

2020 Annual Report to The School Community



School Name: Essendon North Primary School (4015)



- 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 2020 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 30 March 2021 at 06:20 PM by Kate Barletta (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 March 2021 at 07:28 PM by Anthea Stephenson (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 Essendon North Primary School, our vision is to be 'Global learners and leaders, exceeding expectations.' Our mission is 'We maximise the potential of all; empowering independence, excellence, innovation and critical engagement with the world.' We believe in our Guiding Statements, and as a learning community, are committed to embedding these within the fabric of our school. We are Brave, Bold and Connected.

Our school has an International Accreditation with the Council of International Schools (CIS) and is authorised as an International Baccalaureate (IB) World School, offering the Primary Years Programme (PYP). This is reflective of our commitment to high quality, challenging, international education that Essendon North Primary School believes is important for our students. In March 2021, Essendon North Primary School completed our five year re-accreditation process with a joint IB PYP and CIS evaluation team visit.

The entire school community is actively involved in the life of the school and shares a commitment to being an innovative leader in education. School Council and the Executive Team are partners in providing a unified purpose and direction for achieving a quality education for every child. Parent involvement and engagement in student learning is valued and actively promoted. Parents are encouraged to assist with classroom programs and are involved in regular whole school events. At ENPS, everyone belongs.

Our school officially opened on September 9th, 1920 and is located on Keilor Road in the suburb of North Essendon, Melbourne, Victoria, Australia. In 2020, we had anticipated celebrating our school's centenary, however due to the global COVID-19 pandemic, our celebrations resulted in being virtual. It is hoped that in 2021, we can commemorate the wonderful rich history of our school with a 100+1 event.

Essendon North Primary School is approximately 12 km north-west from Melbourne's Central Business District and our Local Government area is the City of Moonee Valley. In 2020 a total of 674 students were enrolled, with a balanced gender profile. Our evolving demographic now boasts 36 percent of students with English as an Additional Language (EAL) and a low number (2) of Aboriginal and Torres Strait Islander (ATSI) students. In 2020 there were 29 grades across the school, however in 2021 there are twenty-eight grades from Foundation to Year Six.

In 2020, our school was in the second year of a five year strategic plan (2019 to 2023). Our strategic focus moving forward in 2021 will be to:

- Enhance student engagement with learning, embedding a consistent, whole school approach to instructional practice in Literacy and Numeracy, within an inquiry framework
- Improve student learning outcomes, building capabilities to use data to differentiate and plan for learning
- Enhance student wellbeing, embedding a school wide approach that reflects the ENPS vision, values and culture.

Our school continues to offer a broad curriculum and an extensive co-curricular program that enables our students to experience new challenges and opportunities beyond the classroom. From Foundation to Year Two, our focus is on establishing solid foundations in Literacy and Numeracy, and from years Three to Six our focus builds breadth and depth. This approach, complemented by a clear focus on student achievement, provides solid foundations for students to access a rich and diverse learning experiences. The focus on an inquiry-based curriculum that utilises and extends the application of contemporary learning technologies in collaborative learning environments, provides engaging and stimulating opportunities for students to extend themselves and maximise their potential. These learning opportunities and improvements are supported through a lens of engagement and wellbeing.

Our school offers a range of specialist and extracurricular programs including languages education (Chinese Mandarin) and cultural studies, Visual and Performing Arts, Health and Physical Education, English as an Additional Language (EAL) support, interschool sport, Perceptual Motor Program (PMP), choir, instrumental music tuition, student agency, leadership and voice, Buddy Program, Lunch Clubs, Camping Program, incursions and excursions, and an Out of

School Hours Care Program.

We have developed a comprehensive program and service structure for students with additional and complex needs including participation in the Victorian High-Ability Program and external opportunities (Gateways, ICAS, Science Talent Search) and comprehensive support for students with disabilities (PSD) and students at risk. In 2021, we have capitalised on the Victorian Government’s Tutor Learning Initiative to support learning catch up as a result of the impacts of remote learning during the COVID-19 pandemic.

In 2021, our school has two principal class members, two Leading Teachers, two Learning Specialist and nine Professional Learning Communities (PLC). The Executive Team and all nine Professional Learning Communities regularly plan and evaluate teaching effectiveness and student learning outcomes, and participate in team based professional learning. The organisation of the school remains fluid and flexible so that our school’s resources (human, physical and financial) can be strategically aligned to cater for the emerging learning needs of all our students. There were 61 staff in 2020.

