

2021 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 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 21 March 2022 at 02:57 PM by Kate Barletta (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 22 March 2022 at 11:26 AM by Anthea Stephenson (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 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.

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.

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, provide 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 wellbeing.

Our school offers a range of specialist and extracurricular programs including languages education in Chinese (Mandarin), 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 Student Excellence Program and external opportunities (Gateways, ICAS, Science Talent Search) and comprehensive support for students with disabilities (PSD) and students at risk.

Essendon North PS is a very diverse community. We have 232 students who speak a language other than English (EAL) at home, with 41 different languages spoken by our students. The Top 10 countries where students were born are Australia, India, Vietnam, China, New Zealand, Sri Lanka, Malaysia, Turkey, UK, South Africa.

Our school has two principal class members, two Leading Teachers, two Learning Specialists and nine Professional Learning Communities (PLC). The school currently has 40.2 full time equivalent staff (FTE) and none of those staff identify as Aboriginal and Torres Strait Islander. 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.

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.

Framework for Improving Student Outcomes (FISO)

In 2021 Essendon North Primary School (ENPS) focused on improving student engagement with learning, to subsequently positively impact student learning outcomes. 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 further strengthened as a continuation of work begun on 2020. 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 at or above 80% however in 2021 78% of students surveyed reported that the learning environment is stimulating at ENPS. The impact of further extended remote and flexible learning was evident in student engagement.

The Staff Opinion Survey target for teacher collaboration was to increase positive endorsement from 67% (2019) to 69% in 2021. This was exceeded in 2021 with staff opinion indicating a 74% endorsement of teacher collaboration. A strategic plan (2019-2023) target for collective efficacy to be at 82% by 2023; this target was exceeded with 91% of staff providing a positive endorsement for this area of our school climate. The additional staff opinion survey conducted in 2021, related to staff experience of remote and flexible learning during COVID-19. The emphasis on staff health and wellbeing demonstrated an incredibly high endorsement with 94-100% of staff indicating provision of a caring, safe and supportive work environment, significantly higher than the state and like school comparison.

Due to the complexities of 2021 (following a similarly challenging 2020), we acknowledge that parent engagement decreased with limited access to the school once again. In 2021 our target was to increase the parent opinion survey endorsement on teacher communication to 75%, and this was exceeded to 77% positive endorsement. However the number of parents completing the survey had also decreased.

Although the year saw further extended remote and flexible learning in place, the development of our consistent instructional model in literacy was enhanced by the opportunity to consolidate practise. The strategic decision to delay our shift on curriculum focus to Mathematics, enabled more time and professional learning on literacy. Our systematic approach to professional learning opportunities continued, further developing and strengthened writing best practice. Unfortunately however, our plan for enhance coaching, peer observation and feedback was again impacted for another year due to extended time working remotely.

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) was also further continued in 2021. Our commitment to the DET Professional Learning Communities (PLC) initiative to support our teaching and learning teams to work collaboratively to improve student learning outcomes continued. The work of our Acting Leading Teacher (Alice Stephens) to refine our data practices and support our staff to be increasingly data literate had a continued significant impact driving success against these strategies.

Continued focus on ongoing formative assessment and extensive moderation practices to support our teaching community to differentiate learning based on data was evident. Our 2021 AIP Target was for our staff opinion survey data to reflect 74% positive endorsement for Academic Emphasis, was maintained. 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 80% in 2021, however this growth from 2020 was further exceeded with 90% of staff highlighting that our curriculum is coherent, effectively documented and implemented.

Achievement

Our 2021 Annual Implementation Plan (AIP) targets stipulate that our school intention was to increase student literacy outcomes and track this growth using NAPLAN Data. (Note that NAPLAN was not conducted in 2020 due to the COVID pandemic.) The goals are indicated below:

NAPLAN – Increase medium and high growth in:

Reading from 78% (2019) to 80% in 2021 - actual result in 2021 exceeded the goal achieving 85%

Writing from 80% (2019) to 82% in 2021 - actual result in 2021 exceeded the goal achieving 87%

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

Year 3

Reading from 78.3% (2019) to be at or above 79% in 2021 - actual result in 2021 not meeting this the goal achieving 73%

Writing from 71% (2019) to be at or above 73% in 2021 - actual result in 2021 exceeded the goal achieving 81%

Year 5

Reading from 49.5% (2019) to be at or above 50% in 2021- actual result in 2021 exceeded the goal achieving 65%

Writing from 31% (2019) to be at or above 33% in 2021 - actual result in 2021 exceeded the goal achieving 42%

At ENPS in 2021, the Tutor Initiative Program, differentiation, learning specialist support, leading teacher allocation and our PLC initiative supported student learning to improve learning outcomes and support students during the transition to onsite learning. This continues in 2022.

