

# 2019 Annual Report to The School Community



**School Name: Benton Junior College (5488)**



- 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 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 27 March 2020 at 10:36 PM by Jo Hillman (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 05 May 2020 at 01:06 AM by Lisa Michod (School Council President)

## About Our School

### School context

Benton Junior College is a Victorian Government primary school located east of the Mornington township. Our College has an enrolment of 898 students, 18 of whom identified as Aboriginal. We have 60.02 equivalent full time staff comprised of 2 Principal class, 46.3 teaching and specialist staff, 13.72 Education Support staff.

The College is authorised with the International Baccalaureate Organisation - Primary Years Programme (PYP). Opportunities for children to achieve their academic and social potential are developed through a meaningful curriculum that connects with local and global communities. This is encapsulated in our mission statement: 'to motivate to learn; to teach to think; to encourage to imagine; and to show the compassion to care globally'. Through the PYP, our students are immersed in 6 units of inquiry which offer a transdisciplinary approach to their learning. Knowledge, concepts, skills and action together with the Learner Profile form the structure of the PYP where we aim to develop inquiring, life-long learners who appreciate the richness of the world, view life through confident eyes and act to promote a peaceful, sustainable world. As a school, we are committed to meeting the needs of all students by catering for their large range of interests and capabilities with differentiated approaches. To achieve these goals we encourage strong partnerships with parents and the broader community to enhance the educational, social and emotional wellbeing of students.

As a Professional Learning Community (PLC), we aim to provide children with a comprehensive, inquiry approach to learning, tailored to their individual needs. The explicit teaching of literacy and numeracy skills is embedded in the curriculum. Our College has a clear focus to improve student achievement in English and Mathematics. 2019 marked the first year of implementation of our new Strategic Plan 2018 – 22. The foci of our 2019 Annual Implementation Plan were literacy and numeracy, student engagement and student wellbeing.

Teachers work in Professional Learning Teams (PLT) to ensure there is a strong focus on students learning essential skills in English and Mathematics. Teachers plan collaboratively and use Common Formative Assessments to identify students' learning needs and to personalise learning. There is a strong emphasis on explicit teaching, PLT's and students working in collaboration with their teachers to create individual learning goals in literacy and numeracy.

Our College offers a welcoming, safe and stimulating learning environment for all children. Student enrolments have remained consistent however projections indicate that the school will experience a slight downward trend in numbers over the next few years. We work to create a college that nurtures and has a calm, purposeful, friendly and respectful environment. Classrooms are well-equipped, pleasant and welcoming. BJC is recognised as a caring learning community, committed to personal learning and agreed values. Our excellent classroom Music and extensive Instrumental Music Program, comprehensive Physical Education and Visual Arts programs, Japanese Language and Culture program and the 1:1 iPad program support the individual interests and needs of students.

Students are also provided with the opportunity to participate in a wide range of extra-curricular activities which enhance and support our classroom programs. Peninsula Accelerated Learning Program, school band and ensembles, junior and senior choir, school productions, Arts Week, athletics, swimming, team sports and camping programs extend student learning opportunities.

The college is architecturally designed featuring inter-connected open classrooms which all have air conditioning. The gymnasium provides a wonderful facility for Physical Education and complements our extensive sports grounds, basketball courts, playgrounds and landscaped gardens. Dedicated learning spaces for Japanese, Information and Communication Technology (ICT), Visual Arts and Performing Arts also enrich students' experiences. Resource Hubs are attached to each year level whilst the Lexile library caters for individual reading levels. We run our own outstanding Before and After School Care Program that is widely utilised and greatly appreciated by many families in our community.

Our Student Family Occupation & Education (SFOE) of 0.3440 has changed little over the past 3 years and indicates a medium to high socio-economic demographic.

Parent and community interaction is actively encouraged on many levels including involvement through College Council, fundraising events, classroom support (e.g. reading), parent information sessions, Benton Voice, the Human Powered Vehicle program, social service initiatives, and a myriad of other volunteer support in grounds and resource maintenance, sports coaching, excursions and camps.

