

2017 Annual Report to the School Community



School Name: Port Melbourne Primary School

School Number: 2932





School Council President's Report

The past year has been a busy one for School Council with confirmation of the funding for our major facilities upgrade, the relocation of our four Mod 10 buildings to form a new senior school block and the selection of SJ Higgins as the contractor for the construction of our new gymnasium and the conversion of much of C Block into a new Arts Hub. Planning has commenced for the installation of a deck to link the four Mod 10s in the senior school block and for the design and construction of a new passive play area between C Block and the senior school. With the assistance of the PFA, VICT and Citywide, we designed and built a new Prep Playground along the Graham St frontage of the school, and installed protective barriers to ensure that the playground was fully protected from any potential traffic incident on Graham St.

Our enrolment zone was significantly reduced at the end of 2017 with families living in Southbank, South Melbourne and Docklands now being zoned to the new South Melbourne primary School in Ferrars St. Our 2018 enrolments are down by about 30 students on their 2017 equivalents as some PMPS families living in the catchment of the newly opened school have chosen to enrol their students there. There will be a further review of local enrolment zones during 2018 prior to the opening of the new South Melbourne Park Primary school. However, we do not expect that this will impact significantly on our PMPS enrolment zone.

During 2017, we implemented a “split timetable” with students having recess and lunch in two shifts. This has reduced our need to access Garden City Reserve at lunchtimes. We will continue with our split timetable in 2018, although we will trial different student groupings in each “split”

Our Parents and Friends Association (PFA), under the leadership of Bre McGrath, continued to play a major role in both the social life of our community and by fundraising for the school. The PFA is the major fund-raising organisation within the School, and in 2017, raised \$90 234 which has been used to fund the design and construction of our new Prep Playground, the installation of airconditioning in the C Block classrooms and the purchase of classroom and sporting equipment and resources. Monies have also been set aside for the purchase and installation of airconditioning in our new gymnasium and Arts Hub as well as to help fund the construction of our new D Block deck and our new Passive Play area.

Fundraising highlights for the year included a very successful fete which raised \$49 000, another very successful Trivia Night which cleared \$25 000 and a range of smaller activities such as the Family Fun Run, and the Dads Footy Day. I thank my Fete committee for its outstanding commitment and professionalism in staging the event, and for preparing documentation for our next Fete which will be held in 2019. Congratulations to all PFA members, and thank you for your continuing dedication to PMPS.

Under Paul Spottiswood’s leadership, over sixty dads participated in our two “dads footie days” although we lost the John Sculley Cup to Hampton PS. It will come home in 2018!. Many more parents were involved in participating in training sessions for the matches as well as assisting on the days. Over \$18 500 was raised for the school and these monies have been used to increase the hours of our school chaplain.

Our School Council continues to work extremely hard for our community, and I thank all the 2017 Councillors for their contributions, many of which have been above and beyond the call of duty. I particularly acknowledge the contributions of retiring Councillors: Paul Spottiswood, Milli Gardiner, Kym Hall and Susannah Nyariri.

Finally, I would like to extend a special thanks to our staff. Our dedicated teachers and support staff work tirelessly to ensure that every student has the opportunity to maximise his or her potential while at Port Melbourne Primary School. Their commitment and enthusiasm ensure that our children are happy in their learning, and this is very much appreciated.

Annette Maloney

Principal's Report

During 2017, 811 students attended Port Melbourne Primary School in the care of thirty-five classroom teachers and specialist staff in Visual Arts, Performing Arts, Phys Ed and Reading Recovery. Eight Education Support staff (ES) assisted the teaching staff in the delivery of our curriculum programs, and the school was also fortunate to receive support from a DET Guidance Officer, Daniela Salvo.