In 2021, 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 Education Plans (IEPs), Student Support Group meetings each term and classroom and play ground support based on individual needs. Throughout 2021 both teaching and education support staff were provided with professional learning and support to further develop and streamline IEPs, aligning with the DET updated guidelines.

In 2022 ENPS have committed to a substantive Leading Teacher position for Assessment, Data and Reporting, supporting teaching teams to deliver on improved student outcomes, including NAPLAN coordination and the delivery of the Tutor Learning Initiative.

Engagement

Essendon North Primary School has continued to achieve below the median against all Victorian government schools, and like schools, for School Attendance. Some of the main reasons for student absence are illness, bereavement and family holidays.

In 2021, the attendance rate for students from Foundation - Year Six was between 94-95%. 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 further extended throughout 2021 to support student engagement and wellbeing and during remote learning periods. This included the role allocation of an Acting Leading Teacher for 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, and increased commitment to working with the DET attendance officers as additional support.

In 2021 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. Through another year experiencing extended remote learning this continued to be especially relevant and necessary again. Strategic emphasis continued to be placed on having clear and transparent communication with all members of the community.

The 2021 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 to at or above 80%, however in 2021 78% of students surveyed reported that the learning environment is stimulating at ENPS. The impact of further extended remote and flexible learning was evident in student engagement.

Wellbeing

In 2021 the Student Wellbeing Strategic Plan Goal was not a AIP goal or priority, however with a second consecutive year experiencing extended remote and flexible learning as a result of the COVID pandemic, the need for a commitment of resources and focus to support was hugely evident. Student (and staff) wellbeing is subsequently a priority goal in 2022.

The focus undertaken for both student and staff wellbeing through the challenges of 2021 was very significant.

The Staff Opinion Survey which is reflective of staff perspectives during the remote learning period reports 94% of staff felt school leaders care about staff health and safety This was well above similar schools (80%) and the state (75%) which both saw a decrease in results, while ENPS increased.

87% of the staff surveyed were positive about the school's climate in 2021, up from 85% in 2020 and compared to 73% in 2019. The statewide average is 76% for positive school climate in 2021.

As part of our commitment to the wellbeing of all stakeholders in our community we have implemented and continued 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 2022
- 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
- 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 2021.

In 2022 ENPS will begin a partnership project with The Resilience Project, while also beginning the DET Respectful Relationships initiative. We have committed to a substantive Leading Teacher position for Student and Staff Engagement and Wellbeing, along with a continued commitment to the Behaviour Champions project with Moonee Valley Student Support Services team.

Finance performance and position

Essendon North Primary School had a surplus in the 2020 school year. This was as a result of the circumstances of the year and impact of the global COVID-19 pandemic. As a school, we used the impact of remote learning to capitalise on finances, including the reduction in casual relief teachers, opportunities for staff professional learning (with no replacement costs due to being online) and less use of consumable materials and resources. This management was intentional and strategic to be in a position to capitalise on, moving forward in 2021 to support the flow on effect and impacts of COVID-19 and remote learning. This includes supporting student and staff engagement and wellbeing, community building and learning 'catch up' as targeted DET priority areas. However, at the end of 2020 the DET allocated funding to all Victorian Schools to support the Tutor Learning Initiative. ENPS was to receive a total allocation of \$130,222.00. ENPS was allocate new DET funding of \$91,155.00 and the DET directed ENPS to allocate \$39,067.00 from the school's 2020 surplus credit. This has subsequently reduced the expected surplus from \$167,082.00 in 2020, to \$128,015.00.

In the 2021 financial year there was a significant decrease in student numbers at the time of the February 2020 census (640.4) in comparison to what was forecast based on the DET end of year prediction (671.6 students) as there was no August 2020 census. This is a direct result of the COVID-19 pandemic on the local and global community. Our numbers reduced from 674 in 2020 to 640 in 2021. Explanation for this drop mirrors the wider community and in direct relation to increased number of children repeating kinder (provided to families as an option by the Victorian Government), families relocating to out suburbs due to the financial impact of COVID-19, and reduced interstate and international movement of families moving into the local community.

