

2019 Annual Report to The School Community



School Name: Chatham Primary School (4314)



- 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 28 October 2020 at 10:11 AM by Christopher Cotching (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 28 October 2020 at 01:54 PM by Kristy McIlvenna (School Council President)

About Our School

School context

Chatham Primary School fosters a supportive and engaging learning environment which aims to develop motivated students who exhibit positive attitudes to learning as global citizens. We acknowledge the unique and valued abilities of every student as they progress through their educational journey. Through the demonstration and modelling of strong and enduring values we strive to enable students to reach their academic, social, emotional and physical potential. This is contextualized through the application and engagement of all students with the Victorian Curriculum and the ongoing standards specified and mandated by the Victorian Regulation and Qualifications Authority for Victorian schools.

Chatham Primary School is a dynamic and continuously developing learning community which fosters and values a shared partnership and sense of purpose in the interactions between students, staff and parents, and more broadly, the wider community. The school embodies a rich and compelling history of community spirit and inclusion that fosters a connectedness to, and an appreciation and regard of the past, whilst building a sense of optimism and foreboding about preferred futures.

At the core of Chatham Primary School life and interactions are the ever predispositions by students, staff and parents to the notion, at all levels, of engendering a safe, fair and kind environment. This is further delineated by the presence of six enduring and guiding values for interactions, behaviors and orientations.

We value:

Learning: Developing critical, creative and reflective thinking skills and knowledge to maximize each child's potential as independent, motivated and life long learners in a global context.

Respect: Valuing the differences, beliefs and abilities of others by displaying tolerance, good manners, compassion and care. Having regard for oneself and others, as well as the community and our environment.

Resilience: Having a belief in yourself and your own unique abilities and recognizing that you are valued by others, developing self worth, flexibility, initiative and persistence.

Partnership: Embracing the development of cooperative, inclusive and supportive relationships between students, parents, teachers, and the wider community to achieve common and shared goals.

Responsibility: Displaying self discipline, being accountable for the decisions you make and the actions and words you use.

Honesty: Being reliable, truthful and fair, while being true to yourself and others.

Chatham Primary School is located in Surrey Hills in Melbourne's inner eastern suburbs, with students drawn from a relatively small catchment area. Chatham Primary School's main facility is a two storey heritage red brick building with a three arched entry. Additionally, through the provision of the Federal Government's Building the Education Revolution (BER in 2009), an imposing double storey building was built towards the rear of the school. This building comprises eight general purpose classrooms and in recent years has comprised of classes from Preparatory to Year 2.

Furthermore, a modular five building exists to provide for our music provision. During 2010 two modular portables were removed by the Victorian School Building Authority. These were deemed as unfit for purpose and were demolished on site. The purpose of this initiative is to enable the provision and development of the School Grounds Masterplan and therein the provision of the Chatham Kitchen Garden. Additionally, as this Grounds and Buildings Masterplan is implemented an additional two further portables will be removed in 2020, with support of Department of Education and Training and the Victorian School Building Authority.

The school has an enduring history and has established an alumni of past students, staff and parents who take an ongoing interest in the school. The school opened with an enrolment of 212 students on the 1st August 1927 and many pictures, artefacts and materials continue to grace the entrance hall and areas surrounding the school office, from that time and thereafter. Rituals and practices established many years ago continue to be embraced and followed with great interest and commitment despite changing cohorts of students, staff and parents.

The level of student enrolment has changed considerably over the last five years, reflecting somewhat the notion of established families seeking to remain in the area and enjoying a rich and engaging community. As a result there are less younger families proportionately. The enrolment stands at approximately 340 students. However we do expect this number to remain stable in the coming years as new families in the enrolment zone arrive at Chatham Primary School.

