

2021 Annual Report to The School Community



School Name: Hampton Park Primary School (4062)



- 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 17 March 2022 at 08:41 PM by Elizabeth Davey (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 07 April 2022 at 12:36 PM by Alison Arandall (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

Hampton Park Primary School is located in the south eastern suburbs of Melbourne. The school's SFOE was 0.6052 remaining in the High School Level Band. The schools' enrolment at census 2021 was 381. There were 35 students on the PSD program and 3% of our student population identify as Aboriginal or Torres Strait Islanders. Over 50% of the student body, speak a language other than English at home. The school is an inclusive educational environment. We're proud of our diverse cultures and believe every child deserves a rich, varied and challenging educational experience. Staffing for 2021 was 28.2 fulltime teachers, including 1 Aboriginal and Torres Strait Islander and 22.3 fulltime educational support staff.

Hampton Park Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing.

Hampton Park Primary School's vision is to develop a safe and secure learning environment where students acquire the skills to:

- monitor and manage their learning,
- develop the mindset to be creative, flexible and innovative and
- learn to effectively problem solve by approaching issues logically and with an open mind.

To ensure that all students progress at their optimum level, teachers will:

- Value each individual student in the classroom and understand their backgrounds, interests and perspectives
- Help every student succeed by understanding their individual learning needs and providing a program to support these needs
- Build strong literacy and numeracy skills in recognition of the importance these skills have in underpinning learning
- Value active involvement and have high expectations of all students
- Use assessment practices that reflect learning objectives and provide constructive feedback to the students which will drive future learning.

Hampton Park Primary School will continue its drive to improve student outcomes in literacy and numeracy. An instructional model has been implemented and data and feedback are important utilising an extensive assessment regime. Our future focus is on making the teaching and learning being more personalised for students and to continue to challenge them in their learning. A more rigorous approach to the teaching of writing is an emphasis including embedded delivery of a writing program with a focus on assessment. We are continuing to develop clarity of understanding about student voice and agency in learning and learning goals. This informs our work in building staff knowledge of student voice and agency and to enhance student agency, voice and leadership in their learning.

2021 again saw an interruption to onsite learning. Students were in remote learning for close to two terms throughout 2021 due to COVID-19. The school provided a comprehensive online learning program that had a particular focus on literacy and numeracy as well as offering a continuation of the specialists' program. Individual and small group intervention through the online platform continued as well as onsite learning for vulnerable and children of essential workers.

Framework for Improving Student Outcomes (FISO)

In 2021 we set out to focus on the 2021 Statewide Priorities:

Curriculum planning and assessment - Learning, catch-up and extension priority with the main focus on the Tutor Learning Initiative.

Health and wellbeing - Happy, active and healthy kids priority by building staff capacity to collect, analyse, monitor and respond to student engagement data. For staff, building relationships and engaging with families of at-risk students

Building communities - Connected schools priority through strengthening and embedding the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning. Using digital channels of communication to provide regular updates on weekly student learning programs.

The school was successful in achieving against all Key Improvement Strategies by implementing the TLI Program, developing a wellbeing tool to measure student engagement (SAEBRS) and building connections through digital platforms and face to face.

The school's AIP actions were able to be implemented despite remote learning and professional learning plans were modified to suit remote learning.

Achievement

Literacy:

In 2021, teachers continued to collaborate within Professional Learning Communities. They used collected data to plan learning experiences that targeted learners' points of need. Educational Support staff supported differentiation within the classroom as well as assistance for students within the Program for Students with Disabilities program. The school set targets based around student growth based on 2020 results. With an overall aim for all learners to achieve 12 or more months of growth in Reading, Writing and Number for 2021. The shift to remote learning saw teachers and education support build upon the skills developed in 2020 to ensure a continuity of learning was delivered, ensuring a focus on AIP goals was maintained.

In literacy, our teachers' willingness to be adaptable during remote learning was critical in maintaining consistent teaching and learning for our learners. Each day learners participated in reading and writing sessions via Webex with their classroom teacher. They engaged in "breakout" rooms facilitated by their teacher and education support staff to work in small groups. And once back onsite learners re-engaged in their learning with support from our teaching and learning programs such as the Oral Language Program, Literacy Room, Reading Room and Tutor Learning Initiative. There was a slight impact from remote learning on student data. In reading, learner data showed significant improvement in learning growth from 2020 to 2021 across the whole school. With our above level learners falling short of their growth target by just 1%. In writing, learners, once again, showed significant improvement in growth data with the amount of learners below, at and above the level achieving a minimum of 12 months growth increasing. The learners achieving above the level showed significant improvement surpassing the school target by 5%.