In 2021, the school's revenue included DET Government cash grant, locally raised funds and monies (although limited

due to the pandemic) received through the hiring of the schools facilities. The total DET Government Cash grant for 2021 was \$572,715.00. This total figure is inclusive of additional revenue further allocated within the Student Resource Package (SRP) cash grant including: Equity funding of \$17,000.00, EAL funding of \$2,500.00, and targeted initiatives funding areas; Student Excellence Program of \$12,830.00, Early Years Koorie Literacy and Numeracy Program \$1700.00 and Refugee and Asylum Seeker Wellbeing Supplement of \$810.00.

Opportunities for locally raised funds in 2021 were again significantly altered and impacted by the COVID-19 pandemic. Plans for the school's centenary +1 and subsequent fundraising were once again drastically compromised. Locally raised funds (school fundraising) were made up of a range of alternate events including a centenary legacy project (Apple Trees), targeted Green Team fundraisers (Mangoes) and walk-a-thon. Locally raised fundraising in 2021 will be allocated to cooling for the gymnasium which is to be installed in 2022.

In 2021, the Inclusive Play Space was finalised. This was a project initiated through a \$200,000.00 DET grant gained in 2019 through the Inclusive Schools Fund, and further supported by \$100,000 of locally raised funds from 2019/2020.

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 2021, 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 and further supported by the school. As a school we ensured that wellbeing and safety was never compromised for staff or students.

At the start of 2021, ENPS entered a new contract for the provision of Out of Hours Care with Team Kids, as well as a renewed contract for an instrumental music provider with Andrew Nunns School of Music. Both of these contracts followed an extensive procurement process in 2020 through the ENPS School Council.

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 640 students were enrolled at this school in 2021, 323 female and 317 male.

39 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).

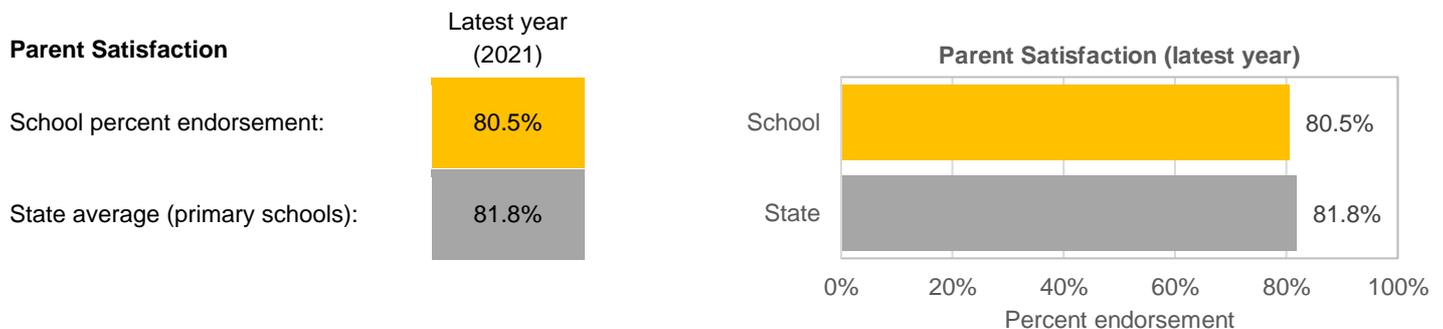
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

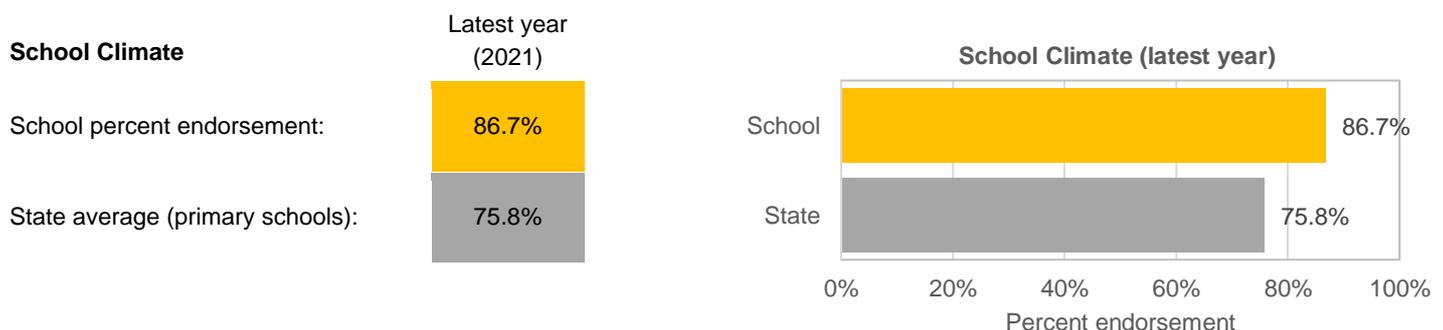


School Staff Survey

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:

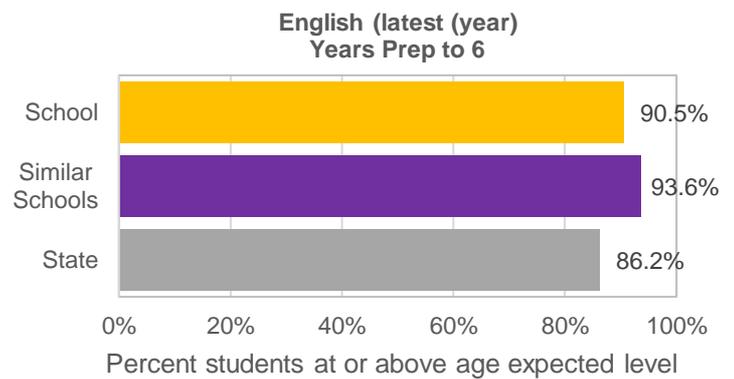
90.5%

Similar Schools average:

93.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

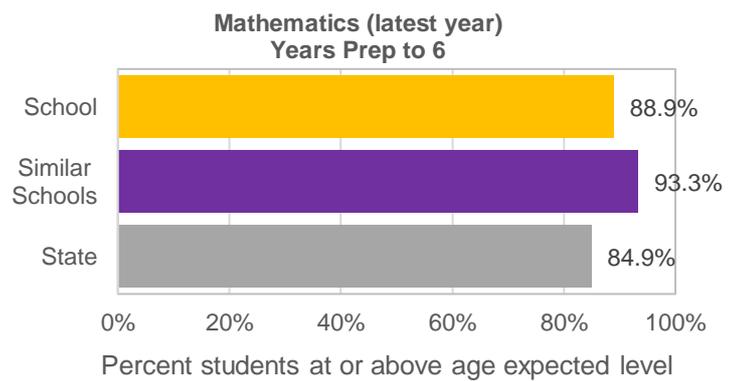
88.9%

Similar Schools average:

93.3%

State average:

84.9%



ACHIEVEMENT (continued)

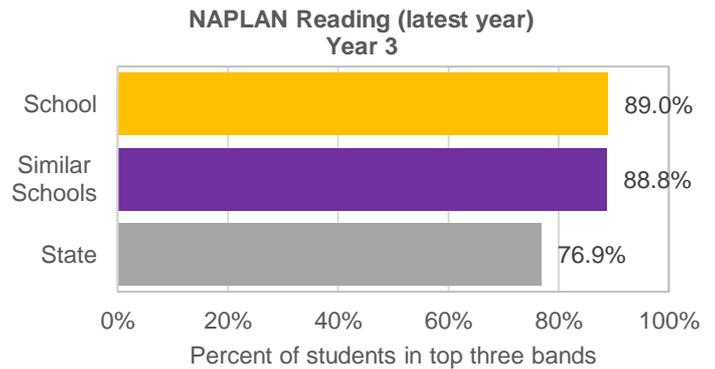
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

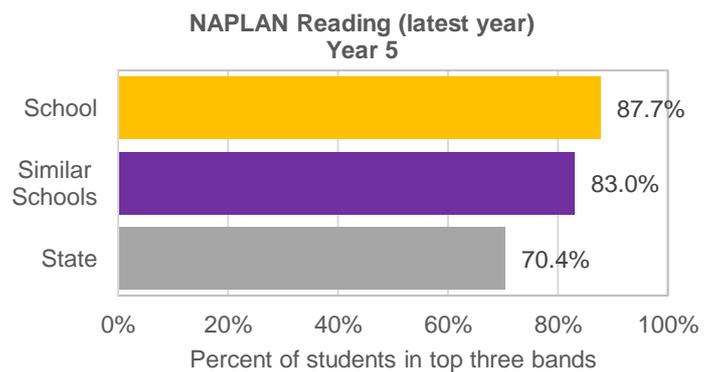
Percentage of students in the top three bands of testing in NAPLAN.

