

2021 Annual Report to The School Community



School Name: Newtown Primary School (1887)



- 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 28 April 2022 at 07:53 PM by Corrie Barclay (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 29 April 2022 at 05:35 PM by Kate Judd (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

At Newtown Primary School we believe "every individual will learn and flourish with the support of a committed team". As a school that prides itself on its academic performance and inclusive practices, we recognise the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

At Newtown Primary School we have one core value of RESPECT with particular emphasis on the four pillars that underpins this. These are, "respect for self, respect for others, respect for learning and respect for the environment". Our school values set out our expectations for all members of the school community, including the principal, school staff, parents, students and visitors. Our value of respect heavily supports the diversity of individuals within our wider school and addresses the shared responsibilities of all members towards building a safe, supportive and respectful school community.

Newtown Primary School is located in the heart of Newtown, 2.1 kilometres west of the Geelong City Centre. The school is located on an extensive block with ample external space including a large, natural grassed oval that is fully irrigated, a large playground, a nature play space, a basketball and netball court, 13 external shade sails to provide shade and sun cover (with 3 more to be added in 2022), and an outdoor classroom space for external learning opportunities.

The majority of our learning spaces are open plan allowing for flexible yet collaborative approaches to teaching and learning. Flexible seating and furniture arrangements allow for learning areas to be co-designed with students with inclusive educational practices at the forefront. All learning areas have access to digital LED displays which complement our integrated use of technology, including our year 3-6 BYOD iPad Program.

In 2021 we had 4 core learning areas of Foundation, Junior, Middle and Senior that made up our year level PLC (Professional Learning Communities). This consisted of 1-year Prep/One class within our Foundation Learning Area, 3-year 1/2 classes within our Junior Learning Area, 2 year 3/4s in our Middle Learning Area, and 1 year 4/5 and 2-year 5/6 classes within our senior Learning Area. As in previous years, specialist teaching subjects were offered in the areas of Physical Education, Visual Arts, and Indonesian as our LOTE.

Contextually for Newtown Primary School in 2021, the school demographics were as follows;

- School enrolments from Foundation through to Year six sat at 224 students. This figure was down for the 5th straight year although fluctuated throughout the course of the year.
- The student family occupation index was 0.17, the lowest it had been in the past 5 years.
- There were 13 students identified as EAL and 5 who identified as ATSI.
- There are 2 gender diverse students at NPS and this has had a positive impact on our inclusivity and the practices that underpin it.
- There were 6 students aligned with the PSD program. One within the SBD category and 5 identified as having an ID.
- 16 students were identified on the NCCD register, all of whom require extensive adjustments made in a variety of ways to support their individual needs.

In 2021, there was 17.4 FTE staff at Newtown Primary School, consisting of 12.0 teaching staff (this including Principal class and all teaching classifications such as a Learning Specialist), and 3.5 Education Support Staff. There was also a chaplain onsite for 0.3 and a technician for 0.15. The school had 0 teachers who identify as ATSI.

*Numbers correct at time of publication.

Framework for Improving Student Outcomes (FISO)

For 2021, there were three identified KIS (Key Improvement Strategies). These aligned to our then SSP (School Strategic Plan). Please note: The SSP was redeveloped at the end of 2021 as part of the DET School Review Process. This allowed us to set new strategic goals for 2022-2025.

In 2021, amid consistent disruptions to traditional teaching and learning programs, the school partially achieved all goals as outlined below.

KIS 1: 2021 Priorities Goal: Learning, catch-up and extension priority

Actions: PLCs will develop and engage with a multi-tiered system of support for learning, catch-up and extension. Led by the numeracy leader and learning specialist, PLCs will engage in deep professional learning to build capacity for effective numeracy curriculum planning and implementation using a researched-based Instructional Model.

