

2016 Annual Report to the School Community



School Name: Albert Park Primary School

School Number: 1181



Name of School Principal:	Elaine Mills
Name of School Council President:	Andrew Wilson
Date of Endorsement:	March 17 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Albert Park Primary School is a popular school of choice for local residents and is an inner city-bayside school located in the City of Port Phillip. The school is 4 kilometres from the GPO building in Melbourne and sits on 0.9 hectare of land. Underpinning all school interactions is our School Statement of Values that promote our school as a healthy, safe and respectful community. This ensures the spirit of friendliness permeates inside, outside and off-site activities.

Some unique features of the year were

- respectful and engaged students who wanted to learn and understand the importance of setting and achieving learning goals
- staff with a large range of skills and work experiences who always did their best for their students, who had high expectations of themselves and their students and differentiated the curriculum to teach each student at their point of need.
- a helpful front office with decades of understanding the culture of the Albert Park community
- an active and well informed school council with an extensive skill set
- a great number of parents who worked tirelessly in program and fundraising support for all areas of the school
- continuing to incorporate the research of Professor John Hattie into our classrooms by ensuring learning is visible in every classroom
- a number of parents who financially and emotionally supported other families
- our wonderfully active parents' representatives who organised the many social events at grade levels and ensured other parents are 'cared for' if and when required
- our sustainability initiatives and progress made on the five year journey of the ResourceSmart DET Program
- the very successful annual Fete which was a tremendous fundraising and community engagement opportunity
- three school camps for students in grades 4-6, Albert Park has Talent, Students as Leaders, school concerts, the student-centred grade six graduation celebrations and the grade six annual production were all highlights of fun, creativity and student engagement.

The facility suite consisted of two heritage-listed main school buildings built in 1873 and 1889, an Arts and Library building and three two-storey portable buildings. The buildings and grounds were well-maintained.

Semester one was a challenging time for our school council as we negotiated the concerns of neighbours, our need to keep our students safe and find more play space for the expanding student numbers which reached 544. When a speeding, stolen car, hit and destroyed our basketball court fence, we started negotiations with Vic Roads, the City of Port Phillip and DET to close the T intersection at the basketball court. By Semester Two, with the closure of part of Moubray Street, the school gained exclusive use of an extended Pop up Park during school hours and the area was fully fenced by DET and the City of Port Phillip Council. This enabled better use of the Pop up Park, however, due to community pressure, the T intersection remained open.

Traditionally the school is seen as the backyard for all local families. Because we do not lock our gates or have high fences and visitors are permitted in the school grounds from 7am to 8pm, the residents in the houses, built on what was previously school land behind our heritage hall, occasionally have issues with teenagers late at night. During term one negotiations, the neighbours voiced their complaints about our basketball court, in a public meeting attended by DET and the Government. This resulted in the school facing a decision about whether to accept DET's offer of building a wire cage around the court with no access to anyone except the school or removing the basketball rings and one basketball tower adjacent to the court near the hall. The cage option was declined because it would have limited the play space options of our students. The basketball tower was given to a local school and removable rings were installed. The school was able to negotiate extra time on the courts for contracted basketball teams during the hours of the after school care program. These decisions adversely affected our student, parent and staff surveys for 2016.

In 2016 the Out of School Hours Care Program was outsourced to Camp Australia. A school funded Social Worker and an intervention program for Literacy provided targeted assistance to students. We achieved our mission of becoming high achievers and life-long learners through twenty-first century learning strategies that incorporated technology combining Windows and Apple platforms and the Cloud.

