

2020 Annual Report to The School Community



School Name: South Melbourne Park Primary School (5562)

**SOUTH
MELB.
PARK**

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 17 June 2021 at 02:45 PM by Rosemary Cosentino (Principal)

The 2020 Annual Report to the school community:

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

Attested on 21 June 2021 at 04:31 PM by Nicole Campbell (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the '*Performance Summary*' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do ‘Similar Schools’ refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does ‘NDP’ or ‘NDA’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the ‘Victorian Curriculum’?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.

‘Levels A to D’ may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for ‘Levels A to D’).

About Our School

School context

Located in Albert Park Reserve, South Melbourne Park Primary School offers students modern learning facilities in a unique heritage setting, surrounded by parkland and one of Melbourne's leading sports precincts. The historic Albert Park Signal Depot and Drill Hall buildings have been re-purposed as administration and learning spaces for the arts, music, library and classrooms. The heritage part of the school sits alongside a new state-of-the-art discovery learning block, designed for 21st century teaching methods, a gym with a competition-grade netball and basketball court.

The school has flexible teaching spaces that allow us to design a curriculum that inspires curious minds. Students are grouped according to their levels as they learn literacy, numeracy and inquiry skills. Specialist programs in STEM, Visual Arts, Performing Arts and Physical Education complement class programs. We also provide a literacy support program. Further opportunities for students are provided through a range of extra curricula programs, including, choir, instrumental music, robotics, taekwondo, soccer, tennis, and various lunch time clubs.

Our vision is a place to 'inspire a new generation of curious minds'. We nurture children to develop self-belief, and a thinking mindset that empowers them to live an abundant and successful life. We achieve this through our cultural values;

Kids at the heart (We are here for the students)
Where children love to be (We nurture joy in learning)
A step ahead (We raise the bar to inspire each other)
Play, as a team (We collaborate and thrive together)
Learning doesn't just happen at school (We connect with our community and beyond).

Our educational philosophy is grounded in social and emotional wellbeing, and we equip children with the tools to become resilient, self-motivated, and engaged participants in their learning journey. The learning philosophy is guided by evidence-based and international best practice, including a Thinking Culture, Growth Mindset and Student-Led Learning. The school focuses on creating engaging and authentic learning experiences where children experience purposeful and powerful learning. Sparking and provoking curiosity is what we do every day.

In 2020 there were 252 students enrolled in the school, 53% of our students are males and 47% are females. This figure includes five fee paying international students. The average class size is 22.9. The number of classes grew from six to eleven. To accommodate this growth, the school employed new teaching staff, including a Learning Specialist teacher to lead student agency/curiosity. The staff profile consisted of two Principal Class Officers, eleven generalist teachers, five part-time specialist teachers, (equating to 15.2 equivalent full-time teachers) and seven Education Support Staff (equating to 4.0 full time staff).

The overall school's socio-economic profile is based on school's Student Family Occupation and Education Index (SFOE) which takes into account parents' occupation and education. SOUTH MELBOURNE PARK PRIMARY SCHOOL's Index is 0.1604 placing the school in the high band level when compared to the state median index of 0.4241. Specifically, 96% of our families are in the A or B Student Family Occupation category. 17% of students are funded for English Additional Language and 10% of our student population are classified as being disadvantaged.

The structure of the school included four prep classes, four Year one's, one Year two-three, one three-four and one Year five-six class. The teachers worked in Professional Learning Communities (PLC) designing and planning curriculum at each of the various year levels.

The percentage endorsement by parents on school satisfaction, as reported in the annual Parent Opinion Survey, indicates a high level (84.1%) of satisfaction. This endorsement is higher than the state (81.2%). These results indicate that parents are satisfied with the education their child receives at South Melbourne Park Primary School.

School Staff Opinion Survey results indicate the percentage of endorsement by staff on School Climate (51.7%) is below the state average (77.8%). Almost all the staff, teaching and non-teaching staff (total of 19 respondents) completed the survey.

