

# 2021 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](http://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 01 April 2022 at 09:15 AM by Rosemary Cosentino (Principal)

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

Attested on 01 April 2022 at 02:30 PM by Nicole Campbell (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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### 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 Year 3-4 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 teachers to design a curriculum that inspires curious minds. Students are grouped according to their levels as they learn literacy, numeracy, and inquiry (curiosity) skills. Specialist programs in Spanish, STEM, Visual Arts, Performing Arts and Physical Education complement class programs. We also provide tutoring in Literacy and Mathematics. 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 2021 there were 292 students enrolled in the school, 52% of our students are males and 48% are females. This figure includes three fee paying international students. The average class size is 20.8. The number of classes grew from eleven to fourteen. The staff profile consisted of two Principal Class Officers, fourteen generalist teachers, six part-time specialist teachers, (equating to 19.59 equivalent full-time teachers) and seven Education Support Staff (equating to 5.9 full time staff).

The overall school's socio-economic profile is based on school's Student Family Occupation and Education Index (SFOE) which considers parents' occupation and education. SOUTH MELBOURNE PARK PRIMARY SCHOOL's Index is 0.166 placing the school in the high band level when compared to the state median index of 0.4241. Specifically, 76.57% of our families are in the A or B Student Family Occupation category. 20% of students are funded for English Additional Language and 3.8% of our student population are classified as being disadvantaged. We had two students identified as Koorie or Torres Strait Islander background.

The structure of the school included four prep classes, seven Year 1-2 and three Year 3-6 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 Parent Opinion Survey, indicates a high level of satisfaction (82.2%), when parents were asked "overall, I am satisfied with the education my child receives

from this school". This is slightly above the state average of 81.8%. Compared to 2020 Parent Opinion Survey, Parent Satisfaction remains steady.

School Staff Opinion Survey results indicate the percentage of endorsement by staff on 'School Climate' is 73.5%. The state average is 75.8%, whilst not at state average it is an improvement when compared to last year's average of 51.72%. A total of 26 respondents completed the survey or 72% of staff (teaching and non-teaching).

When reading this report, it is important to understand that 'School Climate' in the Staff Opinion Survey is 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 several questions associated with it. Amongst those categories are 'Guaranteed and Viable Curriculum' (55%), which relates to the documentation and consistent curriculum approaches across the school, 'Shielding and Buffering' (42%), which relates to the ability of staff to do their work uninterrupted from outside interruptions, and 'Teacher Collaboration' (59%), which refers to how our staff work together.

On the higher end of the scale staff view the success of students as their shared responsibility (83%) and perceive parents and the wider community are involved in school activities and programs (85%). Staff also trust the students and parents in the school community (80%). Worthy of mention is the impact and stress on staff during remote and flexible learning. 76% of staff indicated that they experienced workload stress during the COVID 19 lockdown period. State mean was 64%. When parents were asked "Overall, how satisfied are you with the school's approach to remote and flexible learning?" 88% responded positively.

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## Framework for Improving Student Outcomes (FISO)

In 2021, the school's Annual Implementation Plan focused on delivering the statewide school priorities of:

- Learning, catch-up and extension
- Happy, active, and healthy kids
- Connected schools

Key improvement strategies included planning whole school professional learning on the implementation of an agreed literacy strategy. In 2020 we took advantage of COVID 19 lockdowns and trained all teachers in the Leading Literacy course offered by the Victorian Academy of Teaching and Leadership. As a result of this professional learning, in 2021 we implemented the Gradual Release of Responsibility, Readers, and Writers Workshop as instructional models throughout the school. This common approach to the teaching of Literacy enables consistent practice of the Framework for Improving Student Outcomes (FISO) as well as improvement in staff capabilities.

We strengthened the school's Professional Learning Communities (PLC) model to support teacher collaboration. Our school was fortunate to have the support of a PLC coach from South Eastern Metropolitan Region. The region coach worked with the school's PLC leader and the Year 1-2 team. PLC's began reflecting on and using data to inform teaching and learning, and this is a step ahead from where we were in 2020. Specialist teams are beginning to make use of FISO and how this applies across the diversity of their subject areas. We developed a Literacy Roadmap documenting a guaranteed and viable curriculum in Literacy. This document assists teachers with curriculum planning and helps to ensure there is consistency when teaching literacy.