We built leadership capacity with teachers at each grade level through our Student Improvement Team Leaders initiative who worked on implementing Professor John Hattie's research into classrooms. A special focus was on elevating the outcomes of our large cohort of high achieving students. Classroom teachers and support teachers ran a Scaffolding Numeracy Program across grades four to six, to stretch our students to use the most effective strategies in solving mathematical problems. Our students were extended through Tournament of Minds, Maths competitions, Maths Olympiad and the ICT Young Explorers Competition. Three grade five students won the State and National competition. Specialist programs for Visual Arts, Physical Education, Music and French ensured student engagement as did the large number of incursions and excursions across the different domains which were organized by our teachers. Personalised homework was delivered through online subscriptions to Mathletics and Literacy Planet. The school, through the guiding principles of respect, kindness, fairness and cooperation, encouraged all students, to be kind and fair, act safely, respect everyone's rights, keep trying and use one voice at a time. These values were demonstrated through the behaviors of



The Albert Park Way. We are a Kids Matter School that uses the Bounce Back Program to develop resilience in students, teachers and parents. We are an accredited eSmart school and we trained our students to be safe when online.

Building works completed included

- the creation of two new classrooms by removing walls from two larger rooms and building new walls in two teacher resource rooms, thus creating four useable teaching spaces
- the placement of a portable toilet block near the hall,
- refurbishment of the inside student toilets,
- synthetic grass in the Paradise area,
- reclaiming the closed Library from a classroom space. The audit of the library stock, purchase of new furniture and technology occurred with the help of parent donations, parent volunteers and a local Librarian. The Library will relieve student numbers in the playground during lunchtime in 2017.

Despite our intensive building program, the school operated with a deficit of three teaching spaces at the start of the year. We were creative in overcoming the shortfall. We ran 24 classes in 22 rooms and by dividing the Library room, we had enough spaces for all specialists programs and classroom teachers to run effective programs. The Prep team initiated an 'action research' of shared teaching, pedagogy and furniture placement in two larger rooms. However due to the projected enrolment numbers for 2017, work was commenced with DET for more teaching spaces and DET architects developed plans for two triple storey portables. This impacted our 'action-research' because the Prep teaching spaces were further reduced when two storage spaces/resource rooms were built in both rooms in the second semester to enable storage of teaching resources which had been stored in the two existing portables. The decommissioning and removal of the two double storey buildings commenced in November. This required the movement of most classes to different spaces. I acknowledge the creativity and resilience of the teachers, students and administration for the last three weeks of the year.

During the year we hosted visits by senior executives in DET, the Minister of Education James Merlino, Martin Foley our local Member of Parliament and Margaret Fitzherbert, our local member of the Legislative Council. Everyone worked hard to ensure we had enough classrooms and toilets for the start of 2017. The community awaits the opening of two new schools in our area in 2018 and 2019.

Framework for Improving Student Outcomes (FISO)

We addressed the priority of Excellence in Teaching and Learning, through the initiative of curriculum planning and assessment. Two Leading Teachers were released from classroom duties to support and build teacher capacity in implementing the overall priority of making learning visible in every classroom and support teachers work in elevating the high performing students. Our research base was Professor John Hattie's work when he synthesized over 800 meta-analyses relating to student achievement. By Semester Two, learning intentions and success criteria were evident in classrooms for the enabling subjects of English and Maths.

The Professional Learning Communities (PLC) analysed assessments to plan for teaching and learning according to APPS Curriculum Documents developed in 2014 and 2015. The planning documents and work programs showed evidence of planning for differentiated learning and we standardised meeting processes and implemented consistent data and moderation to support the differentiation of learning. Analysis of data was discussed as part of the PLC agenda. However despite a standard agenda, the Leading Teachers reported that documentation of data discussions was inconsistent across levels. Because of this in Term Four the Student Improvement Team Leaders were released to work with the Leading Teachers to discuss and clarify PLC documentation expectations to be used at every level, and in every PLC. This strategy was successful.

Achievement

Albert Park Primary School is focused on achieving the best outcomes for all students. Teachers work collaboratively to plan and deliver consistent programs throughout the school with a strong focus on differentiation to cater for individual needs. We differentiate the curriculum through personalised pathways that reflect 21st century competencies.

Teachers consistently have high expectations for all students. This is demonstrated in the Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) where our students are performing above the state mean in both English and Mathematics. When compared to other like schools we are achieving results that are 'similar' to what we would estimate given the background characteristics of the students.