At the very heart of our purpose is to provide every child with the best possible education. We recognise that this will be achieved by our staff, and are committed to delivering high quality teaching practice so that every child learns and achieves high standards. High quality professional learning is one of the cornerstones of our school. In 2021, our school continues a commitment to the Department of Education’s Professional Learning Community (PLC) Initiative; coaching, peer observation and feedback; and to the Moonee Valley network of schools combined project on student voice and agency with the Quaglia Institute.

Our Performance and Development Program (PDP) is viewed as an investment in the growth and development of our staff. With clear links to the Australian Institute for Teaching and School Leadership (AITSL) standards, regular review of goals (individual and collective) and active support in the achievement of these professional goals is valued.

Framework for Improving Student Outcomes (FISO)

- Goal 1: Enhance student engagement with learning
- Goal 2: Improve Student Learning Outcomes

In 2020 Essendon North Primary School (ENPS) focused on improving student engagement with learning. The Key Improvement Strategies (KIS) relating to the Framework for Improving Student Outcomes (FISO) centred around building practice excellence. Our strategy to develop, document and embed a whole school approach to instructional practices in literacy was strengthened. A key target for this Key Improvement Strategy (KIS) was Student Attitude to School Survey Data. Our target was to increase the rate of positive endorsement for a stimulating learning environment to 74%, in 2020 78% of students surveyed reported that the learning environment is stimulating at ENPS. The Staff Opinion Survey Target for collective efficacy in 2020 was 79%, this target was exceeded with 88.6% of staff providing a positive endorsement for this area of our school climate. Due to the complexities of 2020, we acknowledge that parent engagement has decreased with limited access to the school. Our target was to increase the parent opinion survey endorsement on teacher communication to 81%, however in 2020 the positive endorsement only reached 71%.

The development of our consistent instructional model in literacy was enhanced with all staff participating in the Bastow Literacy series. This course was undertaken over two terms with staff collectively engaging in a shared learning experience. Our systematic approach to professional learning opportunities focusing on writing strengthened our vertical and horizontal articulation of best practice.

This goal was originally targeted to both literacy and numeracy practices and instructional models, however in 2020 literacy remained the primary focus. Work is already underway to address the mathematical component in 2021.

Our KIS to embed responsive and proactive instructional leadership, build teacher capacity to use data to support learning differentiation and developed an increasingly rigorous link between the Victorian Curriculum and International Baccalaureate Primary Years Programme (IB PYP) have been developed throughout 2020. At ENPS we did this by engaging with the DET Professional Learning Communities (PLC) initiative to support our teaching and learning teams

to work collaboratively to improve student learning outcomes. The work of our Acting Assistant Principal (Alice Stephens) to refine our data practices and support our staff to be increasingly data literate has driven success against these strategies. We have engaged with Moonee Valley Communities of Practice in Writing, worked with our DET Regional Data Coach, provided opportunities for staff to engage in the Bastow Course – Literacy Data, Assessment Practice and refined our Assessment and Reporting Schedule. There is increased focus on ongoing formative assessment and extensive moderation practices to support our teaching community to differentiate learning based on data and evidence. Our 2020 AIP Target was for our staff opinion survey data to reflect 65% positive endorsement for Academic Emphasis, this was exceeded with 73.5% reinforcing the importance academic success in our context. To evaluate our capacity to connect the Victorian Curriculum with the IB PYP Framework we measured our positive endorsement for the ENPS Guaranteed and Viable Curriculum. We aimed to reach 75% in 2020, however this was exceeded with 79.2% of staff highlighting that our curriculum is coherent, effectively documented and implemented.

Achievement

Our 2020 Annual Implementation Plan (AIP) targets stipulate that our school intention was to increase student literacy outcomes and track this growth using NAPLAN Data. The goals are indicated below:

NAPLAN – Increase medium and high growth in:

Reading from 78% (2019) to 79% in 2020

Writing from 80% (2019) to 82% in 2020

NAPLAN – Increase the percentages of students in the top two bands:

Year 3

Reading from 78% (2019) to be at or above 79% in 2020

Writing from 71% (2019) to be at or above 73% in 2020

Year 5

Reading from 49% (2019) to be at or above 50% in 2020

Writing from 31% (2019) to be at or above 33% in 2020

Due to the global pandemic and remote learning NAPLAN was not conducted in 2020.