When reading this report, it is important to understand that “School Climate” in the Staff Opinion Survey is actually an amalgamation of a wide range of different factors that relate to diverse areas of school life. This measure includes 10 different categories within it, and each of those categories has a number of questions associated with it. Amongst those categories are “Guaranteed and Viable Curriculum”, which relates to the documentation and consistent curriculum approaches across the school, “Shielding and Buffering”, which relates to the ability of staff to do their work uninterrupted from outside interruptions, and “Teacher Collaboration”, which refers to how our staff work together, and is perhaps what would initially come to mind when thinking of the term “School Climate”.

Understanding this is important because some of these factors are low because we expect them to be at this early stage in our journey as a school. Other factors were impacted by COVID-19 and remote learning, but are still areas of concern for us to unpack further.

The factor with the lowest score in these measures is that of “Guaranteed and Viable Curriculum”, sitting at only 28% positive endorsement school wide compared to the 81% of the state. This factor includes questions about our school wide documentation of curriculum programs, as well as our follow up procedures to evaluate programs that we are implementing in the school.

Understandably our staff have responded negatively to questions relating to follow up on program implementation, as any program we bring in to the school requires time to embed before we can evaluate for effectiveness. We are very aware of the need to evaluate the effectiveness of our programs and we are planning evaluations moving forward.

The areas of “Staff Trust in Colleagues” and “Teacher Collaboration”, while higher than other areas, were still lower than the state averages. One influencing factor for this is that over half our staff were new and joined us at the start of 2020, which made it quite challenging to build collaboration and collegiately during the remote learning period. None the less, this is still an area of concern for us as a school, and we will be unpacking these results with the staff via staff forums and will be planning interventions to ensure that we are addressing areas of need.

A highlight for the year was the hosting of the Inspire Greatness 2020 Virtual Conference. Team multi-age showcased the digital SMART learning tools used during remote learning. The conference was a wonderful opportunity for South Melbourne Park Primary School to share learnings and experiences on the world stage. The school received positive feedback and congratulatory emails from participants and prominent educators.

We had such an exciting and unique opportunity as a brand-new school to set the direction for the language tuition. When selecting a language for our school we were very aware that we needed to take into account the views of our staff, students, parents and wider community to provide our students with the best possible offering. One of the most important elements to this decision-making process was to be clear on what the purpose of teaching a language at South Melbourne Park Primary is. The LOTE committee developed a purpose statement to guide decision making, and this became the filter through which we interpreted the data we collected from parents, staff and students. As a result of all this research, Spanish was selected as the language of study other than English.

Framework for Improving Student Outcomes (FISO)

In 2020, the school’s Annual Implementation Plan focused on implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment, and Empowering Students and Building School Pride. Particularly, we need to continue to work on establishing our culture, building a guaranteed and viable curriculum for the instruction of Reading, and developing an Agency Framework that includes a whole school pedagogy and approach to teaching and learning. With this in mind, our school vision was further developed and unpacked. We articulated and documented our ‘WHY’ and ‘WHAT’ our vision looked like for both students and teachers, giving us collective ‘buy in’ to the school wide programs we are implementing.

We began introducing some consistent whole approaches such as SMART Spelling. All teachers trained in this spelling approach and began implementing the SMART Spelling program into the daily curriculum.

As a school that "inspires a new generation of curious minds" it is important that students are empowered to have ownership over their learning. We want them to be thinkers at school and have agency and ownership to make changes and make contributions to the world rather than being compliant non-thinkers. We introduced the student friendly Launch Cycle of Design Thinking that assists students to problem solve and promote creativity. Students enjoyed their Inquiry (Curiosity) lessons and having time to pursue their interests or passions. This was evident during the School Review period and articulated by teachers, students and parents.

The year was abruptly interrupted due to COVID and the focus shifted to flexible, remote teaching and learning. While it was a challenging and difficult time, it has also provided us with the opportunity to learn new ways of working with our students, our families, our colleagues and our communities. Staff did a brilliant job, adjusting curriculum design for remote, flexible learning. Generally, our students adjusted well to this new way of learning and we were grateful to our parents for taking on the role of 'teacher'. We know that this was challenging for many of our parents juggling work commitments and taking responsibility for continuing the education of their children.