Students are far more aware of their individual learning goals. These are visible and are reflected upon in conferences which allows students to reflect on their progress. There has been substantial growth in teacher use of formative assessment and using this information to talk to the students about their progress and to help them understand the 'why' of the learning that they are engaged in. Due to the restrictions of COVID-19 we were unable to progress with peer observations as we had originally planned. This is still a strong area of focus moving forward.

There is a need for further professional development on differentiation within the classroom. This will be supported by

targeted instructional walks and peer observations supported by Learning Specialists in both Literacy and Mathematics. Further refinement of the use of student learning goals, along with peer observations and the sharing of successful teaching strategies will continue in 2022.

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## Achievement

### TEACHER JUDGEMENT OF STUDENT ACHIEVEMENT

Our 2021 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 92.6% students as 'at' or 'above' the expected level, compared to the state mean of 86.2%. Our English results compare favourably when comparing Similar Schools (92.4%). Similar Schools are a group of Victorian Government schools that are like South Melbourne Park, considering socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

For Mathematics, our school reported 94.9% of students as 'at' or 'above' the expected level compared to the state mean of 84.9%. Again Mathematics results compare favourably when comparing similar schools (92.1%) as well.

### NAPLAN RESULTS

Our Year 3 and Year 5 students performed admirably in the state-wide NAPLAN tests. In all domains of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy we outperformed the state averages. Our challenge for the next few years is to raise standards and perform either at or above Similar Schools. Most students who were in Year 3 (2019) and now in Year 5 (2021) made medium learning gains in Numeracy (67%), Writing (69%), Spelling (62%) and Grammar & Punctuation (62%), except for Reading where 38% of students made high learning gain, this is above Similar Schools. A focus for the school is to increase the percentage of students making high learning gains to be at Similar Schools, especially in Spelling.

We anticipate in 2022 the teaching of Mathematics will further strengthen once we begin implementing the 'Launch, Explore and Summarise' instructional model that allows for greater differentiation using Open Ended Tasks with Enabling and Extending Prompts.

### REMOTE AND FLEXIBLE LEARNING

2021 was once more another year of change, disruption, and difficulty. For the past two years, students have spent 50% of their school life learning remotely at home. In response to this challenge, the Victorian Government invested in the Tutor Learning Initiative Program enabling schools to engage tutors to support students needing extra assistance with their learning. Our tutor teacher provided additional support for 48 students (16%) requiring catch up in Literacy and/or Mathematical skills.

### HIGHLIGHTS FOR THE YEAR INCLUDE:

- Introduction of Spanish as the second language of study. It is a pleasure to walk into Spanish classes and see students engaged and having fun when learning a new language.
- Passion time where students have voice and choice to explore their interests and discover their passions. Student often showcased their projects to authentic audiences.
- School Council approved funding to install new play equipment for students in Year 2-6. The new equipment will be installed early 2022.
- Funding from the Department of Education and Training to train two Mathematics specialist for the next two years.

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## Engagement

At South Melbourne Park Primary School, we aim to create an environment 'where kids love to be', and student engagement and connectedness with schools is central to our students' feeling valued and enjoying their school

experience. Regular school attendance is an enormously important element of engagement in school, and it is an incredibly important indicator of student future learning outcomes.

Our average, our student absence rate was less than state in 2021, being an average of 12.2 days compared to the states average of 14.7 days. This was, however, still higher than the 'similar schools' measure of 11.3 days. It is important to note that days in remote learning still counted as present towards this measure, and therefore this would have been measured slightly differently across different schools. This was also an attendance improvement from 2020.

The response to the Attitudes to School Student Survey also demonstrated that our students value attendance and coming to school, with an 92% of Year 4 to 6 students answering positively to the question about the importance of school attendance (compared to the similar schools average of 87%).

During any remote learning period we balanced family wellbeing with the importance of attendance, respecting that families would occasionally need to take some time depending on their circumstances, but always following up to check in with families to find out if there was anything that we could support them with and to encourage school attendance.

To support with re-engagement back into school and regularly attendance we focused on rebuilding our connection in the classroom between students and their peers.

