

2019 Annual Report to The School Community



School Name: Templestowe Valley Primary School (4985)



- 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 04 May 2020 at 01:03 PM by Alison Rees (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 04 May 2020 at 05:17 PM by Eva Wong (School Council President)

About Our School

School context

Templestowe Valley Primary School, established in 1969, is situated in the leafy suburb of Lower Templestowe. With a rich history and culturally diverse community; inclusive of family involvement in the school spanning three generations, TVPS proudly celebrated its 50th Anniversary in 2019. At the 2019 August Census, there were 433 students enrolled across 20 classrooms and supported by 35.9 FTE staff members including 2 Principal class, 23.9 teachers & 10.8 ES staff.

At Templestowe Valley Primary School, the aim is to foster the best possible teaching and learning environment that is both innovative and secure, with a zero tolerance of child abuse. The school's objective is to be the school of choice for the local community. TVPS staff aspire to provide an inclusive and collaborative learning environment for all students, staff and families that promotes high expectations for lifelong learners, strives for academic excellence and supports students to build positive relationships and lasting friendships. Staff endeavour to deliver best practice teaching methods, within a safe and caring environment, empowering students to become self-motivated, successful and active global citizens.

At TVPS staff recognise that all students have special skills, abilities and aptitudes and that all learn at varying rates and in different ways, so learning and the curriculum is planned, implemented and evaluated using a differentiated approach to cater best for individual needs. A challenging and stimulating environment is created in which children are encouraged to become independent, motivated learners in order to;

- achieve high levels of intellectual and physical competence,
- acquire decision-making, problem solving and critical thinking skills,
- develop the skills of leadership and the ability to work co-operatively in teams, and
- achieve their full potential.

The teachers and support staff at Templestowe Valley Primary School are friendly, committed and approachable. They strive to deliver quality programs and take extra care in learning about the unique abilities of each child. The school has a commitment to the achievement of excellence and the maintenance of an environment where the children are valued as individuals. The school believes that children learn best when:

- they are actively involved in their learning
- they are challenged and see a purpose for their learning

TVPS aims, through successful learning and teaching, to develop the whole person and to enable our students to become lifelong learners. The students at Templestowe Valley Primary School are positive and enthusiastic and have a strong sense of connectedness to their school. Each student is valued, listened to and supported in their learning. They learn in a classroom environment that is calm and accepting, with behaviour and expectations aligned to the school values of Honesty, Acceptance, Respect and Responsibility. Students are provided with a wide range of challenging activities within learning domains of the Victorian Curriculum with particular emphasis being placed upon the development of literacy and numeracy. Extra-curricular activities are offered, with the Performing Arts, Visual Arts, Languages - Mandarin and Physical and Sport education commanding special focus.

Learning at Templestowe Valley is a partnership between a student, their family and the school. It can only be successful when all three parties work closely together for the benefit of the child. Parents are encouraged to be actively involved in all aspects of their child's education. This includes participating in school activities, joining committees, reading newsletters and Compass/Seesaw notes, etc., and most importantly, talking to their child's teacher.

Framework for Improving Student Outcomes (FISO)

The FISO Priorities in 2019 were:

1. Excellence in teaching and learning

- To improve students' relative growth in all areas of the curriculum with particular emphasis on literacy and numeracy.
- 2. Professional leadership
- 3. Positive climate for learning
- To develop an innovative and aspirational curriculum that empowers and engages all students in their learning.

There were significant changes in the Principal Class and School Improvement Team (SIT) membership during the 2019 school year; with the appointment of a new Principal at the start of the year, and the retirement of the long serving Assistant Principal (AP) mid-year. The acting AP position was filled internally for Semester 2. The appointments of a substantive AP and two Learning Specialists were made before the end of the year.

This provided the impetus for a rethink and restructure of traditional Level and Curriculum teams. Year Level Professional Learning Teams (PLT) were introduced with designated PLT Coordinators, as well as Annual Implementation Plan (AIP) and Action Research Teams (ART).