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently developed new ways of differentiating for students. For example, our Year 3-6 students engaged with an online tool that transformed static lesson delivery with game-based activities, formative assessment, and student collaboration. Our junior teachers used cameras connected to their laptops to model explicit teaching in real time. Teachers made videos of mini lessons, provided choice boards and constant feedback using virtual platforms to engage students in learning. The SMART Spelling approach continued during the remote, flexible teaching phase of the year. It was easily adapted by the teachers when teaching synchronously.

Every four years' schools undergo a review process to evaluate the effectiveness of their School Strategic Plan (SSP). In our case as a new school, the review panel focused on assessing the Annual Implementation Plan (AIP) goals as we did not have a SSP. It was a rigorous process involving an independent review consultant, the Senior Improvement Education Leader (SEIL) from Bayside Peninsula (Department representative), two challenge partners, our school council president (representing the parent body), Learning Specialist, Assistant Principal and Principal. The review panel spent three days looking at the school's achievements and highlights, talking to key stakeholders such as parents, students, teachers and education support officers. The review panel observed teachers and students at work in the classroom. It was a very rewarding experience to be given feedback and acknowledgment of the hard work of our teachers and leadership team.

In summary key directions for our first Strategic Plan is as follows:

- To improve literacy and numeracy outcomes for all students
- To empower students to develop curious minds, self-belief and thinking mindsets in their learning.
- To improve the wellbeing of all students.

Achievement

The School 2020 Annual Implementation Plan goal centered around improving Literacy outcomes for all students. We focused on documenting the Reading curriculum and developing an instructional model for the teaching of Reading. As a whole school it was important to clearly articulate what the teaching of reading looks like at South Melbourne Park and to build teacher capacity of reading strategies. During the remote learning period all our teaching staff undertook training with the Bastow Institute of Educational Leadership Leading Literacy course. This was an amazing opportunity for all staff to be trained, at the same time at no cost to the school, as we were all working from home and the virtual online course was easily accessible to all. As a result of this training we agreed as whole school that we would adopt the Gradual Release of Responsibility and the Workshop Model as our instructional school models.

In general students responded well to self-directed and project-based learning tasks during the remote learning period. In 2021, we plan to incorporate more project-based learning into our curriculum using the Launch Cycle of Design Thinking. During remote learning, staff were able to utilise online resources for content-delivery and assessment and

consequently develop new ways of differentiating for students. During the lockdown periods we continued with our professional learning meeting schedule using Google Meet to collaborate across the school.

Our 2020 Teacher Judgement data of student achievement indicates that our students are achieving at or above the state average in both English and Mathematics. For English, we reported 92.5% students as 'at' or 'above' the expected level, compared to the state mean of 92.1%. Our English results compare favorably when comparing similar schools (92.1%). Another reliable measure to compare schools is the 'Similar Schools' average. Similar Schools are a group of Victorian Government schools that are like South Melbourne Park, taking into account socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

For Mathematics, our school reported 94.4% of students as 'at' or 'above' the expected level compared to the state mean of 85.2%. Our Mathematics results compare favorably when comparing similar schools (91.5%) as well.

Please note, NAPLAN tests were not conducted in 2020 due to COVID-19.

Proposed future directions and strategies:

- Whole school teaching and learning approaches for the instruction of Reading and Writing using the Gradual Release of Responsibility
- Whole school teaching and learning of Letters and Sound synthetic phonics program
- Introduction of Writing and Reading Workshop Models
- Continuation of Key Improvement Teams to lead the development of literacy curriculum, Inquiry Framework and Student Health and Wellbeing
- Implementation of Primary Mathematics Specialist coaches to lead the development of Mathematics curriculum.

Engagement

At South Melbourne Park Primary School, we have 'Kids at Heart', which means that the students are our number one priority for all decisions in the school. Regular school attendance is an enormously important element of engagement in school, and it is an incredibly important indicator of student future learning outcomes.

During 2020 COVID-19 had a tremendous impact on school life. During remote and flexible learning there was a significant amount of work that we undertook to attempt to support our families to 'be connected' during this difficult time.

We had a number of families who are in challenging living situations, and found remote and flexible learning even more difficult than it already was. We provided quite a number of supports for these families, including access to devices, support with logging in, printed work packs and regular one on one check ins. However, in many cases we did see an increase in disengagement. This continued for some of these families when we returned to school, with an increase in absenteeism.

