

2019 Annual Report to The School Community



School Name: Sorrento Primary School (1090)



- 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 19 March 2020 at 08:12 AM by Megan Dallas (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 23 March 2020 at 10:26 AM by Wendy Goodwin (School Council President)

About Our School

School context

At Sorrento Primary School our vision is to provide a collaborative and dynamic learning environment where students will develop literacy, numeracy and life skills that will assist them in becoming valued and active participants in the local and global community. The school values are Respect, Integrity, Resilience, Collaboration, Persistence and Learning. Sorrento Primary School is the southern-most school on the Mornington Peninsula. In 2019 the enrolment was 312, 148 female and 164 male. There were 20.33 equivalent full time staff: 2 Principal class, 15.4 (equivalent full time) teachers and 2.93 Education Support staff. Thirteen classes operated – two Foundation, three Year 1/2s, four Year 3/4s and four Year 5/6s. One staff member was an Acting Learning Specialist. A teamwork approach to curriculum planning promotes consistency of delivery throughout the entire school.

The majority of the students live in Rye and Blairgowrie, with some students residing in Sorrento and Portsea. A few students live in Rosebud and St. Andrews Beach. The majority of the students are driven to school. The school Student Family Occupation and Education (SFOE) rating is at 0.29.

The school has a strong focus on literacy, numeracy and visible learning as outlined in the Annual Implementation Plan. In Numeracy staff completed a Learning Scale which contains I Can statements for student self assessment and goal setting. Teachers have focussed on implementing assessments to inform their teaching and student understanding of themselves as learners. In Reading the school has continued to add authentic texts to the Classroom Libraries, with students enjoying the greater choice and the opportunity to be part of bookclubs. Whole staff professional learning on the teaching of Vocabulary has been implemented. The Visible Learning work has included developing a greater understanding of feedback: student to teacher (through forums, surveys and students participating in planning the curriculum with teachers); teacher to student (teachers developing their understanding of timely, authentic and targeted feedback) and student to student, where students give each other feedback to improve learning. In addition students are able to talk about the Characteristics of an Effective learner and apply them to their learning. Staff and students have continued to develop their thinking and questioning skills through Design Thinking. Many positive student actions have resulted from this work, including the Year One/Twos holding a Helping Festival – raising over \$2000 for those in need.

Continuous reporting was implemented in 2019 through Learning Tasks in English, Numeracy and specialist subjects. The feedback from students, parents and staff has been most positive, with assessments being shared in a timely manner and students developing an understanding of themselves as learners through reflection and feedback, allowing goals for the next stage of learning to be set.

The optional Bring Your Own Device program was continued in 2019, with approximately a 50% taken up. ICT is integrated into all learning areas. Specialist classes in 2019 included Art, Physical Education, Science and Music (including instrumental music, a band and two choirs). An Options Program ran for Year 5/6 students which provided student choice, breadth and depth – students were able to choose from a variety of workshops related to the curriculum. A special emphasis within the physical education program is placed on water safety and swimming, including lessons in the school swimming pool and a beach program. Students have the opportunity to participate in a wide range of sporting activities. Classroom teachers taught basic Indonesian language and there is a focus on building intercultural understanding through studying our Asian neighbours and through the relationship with our Sister School, Cangmundo Elementary in the Philippines. The Principal and Assistant Principal undertook a school and cultural tour to the Philippines in 2019, which included visiting our sister school, resulting in strengthening school ties. Sorrento PS raised \$4000 which funded Cangmundo's lunch program, a well, a pump and repairs to their outdoor stage.

As always there were many highlights throughout the year. The annual school production, Aladdin and the Magic Lamp, was an opportunity for students to display their many talents. The school received the Outstanding School and Partnerships Award at the Sports Awards; this was an acknowledgement of the many partnerships that have been built with community groups, in the sporting arena.

Students continued to participate in a wide variety of activities and events such as camps, soirees, various performances, yoga, mindfulness, healthy skills, body education, cybersafety sessions and dance workshops.

The outdoor learning and play space around the basketball court was completed; this included several sandpits and the installation of large rocks, which have encouraged outdoor play. A new fence was installed at the front of the school.

Community involvement is highly valued, with parents and community members taking an active interest in supporting the school.

Framework for Improving Student Outcomes (FISO)

In 2019 the focus continued to be on Excellence in Teaching and Learning (Curriculum Planning and Assessment and Building Practice Excellence). Visible Learning continued to be a priority, with professional learning provided through Corwin. This work included: deepening staff understanding of how to effectively give and gather feedback to inform teaching and learning and to deepen student understanding of themselves as learners; the implementation of effective formative assessment; the embedding of the Characteristics of an Effective Learner and the continuation of feedback tools such as student forums, walkthroughs, student surveys, and peer feedback through SWIVL (videoing of practice). All staff read Visible Learning Feedback by John Hattie and trialed and implemented ideas from this professional reading.

