

2021 Annual Report to The School Community



School Name: Armadale Primary School (2634)



- 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 26 April 2022 at 03:58 PM by Rochelle Cukier (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 10 May 2022 at 03:40 PM by Rod Hampel (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

Armadale Primary School (APS) is located in the inner south east suburbs of Melbourne, approximately 6.8 kilometres south east of the CBD in the residential suburb of Armadale. Our school's vision is to be an exemplary learning community. We place the highest value on honouring and developing the whole child with the skills, knowledge and dispositions for a lifetime of inquiry. We strive for a culture of excellence for all learners within a nurturing and inclusive community to create a sense of belonging. We value diversity and seek to promote a deeper understanding of our world. Our values are: Relationships; Respect, Responsibility; Resilience and Reflection. These values are explicitly linked to our aspiration to enable agency, ownership and intrinsic motivation in all our students. Our intent is to provide for the fullest possible development of each learner enabling them to achieve a strong moral purpose and compass and empathic regard for those who they learn with. We aspire to enable children to become curious and independent thinkers; active contributors and global participants who flourish and thrive and enjoy both social progress and emotional wellbeing. We pride ourselves on developing creative and critical thinkers who are flexible, demonstrate adaptive capacity, are innovative, reflective and who work collaboratively to help problem solve and appreciate that making mistakes are a valuable part of learning. We enact a curriculum that meets the needs and interests of children, co-designing a curriculum which provides children with authentic, real, challenging and relevant learning opportunities. Co-designing creates empowerment and agency and promotes the will and motivation for children to achieve their best. Our learning ecology at Armadale Primary sets the conditions that builds coherence across the learning places in the school, ensuring that our children experience high quality, engagement-rich, action-oriented learning experiences. Our committed and dedicated staff learn collaboratively across the school, collecting evidence of each child's learning. Knowing who our students are; and empowering them in the learning process and valuing learner agency is key to ensuring our students are highly engaged in their learning. Our pedagogical practices focus on enabling the key dispositions of great learners to develop which will equip students for life in the 21st century. We provide equal access to and participation in our curriculum for the range of developmental needs targeting the teaching, to ensure that maximum growth is achieved for each child. Specialist curriculum classes P-6 comprises LOTE Italian, Health and Physical Education and The Arts enriching the Victorian curriculum offered in each classroom. Students have the opportunity to participate in the Student Representative Council; Green Team, Gardening Club, Chess, whole school Swimming Programs, Camps, incursions and excursions, House athletics and Swimming Carnivals; Inter school sports and Gala Days, although a number of these were curtailed in 2021 due to the pandemic. We also offer a comprehensive Arts curriculum enabling children to perform and participate in a range of visual arts; drama, dance and music, with the highlight for the Year 5/6's was the Waikikirri. Whole school events which include Italian Day, Harmony Day and Book Week are highlights of the school calendar every year. Students are also afforded opportunities to participate in a variety of clubs through our highly regarded in-house School Council run OOSHC program and instrumental and orchestral music is offered to our students through both classroom teachers and external providers. We were successful in obtaining an inclusive grant in 2021 to have a new sensory nature garden built in 2022 that will see the construction of a dry creek river bed, water play, planting of many more trees, swinging nest and inbuilt trampoline. Our community partnerships are very strong and viable and parent involvement is one of our strengths, although this was severely impacted again in 2021 by COVID 19. Our student demographic is mainly drawn from our local community and local community sports teams use our facilities for training both before and after school.. APS offers 317 (162 female, 155 male) students excellent educational provision within a heritage listed site. Our overall socio-economic profile remains low. We have 0 FTE Aboriginal student and 7 students enrolled through the Department's International Educational Division. The staffing profile is made up of 1 Principal, 1 Assistant Principal, 1 leading teacher, 2 learning specialists, classroom teachers, (18.08 EFT) and 7 Educational Support Staff (7 EFT).

Framework for Improving Student Outcomes (FISO)

In 2021, the school's AIP focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Curriculum Planning and Assessment, Health and Wellbeing and Building Communities. This included the following actions to support our KIS.