The level of student engagement during remote learning and reluctance from families to return to onsite learning once restrictions eased was a considerable challenge for the school in achieving their targets, however, it is a testament of the flexibility and willingness to support all learners that the school was still able to demonstrate significant learning growth

In numeracy, teachers used data within PLCs and during collaborative planning to plan differentiated, hands-on numeracy opportunities for our learners. Continued rigour regarding the use of data, research and HITS (differentiation, worked examples, questioning & feedback) were a part of both face to face and our remote learning numeracy program. Remote learning resulted in an adjustment to the concepts taught. These adjustments were a result of the absence of specific resources in student homes. The numeracy program focused on concept lessons, problem solving and fluency aspects of the program allowing for explicit teaching, independent practice, and application of strategies and knowledge. The introduction of rich & challenging tasks involved teachers and students working through the launch, explore & discuss cycle. This was done whilst exploring and investigating 'low floor, high ceiling' tasks. Enabling and extending prompts allowed for multiple entry and exit points within the lessons.

Learners on the PSD were supported with adjustments made to their face to face learning. During remote learning, these learners participated either onsite or via Webex remotely with the opportunity of 1:1 catch ups with Education Support Staff via phone, WebEx or onsite. This resulted in 75% of the PSD funded learners achieving their semester 2 ILP learning goals.

NAPLAN was conducted in May, with results consistent with the previous three years. 58% of year 3 and year 5 learners achieved results in Reading within the top 3 bands. In Numeracy 34% of year 3 and 47% of learners achieved within the top 3 bands. In learning gain results, 21% of year 5 learners recorded high learning gain in Reading, 36% in Numeracy and 25% in writing.

Numeracy:

The non-negotiables of the numeracy program were outlined at the beginning of the year with the concept lessons, problem solving and fluency aspects of the program allowing for explicit teaching, independent practice, and application of strategies and knowledge. The introduction of rich & challenging tasks in semester 1 for year 3/4 's and semester 2 for year 1/2's, involved teachers and students working through the launch, explore & discuss cycle. This

was done whilst exploring and investigating 'low floor, high ceiling' tasks. Enabling and extending prompts allowed for multiple entry and exit points within the lessons. Student voice around these rich tasks was very favorable and featured heavily during ethnographic surveys during the year. This work was developed from the Leading Differentiated Teaching in Mathematics BASTOW course undertaken in 2020.

To further support the AIP priority – Learning Catch-Up and extension, we began a numeracy focus for the Tutor Learning Initiative program in term 2. Baseline data was collected regarding place value knowledge. The Top Ten program was used to plan targeted and differentiated lessons. Students involved in the program had two 50 min sessions a week, over 10 weeks. During periods of remote learning this needed to be adjusted due to the logistics of tutoring via WebEx.

Both, the Victorian High Ability Program (delivered through Virtual Schools) and the in-house Maths Olympiad program, supported our High Ability students, with selection based on numeracy academic excellence.

Throughout the year teachers and learners consolidated the use of the 13 HPPS Numeracy Pathways by using them:

- to identify ability,
- to identify future learning needs
- to plan differentiated learning opportunities within the classroom
- to inform fluency goals and
- as checklists to track learning growth against the continuums of learning

Achievement:

The PSD funded learners were supported with adjustments made to their face to face learning. During remote these learners participated either onsite or via Webex remotely with the opportunity of 1:1 catch ups with Education Support Staff via phone, WebEx or onsite. This resulting in 75% of the PSD funded learners achieving their semester 2 ILP learning goals.

The impact of the other work outlined above was evident in the Learning Catch-Up and Extension priority goals. These were measured by teacher judgement and the triangulation of data sources as identified in the assessment schedule.

- 23% of students identified as working below expected VC level in Number & Algebra made more than 12 months growth. Whilst we missed the priority target by 2% this result was an increase of 29% from the end of 2020.
- 36% of students identified as working at expected VC level in Number & Algebra made more than 12 months growth. This priority target was met and was an increase of 22% from the end of 2020
- 97% of students identified as working above expected VC level in Number & Algebra made 12 months growth or more. We missed the priority target by 3% (2 students)

NAPLAN was held in May and remained paper based in 2021. The results showed:

- 34% of year 3 learners achieved within the top 3 bands
- 47.8% of year 5 learners achieved within the top 3 bands
- 36% of year 5 learners recorded high learning growth, with this result being above similar schools.