Development and implementation of a consistent specialist timetable supported Professional Learning Teams (PLT) to meet on a weekly basis for collaborative planning. The PLT focus was on developing consistency in learning - understanding each child's starting point & areas for growth, planning based on current data with learning intentions & success criteria developed from data. Protocols were discussed and developed for the weekly collaborative planning sessions; with a fortnightly PLT Coordinators' meeting introduced to develop consistency across the levels and support PLT Coord to lead discussions & professional learning within their team. Support and professional learning was offered to all PLT members by the English, Maths and ICT coordinators (Acting AP) with the aim of improving teacher capacity in the use of data

2019 saw a focus on the use of multiple data sources to inform planning for student learning. Staff participated in a number of professional learning activities; both at the staff and team level, to support the development of their understandings. A pupil-free day in March provided the opportunity for teachers to work in teams to unpack teacher-judgement data relevant to their 2019 students.

Another whole school focus was on understanding and planning for learning against Vic Curric domains. This was inclusive of:

- Structuring and implementation of Year Level Professional Learning Teams (PLT) aligned to levels in Victorian Curriculum; inclusive of designated PLT collaborative planning time.
- Review and development of year level and specialist understanding of VC areas relevant to their role, across and within year level.
- Whole school review of assessment practices, particularly relating to VC, in order to develop consistency, the improved use of multiple sources of data and moderation of work samples to inform teacher judgements and planning for learning.
- Whole school auditing of integrated curriculum in order to ensure all relevant elements of VC are focused on, and assessed and reported on in semester reports to parents.
- Curriculum planning 'through lines' to embed STEM in all domains

In-school staff presentations - professional learning in FISO model – was provided to staff by the Principal with each teacher receiving a complete set of FISO books with PLT, AIP and ART teams strongly encouraged to revisit and use in planning meetings and conversations. e.g Amplify document being used by Student Leadership team, Inquiry document - Inquiry team, HITS document by PLT.

Achievement

The students at Templestowe Valley Primary School are hard-working, productive and respectful and display high levels of self-discipline. Teacher judgment of student achievement across the school from Prep to Year 6 – measured in English and Mathematics - consistently exceeds the median of all Victorian Government State Schools. Student average attendance rates exceed the State Median with all sitting above 90%. A strong indictment that students enjoy

the learning presented at TVPS.

Ultimately, all staff work to ensure the maximum learning growth of every student with the school community's vision being for its students to develop as confident and resilient individuals, who are capable and independent in their learning. Learning is differentiated across all programs within the school; classroom and specialist, and targeted to each student's proximal zone of development (ZPD).

Templestowe Valley Primary School is proud of its achievements in student learning. The moderated teacher judgements against the Victorian Curriculum Standards for achievement from Prep to Yr 6 in Mathematics and English consistently exceed the median of all Victorian Government State Schools, with the results in English also being rated as "Similar" in comparison to similar schools.

Data from the National Assessment Program [NAPLAN] is noteworthy. In both Year 3 and Year 5, the Reading and Numeracy data is consistently well-above the State median score. Pleasing results were achieved in Yr 3 Reading and Yr 5 Numeracy with the results being "Above" in comparison to similar schools. It was also pleasing to note that the 4 year average of being above the State Median was maintained in both Reading and Numeracy.

The NAPLAN statistic of High Learning Gain from Year 3 to Year 5 was notable in Numeracy, Writing and Language Conventions. It was particularly pleasing to see 43% of Yr 5 students achieving High Gain in Writing as much emphasis was placed on developing consistency in practices and extending teachers' understanding of the writing process through teacher professional learning. Whilst it is pleasing to see an increase in the High Gain that students had made in Writing between Yr 3 and Yr 5, it was also good to see a decrease in the percentage of students making Low Gain. Transferring this pattern of achievement to Reading and Numeracy is the goal for 2020.

Additional support for student learning was addressed through EAL and Literacy Support with intensive small group work in Prep – Yr 4 and classroom support with reading tasks for students in Yr 5 & 6. In addition, Education Support Officers (ESO) worked in ten classrooms across the school. Activities in addition to differentiated classroom teaching, to extend students, include APSMO (Australian Problem-Solving Mathematical Olympiad), Maths Olympiad, Robotics Club, Lego Club, Chess Club, GateWAYS, ICAS subject competitions, Sustainability Garden, Art Club, Writing Club, Valley Voices and Rock Band.

Co-curricular programs, for example the Sustainability program, broaden learning experiences and support the TVPS commitment to "Aim High" and provide a comprehensive and stimulating curriculum for all students.

