

2021 Annual Report to The School Community



School Name: Wyndham Vale Primary School (5549)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 March 2022 at 01:13 PM by Susan Seneviratne (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 06 May 2022 at 11:20 AM by Sharon Gatt (School Council President)

How to read the Annual Report

What does the '*About Our School*' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do ‘Similar Schools’ refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does ‘NDP’ or ‘NDA’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the ‘Victorian Curriculum’?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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’).

About Our School

School context

With a vision statement of 'High Levels Of Achievement For All Students', Wyndham Vale Primary School (WVPS) continues to provide a program with strong academic rigour, which also caters for the social and emotional needs of our students. Our values of Respect, Responsibility and Honesty are incorporated into school life, and direct the positive behaviour program we have in place.

Wyndham Vale Primary School (WVPS) is located within the local government area of Wyndham and is situated in the Bluestone Estate. It is now entering its eighth year of operation. Our buildings include architecturally designed classrooms that promote collaborative teaching, an art room, well stocked library and an administration area. The full-sized gymnasium and attached canteen are utilised by the school and local community. There are also an additional 18 relocatable buildings onsite, providing a further 35 classrooms for student use. The comprehensive teaching and learning programs are developed with reference to the Victorian Curriculum, which feeds into our 'priorities documents' determining what is essential learning for students as they progress through our school. These documents also form the basis for children's goal setting in relation to their academic progress and are also the framework for teacher comment in student reports so that there are clear links in the teaching and learning cycle.

Remote and flexible learning was again prominent in 2021 as the state endured long periods of lockdown in response to the pandemic. Teachers were able to adapt programs to reach the maximum number of students possible. Daily lessons were provided in reading, writing and maths, and a weekly lesson in either visual or performing arts, along with one in PE and Auslan were released to students via learning tasks on COMPASS. Instructional videos to support children with their learning were key features of these classes, and there was a 'live' lesson in Physical Education, Visual and Performing Arts made available each week. A strong focus on student well-being was paramount, and teachers made regular contact with their pupils and their families via online meetings, email and phone call to maintain the connections with school and to provide support where a need was identified. A number of additional activities and competitions were also provided to maintain connections with the school. As students returned to school in the latter half of the year, 318 pupils were involved in our tutoring program, either as a member of a small group or, in some cases, as a one on one program. Pre and post testing indicated that every cohort represented made expected growth or better (when an average of results is considered) through this intervention with 47% of these children finishing the year at or above expected level; Of the students on the program who have English as an Additional Language, 77% made positive progress.

At WVPS students are provided with many practical experiences to equip them with life-long skills. There is a strong focus on literacy (in particular the teaching of reading) and numeracy and with an aim for each child to demonstrate individual improved progress as they move through cycles of goal setting, feedback and reflection. Further programs, in literacy and numeracy, in addition to tutoring, aim to cater for students who need additional support, as well as those who are in need of extension. To further enhance this goal to have every child at potential an assistant principal continues to take oversight of these intervention programs, inclusive of the aforementioned tutoring program.

Student leadership is facilitated via the Junior School Council, and membership supports pupils to understand the importance of confidence, accountability, working collaboratively and independence. Participation in our bi-annual school concert (which alternates with the Art Show), inter-school sport, regular excursions, as well as a camping program for children in years 2, 4 and 6 are all key features of experiences provided for students. However, in 2021 neither the year two sleepover or the school concert were able to run due to the restrictions created by the Covid-19 pandemic, and the year four camp was rescheduled to later in the year. A lunchtime clubs program encompassing sport, music, STEM and passive activities provided choices for pupils about how to spend their lunchtime. Parental involvement is important at our school, and we continue to build on the positive reputation we have established in the community.

The school has a rapidly growing enrolment (1,283 at the start of 2022— after commencing with 151 at the beginning of 2015) as a consequence of newly developed housing estates in the area. It is anticipated, however, that this number will begin to reduce in 2023 with the opening of a new school in the nearby Harpley Estate. In March 2022, the school

has 71.6 equivalent full time teaching staff: this includes 4.6 principal class, 5.8 leading teachers, 5.0 classroom based learning specialists, and an additional 54.4 classroom teachers and various specialist subject teachers. There are also 28.2 EFT Education Support staff inclusive of one business manager, 2.4 office staff and 0.8 librarian, a school first aid officer (0.8EFT: shared between two staff members), two full time maintenance workers and part time enrolment and attendance officers. Two staff members identify as being of Aboriginal or Torres Strait Islander Origin.

