**2019 Annual Report to**

**The School Community

School Name: Bundarra Primary School (5228)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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*.
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| Attested on 11 March 2020 at 02:24 PM by Tara Hulonce (Principal) |

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| 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.
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| Attested on 26 March 2020 at 03:29 PM by Tania Dalton (School Council President) |

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**About Our School**

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| School context |
| Bundarra Primary School is located in Portland within close proximity to the Portland Secondary College. School facilities include extensive playing fields, gym, playgrounds and garden. Most of our students come from the local neighbourhood and many ride bikes, scooters or walk to school. Respect, Teamwork and Support values guide how students, staff and the school community interact and approach teaching and learning. We promote these in everything we do from an explicit values curriculum through to all areas of school operations. Bundarra Primary School provides a rich, supportive and nurturing environment that enhances learning, personal growth and wellbeing for all students. We create a collaborative and stimulating culture that supports continuous learning for all staff, and informs, involves and embraces community. We build quality relationships between students, teachers, parents and the community. We create a safe and caring environment where Restorative Practices and our “You Can Do It” values program underpin the social, emotional and academic development of all of our students. Student Wellbeing and Community Liaison officers, “Kids Hope” mentoring, DE&T support staff, restorative practices and teaching of explicit values enhance student wellbeing. Alongside this, lunches provided by Lions Club and our Foodbank breakfast program enable us to provide for student health needs. 2019 staffing included 13.98 equivalent full time teaching staff: Principal, Learning Specialist, 9 classroom teachers, The Arts (Music/ Art), Science/STEM, PE and ICT specialist teachers, and 6.2 Education Support Staff: Integration Aids, Wellbeing Officer, Community Liaison Officer and administration team. Bundarra Primary School boasts highly supportive and engaging classroom environments, which focus strongly on effectively structured ‘Literacy and Numeracy’ lessons and explicit teaching which is personalised to meet individual student needs. Professional Learning Teams work collaboratively to analyse student learning data and plan engaging and challenging lessons. We use the DE&T Framework for Improved Student Outcomes (FISO) school improvement cycle to review data, identify priority needs, plan for and monitor improvement. All staff participate in professional learning activities to enhance their skills and knowledge around priorities as identified in the School Strategic Plan (2016-2019) and our Annual Implementation Plan. In Term 4, 2019 we participated in a successful school review process, resulting in a new School Strategic Plan 2020-2023. Bundarra students are provided with stimulating learning experiences where technology is regularly integrated into curriculum. Students access one to one netbook technology in our senior classrooms and iPads in all classrooms. Weekly ICT classes with a specialist teacher and dedicated class time in the computer laboratory ensure our students become digitally literate. We enhance STEM classes with a variety of “Coding” devices, including “Spheros”, “Ozbots”, “Lego Technics” and a 3D printer. Extra curricula activities enhance our personalized education- excursions, performances, special events, sleepovers, camps, swimming programs, events with community groups, Pre-Schools, Portland Secondary College and the provision of Sporting Schools activities after school twice a week. Student voice is promoted through an active Student Representative Council that focuses on Activities, Environment and Fundraising. Students elect to be part of the SRC and plan activities within these groups led by the Community Liaison Officer. This develops student leadership, voice, wellbeing and support throughout the school. We actively involve & engage parents in teaching and learning. In 2019 the proactive Parents & Friends group worked collaboratively to organise whole school events and fundraising to support children at Bundarra. We are also proud to report strong parental support for daily reading programs, school events, sports activities, camps and excursions.  |
| Framework for Improving Student Outcomes (FISO) |