Engagement

At Templestowe Valley Primary School, we strongly believe:

- every student is able to learn,
- students learn at different rates, (own learning continuum)
- individual progress of students should and must be celebrated by home and school.

Curriculum planning and implementation engages and challenges all students. This is evident in the way that teachers:

- communicate high expectations about all aspects of school
- emphasise the quality of learning and value the effort made by students
- provide constructive feedback and challenge students to 'Aim High' and further their learning.

TVPS student attendance data supports a positive attitude to school. In 2019 the student absence data was "below" in comparison to "similar schools". A very positive score indicating that students like to come to school and participate in learning, with common reasons for absence being illness or extended family holidays. Over a 4-year average, our school consistently recorded less absences from school in comparison to the median of all Victorian Government Primary Schools.

All Templestowe Valley teachers have been trained in programs which identify and support the wide spectrum of student talent and abilities. Those students who require additional support are assisted within the classroom and

through other support programs, with advice and guidance being sought from a wide range of professionals including a psychologist, social worker and speech therapist. Parents may be referred to a developmental optometrist.

The Templestowe Valley PS community is culturally diverse with a percentage of families with a Language Background other than English. The number of students requiring additional support with learning English is increasing each year and this is catered for through the school's English as an Additional Language (EAL) program and an outpost program provided by the Blackburn English Language School. Equity funding is used to resource the EAL program.

Additional programs which identify and develop the individual abilities of interested and talented students include lunchtime and after school activities and a range of competitions with students from other schools.

At TVPS the ICT device to student ratio is 1:1. This is most evident in Years 4-6 where all students have a laptop assigned to them for the school year, and in Year 3 with a 1:1 dedicated iPad Program. The use of electronic whiteboards, Smart TVs, iPads and laptops is embedded in our curriculum across the school, with meaningful and stimulating learning tasks. Student feedback identifies this provision as an important factor in the way students value their stimulating learning environment.

Templestowe Valley Primary School has recognised that a seamless transition program supports students when they enter the school and make their way through each year level. Transition into Prep was based on a strong transition program beginning with close communication with our neighbouring pre-school and early childhood centres. The TVPS Flying Start Program was offered in June, and then more formal Orientation sessions occurred in mid-November. The Big Friends, Little Friends Program closely supported the first months at school in a buddy system with Year 6 students.

Strong relationships and communication with our local secondary schools – both government and private – support students in their readiness and transition to further education. A week long innovative program for Years 5 & 6 students, "Sweet Valley High", developed around a secondary school structure and timetable, together with Puberty Education, Drug Education and Cyber Safety all contribute to this preparation.

Leadership opportunities and responsibilities across the school build public speaking skills, learner agency and promote the development of personal and social capabilities in our students. In addition, all teachers worked with their students to identify roles of responsibility and leadership within each grade. Students were consulted for input to relevant school policies, with an example being the Student Leadership policy.

Across the school, student agency allowed for students to work collaboratively with their teachers to set and monitor Individual Learning Goals. Feedback to teachers about their learning experiences promoted authentic student voice.

Wellbeing

In the Students Attitudes to School (SAS) survey, TVPS students in Years 4 – 6 rated their connectedness to school at a higher level than do matched student cohorts at "like schools". Significantly, over a 2-year average, students at TVPS consistently recorded more positivity in comparison to the median of all Victorian Government Primary Schools. The SAS also reports a strong measure of school connectedness, student motivation, and student morale and teacher empathy.

In 2019 TVPS undertook and received Child Safe Standards accreditation. Each component of the seven (7) Child Safe Standards was Satisfactorily Met with praise from the reviewer for the process and practices in place.

The Student Code of Conduct is based on the school values – Honesty, Acceptance, Respect & Responsibility. The school worked together with families to support students to make well-informed, conscious choices and to act responsibly.

TVPS is an inclusive school. The school expertly provides for students with disabilities and impairments with appropriate support and specialised learning programs. In 2019 16 students participated in the Program for Students

with a Disability [PSD]. Students and teachers worked collaboratively with Bulleen Heights School in a Social Skills Program and this is an important aspect of our school's culture, and reflects the true value we place on 'Acceptance'. Students with disabilities and impairments are also supported through a range of specialist personnel and programs including speech pathology, Visiting Teacher service, social worker, psychologist and occupational therapy.