Of particular interest in 2016 were the NAPLAN results for APPS. Overall the school's means were better than the Victorian results in all areas assessed. With our School Strategic Plan goal of improving outcomes for students in mathematics, the NAPLAN Numeracy results in both years 3 and 5 were above state mean. We are achieving at the 'similar' level when compared to other schools in year 3, and year 5 in Numeracy. We are very pleased that 85% of our students had medium or high growth in Numeracy from year 3 in 2014, to year 5 in 2016.

IN English we are achieving at the 'similar' level for all areas of English: Reading, Writing, Spelling and Grammar and Punctuation. We saw an average across the English domain of 81% of students achieving medium to high growth over the course of the 2-year NAPLAN period (66% med-high for Reading, 81% med-high for Spelling, 85% for Grammar and Punctuation and 90% for Writing). Of particular interest was the growth in writing from grade 3 to grade 5, where 40%



had high growth over the 2-year period. Implementation and delivery of effective English programs such as; CAFE reading, visible learning goals, Letters and Sounds Phonics Program, Soundwaves Spelling Program, Writer's Workshop and the introduction of the "Big Write" and V.C.O.P have also supported our very pleasing results. This demonstrates the way we 'value add' to students at APPS.

The Matched Cohort Report shows the growth for students at APPS from year 3 NAPLAN to year 5 NAPLAN and tracks those children who were with us in year 3 and are still with us in year 5. The one year target in our Annual Implementation Plan 2015 (AIP) is "NAPLAN matched cohort to be at state mean in all areas of English and Numeracy". The data in that report shows that our matched cohort is above the state mean in Writing and Grammar and Punctuation. The matched cohort data for Numeracy and Spelling is at state mean, but Reading was below state mean in 2016. Reading in 2017 will be supported by the implementation of Fountas and Pinnell Benchmarking kits to assist accurate teacher assessment of reading levels.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The school has focused on increasing students' engagement in their own learning. A School Improvement Team was established to include the leadership team and year level leaders. An action plan was developed, and implemented. All teachers attended professional learning on developing assessment capable visible learners. We developed strategies which align The Albert Park Way to make learning more visible. We developed the learning dispositions of an effective Albert Park Learner: Persist, Reflect, Collaborate, Create, Self-regulate.

Students in every class have unpacked the traits of a visible learner and practiced the skills and behaviors of the effective Albert Park Learner. The learning intention and the success criteria are identified for every lesson and students have become more proficient at assessing their own learning against the criteria. 'I can' statements are now included in Maths and Writing planning documents and teachers are developing ways for students to use them effectively. 69% of students can now articulate their learning intention for English and Maths and some grades have evidence in their workbooks to highlight the success criteria. This percentage has improved considerably from 35% in March.

Targets related to the Student Attitudes to School Survey in Stimulating Learning Environment and Teacher Effectiveness were not met:

Stimulated learning was to move to 4.30. Results were 3.48 Grade 5- 3.81 and Grade 6- 3.18

Teacher effectiveness would move to 5.00 Results were 3.84 Grade 5- 4.14 and Grade 6- 3.58

To further understand the disappointing SATS data in 2015 we conducted the Principles of Teaching and Learning (POLT) Student perceptions Survey with every class Gr 1-6. It was administered via Google Docs in grades 3-6 and the grades 1- 2 completed the POLT Junior survey in paper format. The March data was problematic at grades 1-4 as it had a "Sometimes" option that the grade 5 and 6 did not have. This was removed in all surveys in November to provide more consistent data.

In March students recorded less than 80% agreement with 3 POLT statements across the school;

- working together in groups to complete tasks
- different work for different interests and abilities
- link learning to current events and issues

Teachers across the cohorts worked to hone their practice in addressing these concerns. Responses were above the target of 80% positive responses across all principles in every classroom and improvement was shown in responses between March and November data.