| EXCELLENCE IN TEACHING AND LEARNINGSchool Goal 1: To improve outcomes in literacy and numeracy for all students Foundation to G6.Targets:• Ensure all students deemed capable make 12 months Victorian Curriculum growth annually.• Grow achievement in all NAPLAN Top 2 Bands Y3 2017- Y5 2019, specifically: • 2019 Grade 5 Reading at 41% (11 students) in top two bands (bands 5,6 or even 7&8).• 2019 Grade 5 Writing at 25% (6 students) in top two bands (bands 5,6 or even 7&8).• 2019 Grade 5 Numeracy at 25% (6 students) in top two bands (bands 5,6 or even 7&8).• Increase the number of G3 students performing in the top 2 bands in NAPLAN: 2019 • Grade 3 Reading to 45% or 8 students in top two bands (bands 4,5 & even 6). • 2019 Grade 3 Writing to 20% or 3 students in top two bands (bands 4,5 & even 6).• 2019 Grade 3 Numeracy to 20% or 3 students in top two bands (bands 4,5 & even 6). Key Improvement Strategy: Build capacity to effectively teach Literacy and Numeracy through High Impact Teaching Strategies (HITS), school developed Protocols, Pedagogical models and feedback processes.Actions:• Develop capacity and understanding around the Reading Instructional Model.• Deepen understanding of DET Pedagogical Model, Practice Principles and HITS.• Create Protocols for a range of teaching and learning processes in literacy and numeracy.• Develop teacher capacity and understanding of the 6 Traits of Writing.• Develop a Writing Instructional Model to explore explicit teaching and learning of writing. • Refine Numeracy Instructional Model, incorporating DET Pedagogical Model, Practice Principles and HITS.• Develop capacity to use student data to plan for effective teaching of Numeracy.• Enhance knowledge and capacity to work as effective teams through a PLC Mini project.• Utilise FISO improvement cycle and school Data Analysis Tool to monitor student learning.• Use data and evidence to monitor student progress and adjust teaching strategies.POSITIVE CLIMATE FOR LEARNINGSchool Goal 2: To build a positive climate for learning so that students are confident, healthy and resilient.Targets: • Attitudes to School Data- "Classroom behaviour" to improve from 71%- 80% (boys) and from 78%- 86%.• "Student Voice and agency" to increase from 55%- 60% (boys) and from 65%- 75% (girls) • "School Connectedness" to move from 65%- 75% (boys) and 81%- 90% (girls)• Absenteeism- Reduce student absences to 14 days average per student. • Parent Opinion Survey Data Student safety- “Managing Bullying” to improve from 84%- 90%.Key Improvement Strategy: Enhancing student connectedness, voice and support through the Berry Street Education Model and neighbouring schools, with "Positive Education" a focus.Actions-• Utilise the Bundarra Professional Activity Planner to support AIP and PDP goals. • Develop understanding of Berry Street Education Model and Positive Education. • Support school community understandings of Berry Street Education Model. • Use ClearTrack for behaviour support documentation. • Support student leadership and effective Student Representative Council. • Support Parents & Friends group to grow and promote Bundarra, community events, positive transitions and supportive parenting activities. • Ensure School Council are SRC are involved in Data Analysis processes where possible. Eg. AtSS and POS.• Utilise SPOT and FISO to monitor student learning progress throughout the year. • Work through the FISO improvement cycle. |
| Achievement |
| 2019 saw an increase in Bundarra’s performance as evidenced in the School Performance Report. Improvements were made in Reading, Numeracy and School Climate achievement, altering the performance group from Renew to Stretch.Key Actions-Students:• Achievement assessed using a variety of measures and reported on using the Victorian Curriculum and NAPLAN. • Students understand instructional models, can articulate lesson goals and success criteria. • Self-assess their progress, and articulate what they need to learn next, setting goals. • Discuss their progress during conferencing and explain how this supports their learning.• Student Representative Council analyse Attitudes to School Data annually. Staff: • Assessment Schedule in use across school.• Student achievement data/ Data Walls updated and utelised weekly. • Data Analysis completed on NAPLAN, Student Attitude to School survey (AtSS) data, Parent Opinion Survey (POS) by staff and School Council. • Instructional model in use for Reading F-Y6. • Trialing Specialist and Numeracy Instructional Models.• Developed “Reading & Viewing Scope and Sequence” documents linking teaching and learning activities to Fountas and Pinnell reading strategies and Victorian Curriculum. • Work collaboratively in PLCs to analyse student learning data and moderate common assessment tasks, developing consistent teacher judgement outcomes. • Understand and implement DET High Impact teaching Strategies (HITS), identifying and adopting differentiated pedagogical practices that meet the learning needs of their students.• Plan and implement lessons that include ‘multiple exposures’ to new knowledge, providing opportunities for students to record and present concepts to peers.• Conduct conferences to support students to discuss their progress and identify their next learning goal.Leadership: • Provides regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks.• Support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children. • Facilitate collaborative practice and Leadership Team and staff meetings addressing AIP goals and targets utelising the FISO improvement cycle and BPS Data Analysis Tool.