### Framework for Improving Student Outcomes (FISO)

At Benton Junior College in 2019 we continued to focus on improving student learning outcomes in Mathematics and English by further refining our curriculum planning and assessment, with the goal of providing a comprehensive rigorous, high quality differentiated program. The data wall that was developed in 2018 has been refined and is used to support teaching teams to maintain a collaborative approach to planning, teaching, learning and assessment.

In 2019, we focused on the FISO dimensions of Building Practice Excellence Empowering Students and Building School Pride and Setting Expectations and Promoting Inclusions. From these, we developed our Key Improvement Strategies which were:

Develop and implement a research-based instructional model. (Building Practice Excellence )

During 2019, teachers participated in professional development opportunities to deepen their understanding of the Pedagogical Model and how it applies in our schools context. They had the opportunity to work collaboratively with other staff members in a vertical team structure to unpack a specific dimension (Engage, Explore, Explain, Elaborate, and Evaluate). This allowed them to gain a better understanding of what the dimension means in relation to the teaching and learning occurring at Benton Junior College. This task supported teacher agency and the staff reflected that they enjoyed the process of working collaboratively with others. As a part of this work, an infographic was created that demonstrated the links between the Pedagogical Model and other current programs that are being implemented.

Build student engagement through student voice and agency (Empowering Students and Building School Pride)

Teachers used PIVOT surveys as part of implementing student voice in their classrooms. PIVOT surveys were administered 2-3 times over the year and teachers used the data from their student surveys to inform their teaching and to develop positive classroom practices. Teachers found that the surveys gave them timely feedback about their classroom, lessons and student engagement levels. They then used this feedback to modify and adapt classroom/teaching practices to suit the needs of their students. PIVOT was also used by many teachers in their Performance and Development Plans to continue to reflect on and improve their teaching practice.

Build school pride and high expectations for learning and behaviour. (Setting Expectations and Promoting Inclusion)

During 2019 House Spirit was strengthened through our House Spirit Days. Children meet in their houses to participate in a variety of collaborative activities. They developed their house song and became proud members of their team. The highlight was the implementation of the House Spirit award that is handed out at the end of term assembly. The children worked hard in and out of the classroom to gain points for their team and win the cup at the end of the term. Our goal continues to develop sincerity, persistence, integrity, resilience, independence and tolerance by continuing our house spirit days and activities.

## Achievement

### 2019 Data

By the end of 2019 improve the percentage of students in the top two NAPLAN bands at Year 3 (i.e. at Bands 5 & 6)

Reading - 64% (Target exceeded by 1%)

Writing - 68% (Target not met by 1%)

Numeracy - 48% (Target not met by 10%)

By the end of 2019 improve the percentage of students in the top two bands of NAPLAN at Year 5 (i.e. at Bands 7 & 8)

Reading - 47% (Target exceeded by 11%)

Writing - 24% (Target met)

Numeracy - 33% (Target met by 1%)

By the end of 2019 the percentage of students achieving medium to high relative learning growth to improve from the 2018 benchmarks:

76% of students made medium to high growth in Reading (exceeded by 7%)

67% of students made medium to high growth in Writing (not met by 18%)

73 % of students made medium to high growth in Numeracy (not met by 5%)

By the end of 2019, reduce the percentage of Year 5 students in the LOWER 2 bands of NAPLAN

Year 5 - (lower 2 bands: bands 3 & 4)  
 Reading -8% (met)  
 Writing - 5% (met)  
 Numeracy- 5% (met)

Our 2019 data shows that all targets for reading were met. Reading was a focus of the 2019 AIP and our improvement actions included the implementation of Reader's Notebooks and the Partner Reading approach. A particular highlight was the growth in Year 5 NAPLAN reading results, where 11% more children achieved in the top two bands compared to 2018. Overall, our Year 5 NAPLAN data showed positive growth, particularly the improvement in increasing the number of students in the top two bands and reducing the number of students in the bottom two bands. Reading was the only area where we met our target of 76% of students making medium to high growth. Our Writing data was also positive, as we met many targets and were close to meeting others.

