2021 Annual Report to The School Community

THE EDUCATION STATE

School Name: St Kilda Park Primary School (2460)

St Kilda Park Primary School

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

Attested on 25 March 2022 at 02:02 PM by Neil Scott (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 31 March 2022 at 01:15 PM by Elisa Webb (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

St Kilda Park Primary School, founded in 1882, is a highly popular inner suburban bay-side school located at the southern tip of Albert Park, approximately 5km from the Melbourne CBD.

As of December 2021, our student population was 356, a number that has reduced by roughly 6% since the start of the Covid-19 pandemic in early 2020. This contrasts with a period of stable growth in the five years 2015 - 2019. Our Student Family Occupation and Education Index (SFOE) of 0.1306 is way below the state median, reflecting a relatively affluent school community.

The school's staffing profile in 2021 consisted of 15 classroom teaching positions and four part-time specialist teaching positions. We have an additional teacher who provides 'Reading Recovery' Literacy Intervention for our Year 1 students and, for the first time, two teachers employed as tutors through the Education Department Tutor Learning Initiative (TLI) to address the impact of the disruptions to learning caused by covid-19 in 2020. There are also two Principal Class Officers, an Assistant Principal and a Principal. There is a Business Manager and an Office Manager. There are five part-time Integration Aides to support our students with Disabilities and Impairments. Our staffing profile is remarkably stable which reflect a happy and committed staff. We have no staff members who identify as Aboriginal and/or Torres Strait Islander.

2021 represented the final year of our School Strategic Plan (SSP) This Plan was built around ensuring strong progress for all students in Reading, Writing and Maths through strengthening partnerships with the school community and building teacher capacity. However, the impact of the worldwide COVID-19 pandemic and the subsequent disruptions to our school operations and teaching and learning meant that much of our strategic improvement work was placed on hold for 12 months. Instead, for the second year running, we rightly focused on supporting our staff, students and families to negotiate the periods of remote learning and the wider restrictions and anxieties caused by COVID-19.

During 2021, our school also undertook a remote School Review process, something that takes place every four years and allows us to assess our progress against our Strategic Plan, reflect with our whole community on our strengths and weaknesses and set ourselves new goals and directions for the next four year period.

This review process led to us updating our school vision - simplifying and streamlining this to the following statement;

Our vision is to create a challenging learning community where students strive to be curious and creative thinkers. We build a progressive and nurturing culture underpinned by kindness, collaboration and inclusion.

Four core values guide community life, teaching, and learning at St Kilda Park Primary School - Resilience, Kindness, Creativity and Curiosity. These values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community.

Amongst a range of ideals, we value student voice, teachers being addressed by first names, leadership opportunities for all students and no school uniform. Efforts are made to ensure that the school's wider community is actively involved to enrich school life and ensure that individual backgrounds and experiences are acknowledged and affirmed. Parent participation is encouraged and welcomed by assisting with the implementation of the daily curriculum and the long term strategic planning of the school.

Our focus is to develop the teaching practices and learning environment that reflect this culture. Our model of professional learning has at its core the essential elements for learning: creativity, inquiry, collaboration, co-operation, self-responsibility and personal development in an environment of challenge and support.

Relationships in the school community underpin everything and enable us to build a community of continuous learners. The School Council and leadership team regularly consult with students, parents/carers, support organisations and community groups to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

All staff members operate as a part of a Professional Learning Community and great emphasis is placed on teams closely working together to analyse student learning data to better understand the learning needs of our students and then to collaborate to ensure that precise teaching and learning takes place to allow all student to make progress.

The school community has a strong commitment to The Arts, both Visual and Performing, including a parent-run orchestra, choir and voice ensemble groups.

Our Library services the whole school by linking into the curriculum and encouraging students to borrow regularly and our students have specialist Italian sessions each week. Our Year Three and Four students are involved in an extensive Kitchen Garden Program.