Commentary on progress:

The school appointed two 0.5 EFT Primary Maths Science Specialists under the PMSS Initiative. The work of the PMSS staff supported teaching staff by building their capacity to more effectively teach mathematics and understanding their values as educators teaching mathematics. We aligned all whole staff PLFs (Professional Learning Forums), to allow time to drive this work collectively and to collaborate on what was to be implemented. NPS was directly involved in the Barwon Schools Project (later rebranded as Project 21). Here we worked alongside regional staff to maintain students in the top two bands of NAPLAN from year 3, 2019, to year 5 in 2021. Our target was to reach "at least 25% of students to demonstrate above benchmark growth in Year 5 NAPLAN Numeracy". We achieved 50% of students achieving above benchmark growth, up 26% from the previous year. We also decreased our below benchmark growth 3% from the previous year. The work in which staff engaged with seen a shift in teacher practice through identifying a need to target specific student misconceptions/understandings. Work has developed well to develop a detailed and purposeful instructional model for numeracy and this is in its final draft. This will be ongoing throughout 2022. The commencement of the TLI in 2021 seen identified students targeted based on data obtained and this work will continue in 2022.

KIS 2: 2021 Priorities Goal: Happy, active and healthy kids priority

Actions: To establish a school-wide approach to social and emotional learning and belonging.

Commentary on progress:

A multi-tiered system of support for well-being was developed and will seek to be embedded throughout the school. This will be an adaptive document that is amended as best practice develops and evolves. The use of the CASEA and RRRR resources to support mental health and wellbeing education programs has been highly positive and had a direct impact on supporting student mental health and wellbeing. Community engagement activities to support family connectedness were a priority however Covid hindered this several times. Key, assessed, learning tasks developed and implemented were created and shared with families to provide feedback on student progress. Our continued focus on RRRR - as we were in our 2nd year of being a cluster school - saw positive outcomes in teachers educating students on multiple fronts around self-regulation and mental health. We will seek to further develop the capacity of RRRR school leaders to drive and promote this work in 2022.

KIS 3: 2021 Priorities Goal: Connected school's priority

Actions: At Newtown, we learn and flourish together. To strengthen community connections.

Commentary on progress:

Our willingness and desire to engage and connect in this space proved challenging due to the restrictions that were imposed. A renewed focus to plan and action community events in 2022 will be in place with a focus on bridging the gap between school and home. As part of this work, we sought to build upon improved connectedness between learning priorities and home communications however again - this was hindered and will remain a focus for 2022.

Achievement

In 2021 the school continued to work on its strategic goals of maximising the learning and growth in Literacy and Numeracy for all students.

Our students in all years, F through to 6, continued to improve and make growth despite the adversity that they faced due to school closures and remote and flexible learning.

Our 12 month 2021 AIP targets were as follows along with our achievements for each.

NAPLAN benchmark growth

Year 5 Numeracy

- 2021 = >25% above benchmark growth (24% in 2019): We had 50% of students achieve above benchmark growth, up 26% from the previous year. We also decreased our below benchmark growth by 3% from the previous year.

- 2021 = > 80% at or above benchmark growth (79% in 2019): We had 82% of students in year 5 demonstrate at or above benchmark growth in Year 5 Numeracy.

ATOSS (Student Attitudes to School Survey)

- Student voice and agency 2021 = or < 20% negative or neutral (2019 = 30% negative or neutral): We had 36% negative or neutral responses.

- Learner characteristics and disposition average 2021 = or < 15% negative or neutral (2019 = 20% negative or neutral): We had 23.8% negative or neutral responses.

SOS (Staff Opinion Survey)

- Collective Focus on Student Learning 2021 = or > 98% (2019 = 98% positive): We had 85% positive responses.

POS (Parent Opinion Survey)

- General Satisfaction 2021 = or > 96% positive (2019 = 96% positive): We had 77% positive responses.

Although we made positive growth within our academic achievement, and particularly within Numeracy, we have identified that we need to regroup and focus on connectedness to the school by students and their parents. With less time away from school and having more consistent structures and routines in place throughout 2022, we believe we will see a greater focus placed upon student learning - that is not driven by remote and flexible learning.