Since the beginning of 2019 there has been increased stability in both the Principal leadership and in the governance

provided by the School Council and its associated Committees of School Council. Currently the school enjoys an effective, dedicated and focussed School Council comprising the Principal as Executive Officer; four Department of Education and Training employees; eight parent members and two co opted community members. The School Council during 2019 continued to be further supported by six Committees of School Council: Buildings and Grounds; Communication and School Development; Education; Finance; Fundraising and Services. Throughout 2019 these Committees of School Council continued to be driven by clear terms of reference and therein have established goals and intentions for 2019 and 2020. Additionally, during 2019 the Buildings and Grounds Committee of School Council established a Masterplan Committee. The purpose was to review the needs of the School in terms of its building provision for the future, and to consult and liaise with senior Department of Education and Training personnel to effect needed changes. Throughout 2019 the timely and committed drive of our school Councillors has resulted in securing a number of successful applications, particularly in relation to the development of the grounds. Throughout 2019 the school was successful in achieving a number of Land Care and Woolworths Grants, and by Term Four 2019 was the proud recipient of four other successful grants. these included:

- Local Schools Community Fund - Federal government - \$10,000
- Communities Environment Program - Federal Government - \$20,000
- Shade Grant Program - State Government - \$19,380
- Inclusive Schools Fund - Round 5 - state Government - \$200,000

Framework for Improving Student Outcomes (FISO)

During the second semester of 2019 the school underwent a comprehensive School Review process.

At the core of our school development and enhancement is a continuing focus upon the Framework for Improving Student Outcomes (FISO) .Through the progress of the School Review in Term Four 2019 the school identified progress the school was making in relation to FISO Continua of Practice for School Improvement and therein the four FISO priorities and the sixteen dimensions. Broadly the assessment of theses dimensions in 2019 was largely identified as emerging and evolving in most of these sixteen areas. This assessment was conducted through an expansive collaborative process involving staff and parents and the exploration of these dimensions in the life of the school was considered. Importantly, through this process we also identified the need for a focus upon the Essential Elements for School Improvement for the remainder of 2019. These comprised:

- 1/ Documented curriculum plan, assessment and shared pedagogical approaches.
- 2/ School - based professional learning program developed and implemented that supports the school's identified improvement strategies.
- 3/ School improvement team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan.
- 4/ Student voice, leadership and agency in own learning so that students have a positive school experience and can act as partners in school improvement.
- 5/ Whole school approach to health, well being, inclusion and engagement.
- 6/ Moderation of common assessment tasks.
- 7/ Data collection, analysis and evaluation of student learning growth over time.
- 8/ Explicit use of evidence-based school improvement strategies and teacher professional practice activities.

During 2019 enormous work was undertaken in relation to meeting and exceeding VRQA requirements. The Essential Elements for School Improvement provided the structure and direction to further two main priorities: Excellence in Teaching and Learning and Professional Leadership.

Additionally, the School Review gave our staff the opportunity to refresh and assess our progress against each of the sixteen dimensions of the Framework for Improving Student Outcomes. Through highly collaborative practices, combined with strategic professional learning modes and teams, staff assessed each dimension as being either at the level of emerging, evolving, embedding or excelling. It was apparent that whilst significant progress had been made in relation to some dimensions, a considerable number were rated at the emerging or evolving stage. Over the course of

the next Strategic Plan 2019 -2023 it is envisaged that the School Improvement Team (SIT) will continue to strategize and establish key improvement strategies to build these dimensions.

Achievement

In 2019 the school continued to progress the goal of improving student outcomes for students in Preparatory to Year 6 in Literacy and Numeracy as reflected in the achievement goals of the school Strategic Plan 2015-2019. These were the following:

-All students to demonstrate a minimum of 12 months growth for the academic year according to Teacher Judgments in English and Mathematics.

During Semester 2 of 2019 the school developed a whole-school approach Preparatory-Year 6 to Assessment. Given the unavailable access to the school's Accelerus platform, the school is not able to confidently report on the status of this goal for 2019. Nevertheless, it is noted that 97.9% of all students achieved a standard in English at or above age-expected standards for 2019. This reflects favorably against the state medium of 89.7%. In the area of Mathematics, 98.7% of students were found to be achieving at or above the expected standard for the year level. Again, this reflects positively against that which occurs at a state-wide median of 90.3%. Importantly throughout 2019, staff worked in collaborative teams and reviewed student data with considerable precision and moderation.