A key component of St Kilda Park's approach to building a positive culture is through a primary prevention framework that underpins student wellbeing. This framework teaches positive behaviours, Restorative Practices and the use of logical consequences to reinforce positive and inappropriate behaviour. The use of the Risk Assessment and Management Process (RAMP) builds capacity for pastoral care for early intervention of students at risk. Our positive school culture is predicated on student engagement being the basis for learning.

A professional learning community of life-long learners facilitates the building of respectful relationships, a deep understanding of pedagogy and a focus on improving teaching and learning practice. An inclusive and engaging curriculum ensures that the teaching and learning practice at our school is in line with the needs of 21st-Century learners.

Many of our 2021 school events were cancelled as a result of the pandemic – Celebration of the Arts, normally the highpoint of the school year, was not able to take place and nor were a range of other community social and fundraising events. For such a close-knit school community, these disruptions were difficult and we look forward to them hopefully resuming in 2022.

Framework for Improving Student Outcomes (FISO)

Our 2021 Annual Implementation plan was focused on the DET catch-up priorities of 'Learning, catch-up and extension', 'Happy, Active and Healthy Kids' and 'Connected Schools'. Whilst these priorities were designed to respond to the issues created by the 2020 pandemic, they actually lined up nicely with our existing FISO focus dimensions of 'Building Practice Excellence' and 'Parents and Carers as Partners'.

These dimensions had been identified in our School Strategic Plan developed during our School review that took place in 2017. This process identified our four-year strategic goals 'to ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year' and 'to strengthen the partnership with the school community to achieve the expected learning growth for all students'.

The realities of 2021 (like 2020 before it) meant that, for much of the year, our work focused on the immediate need to pivot into and out of remote learning on a regular basis and keep students, staff and families safe and informed about the constantly changing guidelines and restrictions during a highly stressful and uncertain time. A priority for the year was also to complete our School Review, including an extensive consultation process with all stakeholders and the pre-review self-evaluation process.

Our school can however, be extremely proud of the progress towards the FISO priority dimensions and general improvements in amongst a second year of disruption and anxiety.

The dimension of 'Building Practice Excellence' saw us undertake continued professional learning in Learning Intentions and Success Criteria and utilise a proficiency scale to improve our practice in this High Impact Teaching Strategy across the school. Learning walks and follow-up sessions saw us embed and increase the consistency and quality of our practice in this area throughout the year. we also moved on and began to develop our use of questioning

in the classroom as a part of our developing language of Learning. Work was also done on data-literacy and teams were supported to identify their 'priority cohort' of students whose learning had been impacted during 2020. These students were targeted for 'catch-up' through the actions of their class teachers and through involvement in the Teacher Learning Initiative.

Whilst the regular stints of remote learning derailed much of our planned improvement work in 'Parents and Carers as Partners', it was great to see parent opinion survey improve again and for some very well-received parent sessions in Cyber safety and Sex and Relationships education.

Achievement

In the final year of a School Strategic Plan built around the concept of learning growth (as opposed to simple achievement), we are committed to ensuring that every student makes a minimum of 12 months of learning growth in literacy and numeracy each year.

Whilst COVID continued to have an impact on school operations and learning was regularly disrupted by periods of remote learning for a second year running, we produced some excellent data around student learning. After being cancelled in 2020, NAPLAN returned in 2021 for our Year 3 and Year 5 students and our data was hugely encouraging - both in terms of raw achievement but, more pleasingly, in terms of relative growth - the best measure of the value we are adding to our students' learning.

In 2021 we saw a significant improvement in student learning growth against the Victorian Curriculum - a key goal of our Annual implementation Plan. In 2021 92% of our students made one year of growth in Reading. in Number this was 91% and in Writing 86%. These figures all represented a significant improvement from our 2020 data and reflected the incredibly hard work that our teachers put into the catch-up required.

