities and the continual development of staff capacity in all areas of the teaching and learning process.

Glen Waverley Primary School is a school of choice for many families who are seeking outstanding educational outcomes for their children. 2018 was also another year of significant enrolment growth, we commenced the year with 834 students and this increased to approximately 890 by the end of the year. As a school community, we are focused on continual improvement in all aspects of the teaching, learning and school leadership as well as ensuring all students feel safe and secure. We are committed to providing a curriculum which has a global perspective and rich in science, intercultural understanding, service learning, global citizenship and awareness - with the aim to make a difference to the current and future world.

As an internationally accredited school, our Guiding Statements outline our Purpose, Philosophy, Mission, Vision, Values and the importance we place on Interculturalism, as follows:

**Interculturalism:** We deliver a curriculum where empathy, equality, open-mindedness and respect are embedded within all learning areas, to develop strong individuals who take action to promote and defend these values as productive citizens of the world.

**Our Philosophy:**

- The students are at the centre of everything we do
- Building staff capacity is paramount
- Everything we do is based on research and a whole school approach

Our mission is “to develop lifelong global learners”. We utilise research and a whole school approach, we pursue positivity, resilience and academic excellence. Partnerships with students, students and the school community are nurtured and collaboration integral. We will provide students with the knowledge, skills and attributes to become critical thinkers and productive citizens of the world.”

Our vision is; “As global contributors, we are reflective resourceful and engaged in fulfilling life long learning, laughter and success.”

Our Purpose is; “to develop individuals who learn about themselves and the world around them”. Grow to become effective members of the community now and in the future. Achieve personal fulfilment and a love of lifelong learning.

Our values are: Integrity, Respect, Initiative and Global Empathy.

English is an additional language for 85% of our students and our Language Background other than English is approximately 98%. We are internationally accredited with the Council of International Schools (CIS) and conducted our school's self-study as preparation for the CIS accreditation visit in October 2016. Key achievements and challenges identified through this process were;

1. Well established and embedded whole school approaches (WSA) to Reading, Writing and a Pedagogical approach.
2. A whole school approach to Inquiry Learning is yet to be developed.
3. Student understandings of Success Criteria and metacognition can be deepened and further personalised.
4. With enrolment growth, staff induction programs must be robust and thorough.
5. The whole school engagement and wellbeing program “You Can Do It” needs to be further developed and

enriched with additional content to maximise how it meets the specific characteristics of the cohorts.

6. The need to develop a long term vision for Science Technology Engineering Art and Mathematics (STEAM) and
7. To maintain a focus on rigour, student voice and data through a lens of on-going school improvement and deepening of student engagement in the learning process.

Our staff work industriously to extend and develop their teaching skills through a comprehensive whole school approach to professional learning aimed at understanding students from diverse backgrounds and improving student learning outcomes. The main focus of our professional learning in 2018 was deepening our Whole School Approaches in Maths, Reading and Writing whilst embedding Spelling. As a learning community with a high number of EAL Learners, we also engaged the services of renowned EAL Consultant, Dr Allan Williams to work with our staff throughout the year. In 2017 we invested heavily in understanding the neuro-science of learning, this continued throughout 2018 as we were a proactive member of Melbourne University's Science of Learning Research Centre. Our association with this network involved working directly with Professor John Hattie and his colleague Luke Mandouit in developing our understanding of Feedback, Feedforward and Feed Up. This provided our staff with the skills, knowledge and expertise to be able to provide our students with rigorous feedforward rather than at a surface level.

Organised, robust, coherent and rich teaching and learning programs support all students throughout the school. Our Smart8 and student wellbeing programs together with a vast array of extra-curricular activities provide all students with a variety of learning and leisure opportunities whilst at school. Our school community is very supportive of the work the school is undertaking and parents are welcome participants and engaged in the decision-making processes of the school. Opportunities are provided for parents and families to get together and be an active part of our school community such as commencing a rebranding process where a new school logo and motto was designed with input from all stakeholders. In 2019 all stakeholders will be engaged and charged with the responsibility of marrying our new logo and motto to a new school uniform in order to complete the rebranding process. Parents are also strongly encouraged to become involved in their child's school years through School Council, the Community Relations Committee and other extra curricula programs such as excursions, classroom support and sport.