Strategies we have implemented to improve attendance and engagement:

- A focus on the importance of student attendance in the school newsletter
- One-on-one phone calls and check ins with families with high absenteeism patterns
- Use of the LAUNCH cycle to build student voice and agency into our curriculum, and engage students in their learning
- We re-established our breakfast club to encourage families to join us for a healthy meal in the morning before school
- We ran community connection activities such as "where's wally?" during remote learning periods
- Developed and implemented our House system

Important work to continue to improve in this area in 2022 will be:

- Continue to build and embed the house system across our whole community
- Continue to use the LAUNCH cycle and build student voice and agency into our Professional Learning Communities cycles
- Maintain a strong focus on everyday attendance for students

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## Wellbeing

'Kids at heart' means that South Melbourne Park Primary School has a strong focus on ensuring that we are striving towards supporting the wellbeing of all our students. One of the main measures we use to evaluate this area is the Student Opinion Survey. This survey is for students from Years 4 to 6, and in 2021 we had 34 students complete this survey.

In 2021 our Student Opinion Survey item on 'sense of connectedness' was slightly below state and similar schools, with an average of 72.4% positive endorsement from our Years 4 to 6 students. This is an area we are continuing to work on as a school as we build a sense of community and connection for our learners. It is important to note that during 2021 there were a significant number of our students in Years 4 to 6 who had only had the opportunity to be physically at school for less than half of their time at South Melbourne Park Primary School, the rest of their learning experience was remote.

The item for 'management of bullying' was almost exactly on par with state and similar school scores, sitting at 79.4%

positive endorsement. 'Peer relationships' was 92% positive endorsement, which was significantly higher than similar schools '86%' and state (84%). What this tells us is that our students are connected with one another and feel supported when managing conflict.

At South Melbourne Park Primary School, we know that student wellbeing is also linked to students reaching their potential and feeling connected with their learning. When we look at the items related to learning, we see that the item for 'stimulating learning', which refers to whether our students find their learning experiences engaging and exciting, was above both state (79%) and similar schools (81%) scoring at 82% positive endorsement. 'Self-regulation and goal setting', an item that refers to students having ownership of their learning and setting their own learning goals, was scored at 91% positive endorsement compared to similar schools (84%) and state (84%). This tells us that our students are feeling engaged by their learning and that they are setting their own goals, which helps to build a sense of achievement and satisfaction with learning.

Towards the end of 2021 we employed a school psychologist and a speech pathologist to work with supporting our students with regulation and learning as they reengaged back to school life. These professionals work very closely with our teaching staff to provide advice and support, and they work with select groups of students as needed.

In 2021 we:

- Trained staff in restorative practices
- Used the Transform Us Program to support with more breaks within the classroom
- Developed our whole school behaviour management process
- Initiated a playground working party to install a new playground in 2022
- Completed the initial training in Respectful Relationships

Important work to continue to improve in this area in 2022 will be:

- Start to embed the Respectful Relationships curriculum across the school and the community
- Continue to take a restorative approach to relationship support and behaviour management
- Take a holistic approach to student wellbeing supported by best practice and allied health professionals

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## Finance performance and position

We began the 2021 school year hopeful that the challenges we faced in 2020 due to the Covid 19 pandemic were behind us, however, this was not to be. Again, the pandemic had a major effect on our locally raised revenue sources. Our state-of-the-art gym provides us with great opportunities to hire out this facility to community sporting groups but with Melbourne being hit hard again with multiple lockdowns, we received \$27,000 out of the anticipated budget amount of \$60,000. Our amazing Families & Friends group raised \$22,000 for the year amid reduced opportunities, with \$16,000 generated from the Walkathon alone. These funds will support the cost of the new playground being installed in March/April 2022.

Parent Payments of \$141,801 are a much needed locally raised revenue source that support our schools cash budget, allowing us to meet our financial commitments and operational expenses. These additional funds provide much needed financial support to curriculum programs, resources and student learning materials. Without parent financial support, we would not be able to deliver the high quality programs and opportunities that we want for our students.

A number of grants were received from both Government and community organisations:-

- Landcare grant of \$1,000 towards our sustainability program
- Rotary Club grant of \$5,000 for literacy books
- Windsor Bendigo Bank \$2,500 to support the Sailing program in term 1, 2022
- Australian Sporting Schools - \$12,400 for sports equipment and specialised coaching and training opportunities for students delivered through the PE program
- Bridging Digital Divide grant of \$1,800 – iPad purchased with these funds
- PMSS Program funding \$1,200 – additional mathematics resources

- Cycling safe program - \$1,848 for the training of x2 Staff members in this program.