Templestowe Valley Primary School is recognised for its willingness to support students with individual needs in a culturally diverse environment. The school actively fosters attitudes of tolerance, respect, cooperation and empathy for each other. In 2019 all staff and parents were provided with the opportunity to take part in Cultural Understanding Safety Training (CUST) focused on developing awareness and understandings of Australia's Indigenous people. Staff also participated in Understanding and Supporting Gender Diverse Students (USGDS) in order to better support the development of student and staff understandings.

The TVPS school community – students, parents and teachers – is united in its commitment to embrace The Resilience Project. In-school professional learning for teachers, coupled with similar information for parents, and student sessions created powerful motivation to support and build our shared values; to develop confidence and self-esteem; and to be resilient – all the while being mindful and finding gratitude for what we have.

All stakeholders at TVPS play an important part in leading by example, role-modelling and reinforcing the community's shared values and responsible behaviour. "Student of the Week" awards recognise and celebrate student academic and social achievements. The Principal's award is given to students and community members who demonstrate through their unprompted actions, service to the school. These awards acknowledge and encourage positive student behaviour and contributes to the stimulating, safe and nurturing environment at TVPS where the emphasis is on teaching and learning and developing the whole child - every child, on every day.

Financial performance and position

Total Operating Revenue for 2019 decreased by 1.5% (approx. \$69k) from 2018 to 2019. This was due largely to a drop in enrolment numbers from 446 in 2018 to 427 in 2019 (August census was 433). Of this \$69k reduction SRP Funding decreased by \$100k as a direct result of lower student numbers. Government Provided DET Grants and Government Grants Commonwealth both decreased by 4% and 11% respectively, however Revenue Other had an increase of 72% due to reimbursements received from TAC for an Integration Aide and interest received on four term investments that all matured in June 2019. Locally Raised Funds also had an increase from 2018 to 2019 of 4% (approx. \$30k) due to 50th Anniversary fundraising activities that were held in the 2019 year.

There was an increase of approximately \$173k (4%) in Total Operating Expenditure. SRP Expenditure increased by \$49k (1%), and Salaries and Wages increased by \$93k from 2018 to 2019. This increase was made up of Education Support Officers (ESO) – Classroom Based and Casual Relief Teacher wages. The ESO wage expense was partly offset by TAC reimbursements of \$37k. The Casual Relief Teacher expenditure was partly offset with Long Service Leave Reimbursements of \$43k. There was also an increase in expenditure in Property and Equipment Services of approximately \$34k (25%) due to a new leasing contract for iPads in 2019, and significant building and ground works that were completed, some of which was covered by additional funding received by DET in Term 4 as part of their Maintenance Blitz initiative for schools.

The net position of the above results in a Net Operating Deficit of \$130,456.

Overall the change in Financial Commitments from 2018 to 2019 was an increase of approximately \$43k (10%). The largest variation in numbers between 2018 and 2019 is seen in Funds Received in Advance (a 46% decrease), less money was received by parents paying their 2020 Parent Contributions in the 2019 year, Funds for Committees/Shared Arrangements (a 52% increase), surplus balances from both Parents and Friends and 50th Anniversary Celebration subprograms have been carried over to 2020 for expenditure in that year, along with a \$152k SRP deficit from 2019 that is repayable to the Department. There was a variance of \$234k which will be used towards offsetting both the Indicative 2020 SRP Credit and Cash Budget shortfall of approximately \$345k.

For more detailed information regarding our school please visit our website at
<http://www.tempvalprimary.vic.edu.au/tvps2/>

Performance Summary

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

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 427 students were enrolled at this school in 2019, 201 female and 226 male.