Through Student, Staff and Parent opinion survey data it was evident that our approach to remote and flexible learning was positively received within our community. Eighty percent (80%) of parents surveyed highlighted that they were satisfied with our strategy and implementation of learning during this period of time. Staff indicated that 91% felt supported by leadership during this time and 95% believed they had adequate resources, capabilities and understanding to facilitate remote learning.

The School Information Portal – Teacher judgement trend analysis report highlights that teacher judgement data is reflective of a reduction in student growth over this 12-month period. The number of students working below the expected age expected level in each curriculum area of literacy and numeracy has increased.

Percentage of students working below (12months below expected level):

Reading –	2019: 5.7%	2020: 9.4%
Writing –	2019: 6.6%	2020: 11.2%
Speaking and Listening –	2019: 1.9%	2020: 4.6%
Number and Algebra –	2019: 8.5%	2020: 10.5%
Statistics and Probability –	2019: 3.4%	2020: 7.3%
Measurement and Geometry –	2019: 3.95	2020: 9.6%

Whilst we acknowledge the increase in students working below the expected level in 2020, it must be noted in most curriculum areas over 90% of our student community are working at or above the expected level. In 2020 we appointment a High Ability Coordinator to engage with the DET Victorian High-Ability Program initiative to further enhance and extend students and foster greater differentiation for all learners.

At ENPS we are utilising the Tutor Initiative Program, differentiation, learning specialist support, leading teacher allocation and our PLC initiative to support student learning in 2021 to improve learning outcomes and support students during the transition to onsite learning.

In 2020, our school supported the learning of 9.4 students funded through the Program for Student with Disabilities. Each of these students is supported through Individual Learning Plans, Student Support Group meetings each term and classroom and play ground support based on individual needs.

Engagement

Essendon North Primary School has achieved below the median against all Victorian government schools for School Attendance, and achieved below for a four-year average. Our school is considered 'similar' when compared to other like schools. Some of the main reasons for student absence are illness, bereavement and family holidays.

In 2020, the attendance rate for students from Foundation - Year Six was between 93-95%. Non-attendance was very closely monitored and addressed throughout the remote learning period and the transition back to onsite learning. Additional resources and support were put in place to support student engagement and wellbeing throughout 2020 and during remote learning. This included the role allocation on Acting Assistant Principal Student and Staff Engagement and Wellbeing, as a full time out of classroom position. This role was further supported by the principal and attendance officer.

In 2020 the School Council of Essendon North Primary School continued an ongoing focus on Community Engagement and Communication. The purpose of this sub-committee has been to develop and foster positive relationships within the school and the broader community. This was especially relevant and necessary during remote learning and the COVID-19 pandemic. Community engagement (staff, students and families) continued to be critical in reshaping the culture of the school. Strategic emphasis continued to be placed on having clear and transparent communication with all members of the community.

The 2020 AIP goal for student engagement target was to improve rates of positive endorsement in the student Attitudes to school (AtoSS) for the measures of Stimulating learning from 73% 2019 to be at or above 74% by 2020. This was exceeded at 78% for 2020.

Wellbeing

In 2020 the Student Wellbeing Strategic Plan Goal was not a AIP goal or priority. However the results from the 2020 survey indicate significant growth. The Strategic Plan goal target is to improve rates of positive endorsement in the student Attitudes to school (AToS) for the measures:

- Sense of inclusion 84% in 2019 to 89% in 2023 (no longer an area of survey)
- Respect for diversity 72% in 2019 to 76% in 2023- this was exceeded to 81% in 2020
- Not experiencing bullying 48% in 2019 to 55% in 2023 - in the 2020 results, only 12% of students stated they have experienced bullying and 75% endorsed the management of bullying in the school.

The focus undertaken for both student and staff wellbeing through the challenges of 2020 was very significant and the feedback has been remarkable. Both the Council of International Schools and International Baccalaureate accreditation and evaluation in March 2021, have highly commended the school for this work.

The Staff Opinion Survey which is reflective of staff perspectives during the remote learning period reports 91% of staff felt school leaders care about staff health and safety This was well above similar schools (81%) and the state (78%).

85.2% of the staff surveyed were positive about the school's climate in 2020 compared to 73% in 2019. This statistic continues to be an upward trend from 69% in 2018. The statewide average is 77.8.2% for positive school climate in 2020.