Our NAPLAN relative growth data showed that, in four of the five assessed areas, students at St Kilda Park made significantly stronger progress between Year 3 and Year 5 than the state average, the network average and students at similar schools. The only exception to this trend was in writing - an area which forms the basis of much of our improvement work over the next four years. After four years where we have focused on the learning growth that each child is making (rather than simply the level that they achieve) and tracked and pinpointed individuals and cohorts needing additional support, it is hugely pleasing to receive data that shows how well our students progress and grow whilst at our school, regardless of their starting point.

Work has already begun to understand exactly who the students who did not make expected growth in these key curriculum areas are and they will form the basis of our attentions for 2022 - being targeted through team 'learning logs' and also through our Tutor Learning Initiative funding.

Engagement

Another goal from our School Strategic Plan is 'To strengthen the partnership with the school community to achieve expected learning growth for all students'. We aimed to measure progress towards this goal over four years by targeting improved Parent Opinion survey data for School improvement, Teacher communication, Effective Teaching and General Satisfaction. We also identified that student absences were a cause for concern and so set ourselves a target for the average absence days to be at or less than similar schools.

Once again our Parent Opinion Survey data was excellent and shows a community-engaged and happy with our school. The following metrics demonstrate this;

- General School Improvement - 80% positive endorsement (compared to a similar schools average of 66%)
- Teacher Communication - 77% positive endorsement (similar schools 67%)
- Effective Teaching - 79% positive endorsement (similar schools 74%)
- General satisfaction - 78% positive endorsement (similar schools 76%).

One measure of engagement that we had set ourselves was a Strategic target to improve was student attendance at school and a reduction in the number of days absent per student. For many years our absence data was higher than similar schools and an area where we have devoted a lot of time and energy to improve. Very pleasingly, our data was transformed in 2021. The percentage of students missing 20 or more days fell from 22% in 2019 and 14% in 2020 to just 8% of students in 2021. This was, for the first time, significantly less than similar schools, network schools and the state average.

Average absences per student fell from 16 in 2019 to 12 in 2020 to just 9.4 in 2021. Again, this was significantly fewer days than similar school, network and state averages.

Whilst this absence data is very pleasing, it clearly shows the impact that overseas and interstate travel was having on our attendance statistics pre-covid. With any sort of travel off the agenda in 2021, suddenly our students attended school at rates never seen before. We can also expect that in 2022, with international and state borders reopened, we will see an increase in absences again.

We understood that, during 2021, the many disruptions and transitions into and out of remote learning posed a risk to continued student engagement. We took this into account in our actions and worked closely with staff to ensure the program was designed in such a way to focus first and foremost on engagement and wellbeing with regular Circle Time sessions and opportunities for discussion and student voice. We believe this approach worked well to help our students navigate the challenges they faced.

Wellbeing

We have had a particular focus on student wellbeing over the past two years and are starting to see improvements in the practices and data in this highly important area. Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult.

The move into, and out of remote learning against the backdrop of a worldwide pandemic meant student and staff wellbeing was priority number 1 and required us to be flexible and understanding to allow us to respond to events as they unfolded and the unpredictable way in which students would present. On top of this, however, In 2021, we also looked to build a far clearer and more coherent whole-school approach to many areas of student wellbeing and social and emotional learning.

There were three main areas that this work focused on.

Firstly was bullying. Led by student Attitudes to School data which showed many of them reported incidents of bullying, we worked in a systematic way to run a series of incursions and class discussions to unpack what we mean by bullying and to provide clear strategies for students. We also aimed to develop empathy in students by developing 'affective statements' used in the classroom and providing regular opportunities for students to let their teachers know if they were unhappy about something. The impact of this work was clear and the percentage of students reporting that they had been bullied at school during the ear dropped significantly (halving since 2019).

Secondly, was our work on Sex and Relationships Education - an area which we had previously covered mainly in Years 5 and 6. After consulting with the parent community, we saw the need for a sexuality education approach and program that introduced these ideas in an age-appropriate way at every year level. We engaged with 'Talking the Talk' and Vanessa Hamilton who came into the school to work with our teachers, staff and students to help us support the right conversations about sex, sexuality and consent healthily. the feedback from staff and, in particular, parents was outstanding. This program will continue and become a permanent feature of our wellbeing program with staff being supported to start delivering the sessions themselves in 2022.