-An annual increase in the percentage of A and B grades measured by Teacher Judgments for each cohort as they progress through the school. Again, given the unavailable access to the school's Accelerus platform, the school is not able to confidently report on the status of this goal for 2019. However, as we continue to implement our Whole School Assessment Program with moderation in relation to teacher judgments and student outcomes, this data will become more readily available.

-Year 3 & 5 NAPLAN matched cohort growth will match or exceed the Matched School Mean in the areas of Reading, Writing and Numeracy. Unfortunately the Performance Reports provided by the Department of Education and Training provide no similar comparisons for Learning gain. Nonetheless the statewide distribution of Learning gain for all domains is 25% low gain, medium gain of 50% and 25% high gain. On this basis we note the following for Reading, Writing and Numeracy:

In the area of high gain Reading reflected a percentage of 33%, Numeracy 34% and Writing 26%. Whilst the lower percentages for Medium gain can be explained from these results the area of Lower gain still reflects some challenges in the areas of Reading and Numeracy with gains in this cohort comprising 30% and 28% respectively.

- The Year 3 to 5 NAPLAN matched cohort relative gain in growth will increase in the high band for reading and numeracy. Again the results in this respect are positive for the period with 33% of students progressing in the higher gain area for Reading and 34% achieving similarly in the area of Numeracy.

-Decrease the percentage of deemed capable Year 3 and Year 5 students at or below the national benchmark to zero. Again this reflected positive progress throughout the period. In the area of Reading and Spelling at Year 5 no student was deemed to be below the National benchmark. In the area of Writing at Year 5 this percentage was reduced to 2% for the period. The results at Year 3 were also similar for the period. In the areas of Numeracy, Reading and Writing no child was below the National minimum benchmark. In the areas of Grammar and Punctuation and Spelling the percentage was reduced to 2% of the student cohort for the period.

-In line with the 'Education State Targets - to increase the percentage of Year 5 students performing in the top two NAPLAN bands in Reading, Writing and Numeracy by 25% by 2019. The data available to assess this target is no longer available. Rather the data in question relates to the percentage of students who NAPLAN results places them in the top three bands for the period. It is useful to recognize that at Year 3 in 2019 76.2 % of students achieved a NAPLAN result in reading in the top three bands, which is marginally below the state median at 76.5%. Nevertheless over the four year average in Reading at Year 3 the school achieved at 83% of the student cohort, as opposed to the State Median of 73%. In the area of Numeracy at Year 3 70.7 % of students achieved in the top three bands against a

state Median of 67.7%. Over the four Year average this result was even more impressive with 81.5% of the student cohort achieving within the top three bands against the State median of 67.1%. The results at Year 5 were also significantly positive. In 2019 80.8% of the student cohort achieved in the top three bands for Reading against 67.6% for the State median. Over the four year period 78.6% of the Year 5 student cohort at Year 5 achieved in the top three bands against a state median of 64.1%. Moreover in the area of Numeracy at Year 5 the greatest outcomes were achieved. For the period of 2019 81.1% of the student cohort achieved in the top three bands of Numeracy against a State median of 59.6%. Additionally, over a four year period 77.3% of the student cohort at Year 5 achieved in the top three bands of Numeracy as opposed to 56.3% of the state median.

Engagement

-To develop curious and creative students who are highly engaged and connected to their learning. In 2019 the school continued to progress the goal of developing curious and creative students who are highly engaged and connected to their learning. The target for 2019 included the following:

To maintain Student Attitudes to School measures mean scores about four on the five point scale and at least in the top 75% of all school scores in the Teaching and Learning section

- Learning confidence
- School Connectedness
- Stimulating Learning
- Student Motivation
- Teacher Effectiveness
- Teacher Empathy

Whilst the data sets available do not enable a review of a five point scale and the analysis reflects other indicators the following can be noted:

In the area of Learning Confidence 76% of the cohorts from Year 4 - 6 reflected a high degree of Learning confidence with 77% reflecting the view that they believed themselves 'to be good at learning' and 76% holding the view that 'they could do challenging school work'.