In 2018 our staff consisted of 57.23 Full Time Equivalent (FTE) staff which consisted of: 3 Principal Class Officers, 56 teaching and 16 education support staff which consists of 7 Integration Aides (Learning Assistants), 4 admin, 1 uniform shop coordinator, 1 school nurse, 1 Multimedia Assistant, 1 maintenance manager and 1 school employed cleaner. In 2018 the school also catered for 8 students within the Program for Students with Disabilities (PSD) all of whom made significant progress in achieving the goals as outlined in their Individual Learning Improvement Plan (ILIP). We also continued to develop the school's facilities by completing a number of tasks as outlined in the Financial Statement below.

Attendance at Glen Waverley Primary School is a priority. The children are reminded of the "It's Not OK to be Away" mantra and parents are expected to inform the school of all absences. The Compass software package is an invaluable means for families to accomplish this and as a school, we will continue to monitor extended and unexplained absences.

## Framework for Improving Student Outcomes (FISO)

In 2018 we focused on the following FISO initiatives:

Building Practice Excellence:

- Embed Whole School approaches that build a rich, challenging and stimulating learning environment that uses contemporary pedagogy and digital literacies for deep learning and thinking
- Investigate and develop the role of students in their learning process so that students make better use of their learning data in order to drive their ongoing growth
- Review and align our Whole School Approaches to Assessment and Reporting and

- Investigate and further develop our whole school social and emotional learning approach in order to align success and resilience

#### Highlights:

##### English

- Redevelopment and deepened VOICES framework across 3 tiers of cognitive rigour which is aligned to NAPLAN assessment rubric.
- Implementation of Literacy workshops to create greater alignment between reading and writing, to make learning more purposeful.
- Trial of Speaking and Listening framework developed to support teacher capacity in teaching and assessing

##### Maths

- Created a Mathematics Proficiency Framework (SURF)
- Development and trial of Learning Norms
- Deepening of Maths Talks to articulate the metacognition of Maths application and goal setting.

##### Student Engagement in Learning

- Consistent differentiation of 'Steps to Success', from surface to deep learning
- Shifting Learning Intentions from task to thinking-based
- Increased use of the Science of Learning language e.g. learning pit, error alarm, productive struggle and metacognition.
- Building the capacity of staff to deliver accurate feedback (feedup, feedback. feedforward) through self-reflection in conjunction with the University of Melbourne.

##### All Curriculum Areas:

- Development, deepening and reporting against Personalized Student Learning Goals in mathematics, reading, writing and social-emotional learning
- Implementation of SOLO taxonomy evident in Learning Intentions and Success Criteria in order to deepen learning
- Strengthening the use of Success Criteria across the school using the SOLO taxonomy to frame four tiers of success criteria from surface to deep learning.
- Development of Learning Intentions that are cognitively based rather than task completion
- Learning Intentions and Success Criteria are constantly visible across the school in all classroom, specialist and support programs throughout the school

##### Building Leadership Teams

- Further embed our school's Guiding Statements.
- Continue to target, refine and enhance the development of leadership skills and content knowledge, to support the development of high level Curriculum Review, implementation and monitoring.
- Maintain and further develop the capacity of all staff to deliver established whole school initiatives and rigorous teaching and learning processes
- Continue developing the leadership capacity of all senior and middle level leaders via a dedicated leadership coaching program which involves 1:1 coaching and workshops

#### Highlights:

- Further enhanced leadership opportunities throughout the school
- Implementing 3 x Learning Assistants in Maths, English and Student Engagement as pedagogical coaches
- Continued with coaching sessions and workshops for all staff in leadership positions
- Continue Executive Team strategically engineering a professional learning and meeting schedule
- Developing teaching and learning leaders capacity to drive data analysis
- Continued to build staff capacity to be data literate for teaching and learning

#### Positive Climate for Learning

- Engage students as Global Citizens and with Service Learning.
- Investigate a means of involving external organisations and experts to enhance the areas of Science and Technology as a learning tool.
- Engage more deeply with past students to determine the effectiveness of a range of school programs.