Finally was the area of cyber safety - something that was at the forefront of everyone's minds after two years of online learning. Again, the school engaged with external expertise to help us develop and deliver a program to all year levels

(as well as staff and parents) that explored the important issues of staying safe online in an age-appropriate way. Again, this more joined-up and systematic approach replaced learning which was inconsistent from year level to year level.

Finance performance and position

St Kilda Park Primary School finished 2021 in a strong financial position. Our Total Operating Revenue of $3,608,107 comprising DET Grants, Commonwealth Government Grants and Locally Raised Funds was closely matched by our total expenditure of $3,640,418, leaving a small operating deficit of $32,311 for the year.

This deficit is explained by a couple of reasons. Firstly, was the decision to charge families much smaller parent payment contributions in 2021 as the events of 2020 meant that a large proportion of our 2020 parent payments (school fees) had gone unspent due to a large amount of time spent in lockdown and the inability to run school excursions and incursions. This meant that families had a credit applied to their 2021 family payments and so in most cases, paid no parent contributions at all. This situation was foreseen at the end of 2020 and budgeted for, as outlined in our 2020 Annual report.

Secondly, our staffing profile is very stable and contains a large amount of highly experienced expert teachers. Whilst this is great for the teaching and learning happening in classrooms, it meant we ran a small staffing deficit as the Student Resource Package funding that forms the vast majority of our income is based on enrolled student numbers, not the actual teacher wages we are committed to paying.

In 2021 we also received significant additional funding from the State Government for two new and very beneficial initiatives. The Tutor Learning Initiative provided us with targeted funding to employ two part-time teachers to work with students whose learning had been negatively impacted by the periods of remote learning due to the pandemic in 2020. This allowed us to work with these students in small groups and help them catch up on missed learning. Towards the end of the year, we also received funding under the new Disability Inclusion program which will allow us to spend money to better help those students with additional needs in their learning. We are excited that this funding will continue in 2022 to allow us to continue the great work that we have started.

The impact of the pandemic also meant that our fundraising targets were not quite met as most school events were not able to take place. Our fundraising group did however demonstrate a huge amount of flexibility and creativity to find ways to raise much-needed funds for the school in other ways such as SKiPPS merchandise, a mango fundraiser and student-designed pavers for the playground. School Council were also very happy to enter into a much-improved new license agreement for our Out of School Hours Care program with Team Kids which will make a significant impact on our locally raised funds in future years.

For more detailed information regarding our school please visit our website at
http://www.skipps.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 358 students were enrolled at this school in 2021, 198 female and 160 male.