The Department of Education and Training (DET) provide a cash grant to schools each term based on enrolment numbers to support the cash budget. We received \$260,000 for the 2021 school year to support our operational costs. A further \$200,000 was transferred from our SRP credit component to cover the expenses of the new playground. \$47,000 was also transferred from SRP funds ( staff salaries) to the cash budget for local payroll salary expenses. Equity funding provided by DET is allocated against the salary of Literacy Intervention Teacher.

Key expense areas for 2021 were as follows:-

- \$75,000 lease of devices and equipment as we do not have a student BYOD program in place as yet. Laptops and ipads are made accessible to students as needed
- \$41, 000 was spent on furniture and fittings such as classroom tables & chairs, mobile storage units, cupboards, whiteboards
- Casual Relief Teacher expenses were \$93,000 for the school year. Again, Covid and isolation rules are contributory factors
- \$61,000 was spent on Utilities, waste collection, sanitation
- Maintenance, service and repair costs for the year were \$25,500
- Curriculum consumables which are the student workbooks, paper, pens, textas, crayons - all the items students use for their learning came to \$88,000 for the year
- \$47,000 was spent on Literacy & Numeracy books and learning resources.

We will continue with a considered approach to our cash budget with regular monitoring, to ensure that we can meet our financial commitments and maintain surplus funds for future years. This will also ensure that our students are afforded access to the learning materials and resources required to provide them with a high quality education, in a comfortable and engaging learning environment.

# 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 292 students were enrolled at this school in 2021, 141 female and 151 male.

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

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

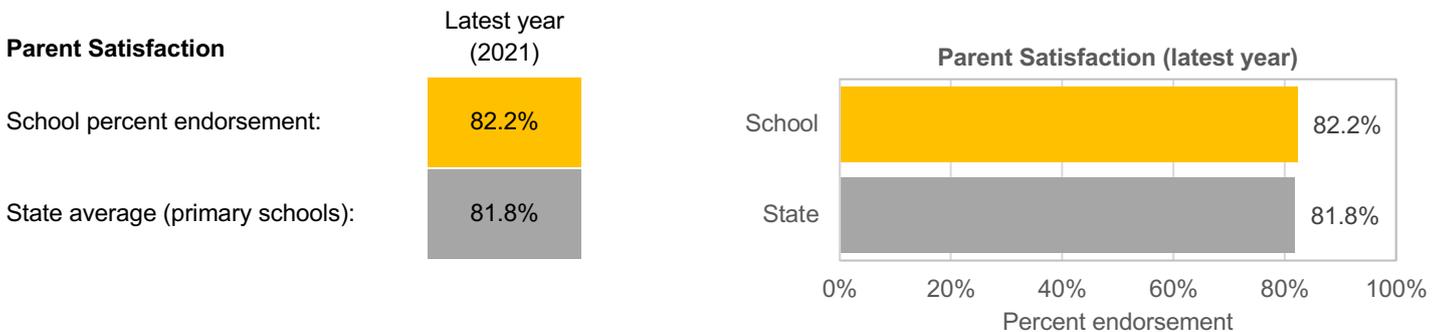
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

