

2018 Annual Report to The School Community



School Name: Hallam Primary School (0244)



- 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 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 09:42 AM by Julie Macfarlane
(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 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 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 25 March 2019 at 05:26 PM by Lisa Haisila (School
Council President)

About Our School

School context

Hallam Primary School is situated within one of the most culturally diverse communities in the City of Casey. The school community is inclusive of at least forty languages other than English. Some students commence school at Hallam Primary School with little or no English; many are Australian born but English is not spoken in the home. Some have no experience of kindergarten prior to their commencement at school. Some students travel overseas on extended family holidays during the school year. The school's enrolment is continually influenced by high student mobility. In 2018 the school's enrolment was 453 students, with the Student Family Occupation and Education (SFOE) Index of 0.5747 reflecting the level of socio-economic disadvantage.

The learning environment includes a mixture of contemporary and upgraded learning spaces within extensive grounds. The school's grounds adjoin the Hallam Senior Secondary College and accommodate the Hallam Kindergarten and Maternal Health services operated by the City of Casey.

The school's vision is to provide a supportive and engaging learning environment that promotes the development of global learners with the necessary skills, knowledge and values to respond effectively to the demands of the 21st century. To achieve this we strive to ensure a high-quality and coherent Foundation to Year 6 learning and development program that will build the capability of every Hallam Primary School student.

Hallam Primary School's learning and teaching programs support and promote the principles and practice of Australian democracy, including a commitment to elected government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association and the values of openness and tolerance. We strive to ensure that the school's core values - mutual respect, positive partnerships, learning for success, trust, environmental awareness, persistence - are reflected in our daily operations and interactions. Hallam Primary School has a zero tolerance approach to child abuse.

In 2018 Hallam Primary School staff comprised one Principal, one Assistant Principal, thirty Teachers (28.4 EFT) and seventeen Education Support personnel (10.0 EFT). Specialist therapists also provided services to Hallam Primary School students, including Speech Pathologists, Psychologists, an Occupational Therapist and a Visiting Teacher for the Hearing Impaired.

Hallam Primary School provides an inclusive learning environment. There is a positive school culture where staff work collaboratively, develop learning partnerships and take collective responsibility for students' learning and wellbeing. Some students enter the school developmentally vulnerable but demonstrate progressive gains through to Year 6. These gains are achieved through a structured learning environment that balances explicit teaching with inquiry, and offers a range of experiences designed to enrich all students' learning.

Hallam Primary School implements the Foundation-Year 10 Victorian Curriculum. MAPPEN curriculum units provide scope to engage students in socially relevant, transdisciplinary programs, while the ICT-rich learning environment promotes enhanced digital learning capacity from Foundation to Year 6. Doorways into Practical Literacy (DiPL), VCOP and Big Write and Fountas and Pinnell programs support students' performance in Literacy, while a more developmental focus is implemented with Mathematics. Hallam Primary School supports a culture of shared professional learning including peer observation, feedback and coaching, sufficient time to explore, evaluate and adapt initiatives and appropriately timed implementation.

Specialised learning opportunities include Design Space (coding, robotics, VR, CAD, 3D printing, etc.), Science, Stephanie Alexander Kitchen and Garden, Physical Education, Arts, LOTE and Literacy Intervention programs. In 2018, a Maths Intervention program also operated. Hallam Primary School builds upon successful, existing programs and the development of teacher capacity to provide a guaranteed and viable curriculum for learning improvement.

- All teachers at the school meet the registration requirements of the Victorian Institute of Teacher (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
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870-Child Safe Standards, Managing Risk of Child Abuse in Schools

Framework for Improving Student Outcomes (FISO)

Following Hallam Primary School's 2015 School Review, the 2016-2019 Strategic Plan (SSP) was developed using an earlier template, with goals and targets developed in the categories of Achievement, Engagement, Wellbeing and Productivity. In 2017, Hallam Primary School Council was required to incorporate a literacy goal into the SSP. Under the FISO Improvement Initiative of Building Practice Excellence, Reading was identified as the focus. Reading has consistently proven to be Hallam Primary School's most challenging improvement area.

The focus of the 2018 Annual Implementation Plan (AIP) was:

Excellence in Teaching and Learning - Building Practice Excellence

- To improve students' Reading performance

Achievement/Excellence in Teaching and Learning-Curriculum Planning and Assessment

- To improve students' learning performance in Maths

Productivity/Leadership-Strategic Resource Management

- Effective allocation of the school's resources to ensure the sustainability of effective programs

As per the Hallam Primary School Assessment and Reporting Schedule, PAT-Reading, PAT-Maths and a range of other assessments were undertaken in February and November 2018. PAT data is used to evaluate students' learning growth against the PAT median at each year level. NAPLAN was undertaken in May. Hallam Primary School has been part of the NAPLAN Online trial for the past few years. In 2018 students in Years 3 and 5 were assessed using NAPLAN Online.