KIS Learning, catch-up and extension priority

Actions

- Develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support
- Strengthen the schools PLC model to support teacher collaboration and reflection on practice
- Use the tutoring model for students who have been identified through a rigorous assessment process as in need of support or extension
- Support staff to strengthen and embed the use of data walls for reading and writing to inform targeted planning

Despite the major disruption due to COVID-19, we still were successful in achieving a number of our key improvement strategies. We provided professional learning through our Maths and Literacy Specialists to support teachers to use assessment data and numerical evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students. The Learning Specialists were released prior to lockdown and then again in Term 4, to work with teachers in the development of continuums and to assist them in the implementation of the high quality instruction. We had begun the construction of data walls with reading data and through the process of continuous reporting we consolidated the development of continuums across the whole curriculum. The continuums were provided to parents as an indication of the learning growth for the end of semester reports in 2021. These continuums allow us to track student growth and achievement and to use this to design a differentiated teaching and learning program. This was also highly evident during remote learning when assessment data was used to determine the small group instruction that occurred during remote learning, for both Maths and Literacy teaching.

The meetings of our Professional Learning Teams / Communities of Practice in English, Maths, Wellbeing still went ahead and both remotely and onsite which have membership from each year level across the school. These teams were led by the Maths and English Learning Specialists, and the Assistant Principal led the Wellbeing team. These opportunities enhanced the leadership capabilities of our learning specialists. These Communities of Practice had a professional learning focus and were designed to ensure that the whole school instructional models were implemented. We have also noticed that because two of these Communities of Practice have been led by the Learning Specialists, there has been greater consistency in the teams' approach to the design of lessons. .

Although there was reduced onsite collaboration of the PLT's during remote learning the teams still met through Google Classroom meets. This enabled the strengthening of the capacity of teachers and teams to use assessment data and evidence to plan a differentiated teaching and learning program. This was initiated during the remote learning terms where small focus groups for reading and maths were created for every class and teachers were able to target support for each child. These small focus groups will continue in 2022 and will be further enhanced by the tutoring program.

Teachers continued to embed the whole school instructional models for the teaching of Reading, Writing and Numeracy even during the following 2 terms of remote learning. Teachers brought evidence of learning to their collaborative team meetings on a weekly basis to discuss, analyse and evaluate, to then inform the next stage planning. Greater and more consistent use across the school of learning intentions in the whole(launch phase) which made the purpose of the lesson more explicit and provided a focus for the children. The Wellbeing team was highly successful in still being able to run Harmony Day prior to the next lockdown. This was followed up with the development of our Armadale Community Cookbook which was inspired by the wellbeing team as a means of connecting our community by showcasing how important families, food and cooking together are.

The Tutor Learning initiative was implemented at the start of 2021 and we employed a specialist tutor in MSL (Multisensory Structured language) to train 2 other teachers to deliver tutoring to students who were experiencing difficulties in reading and spelling from Year 1 to Year 6. The children enjoyed the special instructional time with their teachers and the intervention strategies have certainly raised the children's confidence and self-esteem and given them more joy with their reading. We are delighted that ongoing funding will enable this program to continue in 2022.

We also included a further set of Key Improvement strategies that sit under Health and Wellbeing. These are:

- Happy, active and healthy kids priority

Actions

- Strengthen and embed our new 5 values into our whole school culture and continue our positive social and emotional approaches that enable the further development of " Happy, healthy and active kids."
- Refine our whole school approach to social-emotional learning or belonging and engagement and continue with the restorative practices model
- Continuing our ongoing partnership with schools in the Respectful Relationships Program

Our students are living our school values and our priorities are focusing on relationships within our school community. Embedding social and emotional learning strategies were a high priority during 2021 and our second curriculum day in the year was led by consultant, Kristy Elliot on the importance of psychological safety of everyone in the school. This PD offered robust methods in checking in with students' wellbeing on a daily basis and strengthening our restorative relationships processes. The importance of their mental wellbeing was highlighted during the remote learning terms and once children were allowed to return onsite in Term 4, the school's priority was on allowing children to reconnect with each other and enjoy the face to face learning environment once more.