Full fee paying international students are welcomed into the school if they live within our designated neighbourhood area, and are offered the same educational program as other students. A privately operated Out of School Hours Program offers before and after school care and a holiday program. The canteen, also privately run, opens five days a week.

Continued development of teacher practice is an ongoing aim and the school will maintain a focus on the principles of Visible Learning. Strong and purposeful Professional Learning Communities (PLCs) across the school continue to be the vehicle through which we drive school improvement. Throughout the current strategic plan we have put a high priority on development of teacher skill in the teaching of reading, and have committed considerable energies to the advancement of resilient and socially responsible pupils. The school has a diverse multicultural student community, with over 47% of children coming from a language background other than English, and a large number of the students come to WVPS having experienced a wide range of earlier school experiences.

The school completed its most recent review of its four-year strategic plan in December of 2020, and this is framed around the dimensions of FISO (Framework for Improving Student Outcomes) 1.0, acknowledging that there is now FISO 2.0 in use in schools.

Framework for Improving Student Outcomes (FISO)

The FISO (1.0) initiatives of 'Building Practice Excellence' and 'Empowering Students and Building School Pride' have been the areas of focus in relation to the school's work across 2021. These tie with the statewide priority for 2021 around reducing the gaps identified in students' academic, social and emotional progress as a consequence of the several periods of extended lockdown throughout the 2020 and 2021 academic year. The Key Improvement Strategies (KIS) related to this have included activities relating to learning, catch up and extension; having healthy happy and active students, and a connected schools priority. Wyndham Vale Primary School committed considerable energies to the learning, catch up and extension priority, although we did not achieve as much as we had hope due to further extended periods of remote learning.

Student achievement continued to be a focus despite extended periods of learning from home as the school strived to achieve the academic targets set in the annual implementation plan. We were within a couple of percentage points of our targets when the teacher judgement data is considered, however we fell short when the number of students performing in the top two bands in NAPLAN was analysed, especially in the area of numeracy.

Due to COVID-19 and the many weeks of remote and flexible learning, some actions identified in the 2021 Annual Implementation Plan (AIP) were unable to be implemented. Many of these were underway before the lengthy lockdown but were then halted as we didn't have enough time to complete these when we returned to school. These included:

- further work around reducing pupil absence
- analysing student data on the health and capabilities progression points
- enhancing our connections with the local kinders
- identifying leaders of different cultural groups to better support our diverse community.

These have been have been prioritised for further work in the 2022 school year.

The SWPBS token system has been a success both onsite and during the period of remote and flexible learning. The willingness of staff to embrace and pivot towards the implementation of the token system during remote learning shows a significant positive effect on behaviours within the school community.

The work that the JSC has done around promoting and monitoring nude food has shown a significant decrease in

wrapped and processed food coming to school. The school community have been encouraged to make positive, healthy changes in the food that is eaten at school.

Active lunch time clubs were at capacity daily prior to the period of remote and flexible learning, offering students an alternative play space during break times. The school survey team managed to continue their invaluable work around data collections from all aspects of the school community, analysing these data sets and ensuring that they were shared with the relevant stake holders.

As a school we have also identified main additional languages spoken by our school community, and consequently investigated the process and costs associated with translating school documents and identified which documents would benefit from being translated. We have also developed and implemented our own school survey to gather further information about what the students are telling us in the attitudes to school survey and will continue to implement this for the next four years to track changes and growth. The group which connects students who identify as Aboriginal and Torres Strait Islander has also had a high profile across the school.

Achievement

Student achievement in 2021 continued to be very close to 'Similar Schools' (schools similar to us when the socio-economic background of students, the number of non-English speaking students and the size and location of the schools are considered) when data from teacher judgments of student achievement around the teaching of English and Mathematics is considered. This saw a school average of 83.3% of children performing at or above age expected standards in both areas. This was, however, below our school target in our Annual Implementation Plan of 90% for each, and also below the state average, which sits at 86.2% for English and 85.2% for Mathematics. A continual focus on student and whole of class data to improve individual teacher practice is assisting in the improvement agenda, and greater differentiation in the classroom will again be an ongoing focus. NAPLAN achievement has remained consistent over the past few years, with the exception of our Year Five numeracy results which demonstrated a significant drop. Whilst this was not unexpected with this cohort, the school has directed additional resources towards the teaching of mathematics for the 2022 school year.