Students have participated in numerous external competitions and we had 105 students participate in the Australian Mathematics Competition achieving 1 high distinction, 25 distinctions and 46 credits. We introduced the Australasian Problem Solving Mathematics Olympiad (APMSO), 25 grade five and six students competed against 30,000 others across Australasia and 15 performed in the top 50% and 5 in the top 25%. Some year 5 students entered the Young ICT Explorers competition where we achieved second place for the 5/6 division. The school introduced Tournament of Minds (ToM) and entered five teams, consisting of 20 grade five students and 15 grade four students. All teams were placed in the top third range.

Most year six students have held leadership roles across the school and all students had a significant role in organizing and leading school assemblies. The School Leaders attended a state student leader conference on becoming a good leader. The Cup Cake Leaders attended leadership training at the City of Port Phillip. They ran fundraising events and hosted 'APPS has Talent'. The Junior School Councilors (JSC) and School Student Leaders increased the student voice. The JSC and Student Leaders separately attended a dinner meeting with school council to better understand their role



and give suggestions on how to improve our school.

Extra-curricular activities, including lunchtime clubs and camps at grade four, five and six, helped to improve student engagement in learning and develop resilience.

Wellbeing

During 2016 APPS has continued its journey towards becoming a Kids Matter School and the documentation was submitted for accreditation in November. The school Action Team consisting of leadership, staff, parents and school allied health staff such as the social worker and nurses, has continued to meet regularly. They have led staff training on Component 3, Working with Parents and Carers and Component 4, Helping children who are experiencing mental health difficulties to enhance and support the school wellbeing initiatives. Representatives have met with other Kids Matter schools each term and parent forums have been conducted on wellbeing topics such as dealing with grief, cybersafety and resilience. Parents Connect, a group of parents with allied health backgrounds, have formed to support the Kids Matter initiative at the community level.

The Albert Park Ways of Be Kind and Fair, Act Safely, Respect Everyone’s Rights, One Voice At a Time and Keep Trying continue to drive the interactions and provide a common language across the school community. Students are awarded these bands for exemplary behavior and the Albert Park Learner traits have been developed to complements the ‘ways’.

The school has now purchased all of the supporting literature and all grade levels have completed the first two-year cycle of the BounceBack resilience and wellbeing program. The scope and sequence provides focused teaching and learning each week in every classroom on Core Values and units of work including No Bullying, People Bouncing back, Humour, Emotions and Courage.

The school has continued to employ a social worker part-time to work with the Student Wellbeing Coordinator to lead targeted programs across grade levels and provide support to individual students. On Psych counselling is available and external providers have been utilized to provide cyber safety (Madeline and Alannah Foundation P-6) and personal empowerment (Youth Empowerment Project Year 3&4).The lunchtime clubs program have continued to provide collaborative play and belonging at lunchtimes. Clubs have included Lego, knitting, Make It, dodgeball, colouring, Calm Corner. The number of clubs have decreased due to a decline in parent availability however large numbers of students been have attending the library which has been reopened, including lunchtime sessions. The Bikes Over Lunchtime boys mentoring program run by Southport Uniting Care, continued to operate very successfully and engage a group of Grade 5/6 boys in co-operative bike repair skills and discussions about peers and relationships.

School Strategic Plan targets were met through the Student Attitudes to School Survey in Student Distress and Student Morale data except in Gr 5 Morale:

Student distress to be above 5.9. Results were 5.91 Grade 5: 5.85 Grade 6: 5.96
 Student morale to be above 5.7. Results were 5.69 Grade 5: 5.67 Grade 6: 5.71

Grade 3-6 students participated in the City of Port Phillip Resilience Survey for the first time. This online survey provided us with good insight to student’s self-reported mental health and provided comparisons for our school data with that of thousands of students across Australia. The data indicated that at least two-thirds of our students at each grade level demonstrated good or excellent resilience. Our students performed particularly well in the resilience domains of Hope, Healthy Mind, Social Skills and School Belonging. The participation in this survey enabled us to obtain funding from the City of Port Phillip for our year 3 and 4 students to work with the Youth Empowerment Project on developing their sense of self and how they relate to their peers which was identified as an area of need particularly in the grade 4 cohort.