15 percent of students had English as an additional language and 1 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).
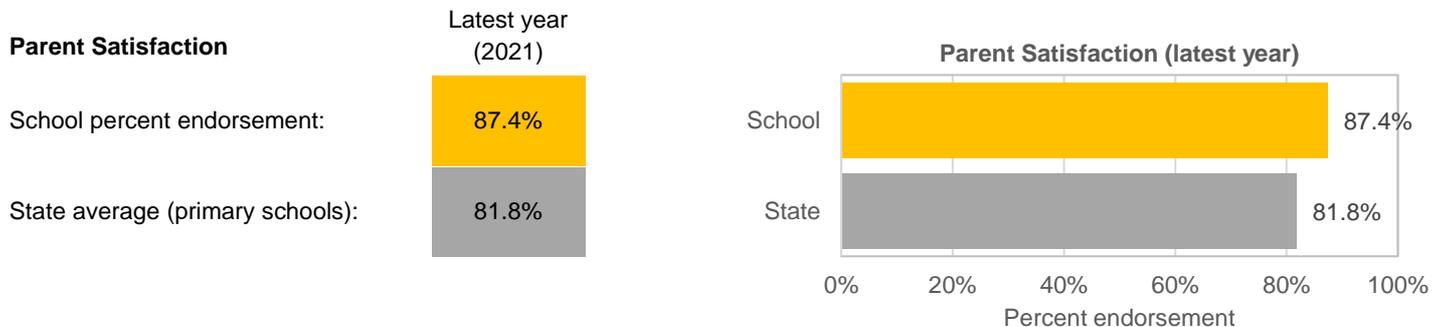
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.
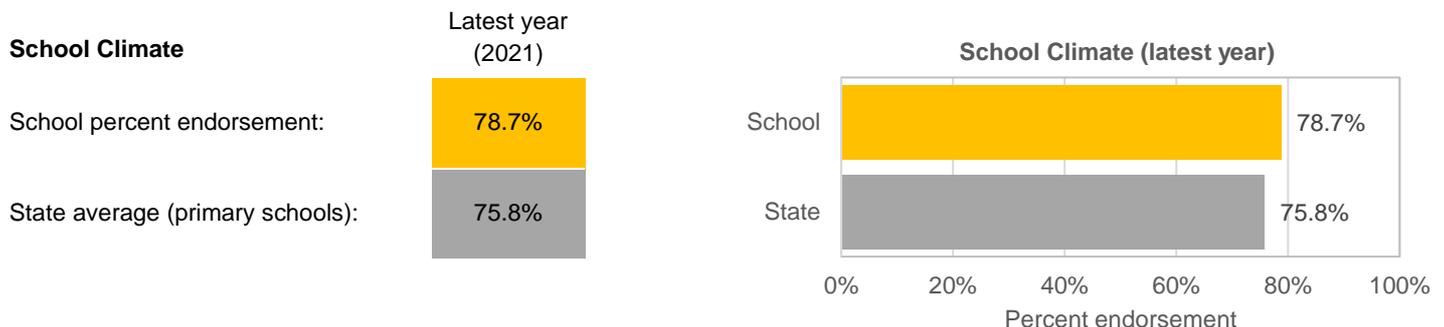
Parent Satisfaction	Latest year (2021)
School percent endorsement:	87.4%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

	Percent endorsement
School	87.4%
State	81.8%

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.

School Climate	Latest year (2021)
School percent endorsement:	78.7%
State average (primary schools):	75.8%

School Climate (latest year)

	Percent endorsement
School	78.7%
State	75.8%

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:	95.5%
Similar Schools average:	94.6%
State average:	86.2%

English (latest (year)
Years Prep to 6

School 95.5%
Similar Schools 94.6%
State 86.2%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
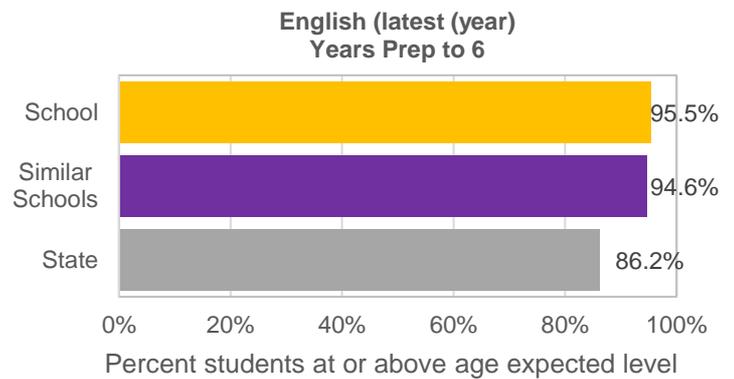
Mathematics
Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:	92.2%
Similar Schools average:	94.4%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School 92.2%
Similar Schools 94.4%
State 84.9%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
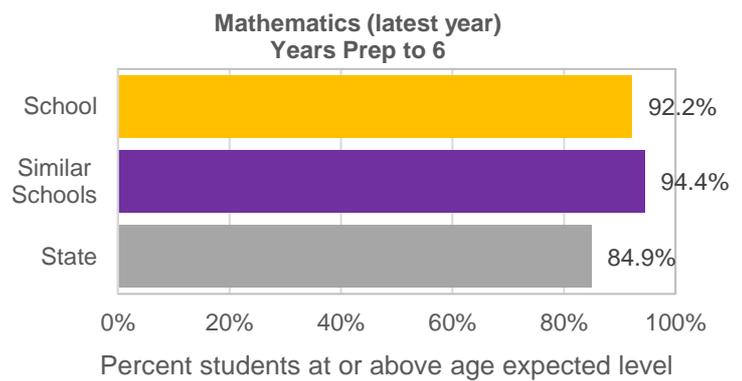
ACHIEVEMENT (continued)