Staffing 2017

(a) Teaching Staff

Ken Benson	Year 4 (July-Dec)
Stephen Brewer	PE (April-Dec)
Emily Burkimsher	French
Maria Chadwick	Performing Arts
Darren Crawcour	Leading Teacher – Student Welfare Co-ordinator, Year 6 (from July)
Kristin Cutting	Prep Team Leader
Zoe Doland	Visual Arts
Lucas Dredge	Year 5
Caroline Farrant	Year 4
Emily Fenn	Prep
Peter Fleming	Year 1
Louise Flourentzou	Year 4: Inquiry Leader
Sophie Gero	Prep
Sasha Goss	Year 5; Numeracy Leader
Caitlin Green	Year 4 (until June)
Kym Hall	Assistant Principal
Emma Hockey	Year 2 (until April)
Laura Jenkins	Year 5
Sita Jones	Year 3 (July-Dec)
Melinda Keenan	Year 2 (until March) Literacy Support (from April)
Lisa Kendall	Year 3; Leading Teacher (until June)
Belinda Klose	Year 4 (August-Dec)
Emma Kovacev	Year 2
Bianca Lawes	French
Kate Lewis	Prep
Milli Lloyd	Leading Teacher – Curriculum
Alex McLeod	Year 1
Georgina McKinnon	Year 2
Jessica McPherson	Year 6, Acting Leading Teacher
Elise Mackie	Year 2 Team Leader
Peter Martin	Principal
Mollie Murray	Year 3 (July-Dec)
Kim Nickels	Year 6 Team Leader
Deb O'Donnell	Time Release
Amy Midson	Year 3
Lizzie Parmar	Prep
Candy Patamisi	Year 5
Lisa Rae	Year 4 (Until June)
Jackie Rawnsley	Year 4 (Jan-June)
Claine Raymond	Year 2
Maddie Reid	Year 3 Team Leader
Joanna Ritson	Phys Ed
Haylie Saarinnen	Literacy Support (0.2)
Poppy Sandillon	Year 3
Catherine Shepherd	Year 1 (July-Dec) (0.5)
Candice Skinner	Year 2 (May-Dec)
Susannah Smith	Year 1; Leading Teacher
Michelle Sneddon	Year 1 (0.5)
Jessica Steele	Year 3 (until June)
Brad Stringer	Year 4 (July-Dec)
Rowan Taylor	Year 1 (0.5 Jan-April)



Kate Thompson	Year 6
Chris Toner	Literacy Intervention (0.6)
Sarah Tyo	Year 4 Team Leader
Bridie Watts	Prep
Shaun Wells	Assistant Principal (July-Dec)
Nicole Welsh	Prep
Margaret Whitford	Librarian (0.4)

(b) School Support Staff

Greg Ades	Integration Aide (0.8)
Mirella Basile	Integration Aide (0.33)
Stephanie Cattenazzi	Speech Therapist (0.4)
Jane Hayes	Receptionist
Timothy Hummell	Integration Aide (0.8)
Helen Larkin	Office Manager
Kaye Linsdell	Business Manager
Louisa Molfese	Integration Aide (0.4)
Catherine Murray	Integration Aide (0.75)
Melissa Parry	First Aid Officer (0.6)
Mary Veness	Enrolments Assistant
Nicole Wapling	Library Technician (0.4)
Wendy Ward	Integration Aide (0.8)
Jackie Whittaker	Integration Aide (0.8)
Linna Yen	Integration Aide (0.75)

Before and After School Care

Staff from Camp Australia

School Cleaning

Typhoon Cleaning Co.

School Council has again been active with six effective sub-committees: Before and After School Care, Buildings and Grounds, Education, Finance, Local Road Safety and Marketing.

The 2017 Council comprised:

Linda Baird	Parent (Treasurer)
Simone Cresp	Parent
Milli Gardiner	DET
Kym Hall	DET (Convenor Education)
Anna Heerey	Parent
Thea Kogler	Parent
Victoria Mackey	Community Co-option (from October)
Annette Maloney	Parent (President, Convenor Marketing)
Peter Martin	DET
Bre McGrath	PFA Co-option (from May)
Susannah Nyariri	DET (until September)
Paul Spottiswood	Parent
Shaun Wells	DET (from Oct)

The Parents and Friends Association, under the leadership of Bre McGrath, was again very active, organising several social events and raising over \$90 000 for the school. Highlights included our annual December Fete, yet another very successful Trivia Night, the Family Fun Run, and a number of other smaller activities. The monies raised were used for a variety of purposes including the design and construction of our new Prep Playground, the installation of air-conditioning in the C Block classrooms and the purchase of classroom and sporting equipment and resources. Monies have also been set aside for the purchase and installation of air-conditioning in our new gymnasium and Arts Hub as well as to help fund the construction of our new D Block deck and our new Passive Play area.

On Psych delivered our school chaplaincy program, and in accordance with Federal government guidelines, this provided a number of programs to develop resilience in our students as well as supporting families in coping with a number of difficult situations.



A wide range of extra-curricular activities were offered during 2017 including a range of camps and lunchtime activities, a very active student leadership program centred on our Junior School Council, and a comprehensive sporting program including our very successful swimming and athletics squads, which benefitted greatly from the extensive coaching by Simon Magasanik and his parent helpers. In addition, there were several whole school theme days including *Bastille Day*, *Harmony Day* and *Music Day*, as well as special promotions such as *Ride to School Day* and *Walk to School Day*. Our Dads Football Carnival involved 16 different teams this year and our dads not only raised a very significant sum of money to support our student well-being program but were also always on call to assist with a range of tasks around the school. Thank you to the many parents who volunteered to assist the school as classroom helpers, sports coaches and marshals and class reps, as well as assisting with all the PFA's fundraising activities.