Our final KIS was the Connected schools priority

Actions

- Strengthen and embed the school-wide approach to communication with families, incorporating new elements developed during remote and flexible learning
- Strengthen engagement in regional and network communities of practice

One of the strongest unintended outcomes from remote learning was the strengthening of the learning partnerships with our parents and carers. Though much of our planned activities were curtailed again in 2021 because of the lockdowns, the remote learning experience once again gave our community an appreciation for the craft of teaching and a stronger understanding of how engaging our teachers are and the efforts they went to, to replicate the learning environment for the children. We were often congratulated on the amount of live teaching that occurred each day and the connection that the teachers managed to maintain with each child. We also connected with our parents/ carers through Google Meets to check in with them about how the children were faring in such extraordinary times. Fortunately, with the return to face to face teaching in Term 4 2021, it was obvious that all children were happiest once they had reconnected with their friends, classmates and teachers. A highlight of Term 4 was the School Fun Run, designed by the Year 5/6 students for the rest of the school. Affording the children agency in what the Fun Run should look like and how it should happen, every child had a great experience. Additionally, \$27,000.00 was raised by all the children to construct a tree -house for our school, what a fabulous effort!

Achievement

Our overall student achievement goal is to maximise student achievement growth across the Victorian Curriculum in Mathematics and English from Prep to Year 6. Armadale Primary continued to support each child in their learning journey and this was very evident during the remote learning period. Rather than simply leaving the children to their own devices, our teachers designed daily sessions that were mainly live sessions with their teachers both as whole group as well as for small focused groups. Student learning and project work was submitted online and the feedback offered was extensive and ensured children knew what to do next. Our teachers ensured that every lesson had a learning intention, that skills and knowledge were taught but moreover, students developed enduring habits of mind and dispositions that equipped them for successful learning experiences. We supported our learners to be reflective and critical thinkers who demonstrated agility and adaptability in their thinking and application of knowledge.

In 2021, student achievement from Prep to Year 6 at Armadale Primary remained high. We saw increases in student learning growth against the Victorian Curriculum, with 97% of students making one year's growth in one year in Reading, 99% for speaking and listening, 96% in Writing, and 97% in Number and Algebra, meeting the 12-month targets set in the 2021 AIP. These figures are significantly above similar, network and all state schools and given the remote learning experience last year these are outstanding results and reflect the very hard work of our teaching staff.

- At P-6, 97% of the students achieved at or and above their expected standards in English. This is compared to 94.8 % for similar schools and 86.2% as a state average
- At P-6 97.1% of the students achieved at or and above their expected standards in Maths. This is compared to 94.9 % for similar schools and 84.9% as a state average

Our implementation of a rigorous assessment schedule in 2021 and our sustained efforts on capturing multiple sources

of evidence, tracking student data and enhancing our pedagogical content knowledge has enabled teachers to more accurately inform judgements for assessment and reporting purposes. This work has brought our school to be above similarly advantaged schools; schools in our network and significantly above the state average for all schools.

Students supported through the Program for Students with a Disability all showed very pleasing progress in achieving their individual goals as identified in their Individual Education Plans
We are all very proud of these results and reflect the effectiveness of our evidenced –informed practices. The priorities of 2021 included designing the learning to ensure all children are provided with opportunities to be challenged and stretched in their learning. This will be continued in 2022.

The school will continue to position students agentially so that they are empowered and have the will to drive their own learning. Students and teachers have an authentic learning partnership throughout the school . We will continue to design learning experiences and opportunities that connect to real life and are purposeful to the children. We continue to strengthen our focus on developing the dispositions that enable optimum growth for all children. Students will learn more effectively if they understand how they learn and how to manage their own learning and this is highlighted through our values of responsibility and reflection.