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.
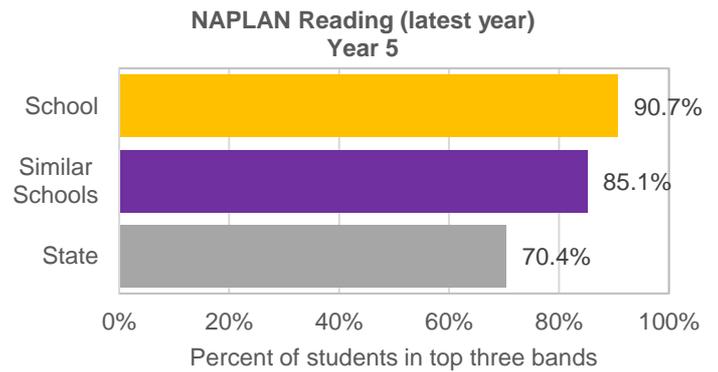
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	92.6%	91.7%
Similar Schools average:	89.5%	89.1%
State average:	76.9%	76.5%

NAPLAN Reading (latest year) Year 3

School	92.6%
Similar Schools	89.5%
State	76.9%

Percent of students in top three bands
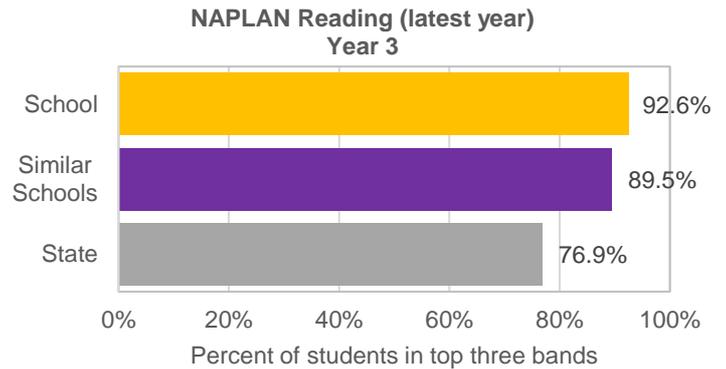
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	90.7%	91.0%
Similar Schools average:	85.1%	83.3%
State average:	70.4%	67.7%

NAPLAN Reading (latest year) Year 5

School	90.7%
Similar Schools	85.1%
State	70.4%

Percent of students in top three bands

Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	78.2%	84.6%
Similar Schools average:	83.5%	84.4%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

School	78.2%
Similar Schools	83.5%
State	67.6%

Percent of students in top three bands
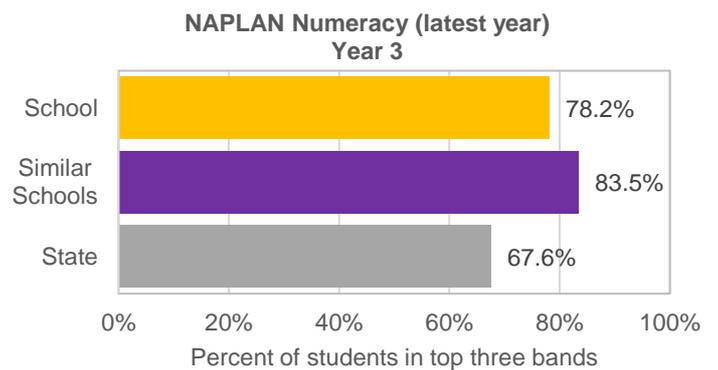
Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	83.0%	80.7%
Similar Schools average:	76.6%	76.6%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