In the area of social connectedness and sense of belonging 77% of the cohort from Years 4-6 reflected a strong sense of belonging. 85% of students indicated that they were happy to be at this school and 84% indicating that they liked the school. Importantly 80% indicated that they 'feel that they belong at this school'. Again these are very positive results with 81% of females indicating a strong sense of connectedness to their school.

The results for 'Stimulated Learning' are also positive at 75%. 74% of the student cohort indicated that they believed their teacher 'makes the work done in class interesting' and further that 76% endeavour 'to make it fun'. Nevertheless there was some disparity here between girls and boys on this dimension with 86% of females responding in the affirmative but only 69% of males doing similarly.

In the area of student motivation and interest 77% of the student cohort expressed a positive response, with 90% expressing the view that they wanted to learn new things. What however was of some concern is the view also that only 64% expressed the view that they are 'learning things that really interest them'. On all factors there was a significant difference between the responses, with females more affirmative in their responses to males.

The dimension of Teacher Effectiveness is reflected in the survey results by the survey items of effective teaching time; differentiated learning challenge; stimulating learning and classroom behaviour. In each of these four areas the results were broadly positive with 79% being positive about effective teaching time; 81% recognizing the presence of differentiated learning challenges; 75% positive about stimulated learning, and 76% being affirmative about the quality of classroom behaviour.

Wellbeing

The focus and goals of the period was to develop resilient students who demonstrate attitudes and behaviours consistent with our school values. this included:

To maintain the Student Attitudes to School mean scores for the following measures in at least the 50% of all school scores.

- Classroom Behaviour at and above 4 on the 5 point scale
- Connectedness to Peers at and above 4 on the 5 point scale
- Student Safety at and above 4 on a 5 point scale

Again the data provided by the Department of Education and Training does not enable such an analysis. Nevertheless in the area of classroom behaviour as a survey factor, under the domain of effective teaching practice reflected 76% in relation to positive affirmations in this area. Importantly, also reflected is a sense of high expectations with 95% of the student cohort noting that teachers expect them to pay attention and that 85% noted that their teacher sets clear rules for classroom behaviour. Nevertheless it was noted that there is still some way to improve in relation to the survey factor that only 65% of students at this school believing that 'students treat teachers with respect'. Interestingly the male students in the cohort believe that this was more positively affirmed than the female cohort. Again this reflects some gender conditioning in our view in places and supports the positive thrust of the school to progress the Respectful Relations Program and to continue to ensure Classroom Agreements reflect school values and expectations. Additionally we look forward to using the school adage 'Be safe, Be Fair and Be Kind' as we further develop an approach to School Wide Positive Behaviour in the new School Strategic Plan.

In relation to Connectedness to Peers (and a sense of belonging) 77% of students gave an overall positive affirmation about this area. This result included an outcome of 85% of students who believed 'they were happy to be at our school'; 84% who indicated that they liked the school' and 80% believing 'that they belong to the school'. This overall result has been consistent with a three year average of 77.7% and close to a state median for the period of 81.4%. In the domain of Student Safety three survey factors are of interest. These include a sense of having an advocate at the school; the management of bullying behaviour and the level of respect the school has for diversity. In terms of the way in which the school manages Bullying Behaviour 78% of the respondents gave a positive or highly positive affirmation. This included 84% of the student cohort who responded positively that that 'they feel safe at school' and with 80% believing 'that they knew where to get help if they felt bullied'. In relation to a sense of advocacy 84% of the cohort gave a positive response. 88% of the cohort responded that in their view that 'there was another adult in the school who believes that they can be successful'. Importantly, also 85% responded positively that they believed that 'there is a teacher or another adult who tells them when they do a good job'. Nevertheless we believe there is still some way to progress in relation to the notion of respect for diversity. Whilst 86% acknowledged a positive belief 'that it was ok to be different at our school' only 59% held the view 'that all students are treated fairly'. Again we look forward to reviewing and progressing these themes in 2020 and beyond.