NAPLAN results in 2021 across both Years 3 and 5 continue to be excellent, showing the % of students achieving in the top 3 bands for Reading and Numeracy over a 4 year average to be above similar schools and the state average. Our High learning Gain in 2021, for students in Years 3 to 5 in both reading and numeracy is outstanding at 43% and 48% respectively, with similarly advantaged schools at just 28%.

Engagement

Our student engagement goal in our current Strategic Plan is to strengthen student engagement in learning.

In 2021, overall student absences are less than the state median, with extended family holidays, families moving out of the area and residing in holiday homes in regional areas during COVID and a, being the main reason for absences. To improve our absence rate, we will continue to emphasise students' agency in their learning and strengthen the overall engagement and partnership with our community and the sense of belonging for each member of our community. The philosophy of developing the whole child continues to underpin the school's approach to student wellbeing and engagement. The emphasis on partnering to learn with our children and our community enables children to feel empowered as learners and parents as partners in each child's educative journey.

Our results from our Student Attitudes to School Survey continue to be outstanding and place us at the highest level against all other schools. This is again testament to the work of all of our teachers, the relationships that they have with the students and the very positive learning culture obvious at our school.

Students in Years 4-6 in 2021 have positively endorsed how they feel about the learning environment at APS in the following variables:

Effective teaching practice for cognitive engagement

- stimulated learning: 93% APS 77% similar schools
- differentiated learning challenge: 94% APS 83% similar schools
- self-regulation and goal setting: 91% APS 82% similar schools
- sense of confidence: 90% APS 77% similar schools
- student voice and agency 83% APS 64% similar schools

It is incredibly rewarding and gratifying to have such highly engaged students at our school.

Wellbeing

Our Strategic Plan articulates the wellbeing goal for all of our students which is to further enhance the social and emotional wellbeing of every student as well as our KIS to have happy, healthy and active kids.

The wellbeing of all Armadale Primary students is of the highest priority to the school and is reflected in our whole

school approach to student wellbeing, which is not implemented separately to the curriculum, but sits at our core. Relationships, trust and acting with integrity are at the cornerstone of our culture. Ongoing successful embedding of daily practices of circle time, class meetings, restorative practices and other pro-social designs, are an integral part of our nurturing and inclusive culture.

The school has taken the following initiatives to ensure student wellbeing is very strong:

In 2021, the whole school undertook professional learning in Psychological Safety, ensuring that children feel mentally well, safe at school and are well cared for. We strengthened our understanding of Restorative practices and put in place Relationship mentoring at every lunchtime and it is this process that we use to help children take ownership and responsibility for their actions and to see another person's perspective. Both these strategies assist children to restore their friendships and relationships with others.

Professional Learning as a learner partner in the program "Respectful relationships"; was undertaken in 2021

We continued to implement a positive psychology education program with themes of resilience, gratitude and kindness, through our Big Idea.

We continued to implement Yoga, meditation, mindfulness and circle time as part of our daily classroom practices. Circle time provides the opportunity to discuss issues, areas of concern and brainstorm ways in which children can be more connected across the school.

Our annual "Harmony Day" highlights our multicultural heritage, our inclusiveness and appreciation of cultural diversity to create a sense of belonging.

From the ATOSS data in 2021, the sense of connectedness, APS had a school percentage endorsement of 88% with similar schools only ranking at 78%

For the management of bullying, APS had a school percent endorsement of 89% compared to similar schools only ranking 78%

Finance performance and position

Armadale Primary School maintained a very sound financial position throughout 2021. The 2019 - 2023 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council's allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year operating surplus of \$ 15,428 and we are in the fortunate position of having a healthy cash surplus in the High Yield account.. This surplus occurred because of prudent financial management. The school received a very small amount of Equity Funding, which contributed towards the resources used for children with learning difficulties and special needs.

For more detailed information regarding our school please visit our website at
<https://armadaleps.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 317 students were enrolled at this school in 2021, 162 female and 155 male.

13 percent of students had English as an additional language and 0 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).