As outlined in the engagement section of this report, November Principle of Teaching and Learning student survey data analysed against March data showed improvement and/or 80% positive feedback from students on each principle.

For more detailed information regarding our school please visit our website at
 [enter web address here]



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 with 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 550 students were enrolled at this school in 2016, 266 female and 284 male. There were 3% of EAL (English as an Additional Language) students and 0% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>42%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>49%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>52%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>60%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>60%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	42%	25%	Numeracy	16%	49%	35%	Writing	10%	52%	38%	Spelling	19%	60%	21%	Grammar and Punctuation	16%	60%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>93 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	94 %	93 %	92 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	94 %	93 %	92 %	92 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

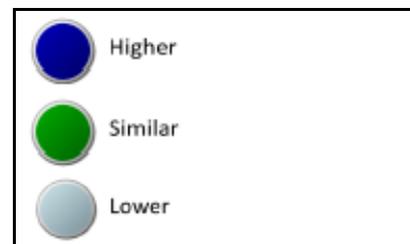
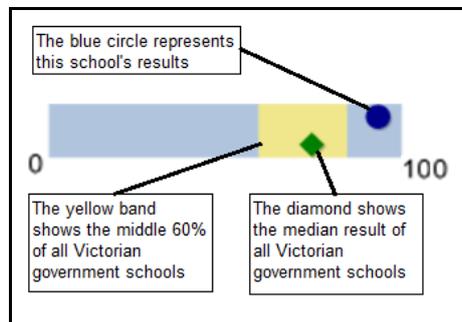
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

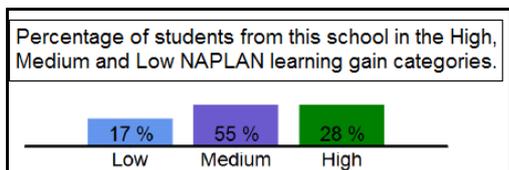
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,561,370
Government Provided DET Grants	\$413,965
Government Grants Commonwealth	\$20,710
Revenue Other	\$20,066
Locally Raised Funds	\$640,556
Total Operating Revenue	\$4,656,667

Expenditure	
Student Resource Package	\$3,434,112
Books & Publications	\$10,930
Communication Costs	\$10,735
Consumables	\$143,594
Miscellaneous Expense	\$255,313
Professional Development	\$40,864
Property and Equipment Services	\$382,657
Salaries & Allowances	\$171,448
Trading & Fundraising	\$67,406
Travel & Subsistence	\$287
Utilities	\$23,766

Total Operating Expenditure	\$4,541,112
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Net Operating Surplus/-Deficit	\$115,555
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Asset Acquisitions	\$14,165
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Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$369,105
Official Account	\$23,720
Other Accounts	\$155,655
Total Funds Available	\$548,481

Financial Commitments	
Operating Reserve	\$74,273
Asset/Equipment Replacement < 12 months	\$45
Capital - Buildings/Grounds incl SMS<12 months	\$94,821
Maintenance - Buildings/Grounds incl SMS<12 months	\$94,782
Revenue Received in Advance	\$284,560
Total Financial Commitments	\$548,481

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges. Salaries and Allowances refers to school-level payroll.

The school is in a healthy financial position with an adequate operating surplus due to the exceptional and continued fundraising efforts of the school fundraising committee and the local community. Building work and other works included creating a Business Manager Office by dividing the Principal's office, new fences constructed beside the neighbors behind the hall and a ramp was relocated to the other side of the hall. All of these alterations were necessary to accommodate the increasing student numbers and try to be a good neighbor to the three town houses built on what was once school land. Revenue in the form of additional grants and revenue received in advance were down on the previous year however, we were able to carry forward a workable surplus into 2017. The school had a productive 2016 but operated under a deficit of three teaching spaces as regards the Facilities Schedule.

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.