Some of our actions to continue to raise student achievement during 2021 included:

- The continuation of the Tutor Learning Initiative throughout the entire year, including during further periods of remote learning.
- Intervention programs (Levelled Literacy Intervention (LLI), Getting Ready In Numeracy (GRIN) and speech) have continued throughout the entire year, including during times when students were working from home. Staff conducting LLI continued to receive coaching from an experienced literacy teacher. Data indicates that generally speaking, students accessing these programs make progress equal to, or slightly better than their peers.
- Enrichment programs continued throughout the entire year.
- PLC consultant began work with teams and the school also engaged with the Department PLC Initiative.
- The HITS Action Research Team (ART) established Peer Observation Framework, although once again the impact was limited due to a greatly reduced time onsite.
- Support for teachers around the use of the High Impact Teaching Strategies (HITS) - one of our identified strategies - continued to be rolled out during remote learning via school developed videos and matrices around best practice. This work was driven by one of our Learning Specialists.
- The English as an Additional Language (EAL) leader has worked with some Professional Learning Communities (PLCs) to embed EAL continuum into planning; it is the intention that this work will continue into 2022.
- Professional Learning on analysing NAPLAN to plan for future school improvement was undertaken.

- Front loading used to interrogate data with the PLC leader prior to a PLC meeting however this was not as comprehensive as we had hoped due to remote learning.

Classroom walks, mentoring and coaching are continuing to be developed across the school to help to move towards a guaranteed and viable curriculum in each and every classroom. There has been body of work around a more consistent approach to behaviour management via the greater profile given to the School Wide Positive Behaviour Model have also assisted our progress toward our goal of building the capacity of students to be resilient, socially responsible and respectful in their relationships.

The children enrolled under the Program for Students with a Disability showed progress when tracked against their individual goals which have been set by the student support group and with some exceeding expectations. All others made satisfactory progress. These children were all provided with opportunities for additional support (virtually) via our education support staff throughout the period of remote learning.

Engagement

The average number of absence days for students at WVPS was 18.3 days per student, with a four-year average of 16.7. The 2021 result is an increase of close to three days per child from 2021, when these days numbered an average of 15.1 per student. This result is 1.6 days (average) higher than those schools of a similar demographic to ours, and also higher than the state average of 14.7 days per pupil. During 2021 the attendance officer continued to make daily phone calls following up on unexplained absence to lift the attendance rate and increase the value parents have for schooling. An SMS is also sent to families each day that a child is not at school and the absence is unexplained as we continue to raise the profile of the need for students to be in attendance. Letters are also sent home to families seeking reasons for unexplained absences.

During the periods of extended lockdown in the 2021 a number of students did not engage in remote learning despite repeated approaches from the school and were, as a consequence, marked absent. This combined a number of children who were unable to return to school as they were overseas when the borders closed added to our higher-than-expected absentee rate. The pattern in previous years has been that family holidays have been the largest contributor to children with high numbers of days off from school, as many families will travel overseas for family and cultural reasons. With the reopening of the international borders, we will continue to address our concerns with our school community and individual families to an attempt to improve our data here. During remote learning teachers made regular contact with all children, but specifically followed up with pupils following two days of no contact. Home visits were also made to families when contact remotely was not able to be established. These processes served us well in terms of keeping the majority of children engaged with school. There was also a dedicated team of teachers who met at least twice a term to develop and roll out strategies to increase the overall school attendance rate.

The FISO (1.0) dimension of empowering students and building school pride was a continual focus throughout 2020, and into 2021. The work in this area is ongoing and intentional and will see a continued high profile for the School Wide Positive Behaviour Program, as well as further refinements to our student leadership opportunities. The increased role of our student leaders is a particular focus in 2022. Students all have learning goals across key areas, and in 2022 there will be greater opportunities to develop student voice and agency as we develop and implement strategies and priorities as indicated in our school strategic plan.