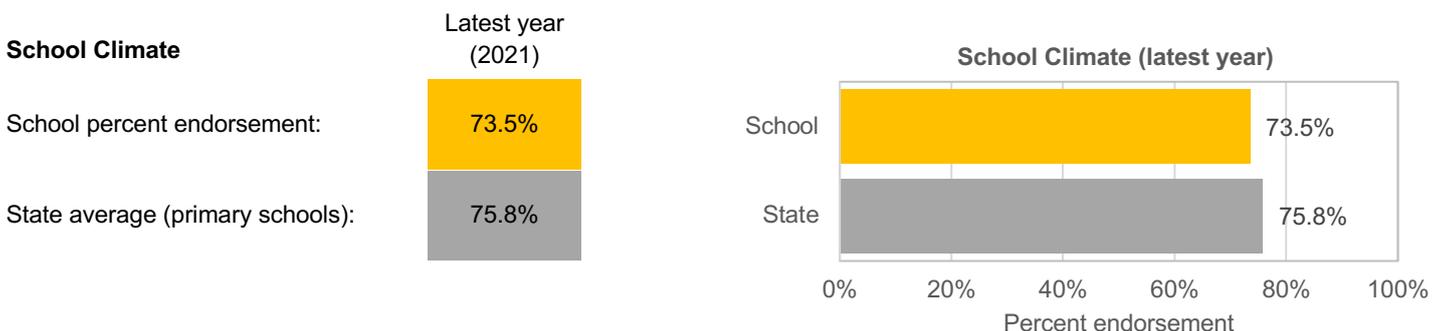


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

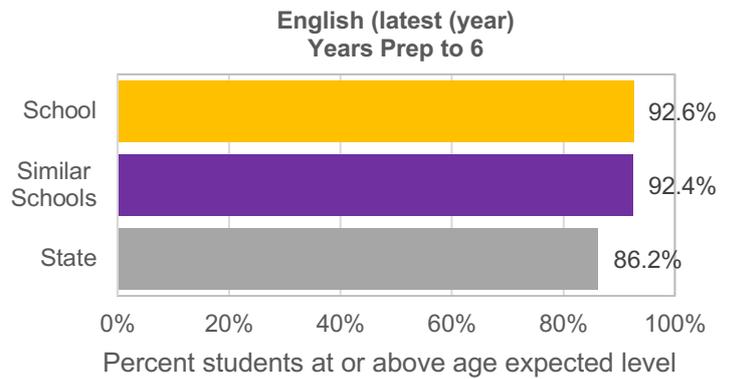
92.6%

Similar Schools average:

92.4%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

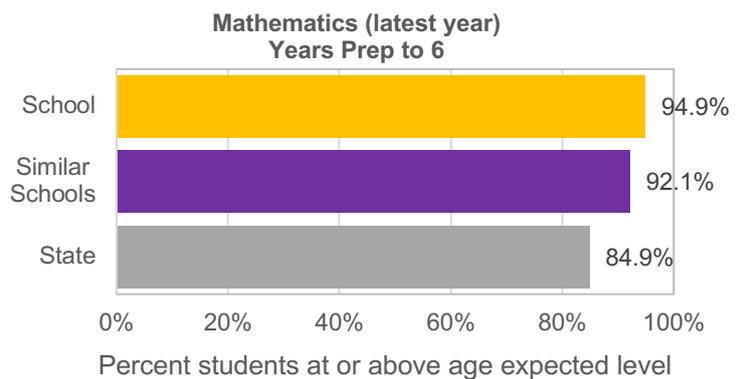
94.9%

Similar Schools average:

92.1%

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.

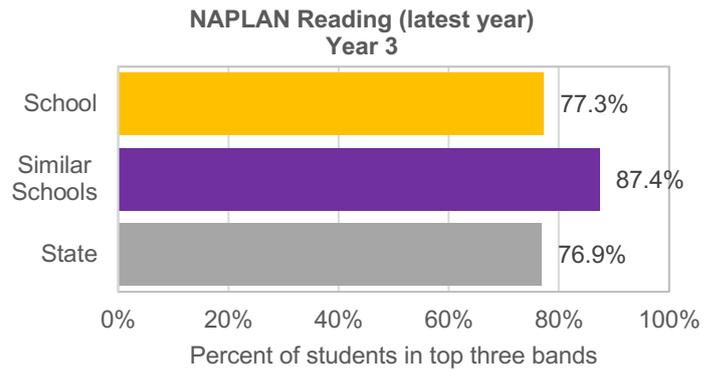
**NAPLAN**

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.

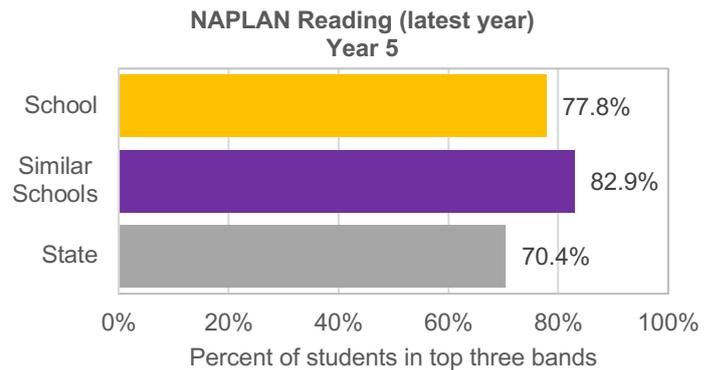
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.3%	83.3%
Similar Schools average:	87.4%	86.8%
State average:	76.9%	76.5%