• Model the use of the school's instructional model for the PL presented to staff. Formalise and implement teacher and team feedback. Highlights- Data Set- SCHOOL PERFORMANCE REPORT (NAPLAN, Attitudes to School Survey, Attendance) • Achievement in Reading- Domain Performance Group Stretch.• Achievement in Numeracy- Domain Performance Group Influence.• School Climate- Domain Performance Group Stretch.• Student Attitude- Domain Performance Group Transform.• Engagement- Domain Performance Group Transform.• Participation- Domain Performance Group Renew.VICTORIAN CURRICULUM• Student achievement in 2019 is close or higher than that of “similar schools’. • Reading & Viewing is the same as similar schools data.• Writing 11% higher than similar schools data.• Number & Algebra 7% higher than in similar schools.• Data shows less students performing below in Reading, from 22% in 2018 to 19% in 2019. More students performed at or above from 76% in 2018 to 81% in 2019. • Data also shows less students performing below in Writing, from 21% in 2018 to 15% in 2019. Performance at or above increased from 79% in 2018 to 85% in 2019. NAPLAN GROWTH • 2019 saw an improvement in NAPLAN achievement, with Y5 performing higher than Y3.• In Y3 Reading, 86% performed in middle and top two bands. • In Y3 Writing, 90% were working in middle or top two bands. • Y5 Reading- 42.9% in the Top two bands in 2019.• Y5 Numeracy- 53.6% in the Top two bands in 2019.• 100% of students made medium/ high growth in Numeracy in 2019. NAPLAN results are mirrored in Victorian Curriculum Teacher judgement data. Individual Student Education Plans, Behaviour Management Support Plans and LookOut plans support individual students. Parents help develop these documents, which are reviewed through Student Support Group meetings. Teams meet regularly both within and outside school hours to plan for curriculum, moderate assessments, analyse data and set goals and targets.Future Directions- Maximise student learning growth in literacy and numeracy• 1a Build collective capacity to differentiate teaching to enable challenge and progress for every student. (BPE)• 1b Develop and implement a whole school curriculum and pedagogical practices that engage and challenge all students. (CPA)• 1c Strengthen collective leadership to support a culture of empowerment, shared responsibility and opportunity for all. (BLT)  |
| Engagement |
| We have noticed a slight decline in motivation, student voice and confidence. An increase is evident in teacher effectiveness, stimulating learning and high expectations for success.Key Actions-Students:• Student voice- An active SRC encourages student voice, leadership and collaboration with peers. The SRC contributes to school fundraising, special events (Anti Bullying, Ride to School, lunchtime activities), and environmental issues (Grant applications, garden projects). • Targeted intervention programs have enabled individual students to experience success. These include QuickSmart numeracy, JEMM and EMM maths programs, MaqLit and SoundsWrite. This has increased student confidence and their connectedness to the learning environment. • Understand instructional models, can articulate lesson goals and success criteria. • Self-assess their progress, and articulate what they need to learn next, setting goals. • Discuss their learning during student led conferences. Staff:• Performance Development Plans all have an engagement goal within them. We are collaboratively focused on student engagement and wellbeing.• Assessment Schedule in use across school.• Understand and implement DET High Impact teaching Strategies (HITS), identifying and adopting differentiated pedagogical practices that meet the learning needs of their students.• Plan and implement lessons that include ‘multiple exposures’ to new knowledge, providing opportunities for students to record and present concepts to peers.• Utelise strategies within classrooms to increase student voice and agency opportunities, group projects, activity choice, presentation choice, individual goals etc. • Conduct conferences to support students to discuss their progress and identify their next learning goal.Leadership: • Provides regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks.• Support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children. • Facilitate collaborative practice and Leadership Team and staff meetings addressing AIP goals and targets utelising the FISO improvement cycle and Data Analysis Tool.• Finance- equity funding has enabled us to employ more staff and create smaller class sizes to meet the needs of our high SFOE community. Highlights-Attitudes to school Survey:• Student Motivation– decreased from 75% (2018) to 65% (2019)• Student Voice and Agency- decreased from 60% in 2018 to 56% in 2019. • Learning Confidence– slight decrease from 69% in 2018 to 67% in 2019.• Stimulating Learning– slight increase from 69% in 2018 to 71% in 2019. • High expectations for success- increased from 88% 2018 to 94% in 2019. • Teacher Effectiveness– increased from 81% in 2018 to 84% in 2019. Parent Opinion Survey:• School Connectedness (now “Student Connectedness”) has increased from 41.6 from 2017 to 91% in 2019. • Promoting Positive Behaviour and Respect for Diversity are both 100% in 2019.• High expectations for success is at 97% for 2019. • Stimulating Learning– increased from 72.2 in 2017 to 87% in 2019. Future Directions- Empower student engagement in learning• 2a Develop teacher and students’ capacity to collaborate, negotiate and contribute to shared learning experiences. (ESBSP)• 2b Enable a consistent instructional model to enable students to be reflective, questioning, self-monitoring and motivated learners. (IESA)• 2c Co-create a stimulating environment where students are active learners who connect with their community. (IESA) |