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

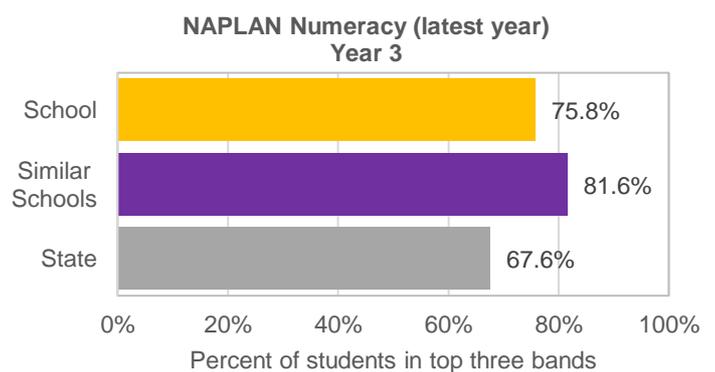
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	89.0%	89.8%
Similar Schools average:	88.8%	88.1%
State average:	76.9%	76.5%



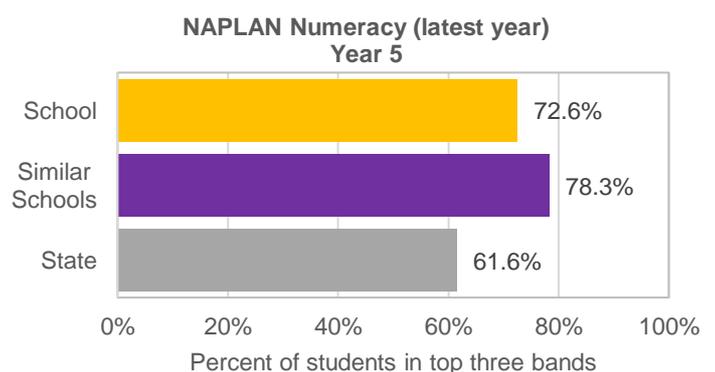
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	87.7%	84.8%
Similar Schools average:	83.0%	81.4%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	75.8%	77.7%
Similar Schools average:	81.6%	82.8%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	72.6%	68.5%
Similar Schools average:	78.3%	76.7%
State average:	61.6%	60.0%



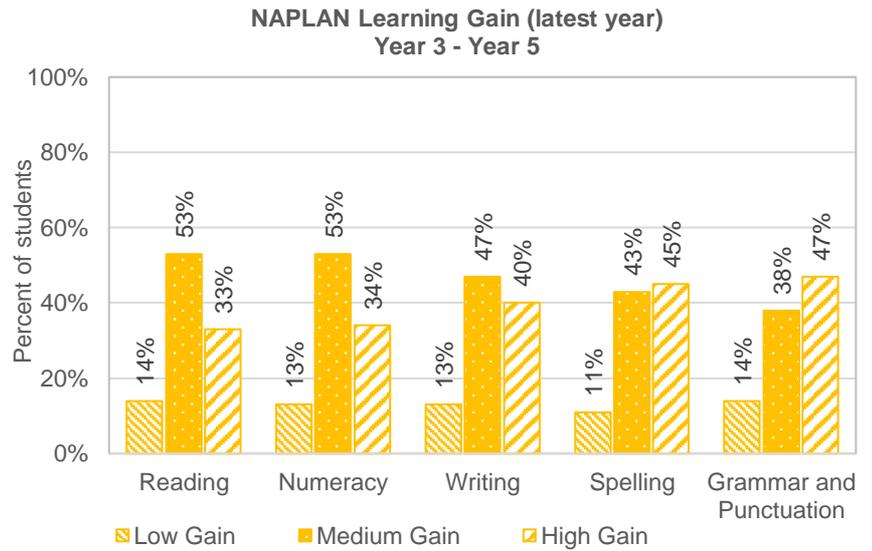
ACHIEVEMENT (continued)

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:	14%	53%	33%	30%
Numeracy:	13%	53%	34%	33%
Writing:	13%	47%	40%	32%
Spelling:	11%	43%	45%	30%
Grammar and Punctuation:	14%	38%	47%	33%