To support our community to 'be connected' and 'be involved', we developed the 'Weekly Family Check-In', which allowed for us to continually touch base with families and adjust our practices to meet their needs. Furthermore, we explored ways to connect our community while in isolation. This involved the school camp out, crazy hat day, and the introduction of the 'Our People' segment of the newsletter. We also made sure we were providing families with support resources that they could access should they need it. The significant challenge that we faced, as a school community, was that those families that were beginning to disengage from school were not accessing these supports. We also explored support from social workers for targeted families and the provision of food hampers for those in need.

Finally, in order to encourage more regular attendance moving forward we have reviewed our attendance policy and are regularly following up with families that have patterns of absenteeism, though we do expect this to be impacted by family holidays taken during school time. We have also established a breakfast club that will be starting Term 2 2021 to encourage families to get to school on time and to ensure that the students have access to a healthy breakfast every day, and we will continue to promote the importance of regular and timely school attendance via the newsletter and

other communication channels.

Wellbeing

South Melbourne Park Primary School is a place 'where children love to be'. This is shown further by the increase in both 'Sense of Connectedness' and 'Management of Bullying' in the attitudes to school survey since 2019. However, it is very important to note that the attitudes to school survey only assesses the students in years 4-6, and that the differences in the format of the survey due to COVID-19, combined with the small number of students involved in these surveys for our school does impact the reliability of the results.

With 'Kids at the Heart' we focus on ensuring that our school is an inclusive and safe space for all children. To this end we have a robust wellbeing program in place that is focused on developing the 'toolbox' of strategies that students have access to. Staff here are dedicated to ensuring that all students are successful, and they work tirelessly to ensure the wellbeing of our students and families.

We extensively engaged with the City of Port Phillip and Healthy Tracks project to develop opportunities to encourage students to walk, ride, or scooter to school. One such opportunity was the design and installation of school logos with the distance to school throughout our community along safe walking trails. We ran student workshops where the students themselves designed the logo, and this was then installed along all major pathways to school. You can see them at the school entrances. This project is to both encourage physical activity and to bring our community closer together.

To build school pride we engaged in further comprehensive work with teachers, families, and students on the school House System, which was finalized early in 2021. This will be launched during the end of Term 1 2021, and is an incredibly exciting part of building our identity and celebrating our community moving forward.

In 2021 the key work will include:

- Further embedding the House system across the community and building school pride
- Building an active culture both in and outside of the classroom, ensuring that our students are engaging in enough physical activity daily
- Further building upon our School Wide Positive Behaviour framework, and ensuring that we have consistent and positive approaches in the school to supporting our students
- Explore ways to connect the community with the school and each other

Financial performance and position

With 2020 being just our 2nd year of operation, the Covid 19 pandemic brought new challenges that had not been faced before. The financial impact was evident with the School's locally raised revenue sources coming to a halt. With Gym hire planned to be a key component of our revenue for the 2020 school year, anticipated to be approximately \$70,000-\$80,000, we were only able to receive \$9,000.

The commission we would ordinarily receive from school partners such as Out of Hours School Care and music tuition program was a quarter of what would be expected for the year. Fundraising events for the year had to take on a different format such as virtual events only. The Families and Friends team are to be commended on their efforts to keep community spirit and connections alive during this challenging time.

The Australian Sporting Schools grant provided the school's PE program with \$7400 in sports equipment and resources. The 'call out' to families seeking donations to support those in need during remote learning, enabled the purchase of sim cards, dongles and devices to assist students with internet access during the lockdown period.

Voluntary contributions from families towards our Building Fund generated \$8600 for the year and the Library Fund contributions totaling \$8,500 enabled the purchase of books, covering materials, shelving and furniture providing highly sought-after reading materials for the students and creating quiet and comfortable reading spaces for our students to enjoy.

Whilst school operational costs may have reduced in some areas during 2020, we embarked on the taxing process of trying find regular supplies of hand sanitiser, soap, face masks, disinfectant spray and other cleaning materials for classrooms. Utilities expenses for the year came to \$36,194 with a budgeted amount of \$57000. With the rollout of additional classrooms in 2020 due to growing enrolments, \$25,000 was spent on furniture and equipment. \$17,800 was spent on Numeracy & Literacy materials along with \$12,000 expended on Staff Professional Development programs.