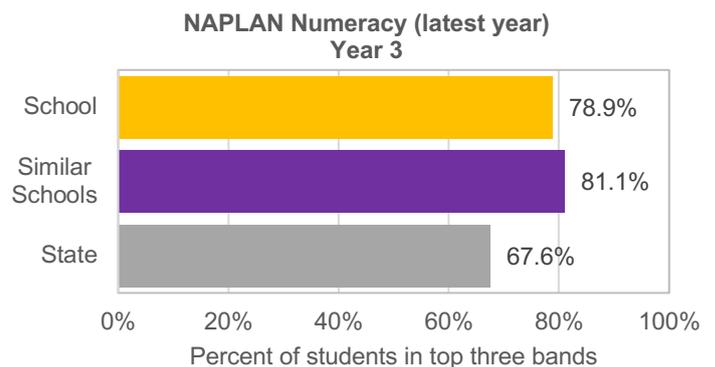
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	75.0%
Similar Schools average:	82.9%	80.8%
State average:	70.4%	67.7%



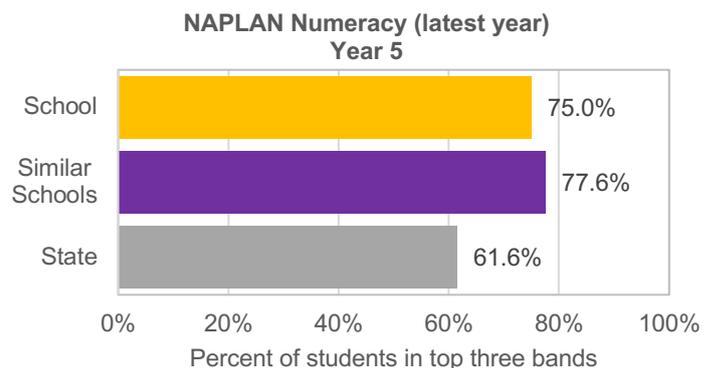
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.9%	81.5%
Similar Schools average:	81.1%	81.9%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	66.7%
Similar Schools average:	77.6%	75.4%
State average:	61.6%	60.0%



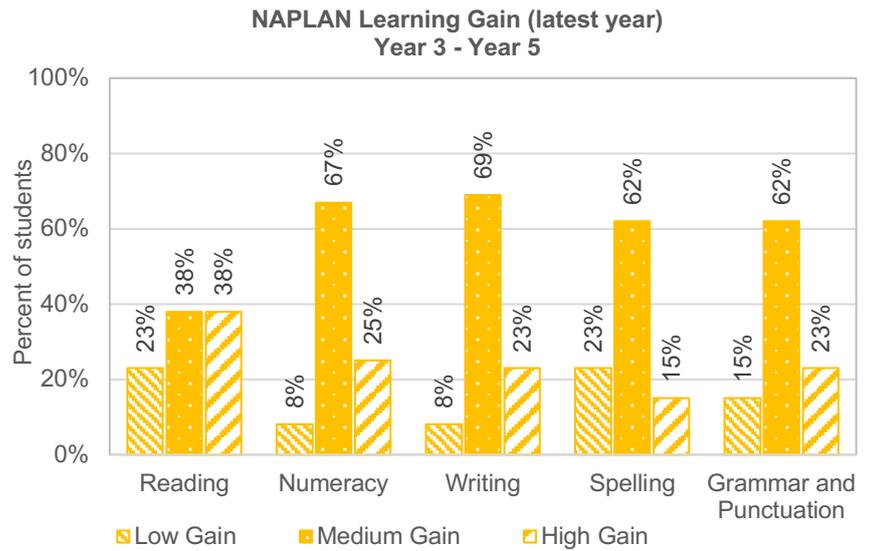
## ACHIEVEMENT (continued)

### 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:	23%	38%	38%	30%
Numeracy:	8%	67%	25%	31%
Writing:	8%	69%	23%	29%
Spelling:	23%	62%	15%	29%
Grammar and Punctuation:	15%	62%	23%	33%