There are a few variables to consider whilst reflecting on the Year Three Numeracy goal. Firstly our Year 3 data in 2018 was inconsistent with our trend for students in the top two bands i.e student achievement was much higher that year. In the previous two years we achieved 49% and 48% respectively in the top two bands whilst in 2018 we achieved 57%. This had an impact on the setting of the strategic plan goal in this area as we were unable to consider our earlier data however we needed to set a conservative goal. This resulted in our 2022 target of 58% which was ambitious considering the previous data trend. Using the 2022 targets the 2019 target was set at 56%. Our 2019 data stayed in line with the previous years achieving 48% which explains the 10% difference in student achievement towards the targets set. Given the size of the difference the Year 3 NAPLAN data has been analysed and areas for focus in 2020 have been identified as one way of reducing the gap.

The Year 5 target was more conservative and on-trend and as a result, the goal was met. The Year 5 goal in regards to students in the bottom two bands was exceeded. On analysis of our NAPLAN data for Year 5, it was found that students had difficulty in showing an understanding of multiplication and division, fractions and decimals and using tools for measurements such as rulers and scales. As a result, last year's cohort spent additional time on these areas to support student understanding and progress. The Year 5 team this year has also placed an emphasis so far on the operations including multiplication and division and have been asked to integrate the concepts of decimals and measurement into their explicit teaching. Professional development in the school will help support students to improve on their multiplicative thinking starting from earlier year levels. Analysis of student performance in NAPLAN has informed planning for teaching and learning in 2020.

There is cause for celebration as we have seen significant improvements over the past 3 years in our Numeracy NAPLAN data. Our results demonstrate that our top two band average for Year 3 is 5% above the state, 2% above similar schools and 2% above network schools. Our Year 5 data is 1% above state and 3% above network schools.

## Engagement

Our 2019 goal focused on a number of key areas including Benton Voice, which is a student leadership council, Year 6 Student Leadership program and a program of professional learning for teachers using regular Learning Walks as a way to improve student engagement.

During 2019, developing student voice and agency was a priority within the school, and within the local PLC Network. Professional Learning opportunities for staff were focused on enhancing student voice and agency within the daily classroom program by building their capacity in assessment, feedback and goal setting strategies. Amplify was used as a valuable resource from the Department of Education, in order to support this key work. To understand student engagement levels further, teachers in Years 3-6 were committed to completing Pivot surveys and using the data to self reflect on their teaching practice and implement changes indicated by their data. As a result, there has been a positive change in teachers' mindsets regarding the value of student voice in shaping teaching and learning. Evidence of this includes the use of learning matrices, data trackers, co-creating student learning goals, planning open-ended tasks that support choice, student-led inquiry, differentiated learning tasks, and students attending year level Professional Practice days to give feedback and provide input about teaching and learning.

A focus for 2020 will be further enhancing student agency by developing personal learning goals. We have planned a whole school focus on reviewing our Learning Intentions and Success Criteria to better align them with the Victorian Curriculum and IB Primary Years Program. This will allow teachers to support students to set clear learning goals and embed classroom practices for student feedback.

#### Benton Voice

Benton Voice is a forum of students, elected by their peers in Years 3-6, that meet on a regular basis. The two main purposes of this group is community service and to provide student input into school based decision making. In 2019, Benton Voice donated over \$2500 to three main charities – The Indigenous Literacy Foundation, Mum’s Supporting Families in Need and World Vision. The representatives worked together to fund raise and spread awareness of these charities throughout the year. The main project that Benton Voice worked on was the Christmas Hamper Appeal for Mum’s Supporting Families in Need. Benton Voice representatives attended an excursion to the warehouse where they got to see first-hand where all of the donations were going.

#### Student Leadership

In 2019, the Year Six leaders used prescribed rosters for each role at the beginning of the year. This allowed each student to undertake their responsibilities independently and gave them a sense of ownership of their role. Students attended meetings, school events (e.g. Foundation Open Night, Harmony Day), ran assemblies (e.g. ANZAC Day), excursions (National Young Leaders’ Day; I Sea, I Care program) in addition to their weekly responsibilities.