Hallam Primary School has historically made a commitment to rigorous assessment and moderation processes that support differentiation of students' learning, and provide clear evidence of the school's ability to 'value add' to students' learning. There is a focus on the individual learning at their point of need. Students from Years 3 to 6 also engage with achievement data, in consultation with their class teacher, to develop Formative Assessment goals.

November 2018 PAT-R data suggests that the median Reading achievement of Year 6 students was at/marginally above the expectation for Year 6. Comparison of the November 2017-2018 PAT-R data suggests that median growth was roughly equivalent to a year. 2018 NAPLAN Relative Growth (Reading) data for Year 5 indicates that 80% of students achieved in the High and Medium Growth categories, and 20% achieved in the Low Growth category. The 20% achievement in the High Growth category is comparable with Similar Schools. In 2018 fewer students achieved in the Low Growth category. The School Comparison Report indicated that the Matched School Mean for 2016-2018 was better than the School Mean, suggesting that students who attended Hallam Primary School from 2016-2018 demonstrated marginally better achievement in Reading and Numeracy, as well as Writing, Grammar and Punctuation and Spelling.

In 2018, the effective allocation of Hallam Primary School's financial, human and physical resources ensured the provision of essential personnel and the continuation of Hallam Primary School's programs to support students' learning.

Achievement

In 2018 the Centre for Independent Studies (CIS) identified Hallam Primary School as one of the eighteen high-achieving, low-SES Australian primary schools based on an analysis of the Index of Community Socio-Educational Advantage (ICSEA) value and 2015, 2016 and 2017 NAPLAN data. While this was a positive but unfamiliar external acknowledgement in relation to the learning outcomes for Hallam Primary School students, and the hard work of Hallam Primary School staff, practices and programs that further support and enhance all students' learning continue to be the school's constant focus.

Within a complex, high-EAL, low-SES school community, Hallam Primary School's focus on students' learning improvement has, for many years, been underpinned by elements of evidence-based pre-conditions for student learning.

- A strong leadership culture that continues to be shared, stable, strategic and sustained
- High levels of expectation and teacher efficacy
- An orderly but supportive learning environment
- A focus on what matters most to Hallam Primary School students' learning and development
- Building teaching and distributed leadership expertise
- Aligned, clinical and inquiry teaching techniques to support all students to improve
- The use of multiple, relevant data sources to steer improvement
- A staff culture of 'collective efficacy', sharing and responsibility
- Initiatives tailored to the direction of Hallam Primary School

Hallam Primary School also implements a process of embedding longitudinally-effective, evidence-based programs and practices that demonstrate 'value adding' in relation to Hallam Primary School students' learning outcomes, and an 'action research' model of exploring and evaluating new initiatives and programs that are expected to further 'value add' to Hallam Primary School students' learning outcomes, prior to implementation. The English Team's 2017 investigation of an appropriate replacement Reading program at Hallam Primary School involved consultation with local schools, consultation with Hallam Primary School teaching staff, identification of Fountas & Pinnell Reading and Levelled Literacy Intervention (LLI) programs as most suitable for Hallam Primary School's requirements, implementation of Fountas & Pinnell in 2018, including continuous professional development and professional dialogue with teaching and Education Support staff, and audit and renewal of students' reading materials, particularly in relation to increased access to non-fiction materials. Fountas & Pinnell will continue to be refined and embedded into the professional practice and programs implemented at Hallam Primary School.

Similarly, the potential future implementation of the Orton-Gillingham approach to literacy learning at Hallam Primary School, in response to the identified need to improve Foundation-Year 2 Reading performance, required a number of Teaching and Education Support staff to undertake Cert 1 and Cert 2 training in 2018. Exploration of the potential impact of this approach will be trialed across Foundation-Year 2 in 2019. The potential impact of the implementation of the OG approach will then be evaluated.

Hallam Primary School personnel continue to promote and encourage students' reading beyond the classroom. Although interesting, new reading materials are made available on a daily basis, and there is a strong focus on Reading and literacy acquisition within the classroom, students' reading records consistently indicate that the practice of reading is not a priority beyond the classroom.

An inventory of all Maths equipment available for classroom teaching was also undertaken, with new materials being purchased to complete classroom kits. George Booker and MAV resources, such as Guidelines in Number, continue to be used as teacher references, with in-house professional development enhancing the alignment of teacher professional practice and dialogue.

During 2018, the triennial rollover of all leased curriculum computer equipment was also undertaken. This ensures that Hallam Primary School students are working with contemporary equipment and online programs that best support equitable access to a range of learning opportunities. This rollover has provided 1:1 access for all students, including increased access to both PC and Apple platforms.