As part of our commitment to the wellbeing of all stakeholders in our community we have implemented a number of initiatives to support connectedness, engagement and personal, social and emotional wellbeing for all. Most notably we have:

- Interviewed groups of students to probe further into Student Attitudes to School Survey Data and apply our findings in

2021

- Teachers planning weekly wellbeing sessions to raise the profile and awareness
- Developed a Wellbeing Hub containing resources and guidance to support consistent practice school-wide
- Targeted wellbeing lessons and resources for families during remote learning
- Parent workshops (subsidised by school) with Steve Biddulph- child psychologist for support during remote learning
- Play Leaders to support active and positive play choices led by students
- Student leadership and agency groups to actively promote student wellbeing across the school (and online)
- Staff Wellbeing team and extensive support structures through 2020.

Financial performance and position

Essendon North Primary School had a surplus from 2019 to be carried forward into 2020. This surplus from 2019 was \$91,279.00.

In the 2020 financial year there was a slight decrease in student numbers (10) at the time of the February 2020 census (674) in comparison to what was forecast in the August 2019 census for students (684).

In 2020, the school’s revenue included DET Government cash grant, locally raised funds and monies received through the hiring of the schools facilities (although this was to be significantly impacted due to the COVID-19 pandemic).

The total DET Government Cash grant for 2020 was \$528,914. This total figure is inclusive of additional revenue further allocated within the Student Resource Package (SRP) cash grant including Equity funding, EAL funding and targeted initiatives funding areas of Swimming in Schools, Student Excellence Program , Early Years Koorie Literacy and Numeracy Program and Refugee and Asylum Seeker Wellbeing Supplement, and was also inclusive of grounds and maintenance works, annual contracts and essential safety measures. Additional Commonwealth Government funding received was \$6800 for sporting grants.

Opportunities for locally raised funds in 2020 were significantly altered and impacted by the COVID-19 pandemic. Plans for the school's centenary and subsequent fundraising were drastically compromised. Locally raised funds (school fundraising) were made up of a range of virtual or alternate events including centenary merchandise, targeted Green Team fundraisers and an end of year raffle (replacing the planned trivia night). Total school fundraising in 2020 (not including 2021 Book Packs) was \$30,900.00. Locally raised funds are also further inclusive of: \$2800 in donations, \$47,321.00 hire of the schools facilities (OSHC program) revenue, \$19,307.00 commission from contracts (inclusive of uniform and school photography commission) and \$27,384.00 in voluntary contributions. In 2020 there was very limited additional facilities hire due to COVID-19.

Essendon North Primary School has continued to be accredited with the Council of International Schools (CIS) and authorised to offer the International Baccalaureate Primary Years Program (IB PYP) which has involved annual membership fees and expenses to maintain both programs within the school.

Throughout 2020, the school used the time of remote learning to capitalise on regular essential scheduled maintenance during the year, ensuring that any time students and staff returned to school, safety was never compromised. We adhered to all the guidelines ensuring that OHS standards were met with integrity. Being prepared was a key factor for our students and staff at any given time and extra expenditure was given to prioritising the purchase of hand sanitiser, face masks and antibacterial wipes for use across the school. Personal Protective Equipment (PPE) was provided by the DET. As a school we ensured that wellbeing and safety was never compromised for staff or students.

Professional development of staff continued as an integral part of staff development and opportunities were capitalised on based on the extensive online learning opportunities for staff and no need to cover the teacher replacement costs involved. The school utilities were lower as there was less consumption from every facet across the school, inclusive of all costs consumables camps and excursions.

For more detailed information regarding our school please visit our website at
<https://www.enps.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 674 students were enrolled at this school in 2020, 341 female and 333 male.