In Numeracy staff completed the development of Learning Scales in Number and Algebra and deepened their understanding of the numeracy curriculum and supporting resources; this included working with a numeracy coach. In Reading there was a continued focus on developing classroom libraries through the purchase of authentic texts, whole school professional learning on the teaching of Vocabulary, the training of a second Literacy Leader, implementation of bookclubs and continued support by external literacy coaches.

The implementation of the Design Thinking Process (with the support of professional learning and coaching) continued and in 2019 resulted in students taking action beyond the school.

Ongoing reporting, via Learning Tasks, was implemented in Literacy, Numeracy and specialist subjects. This included students and parents being given timely feedback. This process was led by the Acting Learning Specialist. There was a greater focus on triangulating data to inform teacher judgements. Consistency of practice and moderation of learning tasks assisted with this.

Student growth continued to be monitored, with Individual Learning Improvement Plans being implemented for students making low growth in Reading and Number and Algebra.

The Professional Learning Team approach was strengthened in the second half of the year with a more supportive framework being implemented, giving staff access to documents and data to inform their practice and measure the impact of their teaching.

Achievement

In 2019 students completed NAPLAN in the online version for the first time. Student participation was higher than in previous years.

Teacher Judgement Data

Teacher assessments of English reflect that the percentage of students at or above the expected standard is higher than the Victorian average and above like schools.

Teacher assessments of Mathematics reflect that the percentage of students at or above the expected standard is higher than the Victorian average and similar to like schools.

NAPLAN Data

NAPLAN data at year 3 and 5 (for 2019) shows that results (for the top three bands) were lower than the Victorian average and below like schools in both Reading and Numeracy.

The four year average (NAPLAN data) in Reading at year 3 is similar to the state median and at year 5 is above the state median.

The four year average (NAPLAN data) in Numeracy at year 3 and year 5 is similar to the state median.

NAPLAN Learning Gain data shows that:

72% of students made medium to high growth in Reading

51% of students made medium to high growth in Writing

83% of students made medium to high growth in Spelling

74% of students made medium to high growth in Grammar and Punctuation

63% of students made medium to high growth in Numeracy

Key Improvement Strategies

Develop a Guaranteed and Viable Curriculum in Numeracy.

Build teacher knowledge and PLT capacity in the teaching of Literacy and Numeracy.

Build teacher capacity and enhance student voice by using a design thinking approach.

Empower students to develop an understanding of themselves as assessment capable learners.

In 2019 student learning was supported by:

Priority Standards and Learning Scale completed in Number and Algebra. Teachers using these to inform their planning. Initial discussion on further use of these will be used to inform teaching and learning in 2020.

Continued work with external maths consultant and use of DET Numeracy Portal/Toolkit.

A better understanding of the process of teaching Surface to Deep to Transfer learning.

Implementation of Learning Tasks across the school (in Numeracy, Literacy and specialist subjects).

Parents are more fully engaged in their child's learning as a result of the learning tasks, which provide ongoing feedback.

Formative assessment implemented across the school, including pre and post assessment, Essential Assessment and open-ended assessment tasks.

Use of whole school scope and sequence to cross check planning.

Consistent use of Learning Intentions and Success Criteria.

Use data to teach at point of need; low growth students are tracked.

In Numeracy, senior students are setting learning goals based on pre assessments; 3/4 students have numeracy goals; F- 2 use Success Criteria to reflect on their learning.

All students have reading and writing goals.

Individual learning plans are in place for students who make low growth in Numeracy and Reading or who are below the expected level.

Increased use and understanding of formative assessment.

Increased use of triangulation of data and moderation of tasks and work samples; this has led to greater consistency in teacher judgement data.

Professional learning teams strengthened, with a greater focus on data and the impact teachers have on students.

Teacher professional learning on the teaching of vocabulary; teams planning for the teaching of vocabulary.

Purchase of rich texts to engage readers and deepen comprehension skills; implementation of bookclubs.

Support by external coaches in Numeracy, Literacy and Design Thinking to improve teaching and planning.

Development of consistent approach in the implementation of Design Thinking, in particular the synthesizing part of the model.

Whole staff professional learning on developing an understanding of effective feedback and the teaching of Sorrento Primary School's characteristics of an effective learner

In 2020 student learning will be further supported by:

Numeracy

Identifying curriculum gaps through data analysis, including NAPLAN and implementing the Big 3 (Vocabulary, Place Value and Multiple Exposures -Problem Solving).