#### Highlights:

- Created connections with the 2017 students from Glen Waverley Secondary College through establishment of a communication channel
- Students from Glen Waverley Secondary College engage with current Year Six students in an open forum to assist with transition
- New Inquiry units of learning developed with a CIS transfer, aligning with our purpose and vision
- Implementing CIS recommendations into staff workshops explicitly and visibly
- Regular referrals to our CIS recommendations throughout teaching and learning workshops, which specify our purpose and vision

As a means of further supporting the FISO initiatives, in 2018 we also introduced 3 Foci:

- Academic Rigour
- Orderliness and
- Educating the Whole Child.

The above, in conjunction with our AIP focus, provided the staff, students and parent body with additional lenses in which to focus our work through.

In 2019, we will build on the Foci to include:

- Healthy Connections
- Evidence in Learning and
- Self-regulation.

### Achievement

Glen Waverley Primary School's achievement in student learning, as assessed by our staff, was higher than the predicted range given our student cohort in English and Mathematics. Teacher assessed data depicts a high performing school which is extremely pleasing and a real credit to the professionalism of the staff and willingness of our students and parents to ensure we all work together for the betterment of the children. However, we recognise that as a proactive and forward thinking school there is much more we can implement to continually improve student learning outcomes. For this reason in 2018 we consolidated our whole school approaches to Reading and Writing by implementing tiered frameworks and the implementation of a whole school approach to teaching Spelling through an inquiry model. In Maths we targeting the numeracy proficiencies whilst also deepening the use of Learning Intentions and Success Criteria throughout the school. This important body of work will continue in 2019.

The impact of our involvement with the Science of Learning initiative has also been paramount as we have continue to deepen strategies such as the Learning Pit whilst acknowledging the importance of effective Feedback, Feedforward and Feed Up as a tool to further engage our students in the learning process. In 2019 we will continue the focus on these concepts whilst continuing to "sharpen the lens" on academic rigour and teacher intent. Throughout 2018 we also continued to develop our collective understanding of the important role Learning Intentions and Success Criteria have in the learning process. As a staff we completed numerous professional learning sessions and have now moved these from focusing on "the task" to "metacognition (thinking)" and self-regulation.

In 2018 the students at Glen Waverley PS were expected to have four individual learning goals – Reading, Writing, Mathematics and Personal Learning - which have been instrumental in providing a personalised learning approach;

these will be further expanded upon in 2019 in order to ensure an increase in complexity, rigour and the next steps for learning.

## NAPLAN RESULTS

In 2018 our overall NAPLAN results were pleasing whilst similar than the predicted range given our student cohort. An overview is as follows:

Year 3 - Top 3 Bands:

Reading: Our School @ 93.3%, State @ 76.5%, Middle 60% Low @ 62.0% and Middle 60% High @ 89.2%

Numeracy: Our School @ 89.2%, State @ 72.5%, Middle 60% Low @ 53.6% and Middle 60% High @ 87.5%

Year 5 - Top 3 Bands:

Reading: Our School @ 83.0%, State @ 64.9%, Middle 60% Low @ 48.8% and Middle 60% High @ 80.0%

Numeracy: Our School @ 81.0%, State @ 55.6%, Middle 60% Low @ 37.0% and Middle 60% High @ 75.0%

The percentage of students in the top 3 bands of NAPLAN over the past four years is also similar than the predicted range given our student cohort, a summary is as follows:

Year 3 - Top 3 Bands (4 Year Average):

Reading: Our School @ 88.7%, State @ 71.4%, Middle 60% Low @ 57.6% and Middle 60% High @ 83.6%

Numeracy: Our School @ 84.5%, State @ 65.7%, Middle 60% Low @ 51.2% and Middle 60% High @ 80.0%

Year 5 - Top 3 Bands (4 Year Average):

Reading: Our School @ 80.8%, State @ 61.2%, Middle 60% Low @ 47.0% and Middle 60% High @ 75.5%

Numeracy: Our School @ 82.9%, State @ 54.8%, Middle 60% Low @ 39.2% and Middle 60% High @ 71.4%

Our school's NAPLAN Learning Gain results were overall extremely pleasing and well below threshold levels, however we did note an increase in Low Growth in some areas. A thorough analysis of the results were conducted and improvement measures put in place such as the employment of additional staff to address individual learning needs. Our 2018 Learning Gain results were as follows:

Reading: Low @ 17.4%, Medium @ 55.0% and High @ 27.5%

Numeracy: Low @ 21.1%, Medium @ 48.6% and High @ 30.3%

Writing: Low @ 11.7%, Medium @ 48.6% and High @ 39.6%

Spelling: Low @ 19.8%, Medium @ 43.2% and High @ 36.9%

Grammar and Punctuation: Low @ 20.7%, Medium @ 51.4% and High @ 27.9%

Overall our school's Student Achievement data is pleasing however as a learning organisation we are committed to continuous improvement and we will continue to work industriously to address individual student learning needs by building staff capacity in all realms of the teaching and learning process.