Engagement

Hallam Primary School takes a holistic approach to engagement in the educational process, commencing with support for playgroups to operate within the school's facilities and timetable. In collaboration with Save the Children, a fledgling 'Small Talk' Playgroup was commenced pre-2018 and, in 2018, expanded to operate both the 'Small Talk' Playgroup and a larger, School Council-supported playgroup. Provision has been made for Hallam Primary School Education Support (ES) personnel to facilitate the playgroup, including identification of necessary equipment and materials, supporting and encouraging community engagement in the early educational development of their children.

There is also a positive relationship with the City of Casey-operated kindergarten that is located within the school's grounds. This includes effective, professional consultation and collaboration in relation to pre-Prep children who will be attending Hallam Primary School.

The Hallam Primary School Prep Team operates an extended Prep Transition program during Term 4 each year to prepare pre-Prep children, and their parents, for the transition to primary school. The program is comprehensive and designed to provide the community with clear information to ensure the best possible start at school.

Prep students at Hallam Primary School are usually able to transition to independence in the playground, during recess and lunchtime, after two weeks at school. Hallam Primary School's playground is not segregated by age or year level. The broader student population is generally supportive and protective when Preps enter the playground environment.

Hallam Primary School staff develop strong, professional relationships with students and families. This facilitates opportunities for direct and authentic dialogue relating to students' learning development and progress.

Hallam Primary School also offers a comprehensive curriculum. While literacy and numeracy are a major teaching focus, MAPPEN supports teachers to provide interesting, transdisciplinary units of investigation incorporating the remaining curriculum areas. Specialist programs have been identified to ensure students can be engaged in learning in areas where they may have a genuine passion or personal interest, can demonstrate their individual talent and can experience personal success.

2018 Attitude to School Survey (AtoSS) data suggests that 86% of Years 4-6 students positively endorse their sense of connectedness, inclusion and student voice and agency. This is comparable to Similar Schools and marginally higher than State data.

2016, 2017 and 2018 data suggests that Hallam Primary School continues to have generally lower student absences by year level than the State data. Protocols implemented at Hallam Primary School ensure that all teaching staff 'follow up' students' absences, in consultation with the Assistant Principal whose role is comprehensively allocated to wellbeing.

Wellbeing

At Hallam Primary School, 'wellbeing' is considered pivotal to supporting all students' learning achievements. 'Wellbeing' has an extensive, whole-school focus and is coordinated by the Assistant Principal and Wellbeing Team.

The Assistant Principal's role is comprehensively allocated to student wellbeing, supporting efficient and effective management of the Program for Students with Disabilities (PSD), students who are in Out of Home Care (OoHC), Koorie and Aboriginal and Torres Strait Islander (ATSI) students, Refugee and Asylum Seekers, families with agency involvement, students with delayed or accelerated learning, families in crisis, and alignment of protocols in relation to student absenteeism and student management across the school. This role also encompasses the coordination of ancillary personnel and maximisation of Education Support staff to further strengthen wellbeing outcomes. At Hallam Primary School, students' wellbeing is also supported by the coordinated provision of services including speech, psychology and occupational therapy.

The function of the Wellbeing Team is to coordinate all of the programs and events related to 'wellbeing' through the school over the school year. This includes policy review and development for School Council consideration, organisation of Interrelate (Sexuality Education), St John First Aid programs for students, professional development for staff, Occupational Health and Safety, Breakfast Club, State Schools Relief, uniform, dental checks, Life Ed, Road Safety, eSmart, camping programs, community clinics and events, Student Leadership, KidsMatter, Free Fruit program and student attendance.

The school has embedded, effective student management protocols. Hallam Primary School implements whole-school programs around behaviour management using elements of Restorative Practices and Assertive Discipline. Students are also supported to develop a growth mindset and mindfulness strategies.

Financial performance and position

Hallam Primary School's financial position has, over many years, been developed into a strong surplus position through purposeful, strategic management of all available resources derived from the Student Resource Package, including Equity Funding, School Council's term deposit investments and locally raised funds. This financially responsible approach has ensured that Hallam Primary School can provide equity of access to quality educational opportunities for all students.

The careful implementation of the School Council's annually approved financial plan supports responsible, long-term strategic planning. Long-term viability of the school's core and specialized learning programs and associated human resource management is consistently the focus, in particular provision for the triennial renewal of leased ICT equipment, the ongoing provision of essential technical support, annual access to MAPPEN and PAT assessment tools, ongoing renewal of core English and Mathematics resources, ongoing staff professional development, continuity of Design Space (robotics, coding, 3D printing, CAD, VR), the Kitchen and Garden programs, Breakfast Club and playgroups including the necessary levels of Teaching, Education Support and Ancillary personnel to sustain these programs beyond initial funding.