A range of additional literacy and numeracy supports will continue to be in place via the Tutor Learning Initiative as well as through extension programs under the Victorian High Ability Program and Victorian Enrichment and Challenge Series.

The work undertaken by our identified SIT (School Improvement Teams) will additionally support our students learning and growth by focusing on early years phonics and middle/upper school spelling initiatives.

In 2021 we had 7 students supported through the Program for Students with a Disability and although all students showed varied progress in achieving their individual goals as identified in their Individual Education Plans, this is an area we will place continued and renewed focus to ensure all students who require adjustments are being catered for.

Engagement

After yet another interrupted year of teaching and learning, our focus as a school remained heavily on the engagement and learning of our students throughout 2021.

The focus on attendance and our students being at school, on time, and ready to learn each and every day was in place. Renewed strategies within the administration area have us as a school identifying and supporting students and their families regarding continued absence. Although our attendance data in 2021 was below the network average (27% compared to 31%) for days of absence greater than 20+ days, we were significantly behind 'like schools' who sat at 17%. A continued focus throughout 2022 will seek to ensure our attendance data improves to support the learning, engagement and wellbeing of our students and to ensure that our students attend onsite every day, on time, and are ready to learn.

Throughout the school year and as was identified and outlined within our Annual Implementation Plan, a focus on community engagement and connectedness was also in place - something which we as a school and our school community were greatly looking forward to. Again, however - this renewed focus was hindered by Covid and several events that were planned were cancelled and or postponed. A similar goal for 2022 will in place to ensure our families have multiple opportunities to connect with the school and their child's learning foist hand.

With what we were able to achieve onsite we did so well with students being given increased voice and agency over

teaching and learning programs. This was also evident with our year 6 student leaders including our School Captains, our Student Representative Council, and those who were part of leading a Student Impact team. As part of this work - and all led by students - we witnessed several key fundraisers as well as a 'Chillax' Students Mental Health and Wellbeing Event.

In addition to our wonderful specialist programs in Indonesian, Visual Arts, and Physical Education, the additional programs that were provided sought to extend on educational opportunities for our students. Students continued to engage in external Music Programs (Instrumental Music lessons), Inter-school Sporting Events, and where possible, external excursions such as Camps for our Middle and Senior Students as well as our end of year celebration evenings for our Junior Students.

Goals specifically targeted to improving engagement amongst students were derived from our AtSS (Attitudes to School Survey) data. Goals set for Student voice and agency (2021 = or < 20% negative or neutral) were achieved and Learner characteristics and Disposition (2021 = or < 15% negative or neutral) - were on par with the previous year's data. In addition to this, Stimulated Learning, Motivation and Interest, and a Sense of Connectedness all positive shifts in the right direction. This is largely due to both the efforts of teachers and school staff to support all students and their needs as well as efforts and engagement seen by our families to support their students throughout further bouts of remote and flexible learning - for which they are to be commended.

Wellbeing

In 2021, Newtown Primary School continued to build on its strong reputation for Inclusive practices towards supporting all students who require well-being support.

As a school, we continued to engage in the RRRR (Resilience, Rights and Respectful Relationships) Program for which we were a cluster school. This work drove a lot of in-class learning and teaching opportunities to build capacity within our students to have a greater understanding of social and emotional intelligence and wellbeing. This important work was coupled with our involvement with the Barwon Health CASEA (CAMHS and Schools Early Action) unit which supports identified students and their families to work with and support with Mental Health challenges and or concerns. The CASEA team additionally spent time with staff to build their understanding of Mental Health in young people, how this may present itself, and what to then action to best support what is needed to be put in place.

In identifying further key data sets, and particularly from our AtSS, our students 'Respect for Diversity' is the highest percentage it has been within the past 5 years. This is again a testament to the work we do with our students in being respectful citizens within, and out of, our school community.

As outlined in our 2021 AIP, we identified several outcomes for students, staff and school leadership and in reviewing these, we are pleased to say that all outcomes were achieved. 2022 will now see us as a school focus our efforts on embedding these practices as outlined below;

Students will:

- have a deeper understanding of building and maintaining healthy and respectful relationships
- have improved personal and interpersonal skills, including self-regulation skills.
- experience consistency in a tiered approach to supporting well-being.