Of the students in years 1-6 who took part in the Tutor Learning Initiative program throughout Term 2 & 3:

- 75% made expected growth or more
- 25% made less than expected growth

Engagement

Attendance for 2021 was impacted by COVID-19 and remote learning. As a result, our absence rate per student increased from 18.1 in 2020 to 22.3 in 2021. The school had a concerted effort to remain in contact with families through many digital platforms to ensure connections were maintained. The Wellbeing Team was reorganised to lead year levels through attendance strategies and met weekly to identify at risk attenders and acknowledge the students attending consistently. Personalised emails from the principal and whole school incentives supported attendance

during such a difficult time. Connections with families also supported the term 4 return to school where parent concern over COVID-19 in schools was significant and again resulted in many parent choice absences.

In 2021 we continued our work around engagement both face to face and during remote learning periods. Our remote learning model built on the 2020 model used. Prior to Remote Learning commencing, families were contacted by the school to determine whether they had a suitable device and home internet. Subsequently over 100 ipads and laptops were loaned. This included virtual explicit teaching and specialist classes for up to 3 hours a day. Greater levels of differentiated learning opportunities were achieved through the use of break out rooms for small groups which were facilitated by Education Support Staff. To maximise engagement of our PSD learners who were not onsite during remote learning periods, Education Support Staff ran daily 1:1 WebEx check-ins. Engagement for face to face learning was supported by PLC teams rigorously using data to inform differentiated learning opportunities for students. In a challenging year, the outcome measures from the 2021 Student Attitudes to School Survey (AtoSS) in the areas of differentiated learning challenge and stimulated learning demonstrate that 88% and 81% respectively of learners either agreed or strongly agreed with the associated survey statements. These results have been maintained from our 2020 Student Attitudes to School Survey (AtoSS) results of the same areas.

Student Voice Agency and Leadership continued in a modified manner. Leaders attended a network PL run by the Quaglia Institute which was then delivered in house to staff. Our implementation of the HPPS Learning Behaviours, continued to provide students with strategies to engage in their learning. The scaffolding of these Learning Behaviours allowed for greater independence, curiosity, resilience, motivation, cooperation and reflectiveness both during face to face and remote learning. When onsite, ethnographic survey groups were also conducted using the FUSE Amplify toolkit resources. The PIVOT Survey was used as an outcome measure for our SVAL work. All SVAL related questions indicated improvement or were maintained from March to July 2021. Our areas of growth continued to be in this class students have a chance to lead their learning and this teacher gives us choice about the work we do. This data informing our focus moving forward.

Wellbeing

The school's values of Respect, Co-operation, Friendliness, Best Effort and Equality underpin our school culture and set a standard of high expectations of our students. During face to face and remote learning our Social and Emotional Learning program continued to address the Personal and Social Capability curriculum. It features aspects of the Bounce Back, Resilience, Rights and Respectful Relationships and the Zones of Regulation programs. Each week students were explicitly taught social and emotional regulation skills to build positive relationships, improve coping and help seeking skills and ways of engaging to promote successful outcomes for themselves and others.

Our remote teaching and learning model, presented via WebEx played a crucial role in maintaining a sense of school connectedness and monitoring the mental health and wellbeing of students. Our teachers and Education Support staff had daily contact with students. To support inclusion, any PSD students not on-site engaged in WebEx break out groups and 1:1 check-ins with Education Support staff to support differentiation and engagement.

In 2021, our wellbeing AIP priority - Happy, active and healthy kids focused on building staff capacity to collect, analyse, monitor and respond to student wellbeing and engagement data. Implementing a consistent whole school approach to identifying 'at risk' students using SAEBRS (Social, Academic and Emotional Behaviour Risk Screener), enabled us to engage tiered level interventions in a timely manner. Tier 3 – intensive and individualised support, Tier 2 – targeted intervention and Tier 1 – whole school, evidence based universal supports. This data also informed on-site attendance during remote learning for vulnerable students.

During periods of remote learning, our school modified the SWB team to include Leadership staff. Each member was allocated a teaching team as the primary wellbeing contact. Concerns regarding a student's wellbeing, mental health, attendance or engagement were raised and followed up, allowing teachers to focus their energy on teaching and learning. The SWB team met weekly to monitor students identified as 'at risk' and made weekly contact with their families to check in. Where necessary referrals were made to external services for additional support. Staff engaged in a range of professional learning opportunities to build their confidence in supporting students with complex needs.