## Engagement

Glen Waverley Primary School's average number of absences in 2018 was similar to the predicated range when given our student cohort, it is also similar over the 4 year average.

It is pleasing that there has been an improvement in this data over the last four years whilst it continues to be below the State average. However this is an area we will continue to address in 2019 by reminding families of the importance of informing the school of all absences via regular newsletter articles and by contacting families immediately if a child is absent and the school has not been informed.

As a proactive and student centred learning organisation, we also provide learning opportunities which challenge, extend and develop engagement levels by further encourage attendance, these include:

- Core Specialist programs in - Art, Music, Physical Education/Sport, Chinese (Mandarin), Multimedia and Reading



#### Recovery

- Maths Olympiad
- Australian Maths Competition (AMC)
- Victorian State School Spectacular (Mass Choir and Mass Dance)
- Chess Tournaments
- Advanced Learning programs in - Maths, Art and Music
- Tournament of the Minds
- Robotics Tournaments
- John Monash Science School programs - Mini Maths and Big Science
- Sporting tournaments and in-school programs such as Netball, Badminton and Gymnastics and
- A plethora of extra-curricular programs.

Intervention programs implemented include:

- Reading Recovery (Reading)
- Targeted Student Support (All areas of the curriculum) and
- QuickSmart (Maths).

In 2019 we look forward to further expanding on the above by incorporating Advanced English classes and introducing Performing Arts as part of our core curricular programs. We will also expand our Targeted Student Learning program by employing additional staff. The intention is to allocate one additional staff member per year level for approximately 3 days per week.

Another strategy employed in 2019 is the establishment of our own Attitudes to School Survey which will be administered and the data analysed at the beginning of each term. This should form the basis of invaluable data which will be used to further determine the students' engagement level whilst also providing avenues for addressing issues.

In 2019 we are also expanding our Junior School Council which will operate under 3 lenses:

Student Voice - providing another avenue for the children to have input in the school's decision making process

Service Learning - focusing on global empathy and fundraising issues

Sustainable Communities - targeting environmental issues within our school, local area and beyond.

#### Wellbeing

The Wellbeing domain reflects the "Connectedness to School" and "Student Safety" variables in the Year 4/5/6 Attitudes to School survey which is conducted in May. Our goal is to further enhance the wellbeing of all students and we aim to improve social connectedness and emotional resilience in a number of ways including improved communication with the school community regarding wellbeing programs. In 2018 we continued to target e-safety via dedicated programs across the entire school and lift the profile of being an e-smart school. We will also further enhanced our school's social and emotional learning program, You Can Do It, by investing in the new on-line modules.

Other strategies which enhanced the level and sense of connectedness and safety were:

- The Peer Mediation Program
- Increase the number of student wellbeing personnel across the school
- Increase the rigour associated with the Junior School Council, House, Curriculum and School Captains
- Invested in new adventure playgrounds (Year 3 and 4) and (Year 5 and 6)
- Ensured the library was available for student use every lunchtime
- Continue to expand the lunchtime recreational activities such as Writer's Club and sports implemented by the House Captains and
- Continued with the Games Club during lunchtimes.