#### Learning Walks

During 2019, year level teams participated in Learning Walks to improve teacher practice and develop student engagement. This involved establishing protocols for Learning Walks, developing clear expectations about what they would look like, creating proformas and discussing observations/feedback. Learning Walks focused on building teacher capacity and student engagement in the areas of reading, writing, spelling, mathematics, student goal setting, and student-directed learning. All teachers reflected on the Learning Walks and discussed the implications for their practice. Participating in Learning Walks increased teachers’ awareness of best practices occurring within our own school or other schools in the local area. They also supported teachers to implement effective practices that were observed in other classrooms.

We have taken positive steps to enhance student engagement however, some of our data, particularly our AToSS data, shows that this is an area of ongoing focus. We anticipate that our planned focus to review Learning Intentions and Success Criteria in order to support students to set learning goals and build agency will see improvements in this area in 2020.

#### Target 2.1 Attitudes to School

Stimulated learning target 87%      Actual 81% (2019)

Student voice & agency target 76%      Actual 68% (2019)

Motivation and interest target 85%      Actual 78% (2019)

I am learning things that really interest me The response to this item was significantly lower at 66% than other questions in this category which were at 90%

Self-regulation and goal setting target 90%      Actual 86% (2019)

I ask my teacher for help when I find work difficult- This response to this item was 81% and significantly lower than other questions where the response was 91%

From this data it is evident that we have not made a significant impact on student engagement in 2019. On reflection, we recognise the need to create opportunities for all students to engage fully with the learning environment, rather than select groups. This will be a focus for 2020.

### Wellbeing

This year, our Attitudes to School survey results did not meet the targets set out in our AIP. In response to this leadership looked to further interpret and explore the data further with a number of key stake holders. The results of the survey were presented to staff, school council and students for feedback. On deeper analysis of the results we

identified that there were responses amongst the survey factors that resulted in lower than expected data. For example, in the survey factor of 'Teacher Concern' it is was noted that the item 'My teacher seems to know if something is bothering me' at 63% was significantly below the number of positive responses of other items within the same survey factor. As documented below, this trend was consistent across a number of survey factors.

#### Target 3.1

Teacher Concern	2019 target	82%	Actual	71%	Not met
-----------------	-------------	-----	--------	-----	---------

by 11%

My teacher seems to know if something is bothering me - 63%

My teacher cares about how I am feeling - 78%

I can talk to my teacher if something is worrying me - 72%

Respect and Diversity	2019 target	85%	Actual	84%	Not met
-----------------------	-------------	-----	--------	-----	---------

by 1%

- All students are treated fairly at this school - 75%

- It is okay to be different at this school - 94%

Classroom Behaviour	2019 target	85%	Actual	83%	Not met
---------------------	-------------	-----	--------	-----	---------

by 2%

- Students at this school treat teachers with respect - 75%

- My teacher expects students to pay attention - 97%

- My teacher sets clear rules for classroom behaviour - 92%

- Students at this school treat each other with respect - 67%

A staff meeting was scheduled to allow teams from across the school to analyse the data further and develop an action plan in response to the downward trend in this year's Attitude to School Data. Year levels also worked to track their progress using PIVOT data collected from their classes throughout the remainder of the school year. The Wellbeing Leading Teacher identified a need to also work through the data with the students. The Year 5 cohort was identified as being highest priority due to, on average, having the lowest percentage of positive responses across most survey factors. The children unpacked the question prompts with the Wellbeing Leading Teacher in small class groups where they were asked to give some reasoning to why people may have responded in a certain way. They brought some insightful perspective to the results. This information will continue to be used to inform our planning across all year levels in 2020. Year level teams also prioritised the inclusion of Student Voice within their Professional Practice Days by inviting students to attend and give feedback on their learning. Student Voice will be of particular focus in the coming year as we seek to build capacity within our staff to make authentic opportunities for students to provide feedback and have input into their learning.

#### Target 3.2

Managing Bullying	2019 target	80%	Actual	83%	Exceeded by 3%
-------------------	-------------	-----	--------	-----	----------------

Through the establishment of a Behaviour Management Model that has been consistent across the school, as well as the explicit teaching of Social and Emotional learning through the Highway Heroes Program, we have made some gains in students' responses to Managing Bullying. In the 2020 academic year we will transfer our explicit Teaching of Social and Emotional Learning to the Resilience, Rights and Respectful Relationships Program. This will provide staff on the school Wellbeing Curriculum team with DET provided Professional Development as well as building all staff capacity through PD scheduled during meeting times. A House Spirit points program was introduced throughout the school to boost school pride and recognise positive behaviour throughout the school. At the conclusion of each Term the winning House is presented with the House Spirit Trophy.