Consistently using the Guaranteed and Viable Curriculum and Learning Scales for planning, assessment and monitoring student progress and growth.

Identifying and tracking the top two bands in NAPLAN more closely in Year 3 and 5.

Literacy

Continuing Professional Development of staff by Literacy Leaders

Continuing to develop consistency of practice of teacher knowledge and implementation of teaching of reading

strategies for example, literacy circles, think a loud, reciprocal reading etc.
 Continuing to purchase rich texts using recommendations from students, staff and external providers
 Supporting teachers to develop their tool box of rich mentor texts and share these at professional learning
 Design Thinking
 Continuing professional learning with Design Thinking Coach - 5 more days.
 Continuing to work on developing teacher capacity when synthesizing and judging and filtering ideas - to work towards the prototyping.

Engagement

The Attendance data for 2019 shows that Sorrento PS has more absences (on average) than the state and like schools. The main reason for this is that families take holidays during term time.

In 2019 student engagement was supported by:

Monitoring and following up attendance data.

Regular student forums, surveys and inclusion of student feedback in staff planning; student feedback was listened to with examples of positive impact including fewer assemblies and a reduction in teacher talk.

Fortnightly Student Council meetings. Student ideas for fundraising and school improvement are shared via this forum.

An example of feedback that impacted change includes developing the Strategies for Problem Solving Poster.

Follow up survey to the Attitudes to School Survey, targeting areas of concern in order to gain further information and ideas on how to improve Sorrento PS. An example of this is the introduction of a comment/suggestion box in each homebase.

Interviewing students during Walkthroughs (undertaken by all teachers) to provide direct feedback to teachers on their teaching; analysis has led to a greater focus on unpacking the 'Why' of the Learning Intention.

Ready to Learn Walls and Circle Time have been consistently implemented across the school and provide an avenue for students to share their feelings, thoughts and opinions.

Senior students have the opportunity to put forward ideas for the Options Program and have choice over the workshops they select.

Students are beginning to understand the importance of progress over achievement and have developed their understanding of growth through being aware of where they are in their learning (through feedback and analysis of assessments) and what their next learning step should be.

Students set individual learning goals, with teacher support, in Reading, Writing and Numeracy.

Students take responsibility for their learning and are becoming more self-regulated learners through developing their understanding of the Characteristics of an Effective Learner.

Feedback is given directly to students when completing regular learning tasks. This feedback is shared with parents via Compass.

Students in Year 3-6 have developed strategies (using feedback stems) for peer feedback in the area of Writing.

The whole school Restorative Practices approach gives students and teachers a framework for becoming more independent when dealing with issues or problems. Staff and many students (Peacemakers) are well versed in conducting restorative meetings to address issues or problems.

In 2020 Student Engagement will be further supported by:

Closely monitoring attendance data, in particular unapproved and unexplained absences

Ongoing Student and Parent Focus Groups.

Acting on student feedback and giving students greater voice and agency in their learning.

Continuation of Options Program.

Continued development of staff ICT skills and knowledge.

Wellbeing

The Attitudes to School Survey shows that the results for Sense of Connectedness to School and Management of Bullying were similar to the state average and to like schools and that the three year average data (2017 -2019) is higher than the state.

In 2019 Student Wellbeing was supported by:

School Chaplain employed through OnPsych and funded through the National Schools Chaplaincy Program.
Continued tracking of student wellbeing and behaviour incidents through online program - Compass (used by all staff).
This ensured students were monitored and timely follow up to incidents took place.
Regular discussion of Student Wellbeing issues at team planning meetings and where relevant, staff meetings.
Regular sharing of student wellbeing concerns at the start of the year and on a weekly basis.
Continued whole school implementation of daily Circle Time, Bounce Back and Restorative Practice.
Implementation of Ready to Learn Wall and tools to assist with self regulation.
Whole school transition program: Pre School to Foundation, between grade transition and Year 6 to Year 7.
Greater inclusion of 'brain breaks' to assist students with refocusing on their learning.
One split recess and one split lunchtime (F-2, 3-6) to allow students greater play space.
Continuation of Peacemakers Program – 5/6 students trained as playground peacemakers.
Welcome lunch for new students.
Implementation of whole school buddy program.
Yoga (F-2), Mindfulness (3/4) and Healthy Skills (5/6).
Cybersafety Workshops (F-6)
Links made with the local community, with students going out of the school or visitors coming in; examples include local cricket and basketball club running clinics, use of local lawn bowls club, volunteer coming into the school to teach fishing techniques, Storydogs volunteers reading with students in the school.
All staff have completed Cultural Understanding (CUST) Training, which has developed a deeper understanding of our indigenous people's culture.
Behaviour Management Plans developed for students requiring support to identify triggers and proactive responses.