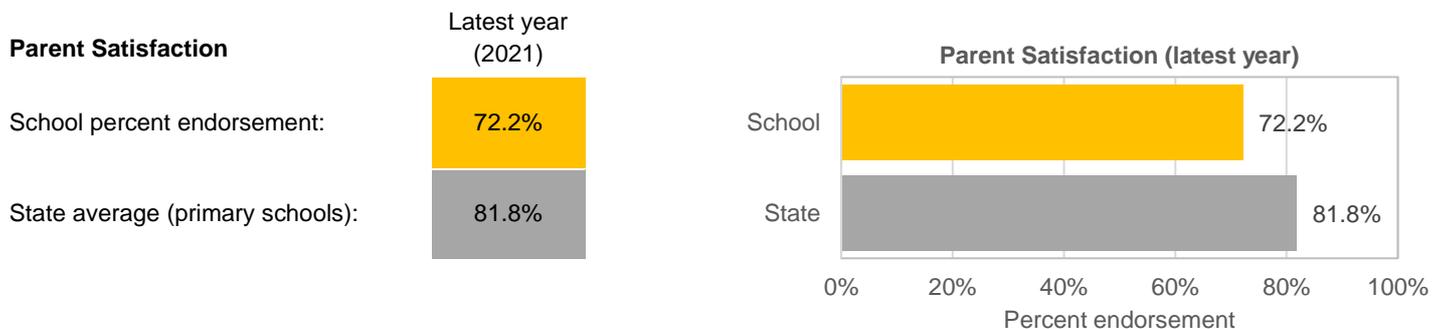
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

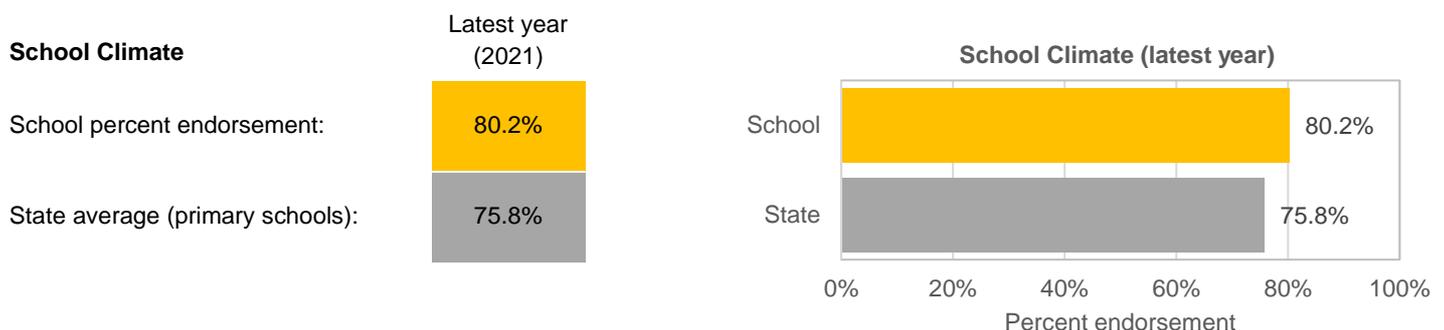


School Staff Survey

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:

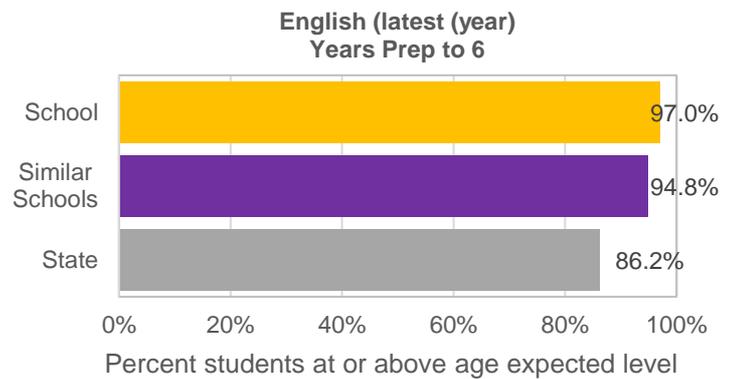
97.0%

Similar Schools average:

94.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

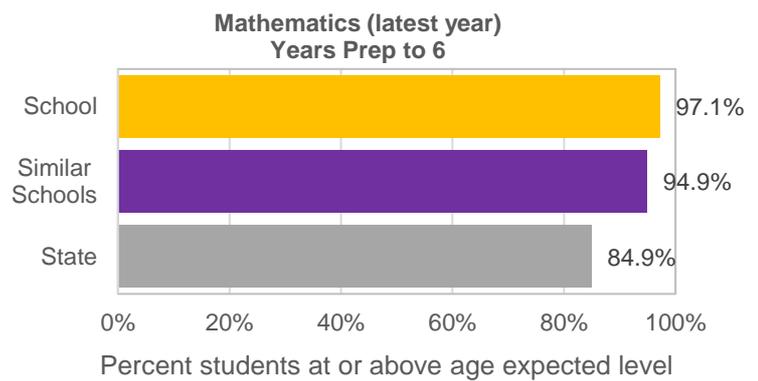
97.1%

Similar Schools average:

94.9%

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.

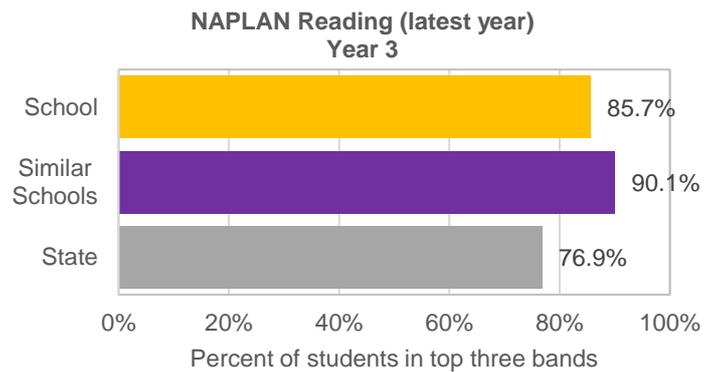
NAPLAN

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.

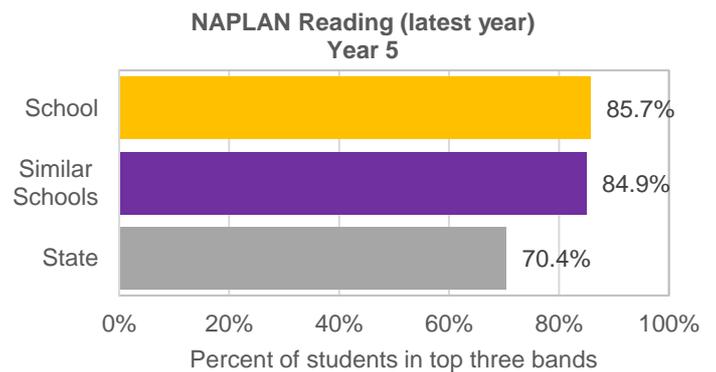
Reading Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 85.7% | 90.7% |
| Similar Schools average: | 90.1% | 89.4% |
| State average: | 76.9% | 76.5% |



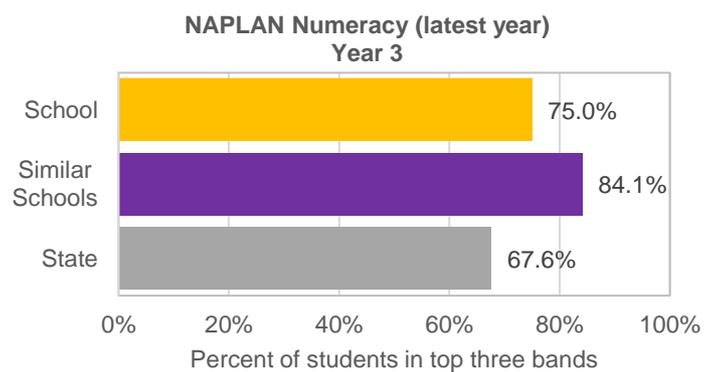
Reading Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 85.7% | 86.2% |
| Similar Schools average: | 84.9% | 83.7% |
| State average: | 70.4% | 67.7% |