Students were surveyed in years four, five & six and they endorsed all teaching and learning factors, and 86.2% of students had a positive sense of contentedness to school, with this being a slight increase on 2020 when the score was 81.2%. We do note that this survey was completed by students online, whilst learning from home. The state average for this measure is 79.5%, and for our like school group it is 76.3%: although we acknowledge that participation rates in this survey were much lower across the state in 2021 which had some impact on this data and makes it harder to make accurate comparisons.

Wyndham Vale Primary School continues to work in close partnership with the Wyndham Network Student Support Service officers and parents/guardians to implement a range of strategies to best support student learning, engagement and wellbeing, and also utilise the services of our own speech therapist.

Wellbeing

Student wellbeing continues to be the key focus of a work area for a team of teachers at WVPS and this is reflected in our ongoing improvements in the results of our Attitudes to School Survey (AToSS). Strategies to enhance the support of student wellbeing at school have continued to include a whole of school reward system, a review of our SWPBS behaviour matrix, and an enhancement of our inclusion and diversity practices and approaches. Our student body have given a positive endorsement to the management of issues related to bullying, with this figure sitting at 80.2%, which is an increase on the 78.9% score from last year, and is ahead of like schools and the state average. To enhance our support of children in the wellbeing area, we have continued to employ a full-time speech pathologist as well as engaging an outside counsellor two days a week to support students in this regard, although the opportunities to meet with this person during the period of remote learning - and since - have only been via an online service. This is moving back to an onsite service in the near future. In 2021 we also partnered with Victoria University to facilitate the work experience of two undergraduate social workers at our school specifically to work with identified students. This will continue in 2022.

Parent satisfaction, according to the parent opinion survey, indicated pleasing results, with a school endorsement score of 84.4 (increase from 82.1% in 2020), whilst the state average is 81.8%. Our school climate survey data from the annual school staff survey, shows an endorsement of 81.7% - as compared to the state average of 75.8%.

Throughout the period of remote and flexible learning, children from WVPS were supported with their wellbeing through the provision of a matrix, which was also referenced by classroom teachers, around learning at home and which was framed around our SWPBS program. Health and wellbeing supports, and connections, were prioritised for staff, students and their families at Wyndham Vale Primary School throughout the period that our state was in lock down. These activities included whole of staff videos and competitions, for staff viewing only, as well as those released to the broader school community, regular phone contact with all staff and virtual contact with each student.

Finance performance and position

Wyndham Vale Primary School maintained a very sound financial position throughout 2021, and decisions around spending were based on supporting the priorities identified in the current strategic plan.

Funds available include an amount targeted for the co-payment required by the school when the oval is upgraded as a consequence of our successful grant application, in addition to money put aside to support further student intervention. The money reserved for this, along with monies banked as a consequence of exchanging our surplus staffing allocation for cash, and that held as an operating reserve, all contribute to the school finishing the year in a healthy financial position. The salaries and allowances figure includes wages for casual replacement teachers, and relief office staff, as well as some classroom support staff who were employed in the schools intervention program for short periods of time – and hence paid via the school's local payroll, rather than through the Department of Education. This is inclusive of a smaller than expected cost for casual replacement teachers due to the number of weeks that the pupils were not onsite.

The figure recorded for miscellaneous expenditure includes monies paid by parents towards the cost of school excursions and camps and inter-school sport – the charge for which is then invoiced to the school, as well as banking charges, health and personal development and administration charges. The amount listed for Trading and Fundraising also includes monies raised by the Junior School Council and Parents and Friends Association, as well as the sale of the grade six commemorative garments. Property and Equipment Services included costs associated with regular

maintenance via our handyman and the addition of rubber surfacing under some of our playground equipment, the installation of shade sails and other ground works (concreting, synthetic turf, additional garden beds etc). The end of 2021 resulted in a surplus in the credit component of the Student Resource Package, as a consequence of our numbers of staff near the start of their career and hence receiving a lower salary, and this will be carried forward to support school-based programs in 2022. The school is also holding some monies in reserve to manage an expected decrease in enrolment – and the need to pay existing staff – after the opening of the new school in the Harpley estate at the commencement of 2023, which will probably result in a reduction in student enrolment.

The Equity money was prioritised towards expenditure on the improvement of teaching and learning, and the development of PLCs, and also on intervention for students at risk. Support strategies included the Levelled Literacy Intervention Program, Getting Ready in Numeracy, Enrichment for students ahead of expected level and speech therapy. Monies spent in relation to the improvement of teacher practice included payment of replacement staff as teachers engaged in related professional learning, and the payment of an external consultant to work with individual PLCs.