The ICT Program remains an area of high expense as we lease iPads, laptops, smartboards and photocopiers to support student learning. \$75, 0000 was allocated to this budget area for the 2020 school year. Bank fees and electronic payment charges totaled \$3832 and \$3000 was spent on refuse & garbage collections throughout the year.

We finished the 2020 School year with a surplus, but we continue to rely on "Start-up Funds" provided by the Department of Education in 2019 to assist with overheads of "fitting out" a new school. There is a great need for family support to continue through payment of the School Account. Our Student Family Occupation Index (SFO) suggests that the majority of families in our school are in a position to be able to support the school through parent payments.

Careful planning and budgeting ensure that we are able to meet our financial commitments. Surplus funds will be used to complete additional classroom fit outs in the coming years with furniture, technology equipment, resources, learning materials and supplies to ensure that all our students' learning needs are met in a comfortable and "state of the art" environment.

For more detailed information regarding our school please visit our website at
<http://www.southmelbparkps.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 252 students were enrolled at this school in 2020, 120 female and 132 male.

18 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

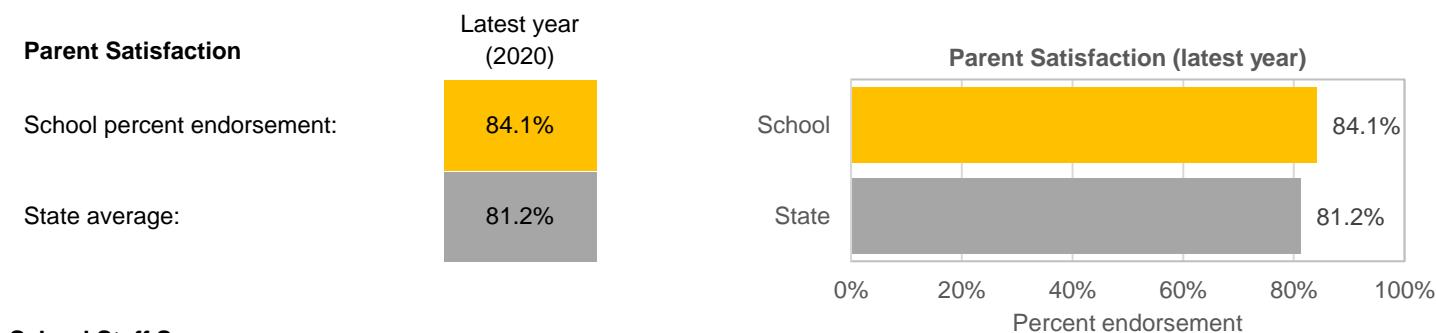
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