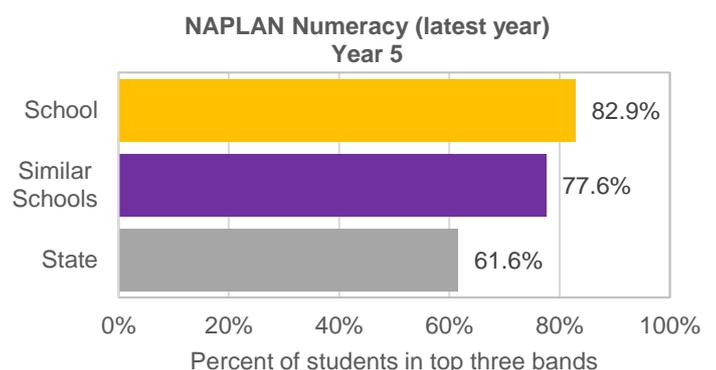
Numeracy Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 75.0% | 83.6% |
| Similar Schools average: | 84.1% | 84.8% |
| State average: | 67.6% | 69.1% |



Numeracy Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 82.9% | 88.1% |
| Similar Schools average: | 77.6% | 77.2% |
| State average: | 61.6% | 60.0% |



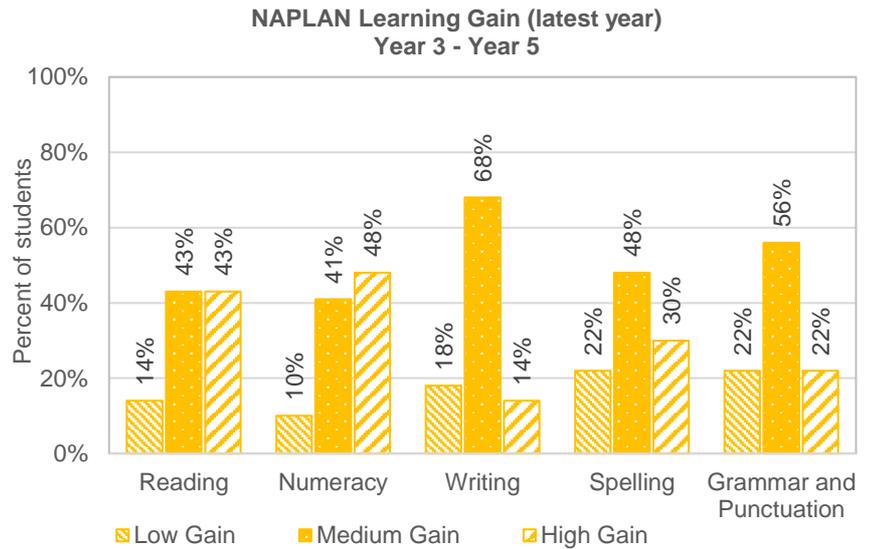
ACHIEVEMENT (continued)

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% | 43% | 43% | 28% |
| Numeracy: | 10% | 41% | 48% | 28% |
| Writing: | 18% | 68% | 14% | 31% |
| Spelling: | 22% | 48% | 30% | 30% |
| Grammar and Punctuation: | 22% | 56% | 22% | 27% |



ENGAGEMENT

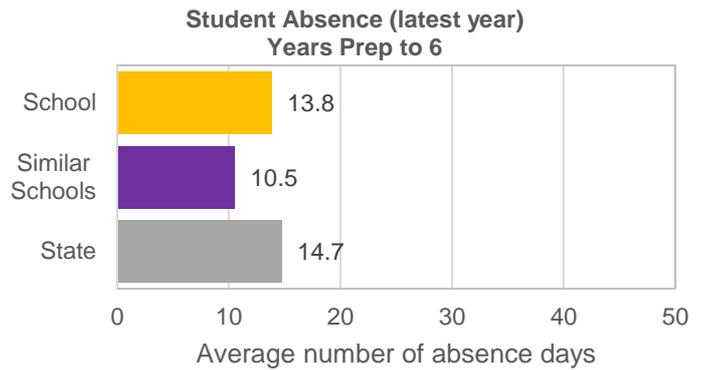
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 13.8 | 14.8 |
| Similar Schools average: | 10.5 | 11.8 |
| 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): | 94% | 92% | 92% | 94% | 93% | 92% | 93% |