Our Chaplaincy program continued to provide invaluable support. During remote learning, the program was modified to continue regular contact with identified students by phone. We continued our partnership with KidStory Psychology Services, offering regular on-site psychological counselling sessions for students presenting with wellbeing and mental health difficulties.

The work outlined had a significant impact across our school community. 'Parent satisfaction' was high with 88.7% of parents who completed the DET 2021 Parent Opinion Survey indicating a positive response of either agree or strongly agree. These results exceeded the state average of 81.8%. Our School Staff Survey highlights our School Climate results of 72.9% were slightly below the state average of 75.8%.

The impact of this work is also highlighted in the 2021 Student Attitudes to School Survey (AtoSS). In the areas of Safety with;

- 91% of student responding positively to feeling like they have an Advocate at school, (89% in 2020)
- 91.1% of students responding positively to Managing Bullying, exceeding the state average of 78.4% and demonstrating a 5% improvement when compared to our 2020 AtoSS data
- 94% of students agreeing or strongly agreeing with the statement, 'I feel safe at school', a 6% improvement when compared to our 2020 AtoSS data.

Finance performance and position

The school had a net operating surplus at the end of 2021 which consisted of funds set aside to ensure the continuation of the schools highly successful literacy programs and other teaching and learning initiatives as well due to limited spending during COVID remote learning in 2020 and 2021. The literacy programs are fully funded through equity for both additional staffing and resources. The school continued to employ a leadership coach and a numeracy coach in line with the stated goal of building staff capacity. Funds were also expended on literacy, numeracy and humanities resources as well as updating student technology assets such as laptops and iPads after the Bridging the Digital divide was implemented during 2021. The STEM Centre continued to be resourced to maintain our high-quality STEM program. Equity funds were also used to continue to employ an additional Student Wellbeing Teacher, Special Education Teacher, Speech Therapist and an Induction Co-ordinator for our new families. The Victorian School Sports Program provided grants totaling \$2900.00 for student sport activities. The school continued to receive funding of \$33,450 from Community Hubs Australia to establish a hub within the school. The grant covered salaries and consumables as well as resources to support implementation. The school received funding through the Inclusive Schools Grant to build our student wellbeing hub, however this was delayed due to COVID-19 restrictions. The school's surplus also holds the school's contribution to this project. The school was successful in its Shade Sail Grant application of \$25,000.

The 2021 net surplus will to continue to support improved student learning outcomes and drive learning programs. This allocation will be used to support the required flexibility in the leadership structure and planning that best suit our school's strategic plan and will continue the work of our AIP/SSP.

For more detailed information regarding our school please visit our website at
<https://www.hpps.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 383 students were enrolled at this school in 2021, 179 female and 204 male.

59 percent of students had English as an additional language and 4 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).

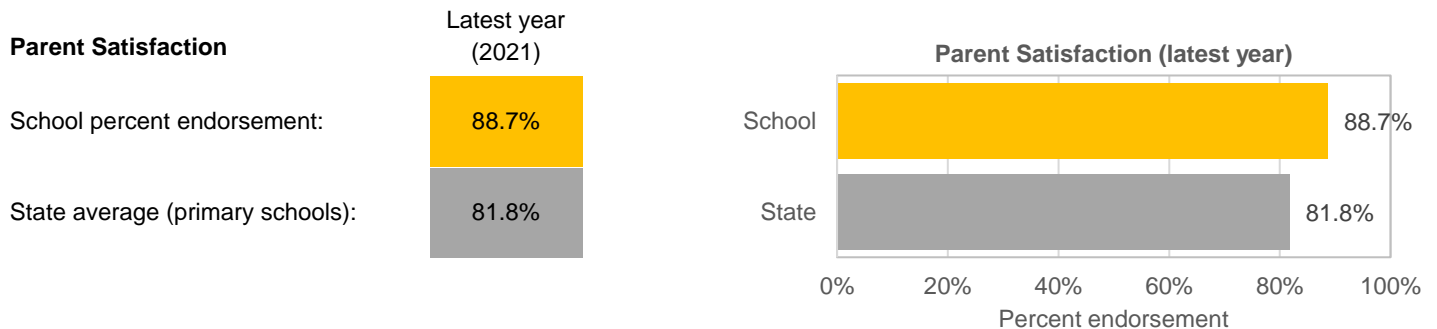
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