Financial performance and position

There are two broad dimensions to reviewing the Financial Performance and position of the school. In relation to the management of the Student Resource Package (SRP) the school achieved a modest surplus on the total budget of \$3,682,170 for 2019. The figures provided in the report are prior to the usual SRP Reconciliation process that occurs in March each year, as conducted by the Department of Education and Training. After usual reconciliation processes the Department of Education and Training School Funding Unit determined that the SRP surplus was a prudent \$60,103 for 2019. This amount was carried forward, with a reasoned view that it could be used in the staffing profile for 2020. This figure reflects careful and prudent use of government funds through 2019, as resources are expended with minimal risk to ensure on one hand that the school does not needlessly enter into a deficit situation, but on the other hand, expends the resources in such a way to ensure that student support and timely intervention is provided where emerging student needs become prevalent over the financial period. Despite the inadequacy of the equity funding at Chatham Primary School and therein the meagre amount of \$5000 resources provided annually, we were able to identify additional resources in the staffing profile to enable those students at risk in Literacy and Numeracy across the school to receive support. Nevertheless through the generous support of the Regional Director at North East Victoria Region the school did receive a total of \$19,521 of Targeted Funding to address a broad range of compliance matters associated with curriculum development and VRQA compliance. This was beneficial in a range of areas associated with school Improvement.

The second dimension of School Financial Performance related to the the total cash funds available at the end of 2019. The total funds available in this area comprise \$226,943. This includes \$169,968 in the High Yield Investment Account; \$23,220 in the Official Account and a total of \$33,755 in the Library and Building Funds. It needs to be noted that a total of \$79,537 of the High Yield Investment Account balance comprises fund raised monies under the auspices of the Chatham Primary School Parents Club. These funds whilst considerable, are planned for application across a range of School Council approved projects in 2020 and beyond. It is expected that given the significant community investment and interest in the school we would anticipate greater growth in the resources of the Library Fund and Chatham Building Fund in the years to come. At the end of 2019 it became apparent that the school would be the recipient of a number of State and Federal Government funds to enact a series of exciting building and grounds projects, that would require varying amounts of local resourcing. Again it is anticipated that the Buildings and Grounds Committee together with the Finance Committee of School Council and other community stakeholders will guide, support and inspire these projects.

For more detailed information regarding our school please visit our website at
www.chathamps.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.

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 358 students were enrolled at this school in 2019, 173 female and 185 male.

13 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)	77.7	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)	77.1	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	97.9	89.7	81.7	95.0	Above
Mathematics	98.7	90.3	81.8	95.8	Above

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)	76.2	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	70.7	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	80.8	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	81.1	59.3	41.2	76.4	Similar

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)	83.0	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	81.5	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	78.6	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	77.3	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	30.4	37.0	32.6
Numeracy	27.7	38.3	34.0
Writing	23.4	48.9	27.7
Spelling	31.9	42.6	25.5
Grammar and Punctuation	27.7	46.8	25.5

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)	15.6	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	13.5	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)	93	92	93	93	92	92	92

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)	77.3	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	77.7	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)	77.7	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	77.3	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	\$2,707,108
Government Provided DET Grants	\$300,103
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$45,126
Locally Raised Funds	\$629,833
Capital Grants	\$0
Total Operating Revenue	\$3,682,170

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$2,647,144
Adjustments	(\$80)
Books & Publications	\$686
Communication Costs	\$6,932
Consumables	\$76,989
Miscellaneous Expense ³	\$216,535
Professional Development	\$10,197
Property and Equipment Services	\$190,461
Salaries & Allowances ⁴	\$259,780
Trading & Fundraising	\$99,769
Travel & Subsistence	\$82
Utilities	\$23,910
Total Operating Expenditure	\$3,532,406
Net Operating Surplus/-Deficit	\$149,764
Asset Acquisitions	\$86,633

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$169,968
Official Account	\$23,220
Other Accounts	\$33,755
Total Funds Available	\$226,943

Financial Commitments	Actual
Operating Reserve	\$128,195
Other Recurrent Expenditure	\$7,295
Provision Accounts	\$0
Funds Received in Advance	\$33,674
School Based Programs	\$22,439
Beneficiary/Memorial Accounts	\$5,012
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$82,856
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$11,315
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$290,786

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').