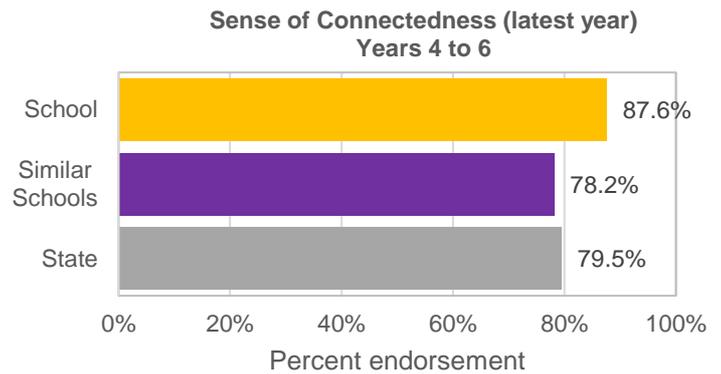
WELLBEING

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: | 87.6% | 92.4% |
| Similar Schools average: | 78.2% | 79.0% |
| State average: | 79.5% | 80.4% |

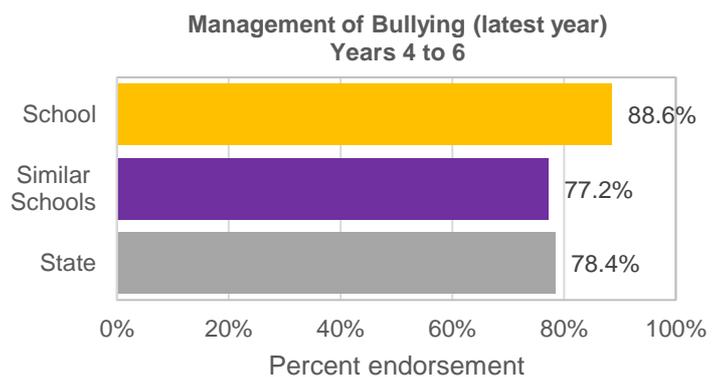


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 88.6% | 93.3% |
| Similar Schools average: | 77.2% | 77.8% |
| 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 | \$2,595,189 |
| Government Provided DET Grants | \$219,654 |
| Government Grants Commonwealth | \$17,034 |
| Government Grants State | \$0 |
| Revenue Other | \$10,940 |
| Locally Raised Funds | \$664,424 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,507,241 |

| Equity ¹ | Actual |
|---|----------------|
| Equity (Social Disadvantage) | \$6,824 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$6,824 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,584,817 |
| Adjustments | \$0 |
| Books & Publications | \$3,306 |
| Camps/Excursions/Activities | \$124,058 |
| Communication Costs | \$1,662 |
| Consumables | \$69,990 |
| Miscellaneous Expense ³ | \$48,634 |
| Professional Development | \$12,174 |
| Equipment/Maintenance/Hire | \$74,278 |
| Property Services | \$39,502 |
| Salaries & Allowances ⁴ | \$435,840 |
| Support Services | \$11,409 |
| Trading & Fundraising | \$63,673 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$22,472 |
| Total Operating Expenditure | \$3,491,813 |
| Net Operating Surplus/-Deficit | \$15,428 |
| Asset Acquisitions | \$19,227 |

- (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 | \$192,680 |
| Official Account | \$37,845 |
| Other Accounts | \$40,570 |
| Total Funds Available | \$271,096 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$146,282 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$29,795 |
| Beneficiary/Memorial Accounts | \$10,767 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$14,000 |
| Repayable to the Department | \$18,000 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$218,844 |

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.