Teachers will:

- understand and implement a school-wide approach to wellbeing.
- collaborate for coherence (consistency with purpose).
- build capacity to feel safe, connected and supported in the workplace.

Leadership will:

- understand that this action is a priority and consistently communicate this to staff.
- provide necessary resources, such as time, Professional Learning and materials.
- engage professional Learning alongside teachers.
- seek to understand the 'teacher voice' in Professional Learning.

The work that we as a school specifically engaged in to meet these outcomes was to enhance our multi-tiered system of support (Well-being) through professional learning for our staff - largely led by the DET RRRR and CASEA teams. We also explicitly referenced social and emotional wellbeing (well-being, respect and self-regulation) within teaching and learning documentation and created and collated documentation of resources to support student wellbeing and mental health.

For 2022, a continued focus on RRRR will be in place as we are heading into our second year of being a cluster school. We will seek to further develop the capacity of RRRR school leads to drive and promote this work also and to bridge the gap between what happens in the classroom and the discussions had at home. 2022 will also see the inclusion of the Victorian Government's Mental Health reforms which aim to build upon supports already in place to assist student mental health and wellbeing.

Finally, with additional funding received under the inclusive education initiative, we will be placing an even stronger lens on supporting all students who require additional support to ensure their success each and every day whilst at school.

Finance performance and position

Newtown Primary School finished the year in a surplus cash position. This is despite having a further year of high replacement staffing costs as a direct result of COVID-19. Multiple staff quarantine and periods of isolation saw the casual relief teaching budget unavoidably expended by a substantial amount.

The school's SRP finished the year in a credit position of approximately \$32,000, which will be rolled into 2022 and allocated to the school's 2022 staffing profile. With support sourced from the Department, the management of the school's credit SRP continues to be an intricate balance due to a number of factors. Some are; a 2-year trend in lower enrolment numbers, a sizable decrease in funding in the area of PSD – program for students with disabilities, multiple staff moving into maternity and other forms of leave and their anticipated return in coming years and the high costs of experienced teaching staff with many staff at the top of the teaching scale.

Again in 2021, the school's fundraising efforts were severely impacted. The rescheduling and subsequent cancellation of the school's major Trivia Night fundraiser saw a significant loss in potential fundraising revenue for 2021. The school finished the year with total fundraising revenue of \$12,870. This amount will be carried over for expenditure in 2022.

Covid 'cleaning uplift' funds were directed to the school in 2021. These funds were utilised to carry out additional daily touchpoint cleaning and weekly spraying of the school's playground with a safe commercial disinfectant throughout the year. Newtown School Council entered into a 3-year cleaning contract with Cloverdale Commercial Cleaning in May 2021.

The school's relationship with Kardinia Community Services continued in 2021, Kardinia facilitate the school's onsite Chaplain who is at Newtown 2 days each week. The cost of this service is fully covered in the school's SRP cash grant with no additional funds required locally from Newtown PS.

The school's SFO index remained similar to previous years, with a small financial contribution of equity funding associated with this index - \$15,536 in total (credit and cash funding). This was directed to supplement staffing costs.

An application for the shade sail grants was submitted in late 2021, this was successful. Works will be completed in early 2022 to install these structures. A successful Junior Landcare grant was received for the amount of \$1499, however, due to the strict nature of COVID restrictions in 2021 and limits/bans on volunteers on the school site, these funds were not spent and will be carried over into 2022. The school opted not to utilise any of its Building Fund in 2021, the amount of \$6229 will be carried over into 2022. Unused funds for the Swimming in Schools program, for the years 2020 and 2021, will be carried over into 2022 in addition to new funding received in 2022 to support this program. The Sporting Schools grant was received for 2 terms in 2021 totalling \$6,000, allowing for additional sporting equipment, including new soccer goals, to be purchased.