The School Council of Wyndham Vale Primary School testifies that all funds received have been expended or committed to subsequent years to support the achievement of educational outcomes for students at this school

For more detailed information regarding our school please visit our website at
<https://www.wyndhamvaleps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1147 students were enrolled at this school in 2021, 567 female and 580 male.

45 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

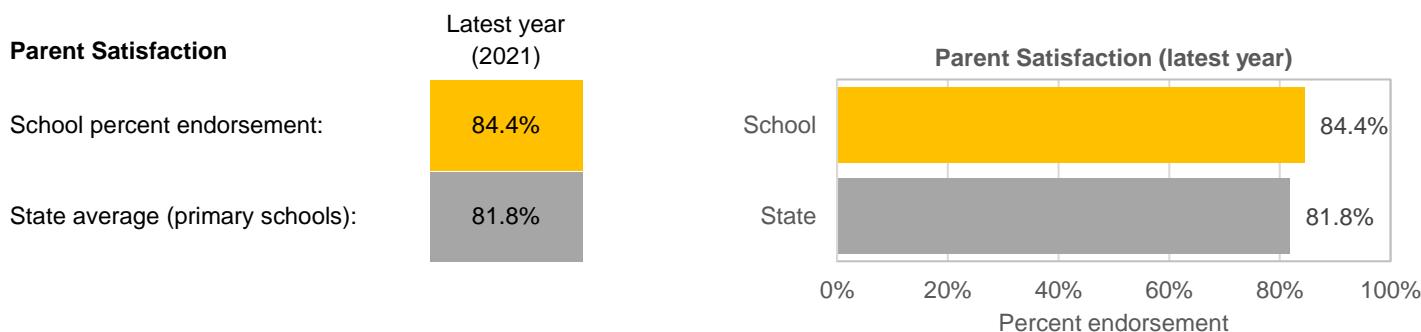
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