As a school community we are also very aware of the importance placed on providing our school community with means to enhance a sense of connectedness. Our annual events include:

- Twilight Sports
- Disco and the
- Prep "Welcome to GWPS BBQ"

Our students' "sense of connectedness" is comparable to "similar" schools with the following data sets:

Percent Endorsement: Our school @ 83.6%, State Mean @ 81.1, Middle 60% Low @ 72.6 and Middle 60% High @ 89.0

Percent Endorsement ( 2 Year Average): Our school @ 86.7%, State Mean @ 81.7, Middle 60% Low @ 73.8 and Middle 60% High @ 88.7

Our students' "Management of Bullying" is also comparable to "similar" schools with the following data sets:

Percent Endorsement: Our school @ 77.5%, State Mean @ 81.2, Middle 60% Low @ 72.2 and Middle 60% High @ 90.3

Percent Endorsement ( 2 Year Average): Our school @ 81.7%, State Mean @ 81.8, Middle 60% Low @ 73.7 and Middle 60% High @ 89.7

In 2019 we will continue to focus on these important elements of our work by:

- Improving the operations of the Peer Mediation Program
- Build the capacity of the student wellbeing personnel across the school
- Increase the rigour associated with the Junior School Council by introducing a 3 tiered approach which focuses on Service Learning, Environmental Issues and Student Voice
- Invest in new programs and their own dedicated facilities e.g. Performing Arts and STEAM/AI
- Expand the library open hours to include before school each day and continue with it being available every lunchtime
- Continue to expand the lunchtime recreational activities such as Writer's Club and sports implemented by the House Captains and
- Continue with the Games Club during lunchtimes.

## Financial performance and position

In 2018 Glen Waverley Primary School continued to support the implementation of the Strategic Plan by committing funds to professional learning and resources.

We continued to invest in the school's facilities by completing a host of projects including:

- Refurbishing the old hall into the Out of School Hours Care and Music rooms
- Creating new adventure playgrounds for the Year 5/6 and 3/4 students
- Increased the digital technology footprint by provisioning additional iPads, Notebooks, Robotics resources and commenced replacing ageing interactive whiteboards with televisions
- Updated some of the air conditioners throughout the school
- Contributed significant school funds towards the completion of the new gymnasium as part of a Capital Works program
- Replaced shade sails in the Year 3/4 adventure playground
- Invested in the school's gardens and landscaping
- Installed an access ramp at the front of the school

In 2019 we plan to continue investing in the school's resource provision and facilities by completing projects including:

- Further development of the play areas by replacing the school oval with artificial turf
- Expand the advanced learning programs to include English (Writing)
- Expand our curriculum offerings by introducing dedicated Performing Arts and STEAM/AI teaching spaces which are being purchased by the school



- Complete replacing interactive whiteboards with televisions and increase the digital learning and robotics footprint
- Continue developing the school's gardens and landscaping
- Improve and expand the line marking throughout the school
- Paint the external walls and windows of Block B
- Complete the replacement of air conditioners with reverse cycle systems
- Replace the carpet in some of the portable buildings

It is wonderful that Glen Waverley Primary School is in a financial position to continue to support quality teaching and learning by increasing the number of support staff who assist children with additional learning needs and staff associated with cutting edge programming such as Multimedia, Performing Arts, STEAM/AI and Advanced Learning in Maths, English, Art and Music. We also work industriously to support teaching and learning programs by providing dedicated learning spaces and sufficient funds to ensure the program is successful.

We also continue to focus on the development of our staff by implementing a robust Professional Learning program that relates directly to our School Strategic Plan which includes provision for a leadership coach who works individually with all senior and middle level leaders and implements a series of workshops dedicated to improving leadership awareness, skills and knowledge.

Our school was provided with a moderate amount of equity funding, however as a proactive learning organisation, considerably more than the allocated amount was used to support our learners who needed program modification. Grants were obtained from School Sports Victoria which were used to provide alternative learning opportunities such as Badminton.




Our school continues to operate in a surplus, predominately due to increasing enrolments, however considerable human and financial resources are provisioned in order to provide facilities commensurate of a modern school and the teaching and learning expectations which this brings as listed above.

## 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 849 students were enrolled at this school in 2018, 390 female and 459 male.