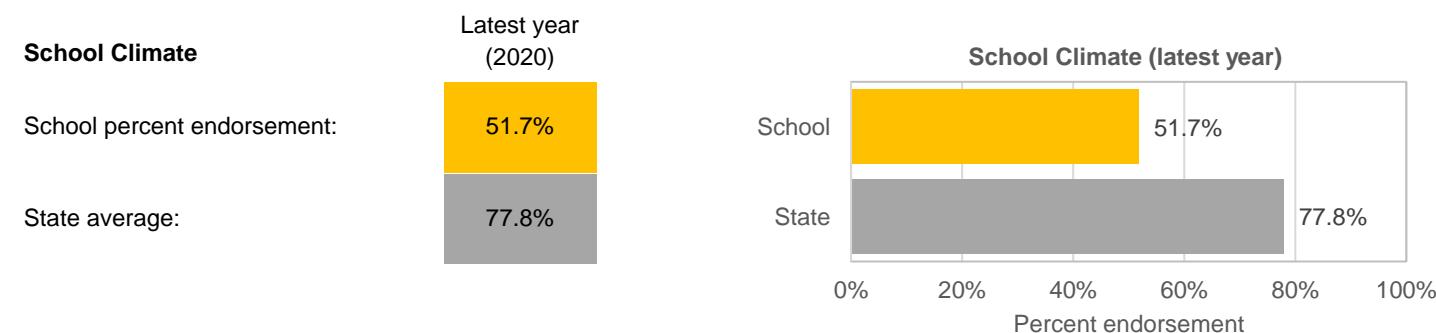


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

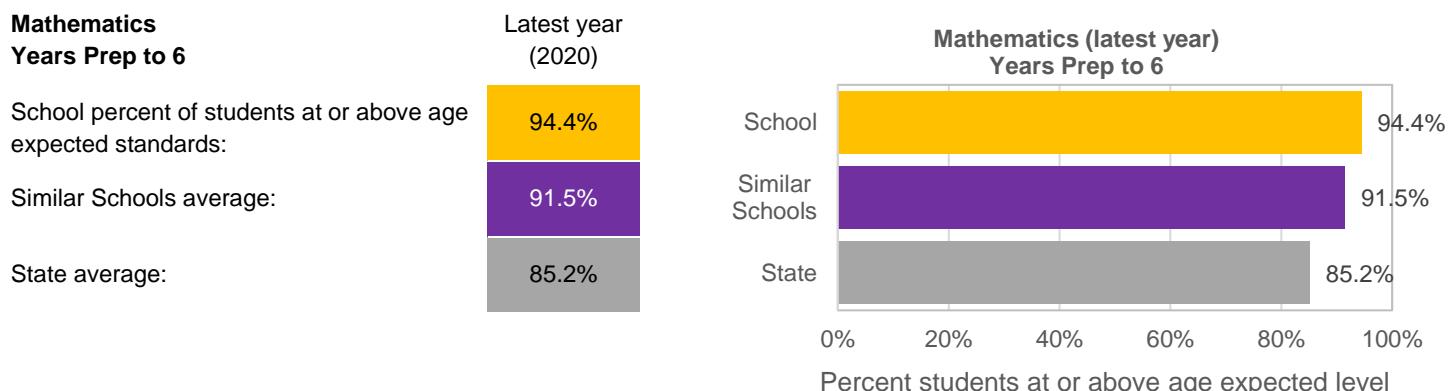
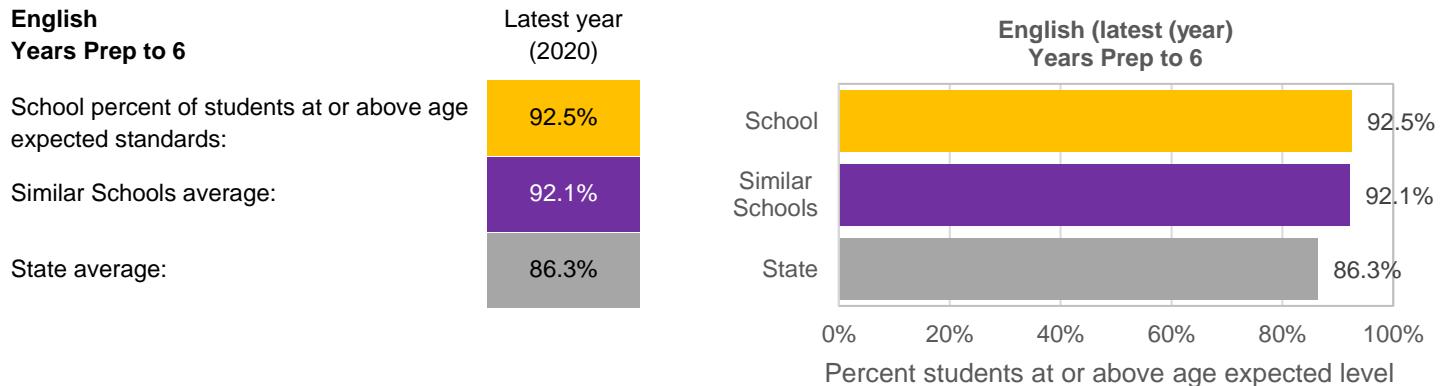


ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

School average number of absence days:

Latest year
(2020) 4-year
average

16.6 17.1

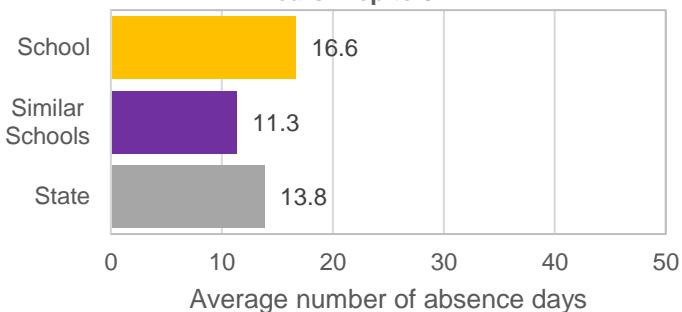
Similar Schools average:

11.3 13.4

State average:

13.8 15.3

Student Absence (latest year) Years Prep to 6



Attendance Rate (latest year)

Attendance Rate by year level
(2020):

Year Level	Attendance Rate (%)
Prep	93%
Year 1	91%
Year 2	92%
Year 3	92%
Year 4	89%
Year 5	85%
Year 6	88%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

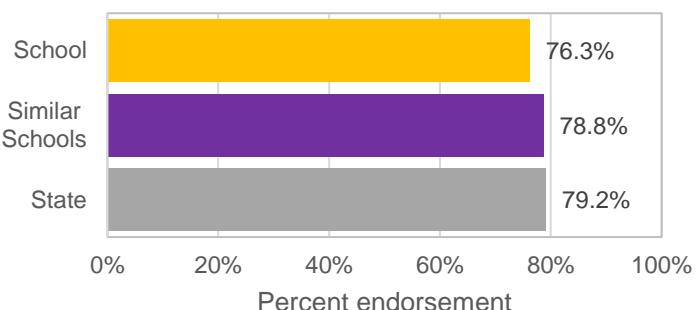
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	76.3%	72.8%
Similar Schools average:	78.8%	80.1%
State average:	79.2%	81.0%

Sense of Connectedness (latest year) Years 4 to 6



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

Student Attitudes to School – Management of Bullying

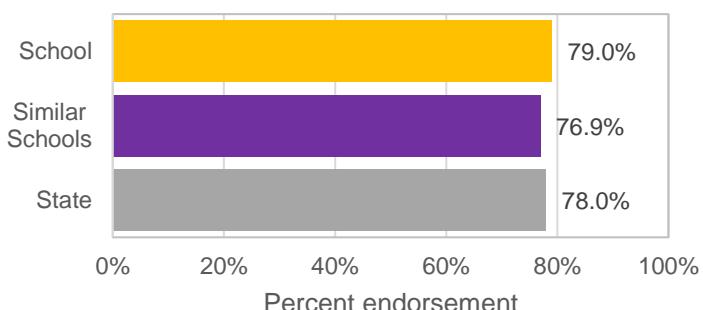
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	79.0%	76.9%
Similar Schools average:	76.9%	78.8%
State average:	78.0%	80.4%

Management of Bullying (latest year) Years 4 to 6



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,087,708
Government Provided DET Grants	\$312,168
Government Grants Commonwealth	\$8,030
Government Grants State	NDA
Revenue Other	\$9,596
Locally Raised Funds	\$238,263
Capital Grants	NDA
Total Operating Revenue	\$2,655,766

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,227
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	\$4,303
Equity Total	\$12,530

Expenditure	Actual
Student Resource Package ²	\$1,885,456
Adjustments	NDA
Books & Publications	\$6,177
Camps/Excursions/Activities	\$3,871
Communication Costs	\$6,260
Consumables	\$91,865
Miscellaneous Expense ³	\$28,618
Professional Development	\$9,026
Equipment/Maintenance/Hire	\$134,350
Property Services	\$19,411
Salaries & Allowances ⁴	\$32,776
Support Services	\$50,301
Trading & Fundraising	\$7,671
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$34,704
Total Operating Expenditure	\$2,310,483
Net Operating Surplus/-Deficit	\$345,283
Asset Acquisitions	\$6,475

- (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 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$575,872
Official Account	\$14,817
Other Accounts	\$24,498
Total Funds Available	\$615,187

Financial Commitments	Actual
Operating Reserve	\$69,122
Other Recurrent Expenditure	\$107,140
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$412,560
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$52,254
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$641,076

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.