The office is committed to maintaining high standards of financial controls and keeping up to date with relevant policy updates and training opportunities.

For more detailed information regarding our school please visit our website at
<http://www.newtownps.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 226 students were enrolled at this school in 2021, 113 female and 113 male.

9 percent of students had English as an additional language and 2 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).

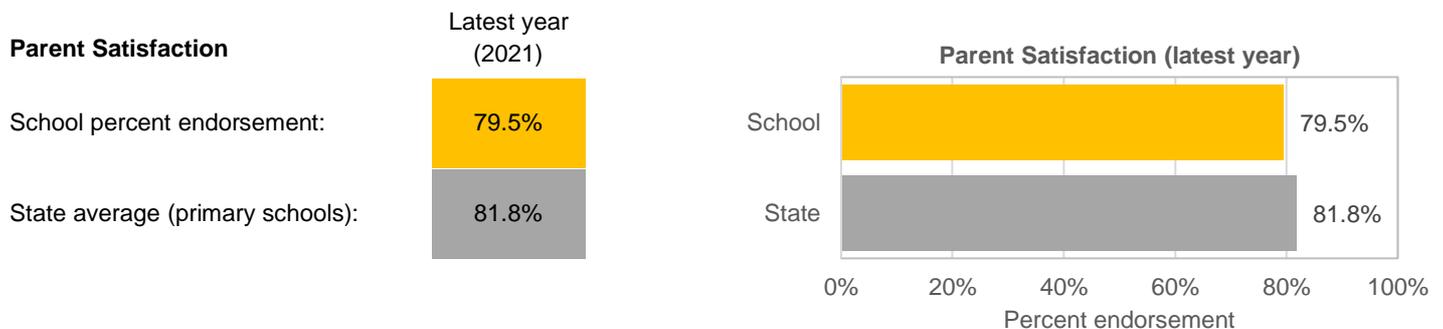
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

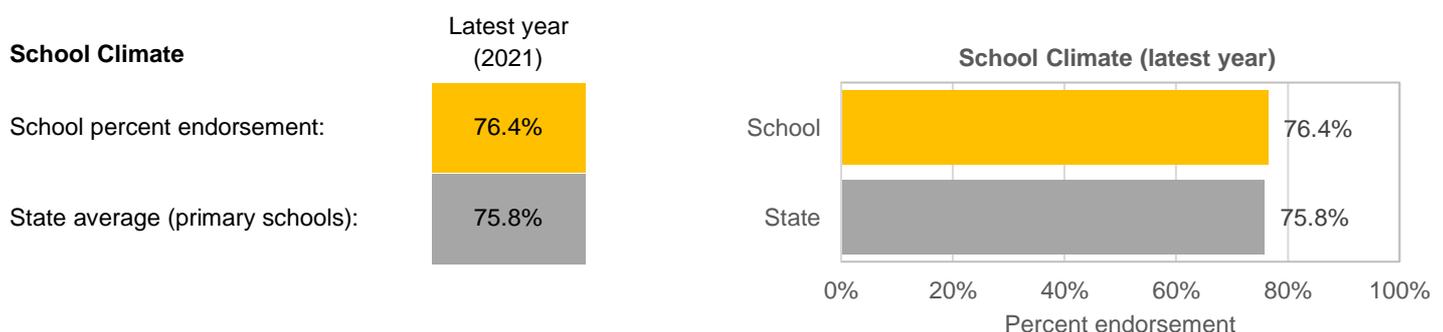


School Staff Survey

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.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

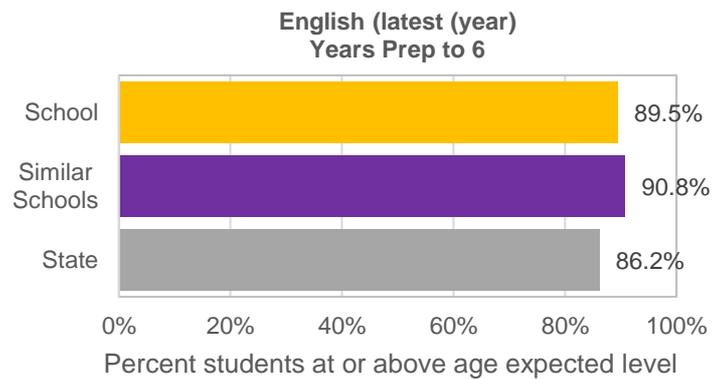
89.5%

Similar Schools average:

90.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

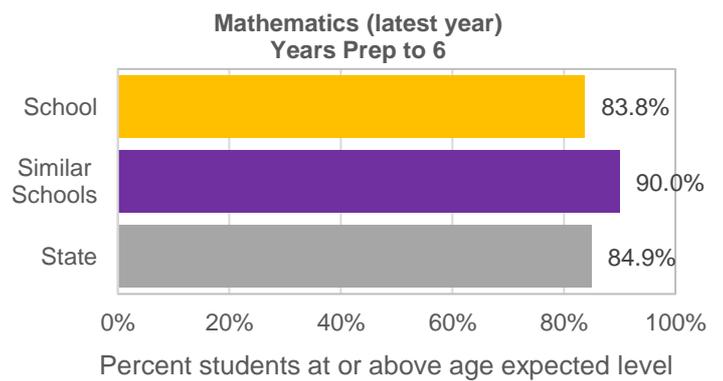
83.8%

Similar Schools average:

90.0%

State average:

84.9%



ACHIEVEMENT (continued)

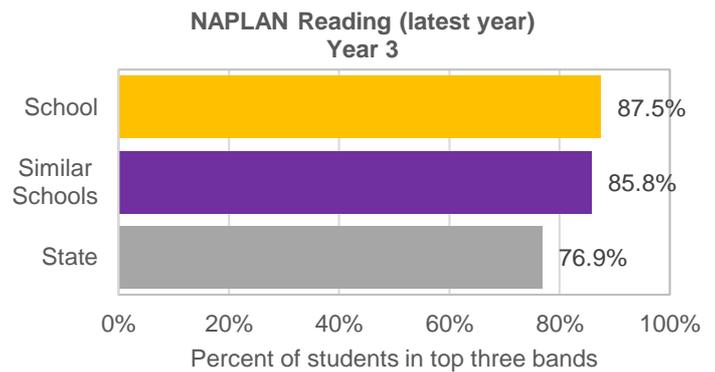
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NAPLAN

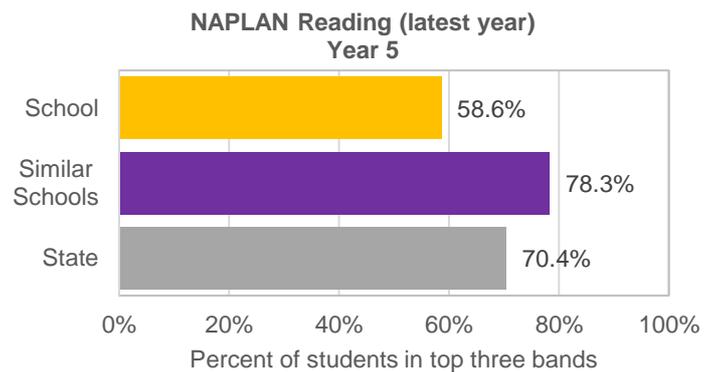
Percentage of students in the top three bands of testing in NAPLAN.