## ENGAGEMENT

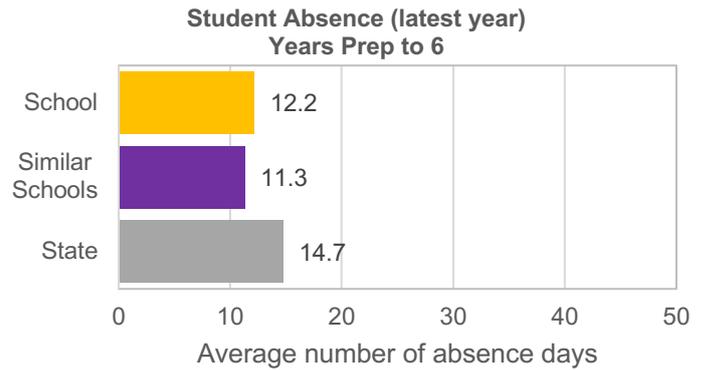
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	12.2	14.5
Similar Schools average:	11.3	12.6
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	95%	95%	92%	91%	90%	89%

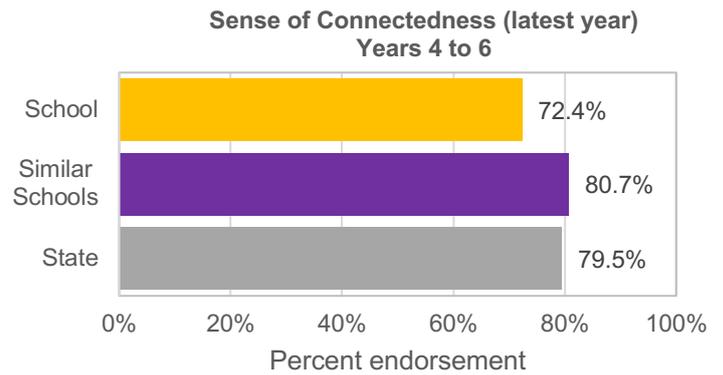
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	72.4%	72.6%
Similar Schools average:	80.7%	80.1%
State average:	79.5%	80.4%

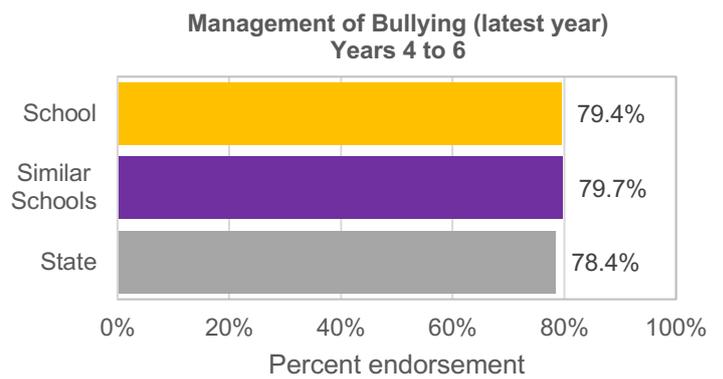


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	79.4%	78.1%
Similar Schools average:	79.7%	78.8%
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

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$2,671,779
Government Provided DET Grants	\$581,289
Government Grants Commonwealth	\$15,955
Government Grants State	\$0
Revenue Other	\$13,569
Locally Raised Funds	\$294,215
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,576,807</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$14,956
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$14,956</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$2,542,662
Adjustments	\$0
Books & Publications	\$7,383
Camps/Excursions/Activities	\$29,944
Communication Costs	\$3,890
Consumables	\$117,097
Miscellaneous Expense <sup>3</sup>	\$36,807
Professional Development	\$5,086
Equipment/Maintenance/Hire	\$165,794
Property Services	\$13,299
Salaries & Allowances <sup>4</sup>	\$51,750
Support Services	\$173,414
Trading & Fundraising	\$7,690
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$71
Utilities	\$30,430
<b>Total Operating Expenditure</b>	<b>\$3,185,316</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$391,491</b>
<b>Asset Acquisitions</b>	<b>\$54,303</b>

(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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$664,012
Official Account	\$19,065
Other Accounts	\$33,766
<b>Total Funds Available</b>	<b>\$716,844</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$106,562
Other Recurrent Expenditure	\$6,095
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$422,228
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$153,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$787,886</b>

*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.*