### Financial performance and position

School expenditure included general maintenance of the College such as painting, re-carpeting of classrooms, as well as replacing air conditioning systems, sporting equipment and finalising payments for playground equipment purchased in 2018. Significant funding was spent landscaping along Longwood Drive after the completion of Department works on

drainage, as well as flexible seating furniture.

Our fundraising committee was again active and their funds contributed significantly to the installation of shade sails over two playgrounds. Local government grant funding enabled the installation of a third sail.

Funds were also allocated to our priorities for improved student achievement in literacy and numeracy, together with the continued professional learning for all staff. Equity funding was used to support professional development and the resourcing of the AIP Literacy and Welfare programs.

**For more detailed information regarding our school please visit our website at**  
<https://www.bentonjuniorcollege.com/>

## 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 885 students were enrolled at this school in 2019, 437 female and 448 male.

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

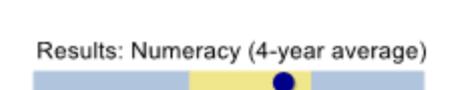
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

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

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar 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>Above </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>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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>25%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>54%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>51%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>57%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>64%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	52%	24%	Numeracy	27%	54%	19%	Writing	33%	51%	16%	Spelling	25%	57%	18%	Grammar and Punctuation	17%	64%	19%	<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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <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> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	25%	52%	24%																															
Numeracy	27%	54%	19%																															
Writing	33%	51%	16%																															
Spelling	25%	57%	18%																															
Grammar and Punctuation	17%	64%	19%																															
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><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></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>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	92 %	92 %	93 %	91 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	92 %	92 %	93 %	91 %	92 %										

## 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><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>Similar <span style="color: lightblue;">●</span></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>Similar <span style="color: lightblue;">●</span></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		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,202,674	High Yield Investment Account	\$835,900
Government Provided DET Grants	\$688,430	Official Account	\$153,699
Government Grants Commonwealth	\$220,702	Other Accounts	\$0
Revenue Other	\$52,327	<b>Total Funds Available</b>	<b>\$989,599</b>
Locally Raised Funds	\$806,128		
<b>Total Operating Revenue</b>	<b>\$7,970,261</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$53,212		
<b>Equity Total</b>	<b>\$53,212</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,299,301	Operating Reserve	\$263,760
Books & Publications	\$36,160	Other Recurrent Expenditure	\$2,402
Communication Costs	\$13,993	Provision Accounts	\$35,500
Consumables	\$122,958	Funds Received in Advance	\$85,798
Miscellaneous Expense <sup>3</sup>	\$559,866	School Based Programs	\$255,853
Professional Development	\$32,295	Funds for Committees/Shared Arrangements	\$580
Property and Equipment Services	\$308,059	Repayable to the Department	\$200,000
Salaries & Allowances <sup>4</sup>	\$513,135	Asset/Equipment Replacement < 12 months	\$13,500
Trading & Fundraising	\$60,051	Maintenance - Buildings/Grounds < 12 months	\$166,657
Travel & Subsistence	\$1,760	<b>Total Financial Commitments</b>	<b>\$1,024,050</b>
Utilities	\$49,813		
<b>Total Operating Expenditure</b>	<b>\$7,997,391</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$27,130)</b>		
<b>Asset Acquisitions</b>	<b>\$57,807</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 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)

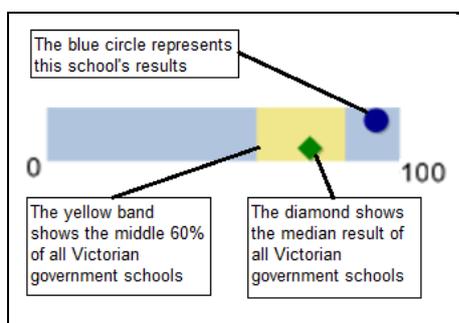
### Engagement

- 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').