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

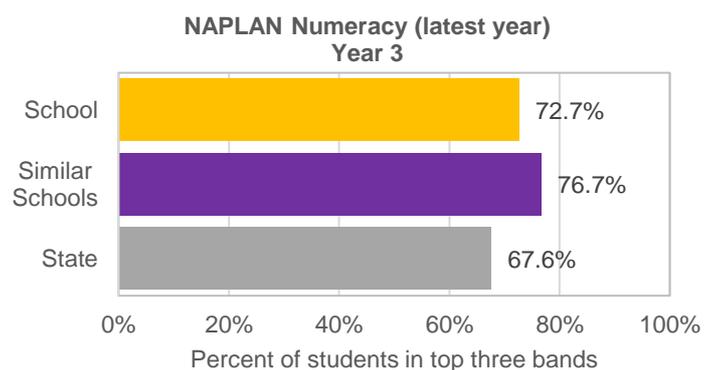
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	87.5%	74.4%
Similar Schools average:	85.8%	84.5%
State average:	76.9%	76.5%



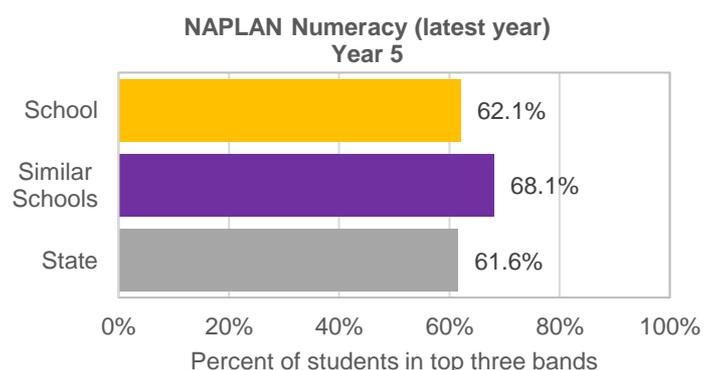
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	58.6%	72.6%
Similar Schools average:	78.3%	77.0%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	63.2%
Similar Schools average:	76.7%	75.9%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	62.1%	67.0%
Similar Schools average:	68.1%	67.1%
State average:	61.6%	60.0%



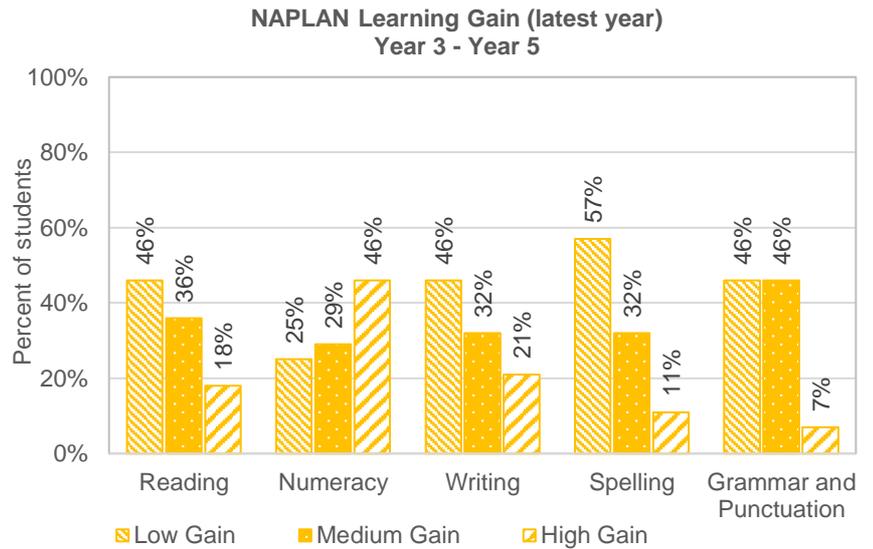
ACHIEVEMENT (continued)

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:	46%	36%	18%	28%
Numeracy:	25%	29%	46%	23%
Writing:	46%	32%	21%	26%
Spelling:	57%	32%	11%	24%
Grammar and Punctuation:	46%	46%	7%	22%



ENGAGEMENT

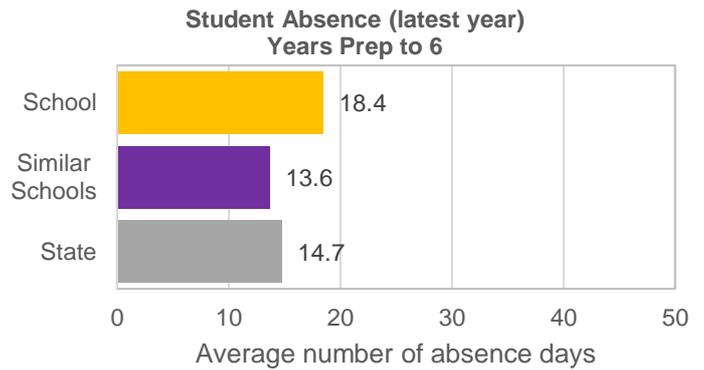
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