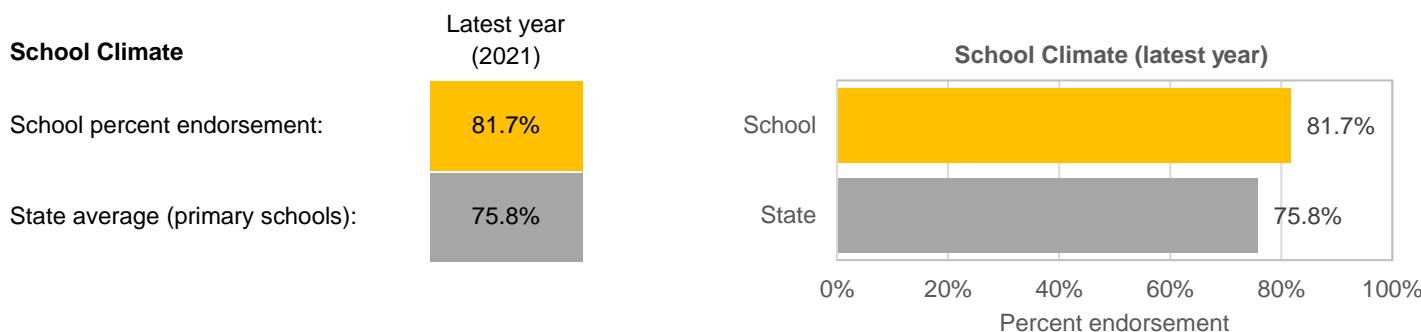


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

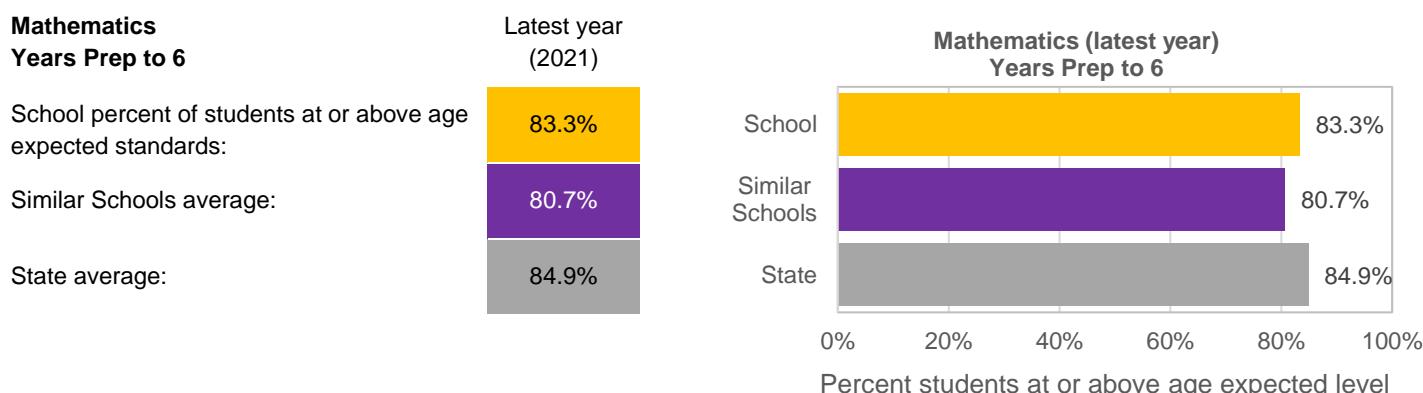
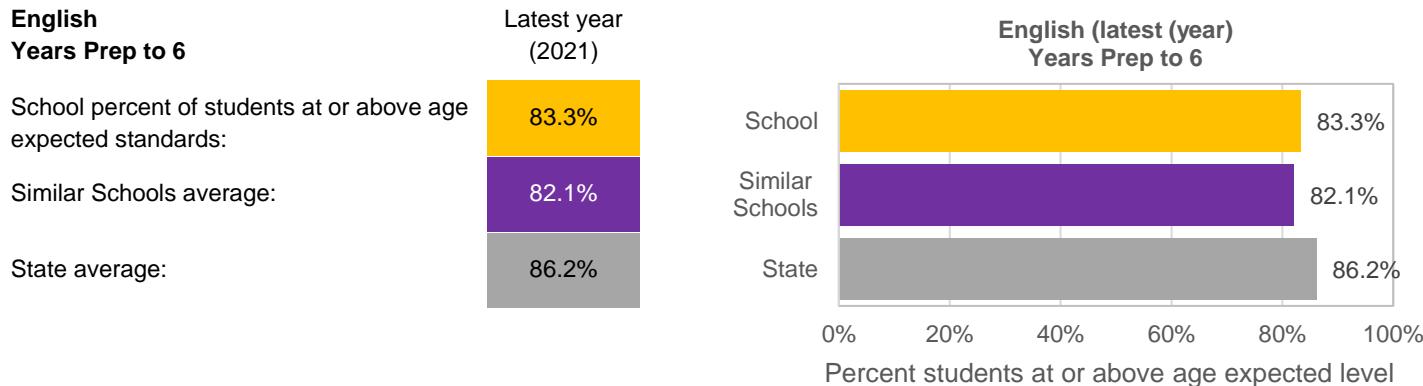


ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.



ACHIEVEMENT (continued)

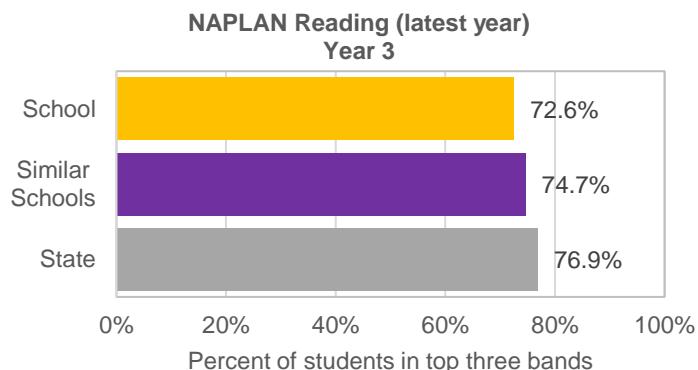
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