|	
School	83.0%
Similar Schools	76.6%
State	61.6%

Percent of students in top three bands
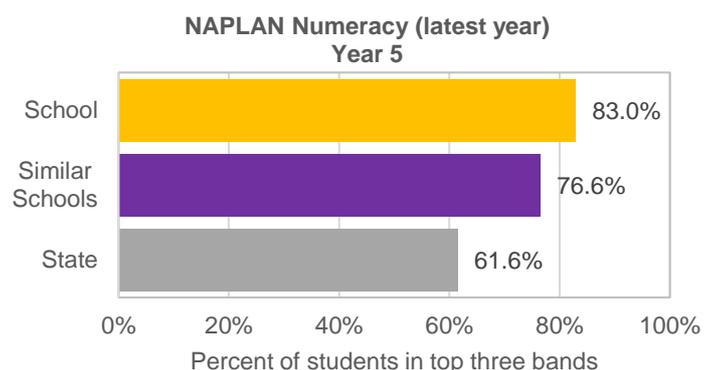
ACHIEVEMENT (continued)

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:	21%	43%	36%	28%
Numeracy:	19%	38%	42%	27%
Writing:	34%	51%	15%	31%
Spelling:	21%	45%	34%	29%
Grammar and Punctuation:	21%	43%	36%	26%

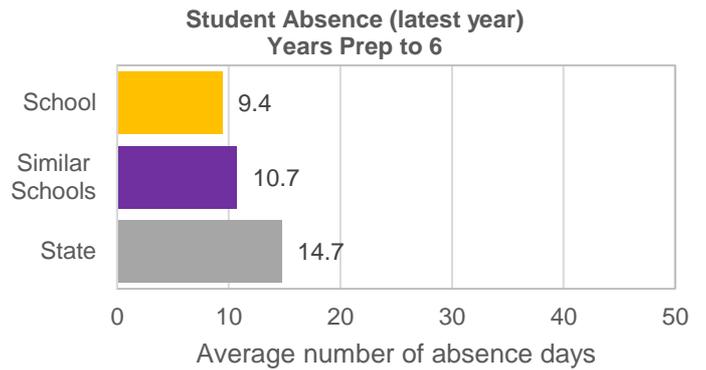**NAPLAN Learning Gain (latest year)**
Year 3 - Year 5
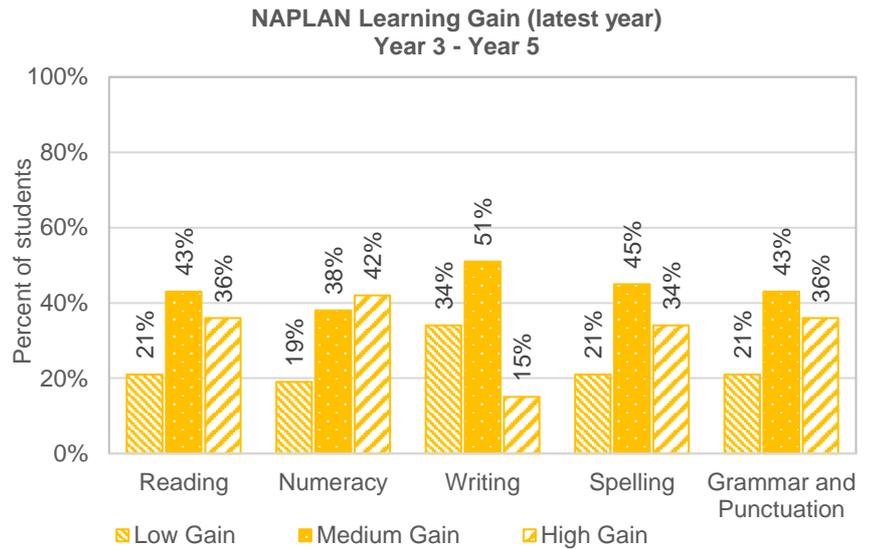
ENGAGEMENT