In 2020 Student Wellbeing will be further supported by:

The continuation of the provision of a counsellor under the National Schools Chaplaincy Program.
Implementation of Respectful Relationships program
Implementation of Strategies for Solving Problems
Implementation of Zones of Regulation
Ongoing whole school buddy program.
The continuation of split lunch and split recess once a week.
Ongoing Student Focus Groups.
Continued use of Compass for recording incidents and wellbeing issues.
Regular meetings of Wellbeing Team.
Continuation of Peacemakers and Better Buddies program
Continuation of Transition Program

Financial performance and position

Sorrento Primary School remained in a steady financial position at the end of 2019, with an operating cash reserve of \$44,149 carried forward to 2020. This was largely due to continued careful monitoring and adjustment, when necessary, of budgets throughout the year.

An additional amount of \$36,846 was carried forward as committed funds. This amount was made up of 2020 school charges paid in advance (\$20,953), various grants received in 2019 to be expended in 2020 (\$15,293) and 2020 student scholarships (\$600).

Our Fundraising Committee continued to raise funds from a variety of events held over the school year. All funds raised continue to be channelled into the upgrade of our school grounds, as part of our 10 Stage Master Plan which started at

the end of 2018 and will continue over a number of years.

We continued to be actively involved in both the National Schools Chaplaincy programme and Australian Sports Commission Sporting Schools Programme during the year and received funding from both organisations to finance our involvement.

We also received grants from the following organisations: Freemasons Victoria, to provide fruit regularly to our students, Rotary, to purchase sensory needs equipment, Bendigo Bank, to assist in our grounds upgrade, Jack'n'Andy's Op Shop to assist with the costs of our Cybersafety project, Landcare Australia, for the purchase of plants and The Department of Education to replace our basketball rings and backboards.

For more detailed information regarding our school please visit our website at
<http://www.sorrentops.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.

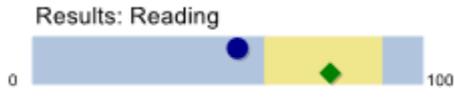
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 312 students were enrolled at this school in 2019, 148 female and 164 male.</p> <p>ND were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Similar School Comparison</p> <ul style="list-style-type: none"> Above (Dark Teal Circle) Similar (Light Teal Circle) Below (Blue Circle) <p>Above </p> <p>Similar </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>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>Below </p> <p>Below </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>Below </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>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>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>28%</td> <td>41%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>57%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>49%</td> <td>43%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>71%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>59%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	41%	31%	Numeracy	37%	57%	6%	Writing	49%	43%	8%	Spelling	18%	71%	12%	Grammar and Punctuation	26%	59%	15%	<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>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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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>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>Similar School Comparison 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>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>93 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	91 %	91 %	90 %	90 %	88 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	91 %	91 %	90 %	90 %	88 %										

Performance Summary

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Wellbeing	Student Outcomes	Similar 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>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>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, 2019

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$2,221,040
Government Provided DET Grants	\$271,615
Government Grants Commonwealth	\$16,569
Revenue Other	\$13,550
Locally Raised Funds	\$293,237
Total Operating Revenue	\$2,816,012

Funds Available	Actual
High Yield Investment Account	\$26,866
Official Account	\$17,283
Total Funds Available	\$44,149

Equity ¹	
Equity (Social Disadvantage)	\$14,075
Equity Total	\$14,075

Expenditure	
Student Resource Package ²	\$2,217,956
Books & Publications	\$1,413
Communication Costs	\$12,264
Consumables	\$66,627
Miscellaneous Expense ³	\$189,157
Professional Development	\$34,832
Property and Equipment Services	\$127,663
Salaries & Allowances ⁴	\$166,068
Trading & Fundraising	\$23,322
Utilities	\$29,278
Total Operating Expenditure	\$2,868,581

Financial Commitments	
Operating Reserve	\$44,149
Funds Received in Advance	\$20,953
School Based Programs	\$15,293
Beneficiary/Memorial Accounts	\$600
Total Financial Commitments	\$80,995

Net Operating Surplus/-Deficit	(\$52,569)
Asset Acquisitions	\$0

- (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)

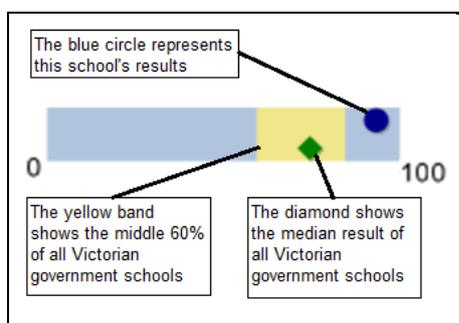
Engagement

- 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').