| Wellbeing |
| We have noticed a decline in managing bullying, attitudes to attendance and student voice and agency. Sense of inclusion has maintained, and connectedness declined by 1%. We believe this is attributed to a spike in negative student social media use out of school hours, as evidence by student brainstorms and analysis of AtSS data. Key Actions-Students:• Enjoy Berry Street Education Model strategies in all classes (brain breaks, class circles, goal setting, behaviour regulation etc). • An active SRC has encouraged voice, leadership and collaboration with peers, contributing to school fundraising, events and environmental improvements. • SRC data analysis of Student Attitudes to School data. Brainstorming and goal setting for improvement.• Student Leaders attend Annual GRIP Leadership Conference, conduct school tours, assemblies, ceremonies and events. They also assist younger students with athletics and cross country sporting events. • Student involvement in daily school breakfast program encourages cross age support, developing responsibility, social skills, communication and community values. Staff:• Berry Street Education Model strategies used in all classes throughout the school. • ClearTrack utelised to record student data, from academics through to wellbeing and medical. This enables us to better track individual students. • Performance Development Plans all have a student wellbeing goal, reviewed biannually. • Community Liaison Officer employed to support students, parents and staff in a variety of ways, home visits, DHHS, OZ Child, NDIS, school PSD processes and more.Leadership:• Budget created to employ more staff, providing smaller class sizes. • Budget supports staff Berry Street Education Model (trauma informed practice) training. • Values and Philosophy- weekly values, newsletter articles, quotes, explicit classroom activities is linked to the You Can Do It! Values. • Explicit Curriculum- Resilience, Rights and Respectful Relationships program operating in all classes from Foundation to Grade 6.• Staff- Performance Development plans all have this goal within them. We are collaboratively focused on student wellbeing (and attendance).• Administration- Daily phone calls home and structured attendance protocols support regular student attendance. • Social media- school facebook page has improved communication within our school community. • Links with Kids helpline, Beyond Blue and local Police have been strengthened. • FoodBank, State Schools Relief, CSEF and other charitable organisations support our school community (food, camp & excursions subsidies, clothing vouchers, shoes and more). Highlights-Attitudes to school Survey 2019:• Sense of inclusion- maintained 83%.• School Connectedness- From 72% in 2018 to 71% in 2019. • Managing bullying- decreased from 87% in 2018 to 76% in 2019. • Attitudes to Attendance– decreased from 88% (2018) to 84% (2019)• Student Voice and Agency- decreased from 60% in 2018 to 56% in 2019. Future Directions- Enhance student wellbeing• 3a Embed strategies to support students to build resilience, strengthen their social skills and build positive relationships. (HWB)• 3b Strengthen strategies and programs that build partnerships between staff, students and parents that support students learning and wellbeing (BC)• 3c Create opportunities to build student sense of belonging (HWB) |
| Financial performance and position |
| The 2019 budget once again contained significant “Equity” funding based on our high SFOE (0.64) figure. This was utilised to finance:• wellbeing initiatives (BSEM trauma informed practice).• programs (ClearTrack, MiniLit, JEMM, Essential Assessments, Skoolbag app). • smaller class sizes F-Year 6.• intervention staffing (Literacy and Numeracy intervention and wellbeing support). Bundarra Primary School received: • Early Years Koorie Literacy and Numeracy Program funding to support indigenous "at risk" students. • In late 2018 we received an Inclusive Schools Fund grant of $164,000 for a sensory playspace, which was installed in semester 1 2019. • Quarterly Sporting Schools grants facilitated extra curricula Sporting Schools Program and SRC sailing program in Term 1, 2019. The 2019 credit deficit will be returned to the department in Term 4, 2020. The 2019 end cash reserve figure will finance 2020 Annual Implementation Plan, focusing on Literacy, Numeracy and Wellbeing.  |
| **For more detailed information regarding our school please visit our website at** [**https://bundarraps.global2.vic.edu.au/**](https://bundarraps.global2.vic.edu.au/)  |