A major challenge for the incoming School Council will include the management of the current building program, and pressuring the government of the day to complete our building program by funding an extension of C Block to include a new administration wing and at least four new classrooms to enable the removal of the Mod 5 buildings which take up a significant space on the oval. Council will need to assist the school administration in lobbying for and implementing new school boundaries that will be required as the new primary schools in South Melbourne Park and Docklands are opened in the near future. Council may also wish to ensure that pressure is continued to be applied to the State government and the DET to ensure that a new secondary campus is opened in inner Port Phillip to address the enrolment pressures on Albert Park College.

As our building program comes to its end, Council will need to ensure that our playing spaces are redeveloped and future-proofed to ensure a mixture of active and passive play areas that can also be used as teaching spaces, and that are designed with the a view to maximising their impact on improving student well-being and in particular student safety and student connectedness to school.

I acknowledge the efforts of all School Council members for their contributions both at Council and through its sub committees. I congratulate the Parents and Friends Association for its support both financially and in arranging numerous social activities for our community, I thank all other members of the Port Melbourne community for their contributions to the school, but, in particular, acknowledge the efforts of our teaching and support staff.

Peter Martin
PRINCIPAL



About Our School

School Context

Port Melbourne Primary School is situated about 3km west of the CBD. Its enrolments (811 in 35 classes in 2017), have grown significantly in recent years but with the opening of three new inner urban primary schools between 2018 and 2021 should decrease to about 750 by 2022 as a result of changes to its enrolment zone. In 2017, it had 52 teachers and 3 principal class officers, as well as 16 ES staff. As well as four permanent buildings with 16 open plan learning spaces, a Library, Art Room, Multipurpose Hall, Performing Arts room, a Welfare Hub and an administration section, the school had four double storey relocatable buildings each with four classrooms, and two single storey relocatable buildings each with two classrooms. A new competition standard netball/basketball stadium will be built in 2018. All classroom spaces are open plan, enabling clusters of two or three classes to experience a differentiated curriculum in their flexible learning spaces. Because the school's playing spaces are limited in size, it runs a "split timetable" with two different recess and lunch breaks. The school strives to improve its physical environment, and is developing a new passive play space for 2018.

As enrolments have increased, the school's SFO index has declined, and in 2017, it was 0.25, with 20% of families in receipt of a Healthcard, and 20% of students from Non-English Speaking Backgrounds.

The school is an active member of the Northern Lights cluster, a group of five local primary schools who work co-operatively to improve student learning outcomes in our area.

Framework for Improving Student Outcomes (FISO)

The school focused on the FISO Priorities and Initiatives: *Excellence in Teaching and Learning - Building Practice Excellence*.

Using a Professional Learning Community approach and an Instructional Model focussed on providing a guaranteed and viable curriculum, the school timetable provides two hours each week for teaching teams to collaborate together to develop their evaluative skills i.e. in developing, implementing and evaluating approaches to assessment and in monitoring the impact of discrete teaching strategies on learning, and adapting teaching to advance students' progress. These teams use assessment information to evaluate and identify gaps in student learning following programs of teaching.

The Leadership Team regularly reviews the effectiveness of teaching and learning programs, and uses the information to plan extended opportunities for teachers to develop new and improved capabilities. This includes reviewing actual changes in practice and how these are embedded and sustained following formal professional learning programs. In 2018, the Leadership Team will be strengthened by the addition of two Leading Teachers with responsibility for Curriculum and Instructional Learning. These staff will actively participate in the timetabled team meetings, and will plan and implement professional development centred around the delivery of high quality teaching and learning and the implementation of our Instructional Model.

Achievement

Student curriculum outcomes, as measured by NAPLAN assessments and other assessment instruments such as PAT, and student performance on the ICAS (International Competitions and Assessments for Schools) Maths and English assessments, continue to reflect very positively on the major curriculum improvements implemented over the past four years, including the establishment of open plan collaborative learning spaces for all students, with teachers working together to ensure that the school delivers a differentiated curriculum that caters for the needs of all students. Our students achieved above the national average in all domains in the Year 3 and 5 NAPLAN assessments, and in the majority of areas were also above the like school means (schools with a similar demographic). However, our aim will continue to be to ensure that our mean academic performance is always ABOVE the mean for similar schools.

For the second year in succession, our percentage of students completing Year 3 and Year 5 NAPLAN was very similar to that at our neighboring schools rather than being well below the state benchmark. Between 2015 and 2017, 84% of our students completed Year 3 AND Year 5 NAPLAN assessments at PMPS. Mean learning growth in Reading of the PMPS 2015-2017 NAPLAN cohorts was above the state benchmark and compared favourably with schools of a similar demographic, although mean learning growth in Writing and Number was below that of similar schools.

All PSD students showed progress at satisfactory or above in achieving their individual goals.