77 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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






#### School Staff Survey





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

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






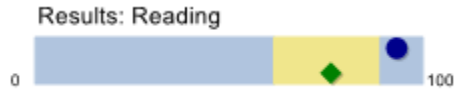


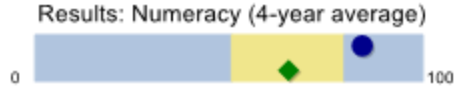




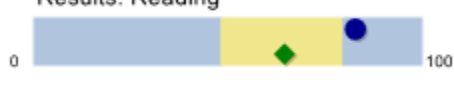







## Performance Summary

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




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

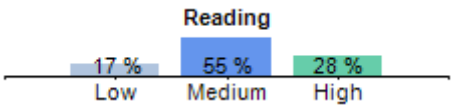
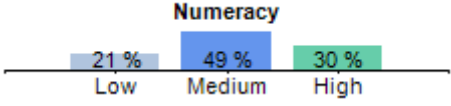
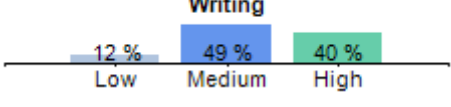
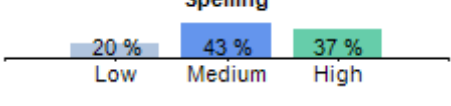
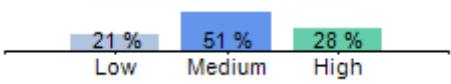
## Performance Summary

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>	<p><b>Reading</b></p>  <p><b>Numeracy</b></p>  <p><b>Writing</b></p>  <p><b>Spelling</b></p>  <p><b>Grammar and Punctuation</b></p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</p>




## Performance Summary






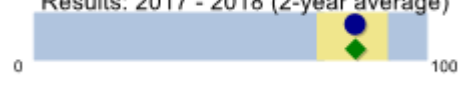


Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

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



## Performance Summary

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

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

## Financial Performance and Position

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

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

Revenue	Actual
Student Resource Package	\$6,442,238
Government Provided DET Grants	\$674,847
Government Grants Commonwealth	\$6,700
Revenue Other	\$58,247
Locally Raised Funds	\$730,442
<b>Total Operating Revenue</b>	<b>\$7,912,474</b>

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

Equity (Social Disadvantage)	\$15,829
<b>Equity Total</b>	<b>\$15,829</b>

### Expenditure

Student Resource Package <sup>2</sup>	\$5,420,622
Books & Publications	\$15,392
Communication Costs	\$8,389
Consumables	\$281,536
Miscellaneous Expense <sup>3</sup>	\$811,269
Professional Development	\$54,313
Property and Equipment Services	\$687,978
Salaries & Allowances <sup>4</sup>	\$1,810
Trading & Fundraising	\$49,531
Travel & Subsistence	\$5,594
Utilities	\$59,096

<b>Total Operating Expenditure</b>	<b>\$7,395,531</b>
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<b>Net Operating Surplus/-Deficit</b>	<b>\$516,943</b>
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<b>Asset Acquisitions</b>	<b>\$95,770</b>
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### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$1,902,628
Official Account	\$12,562
Other Accounts	\$75,027
<b>Total Funds Available</b>	<b>\$1,990,216</b>

### Financial Commitments

Operating Reserve	\$250,521
Other Recurrent Expenditure	\$41,237
Provision Accounts	\$188
Funds Received in Advance	\$255,381
School Based Programs	\$99,500
Beneficiary/Memorial Accounts	\$1,815
Funds for Committees/Shared Arrangements	\$1,233
Asset/Equipment Replacement < 12 months	\$121,500
Capital - Buildings/Grounds < 12 months	\$1,004,000
Maintenance - Buildings/Grounds < 12 months	\$35,000
<b>Total Financial Commitments</b>	<b>\$1,810,375</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)

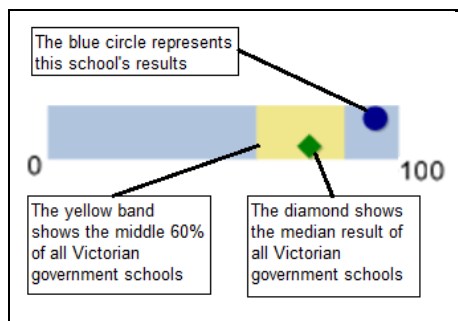
### Engagement

- 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).

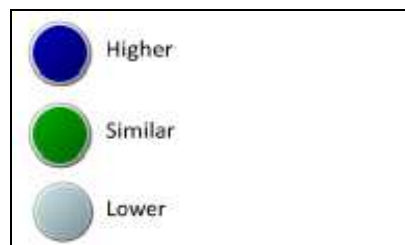


## What does *School Comparison* refer to?

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').