ENGAGEMENT

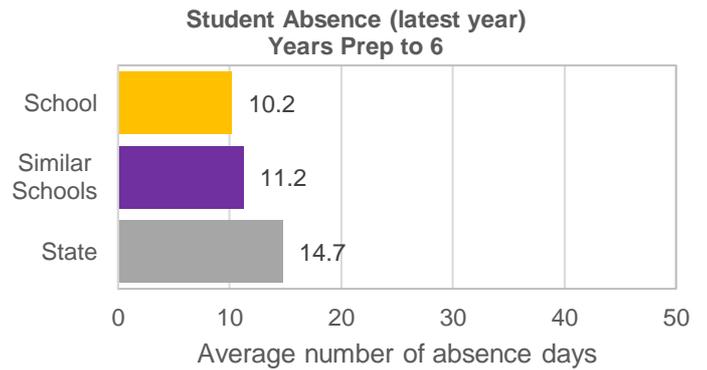
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.2	12.4
Similar Schools average:	11.2	12.6
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):	95%	95%	94%	95%	95%	95%	95%

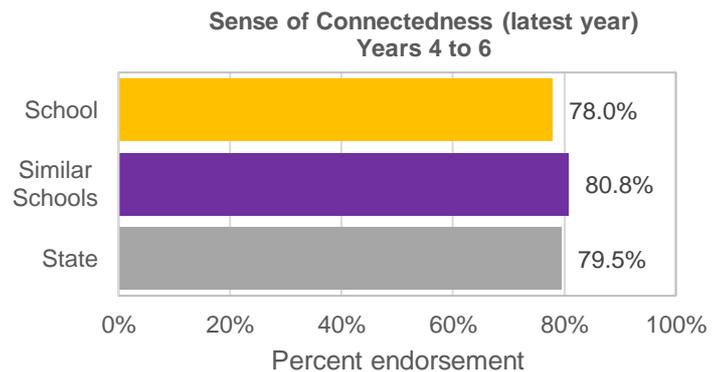
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.0%	77.7%
Similar Schools average:	80.8%	81.3%
State average:	79.5%	80.4%

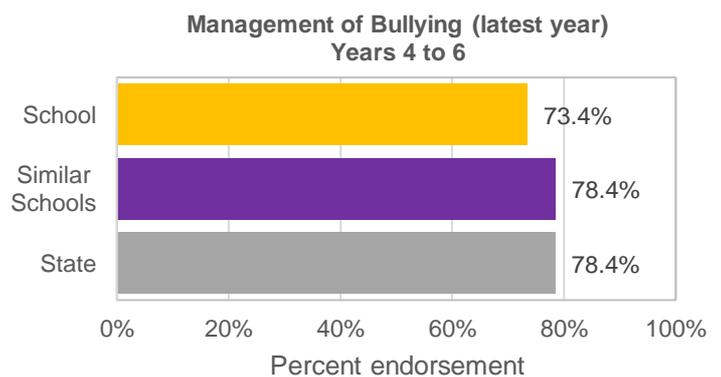


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	73.4%	72.0%
Similar Schools average:	78.4%	79.8%
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	\$5,306,140
Government Provided DET Grants	\$436,324
Government Grants Commonwealth	\$2,900
Government Grants State	\$0
Revenue Other	\$22,595
Locally Raised Funds	\$554,151
Capital Grants	\$0
Total Operating Revenue	\$6,322,110

Equity ¹	Actual
Equity (Social Disadvantage)	\$33,977
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$33,977

Expenditure	Actual
Student Resource Package ²	\$5,324,006
Adjustments	\$0
Books & Publications	\$6,938
Camps/Excursions/Activities	\$79,633
Communication Costs	\$5,432
Consumables	\$286,154
Miscellaneous Expense ³	\$31,675
Professional Development	\$31,976
Equipment/Maintenance/Hire	\$83,201
Property Services	\$154,227
Salaries & Allowances ⁴	\$20,242
Support Services	\$196,342
Trading & Fundraising	\$19,906
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$40,995
Total Operating Expenditure	\$6,280,727
Net Operating Surplus/-Deficit	\$41,383
Asset Acquisitions	\$0

- (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	\$551,902
Official Account	\$32,037
Other Accounts	\$8,707
Total Funds Available	\$592,646

Financial Commitments	Actual
Operating Reserve	\$136,627
Other Recurrent Expenditure	\$4,907
Provision Accounts	\$0
Funds Received in Advance	\$12,136
School Based Programs	\$0
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	\$46,833
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$200,503

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.