Engagement



Student engagement was identified as a major focus for improvement in the 2015-2018 School Strategic Plan and there have been some improvements in the student engagement means in the Student Well-being Survey over the past four years. However, there are still many student means that are below benchmark. The collaborative team approach to planning with its emphasis on the analysis of multiple sources of student achievement data, has enabled class teachers to better differentiate between students, and more accurately target their particular learning needs. The extension of our successful Lunchtime Clubs program has allowed many more students to spend their lunchtime engaged in adult led activities. The House system continues to be developed with a view to increasing the level of all students in a range of House activities. Student Voice has been identified as a concern in recent Well-being data and a major focus for the newly appointed Leading Teacher with responsibility for Student Engagement will be to improve student perceptions of Student Voice. The number of student absences is a concern, although most non-illness related absences are because of overseas or interstate holidays.

Well-being

The continued rollout of the *Kidsmatter* well-being initiative and its associated program, *BounceBack* has led to significant changes in the way that the school acts pro-actively to develop student resilience. However, these changes have led to relatively small increases in student well-being indicators as measured by the annual Student Well-being Survey. The school has conducted a full review of the way student well-being is managed and will implement a new management structure for 2018 with a newly appointed Leading Teacher leading our Student Engagement and Student Well-being programs in 2018, with the assistance of a Learning Specialist with expertise in Student Well-being. Locally raised funds will be used to increase the time fraction of our School Chaplain/Counsellor from 0.4 to full-time.

Our school chaplaincy program has enabled the facilitation of a number of small groups programs that have assisted in the development of student self-esteem.

For more detailed information regarding our school please visit our website at www.portmelb.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 811 students were enrolled at this school in 2017, 394 female and 417 male.</p> <p>20 percent were EAL (English as an Additional Language) students and 1 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>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

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>39%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>49%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>59%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>49%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>56%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	39%	36%	Numeracy	29%	49%	22%	Writing	27%	59%	14%	Spelling	32%	49%	19%	Grammar and Punctuation	27%	56%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	39%	36%																							
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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:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>89 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	91 %	90 %	89 %	90 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	91 %	90 %	89 %	90 %	90 %										



Performance Summary

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

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

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

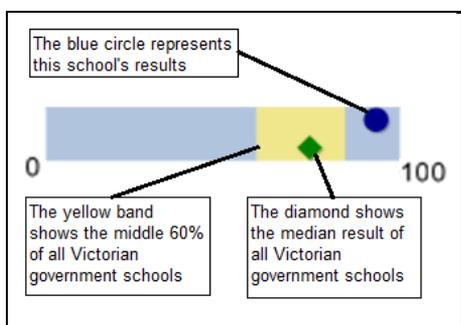
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

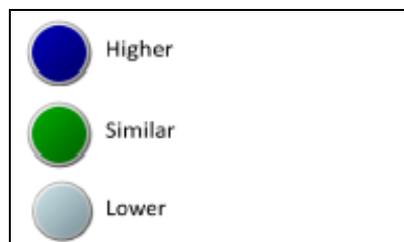


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').



Financial Performance and Position

Financial performance and position commentary

The school ended 2017 with a significant operating surplus. However, much of this was due to monies received in advance such as, payments for 2018 stationery packs, advance payments for school camps, and 2018 voluntary contribution receipts. The school has set aside significant monies from fundraising income, and from grants from the Victorian International Container Terminal, for major projects related to the school's building program that will be implemented during 2018.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,507,216	High Yield Investment Account	\$979,341
Government Provided DET Grants	\$641,859	Official Account	\$27,650
Government Grants Commonwealth	\$6,300	Other Accounts	\$51,279
Government Grants State	\$3,100	Total Funds Available	\$1,058,270
Revenue Other	\$75,559		
Locally Raised Funds	\$903,623		
Total Operating Revenue	\$7,137,657		
Equity¹			
Equity (Social Disadvantage)	\$48,438		
Equity Total	\$48,438		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,338,879	Operating Reserve	\$202,448
Books & Publications	\$45,682	Asset/Equipment Replacement < 12 months	\$10,000
Communication Costs	\$9,036	Capital - Buildings/Grounds incl SMS<12 months	\$225,000
Consumables	\$160,725	Revenue Received in Advance	\$257,588
Miscellaneous Expense ³	\$589,422	School Based Programs	\$218,148
Professional Development	\$15,393	Maintenance -Buildings/Grounds incl SMS>12 months	\$145,086
Property and Equipment Services	\$261,093	Total Financial Commitments	\$1,058,270



Salaries & Allowances ⁴	\$66,271
Trading & Fundraising	\$105,808
Travel & Subsistence	\$1,800
Utilities	\$48,112
Adjustments	(\$1,187)

Total Operating Expenditure	\$6,641,035
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Net Operating Surplus/-Deficit	\$496,622
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Asset Acquisitions	
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\$91,140

- (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 05 March 2018 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.