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 164 students were enrolled at this school in 2019, 72 female and 92 male.2 percent were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures 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. |

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| School Staff SurveyMeasures 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. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| Similar School Comparison |

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 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 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’. |

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| 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. |

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| Statewide Distribution of Learning Gain (all domains) |

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| Similar School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**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. |

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| Few absences <------> Many absences |

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| Average 2019 attendance rate by year level: |

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| **Performance Summary** |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). |

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| --- |
| **Financial Performance and Position** |

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

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|  |
| --- |
| Financial Performance - Operating StatementSummary for the year ending 31 December, 2019 |

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|  |
| --- |
| Financial Position as at 31 December, 2019 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |
| --- |
| **Revenue** |

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| --- |
| **Actual** |

 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $338,880 |
| Official Account | $19,421 |
| **Total Funds Available** | **$358,301** |

 |  |  |
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|  |
| --- |
| Student Resource Package |

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|  |
| --- |
| $1,737,482 |

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|  |  |
| --- | --- |
| Government Provided DET Grants | $291,461 |
| Government Grants Commonwealth | $4,000 |
| Revenue Other | $34,548 |
| Locally Raised Funds | $87,565 |

 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Total Operating Revenue** |

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|  |
| --- |
| **$2,155,057** |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity¹** |

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| --- |
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|  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $553,728 |

 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity Total** |

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|  |
| --- |
| **$553,728** |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $61,225 |
| Other Recurrent Expenditure | $6,953 |
| Funds Received in Advance | $912 |
| Funds for Committees/Shared Arrangements | $18,181 |
| Repayable to the Department | $205,625 |
| Asset/Equipment Replacement > 12 months | $4,000 |
| Capital - Buildings/Grounds > 12 months | $10,000 |
| **Total Financial Commitments** | **$306,896** |

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| Student Resource Package² |

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| $1,943,107 |

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| Books & Publications | $769 |
| Communication Costs | $5,730 |
| Consumables | $52,645 |
| Miscellaneous Expense³ | $87,435 |
| Professional Development | $31,658 |
| Property and Equipment Services | $127,317 |
| Salaries & Allowances⁴ | $70,754 |
| Trading & Fundraising | $13,036 |
| Utilities | $20,254 |

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| **Total Operating Expenditure** |

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| **$2,352,707** |

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| **Net Operating Surplus/-Deficit** |

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| **($197,651)** |

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| **Asset Acquisitions** |

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| **$13,295** |

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| (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. |

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| *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.* |

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| How to read the Annual Report |

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| **What does *School Comparison* referto?**TheSchool 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 Comparisonwill 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. |

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| **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. |

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| **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’). |

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| **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. |

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

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