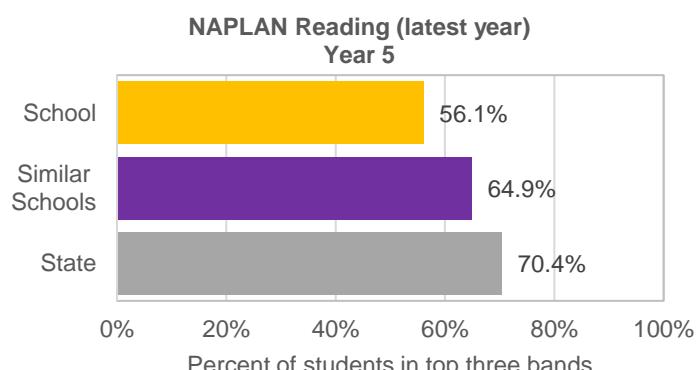
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

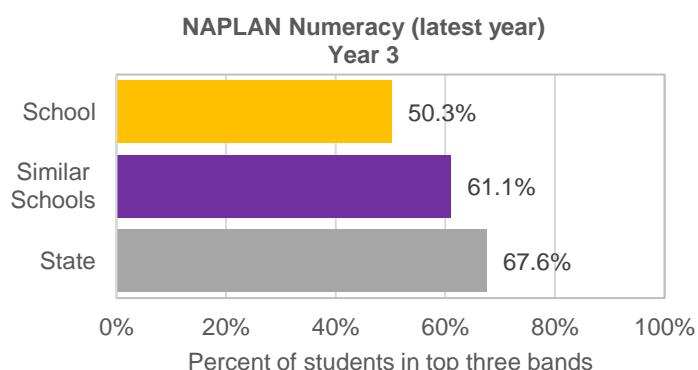
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	72.6%	72.1%
Similar Schools average:	74.7%	73.8%
State average:	76.9%	76.5%



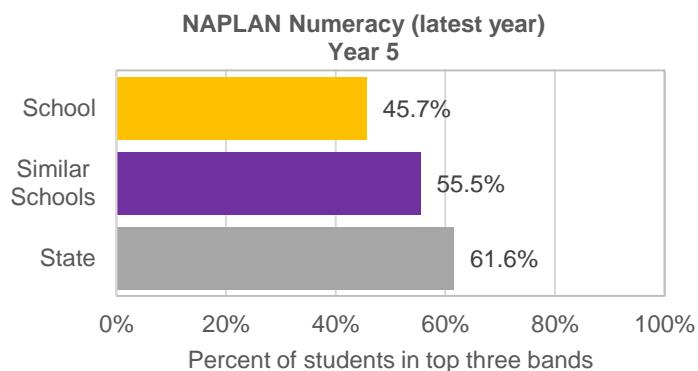
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	56.1%	57.3%
Similar Schools average:	64.9%	61.4%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	50.3%	59.9%
Similar Schools average:	61.1%	62.5%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	45.7%	47.9%
Similar Schools average:	55.5%	53.3%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

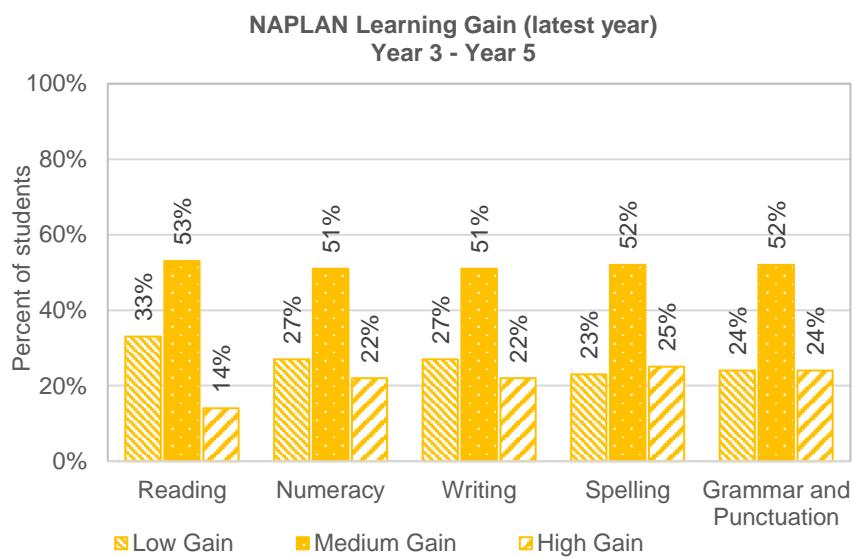
NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	53%	14%	22%
Numeracy:	27%	51%	22%	25%
Writing:	27%	51%	22%	23%
Spelling:	23%	52%	25%	25%
Grammar and Punctuation:	24%	52%	24%	27%



ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

School average number of absence days:

Latest year
(2021) 4-year
average

18.3 16.7

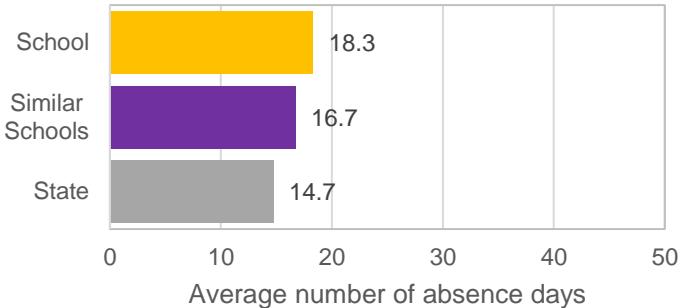
Similar Schools average:

16.7 16.7

State average:

14.7 15.0

Student Absence (latest year) Years Prep to 6



Attendance Rate (latest year)

Attendance Rate by year level
(2021):

Year	Attendance Rate (%)
Prep	91%
Year 1	91%
Year 2	92%
Year 3	90%
Year 4	90%
Year 5	92%
Year 6	90%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

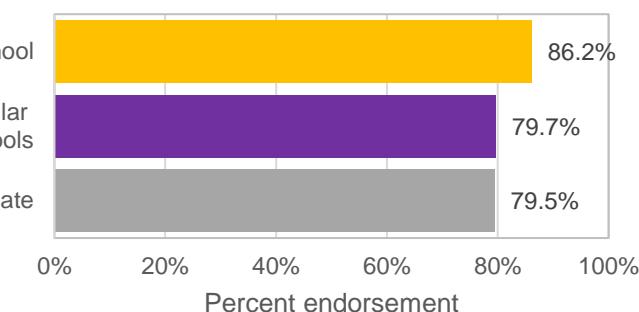
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	86.2%	84.5%
Similar Schools average:	79.7%	79.8%
State average:	79.5%	80.4%

Sense of Connectedness (latest year) Years 4 to 6



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

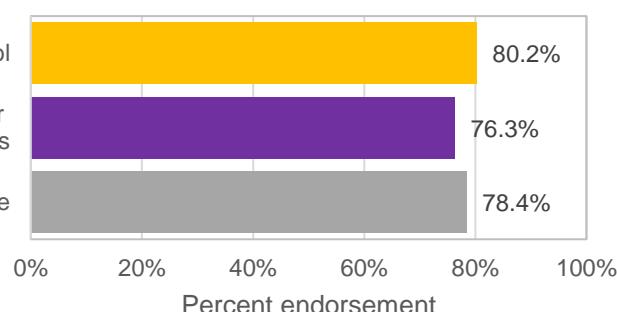
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2021)	4-year average
School percent endorsement:	80.2%	81.1%
Similar Schools average:	76.3%	77.7%
State average:	78.4%	79.7%

Management of Bullying (latest year) Years 4 to 6



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$10,182,898
Government Provided DET Grants	\$1,263,177
Government Grants Commonwealth	\$28,160
Government Grants State	\$0
Revenue Other	\$27,642
Locally Raised Funds	\$352,097
Capital Grants	\$0
Total Operating Revenue	\$11,853,974

Equity ¹	Actual
Equity (Social Disadvantage)	\$394,979
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$394,979

Expenditure	Actual
Student Resource Package ²	\$9,738,047
Adjustments	\$0
Books & Publications	\$6,766
Camps/Excursions/Activities	\$80,999
Communication Costs	\$15,423
Consumables	\$225,242
Miscellaneous Expense ³	\$50,671
Professional Development	\$11,078
Equipment/Maintenance/Hire	\$277,015
Property Services	\$112,832
Salaries & Allowances ⁴	\$376,257
Support Services	\$136,166
Trading & Fundraising	\$27,902
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$77,586
Total Operating Expenditure	\$11,135,986
Net Operating Surplus/-Deficit	\$717,988
Asset Acquisitions	\$32,664

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$624,154
Official Account	\$41,942
Other Accounts	\$10,720
Total Funds Available	\$676,815

Financial Commitments	Actual
Operating Reserve	\$216,945
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$109,870
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$350,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$676,815

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.