	Latest year (2021)	4-year average
School average number of absence days:	18.4	17.3
Similar Schools average:	13.6	14.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	90%	91%	88%	92%	88%	92%

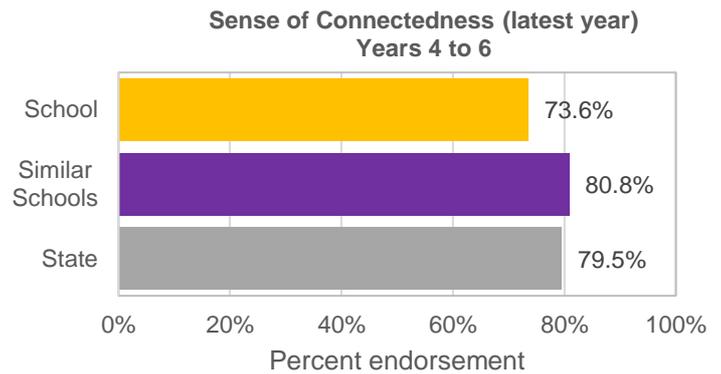
WELLBEING

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:	73.6%	72.3%
Similar Schools average:	80.8%	80.1%
State average:	79.5%	80.4%

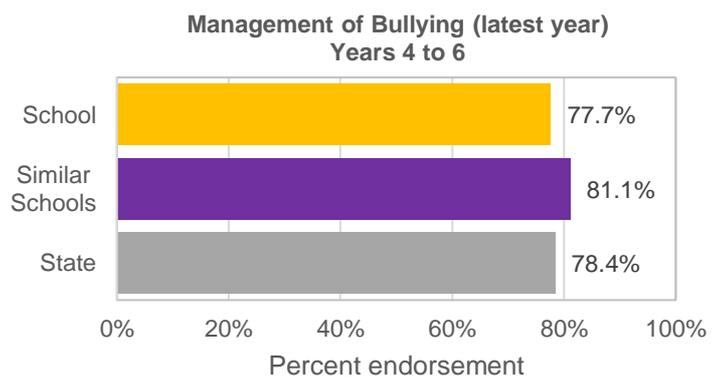


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	77.7%	79.0%
Similar Schools average:	81.1%	81.5%
State average:	78.4%	79.7%



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	\$2,052,553
Government Provided DET Grants	\$312,499
Government Grants Commonwealth	\$10,850
Government Grants State	\$0
Revenue Other	\$3,934
Locally Raised Funds	\$102,146
Capital Grants	\$0
Total Operating Revenue	\$2,481,981

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,536
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,536

Expenditure	Actual
Student Resource Package ²	\$2,020,623
Adjustments	\$0
Books & Publications	\$1,152
Camps/Excursions/Activities	\$35,709
Communication Costs	\$3,056
Consumables	\$36,819
Miscellaneous Expense ³	\$10,344
Professional Development	\$4,808
Equipment/Maintenance/Hire	\$23,239
Property Services	\$108,454
Salaries & Allowances ⁴	\$77,390
Support Services	\$59,056
Trading & Fundraising	\$2,850
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,073
Total Operating Expenditure	\$2,412,572
Net Operating Surplus/-Deficit	\$69,409
Asset Acquisitions	\$5,382

- (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	\$315,736
Official Account	\$18,896
Other Accounts	\$6,429
Total Funds Available	\$341,061

Financial Commitments	Actual
Operating Reserve	\$59,848
Other Recurrent Expenditure	\$11,929
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$106,448
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,120
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$179,345

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.