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

Overall Socio-Economic Profile

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

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

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

| Parent Satisfaction | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 81.3 | 85.8 | 79.2 | 92.0 |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

| School Climate | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 75.9 | 79.5 | 68.5 | 87.9 |

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

| Teacher Judgments at or above age expected standards (latest year) | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--|---------|--------------|-----------------------|------------------------|---------------------------|
| Domain | Percent | Percent | Percent | Percent | |
| English | 94.9 | 89.7 | 81.7 | 95.0 | Similar |
| Mathematics | 95.0 | 90.3 | 81.8 | 95.8 | Below |

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

| NAPLAN top 3 bands (latest year) | | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|----------------------------------|------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (latest year) | 91.3 | 76.5 | 60.0 | 90.0 | Above |
| Year 3 | Numeracy (latest year) | 76.8 | 67.7 | 50.0 | 84.6 | Below |
| Year 5 | Reading (latest year) | 80.3 | 67.6 | 50.0 | 83.1 | Below |
| Year 5 | Numeracy (latest year) | 80.0 | 59.3 | 41.2 | 76.4 | Above |

| NAPLAN top 3 bands (4 year average) | | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|-------------------------------------|---------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (4 year average) | 86.1 | 73.0 | 59.7 | 84.9 | - |
| Year 3 | Numeracy (4 year average) | 80.0 | 67.1 | 52.4 | 80.7 | - |
| Year 5 | Reading (4 year average) | 72.2 | 64.1 | 50.0 | 77.8 | - |
| Year 5 | Numeracy (4 year average) | 71.3 | 56.3 | 40.7 | 71.7 | - |

NAPLAN Learning Gain

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

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

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

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

| NAPLAN Learning Gain | Low Gain | Medium Gain | High Gain |
|-------------------------|----------|-------------|-----------|
| Domain | Percent | Percent | Percent |
| Reading | 22.0 | 49.2 | 28.8 |
| Numeracy | 21.7 | 43.3 | 35.0 |
| Writing | 10.7 | 46.4 | 42.9 |
| Spelling | 10.2 | 50.8 | 39.0 |
| Grammar and Punctuation | 22.0 | 40.7 | 37.3 |

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

| Average number of absence days | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|---|--------|--------------|-----------------------|------------------------|---------------------------|
| | Number | Number | Number | Number | |
| Average number of absence days (latest year) | 15.4 | 16.3 | 13.9 | 19.4 | Below |
| Average number of absence days (4 year average) | 13.4 | 15.5 | 13.5 | 18.2 | - |

Attendance Rate

Average 2019 attendance rate by year level:

| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------|---------|---------|---------|---------|---------|---------|---------|
| | Percent | Percent | Percent | Percent | Percent | Percent | Percent |
| Attendance Rate (latest year) | 91 | 94 | 91 | 93 | 90 | 93 | 94 |

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 82.4 | 80.9 | 71.8 | 88.9 | Above |
| Percent endorsement (3 year average) | 86.8 | 81.4 | 73.9 | 88.1 | - |

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 82.5 | 81.6 | 72.2 | 90.0 | Above |
| Percent endorsement (3 year average) | 85.3 | 81.7 | 74.4 | 89.1 | - |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,231,719 |
| Government Provided DET Grants | \$348,537 |
| Government Grants Commonwealth | \$10,324 |
| Government Grants State | \$0 |
| Revenue Other | \$42,523 |
| Locally Raised Funds | \$748,256 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,381,359 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$15,760 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$15,760 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,383,183 |
| Adjustments | \$0 |
| Books & Publications | \$898 |
| Communication Costs | \$6,276 |
| Consumables | \$122,230 |
| Miscellaneous Expense ³ | \$221,736 |
| Professional Development | \$16,811 |
| Property and Equipment Services | \$171,087 |
| Salaries & Allowances ⁴ | \$405,127 |
| Trading & Fundraising | \$149,265 |
| Travel & Subsistence | \$0 |
| Utilities | \$35,204 |
| Total Operating Expenditure | \$4,511,815 |
| Net Operating Surplus/-Deficit | (\$130,456) |
| Asset Acquisitions | \$0 |

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$651,844 |
| Official Account | \$33,369 |
| Other Accounts | \$25,163 |
| Total Funds Available | \$710,376 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$175,521 |
| Other Recurrent Expenditure | \$30,703 |
| Provision Accounts | \$12,689 |
| Funds Received in Advance | \$25,094 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$36,436 |
| Repayable to the Department | \$151,984 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$22,071 |
| Maintenance - Buildings/Grounds < 12 months | \$22,289 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$476,787 |

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

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

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

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

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

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

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

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

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

WHAT IS THE VICTORIAN CURRICULUM?

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

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

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

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

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