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:	9.4	13.2
Similar Schools average:	10.7	11.9
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School	9.4
Similar Schools	10.7
State	14.7

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	95%	95%	95%	96%	94%

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:	77.2%	78.9%
Similar Schools average:	78.4%	79.2%
State average:	79.5%	80.4%
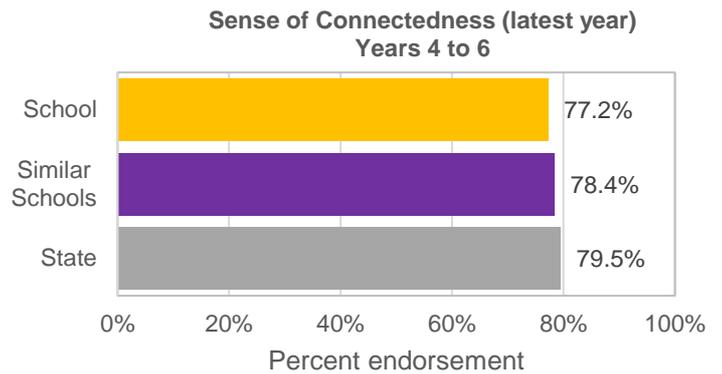
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	77.2%
Similar Schools	78.4%
State	79.5%

Percent endorsement

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:	75.2%	75.5%
Similar Schools average:	77.4%	78.0%
State average:	78.4%	79.7%
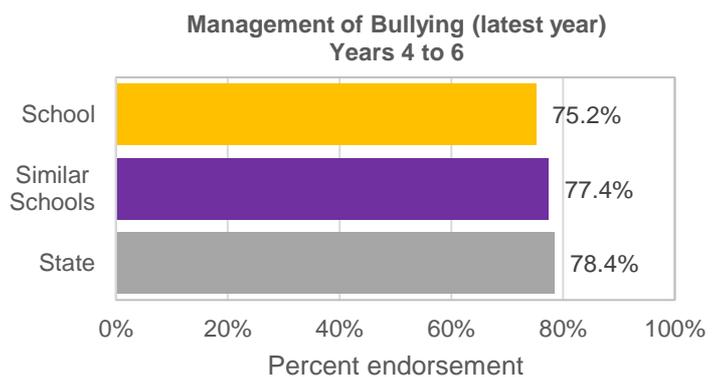
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School	75.2%
Similar Schools	77.4%
State	78.4%

Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$3,048,335
Government Provided DET Grants	$253,662
Government Grants Commonwealth	$16,546
Government Grants State	$0
Revenue Other	$5,637
Locally Raised Funds	$283,927
Capital Grants	$0
Total Operating Revenue	**$3,608,107**

Equity [1]	Actual
Equity (Social Disadvantage)	$8,712
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$8,712**

Expenditure	Actual
Student Resource Package [2]	$2,996,997
Adjustments	$0
Books & Publications	$2,360
Camps/Excursions/Activities	$108,748
Communication Costs	$9,043
Consumables	$99,102
Miscellaneous Expense [3]	$20,170
Professional Development	$14,016
Equipment/Maintenance/Hire	$85,025
Property Services	$50,353
Salaries & Allowances [4]	$67,475
Support Services	$139,101
Trading & Fundraising	$14,641
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$33,389
Total Operating Expenditure	**$3,640,418**
Net Operating Surplus/-Deficit	**($32,311)**
Asset Acquisitions	**$97,708**

(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	$237,967
Official Account	$38,366
Other Accounts	$0
Total Funds Available	**$276,333**

Financial Commitments	Actual
Operating Reserve	$101,562
Other Recurrent Expenditure	$45,693
Provision Accounts	$0
Funds Received in Advance	$4,655
School Based Programs	$24,367
Beneficiary/Memorial Accounts	$5,000
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	$131,369
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	**$312,647**

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.