36 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

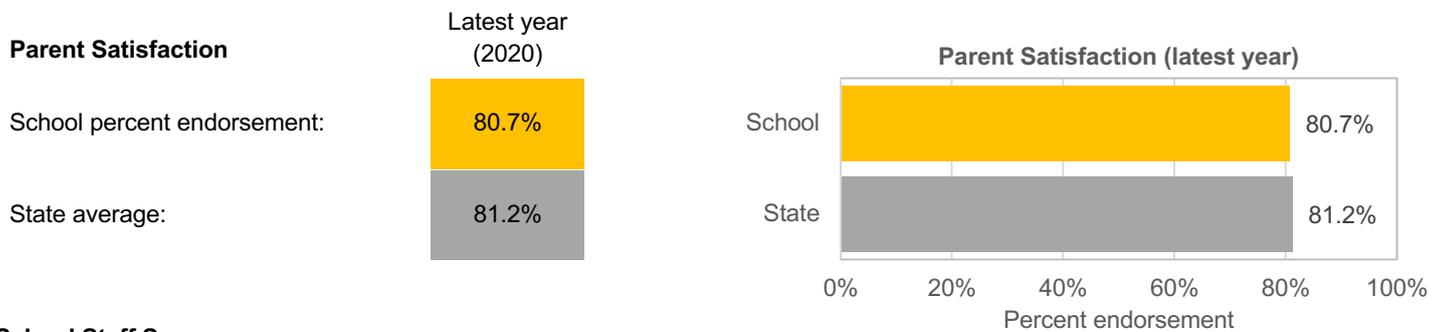
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

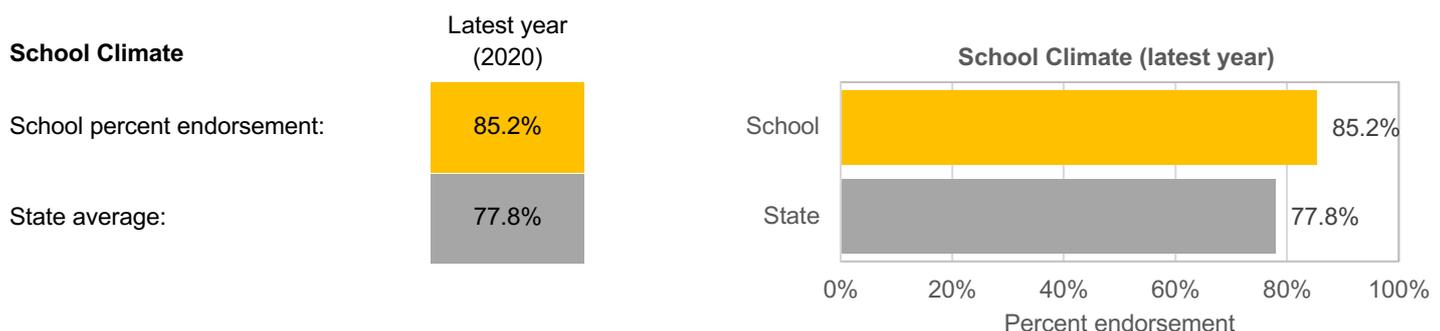


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

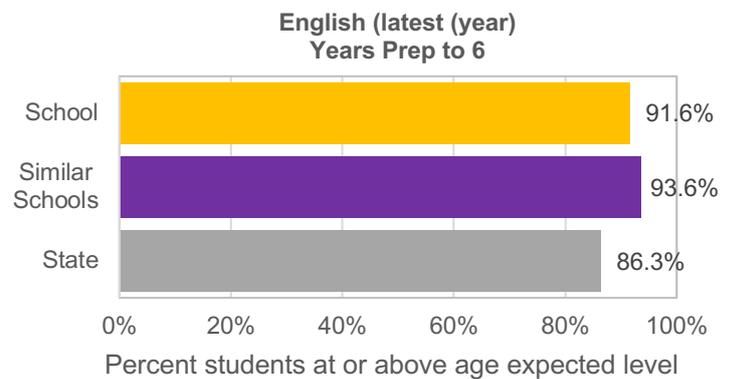
91.6%

Similar Schools average:

93.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

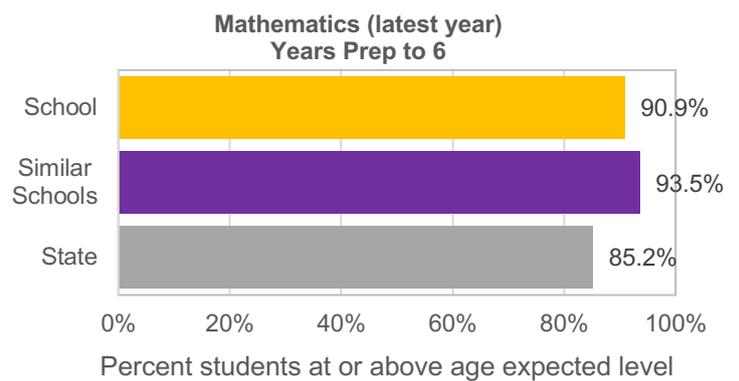
90.9%

Similar Schools average:

93.5%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

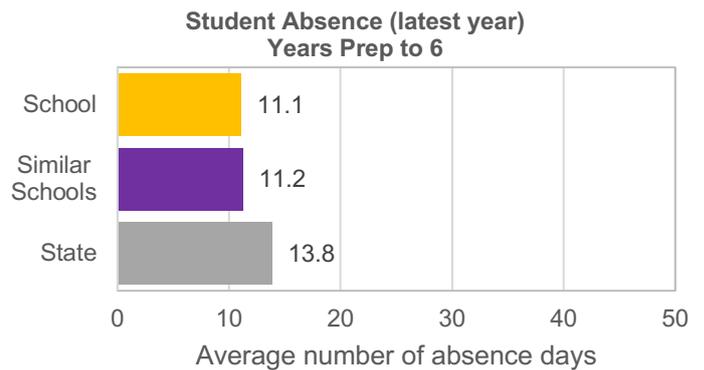
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.1	13.4
Similar Schools average:	11.2	13.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	95%	94%	94%	94%	95%

WELLBEING

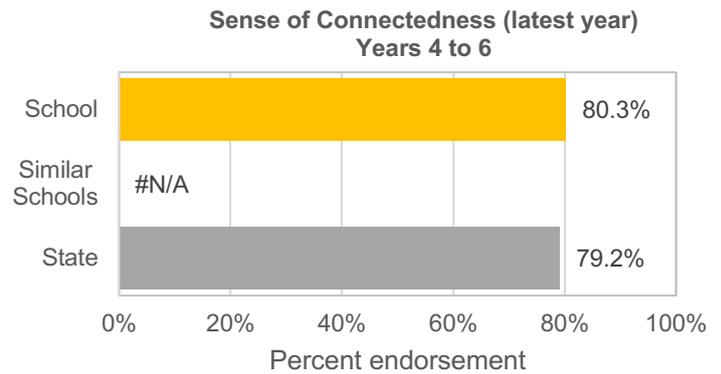
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.3%	77.1%
Similar Schools average:	NDP	82.0%
State average:	79.2%	81.0%



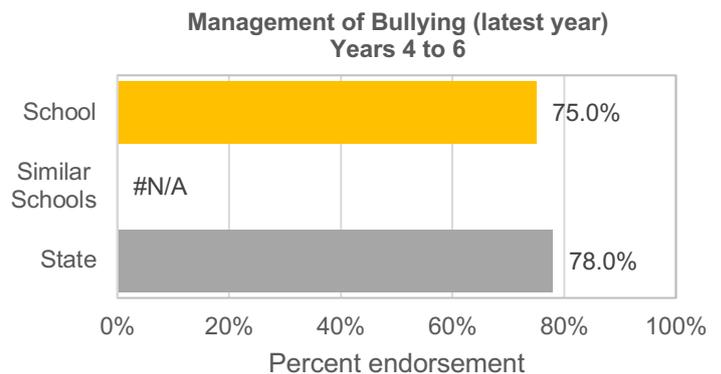
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	75.0%	71.4%
Similar Schools average:	NDP	80.7%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$5,283,046
Government Provided DET Grants	\$528,914
Government Grants Commonwealth	\$6,800
Government Grants State	NDA
Revenue Other	\$8,236
Locally Raised Funds	\$398,715
Capital Grants	NDA
Total Operating Revenue	\$6,225,712

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,640
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$34,640

Expenditure	Actual
Student Resource Package ²	\$5,156,263
Adjustments	NDA
Books & Publications	\$1,526
Camps/Excursions/Activities	\$60,341
Communication Costs	\$10,389
Consumables	\$188,643
Miscellaneous Expense ³	\$39,028
Professional Development	\$39,036
Equipment/Maintenance/Hire	\$146,524
Property Services	\$56,081
Salaries & Allowances ⁴	\$3,252
Support Services	\$139,204
Trading & Fundraising	\$22,893
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$38,043
Total Operating Expenditure	\$5,901,223
Net Operating Surplus/-Deficit	\$324,489
Asset Acquisitions	NDA

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$613,212
Official Account	\$59,247
Other Accounts	\$2,856
Total Funds Available	\$675,315

Financial Commitments	Actual
Operating Reserve	\$117,002
Other Recurrent Expenditure	\$5,695
Provision Accounts	NDA
Funds Received in Advance	\$198,261
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$52,066
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$373,024

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.