A consideration of the Hallam Primary School Council over many years has been how it could provide continuity of the school's effective, high-quality programs into the future, particularly in the event of a change of government or during a period of declining enrolment. Hallam Primary School Council identified high-interest term deposits for investment of surplus funds. This has proven successful and has generated additional funds for the school, effectively contributing to Hallam Primary School's strong financial position. School Council's responsible financial management, concurrent with the annual expenditure of considerable program funding to provide high-quality student wellbeing and learning opportunities, has been sustained over many years.

From the commencement of 2019 the Department has mandated that schools move to a Central Banking System (CBS), requiring that Hallam Primary School Council discontinue term deposit investments on behalf of Hallam Primary School. School Council is concerned that Hallam Primary School's future investment return on surplus funds will be significantly reduced as a consequence of the transition from term deposit investments, currently attracting between 2.6% and 2.85% return, to the CBS which offers only 1.9% return.

For more detailed information regarding our school please visit our website at <https://hallam-ps.vic.edu.au/>

Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

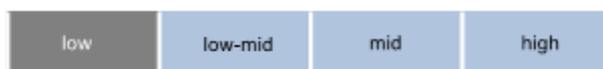
Enrolment Profile

A total of 453 students were enrolled at this school in 2018, 205 female and 248 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

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



Performance Summary

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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p> Lower</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>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> 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>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>57%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>43%</td> <td>39%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>56%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>56%</td> <td>29%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 20% | 60% | 20% | Numeracy | 17% | 57% | 27% | Writing | 18% | 43% | 39% | Spelling | 12% | 56% | 32% | Grammar and Punctuation | 15% | 56% | 29% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 20% | 60% | 20% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 17% | 57% | 27% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 18% | 43% | 39% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 12% | 56% | 32% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 15% | 56% | 29% | | | | | | | | | | | | | | | | | | | | | | | |

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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 94 % | 94 % | 94 % | 95 % | 93 % | 93 % | 94 % | <p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> | <p> Higher</p> <p> Higher</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 94 % | 94 % | 94 % | 95 % | 93 % | 93 % | 94 % | | | | | | | | | | |

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

Financial Performance and Position

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

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2018 | | Financial Position as at 31 December, 2018 | |
|--|--------------------|---|--------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$3,742,509 | High Yield Investment Account | \$503,421 |
| Government Provided DET Grants | \$1,202,390 | Official Account | \$19,628 |
| Government Grants Commonwealth | \$7,283 | Other Accounts | \$1,529,711 |
| Revenue Other | \$42,773 | Total Funds Available | \$2,052,761 |
| Locally Raised Funds | \$185,538 | | |
| Total Operating Revenue | \$5,180,493 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$723,149 | | |
| Equity Total | \$723,149 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$3,654,950 | Operating Reserve | \$161,124 |
| Books & Publications | \$408 | Funds Received in Advance | \$39,579 |
| Communication Costs | \$4,548 | School Based Programs | \$87,489 |
| Consumables | \$222,968 | Beneficiary/Memorial Accounts | \$300 |
| Miscellaneous Expense ³ | \$358,185 | Funds for Committees/Shared Arrangements | \$525 |
| Professional Development | \$28,920 | Asset/Equipment Replacement < 12 months | \$195,452 |
| Property and Equipment Services | \$451,046 | Capital - Buildings/Grounds < 12 months | \$750,000 |
| Salaries & Allowances ⁴ | \$9,129 | Maintenance - Buildings/Grounds < 12 months | \$86,128 |
| Trading & Fundraising | \$41,001 | Asset/Equipment Replacement > 12 months | \$482,163 |
| Utilities | \$40,944 | Capital - Buildings/Grounds > 12 months | \$250,000 |
| Total Operating Expenditure | \$4,812,097 | Total Financial Commitments | \$2,052,761 |
| Net Operating Surplus/-Deficit | \$368,396 | | |
| Asset Acquisitions | \$31,026 | | |

(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)

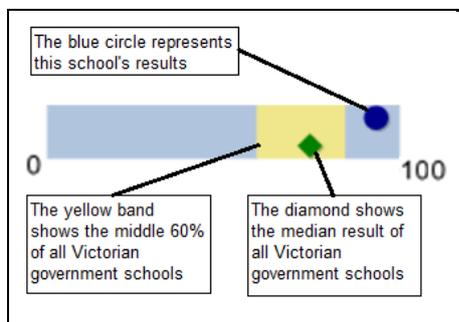
Engagement

- 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).

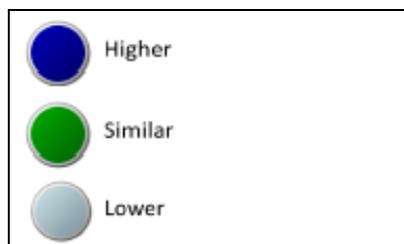


What does *School Comparison* refer to?

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').