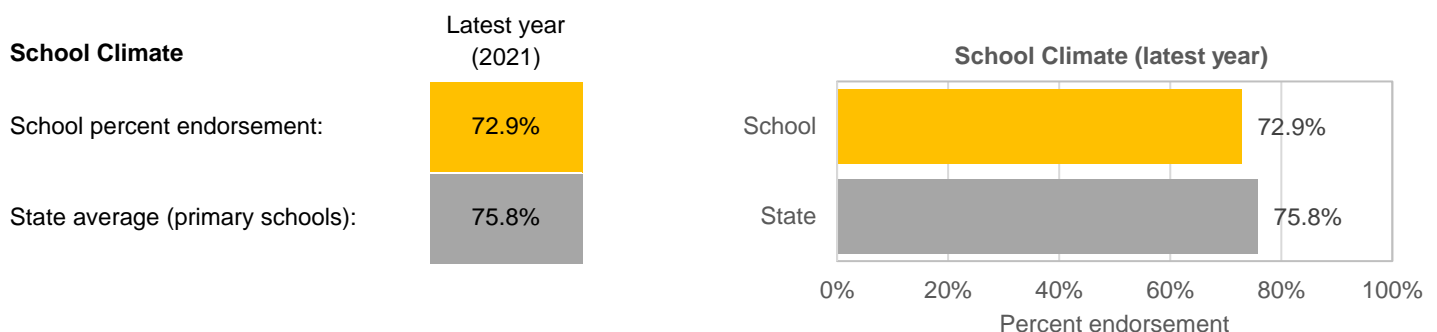


School Staff Survey

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:

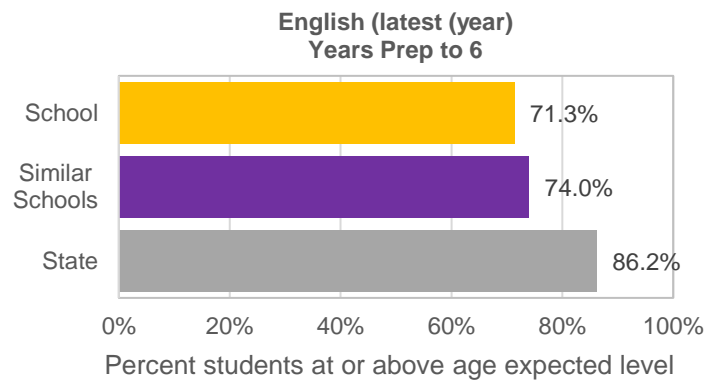
71.3%

Similar Schools average:

74.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

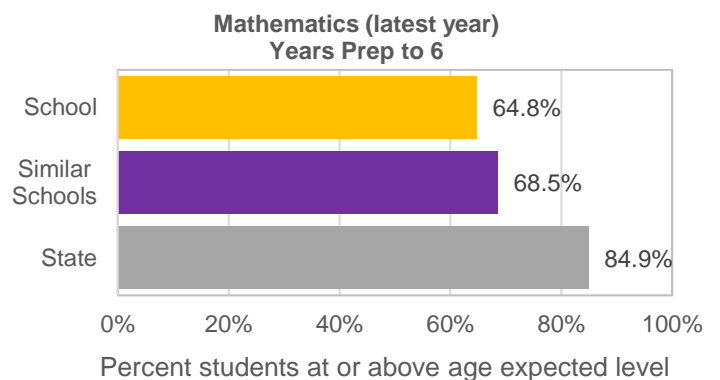
64.8%

Similar Schools average:

68.5%

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.

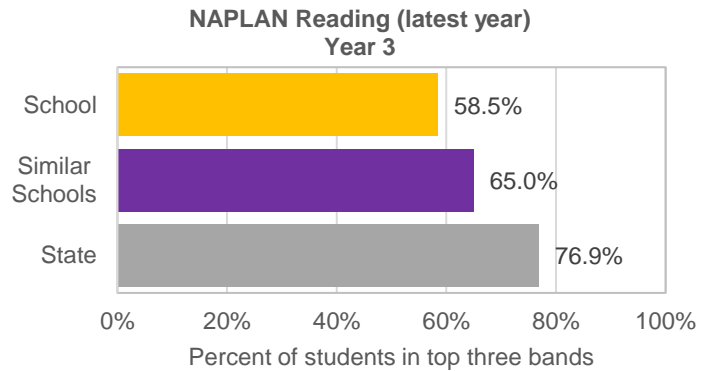
NAPLAN

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.

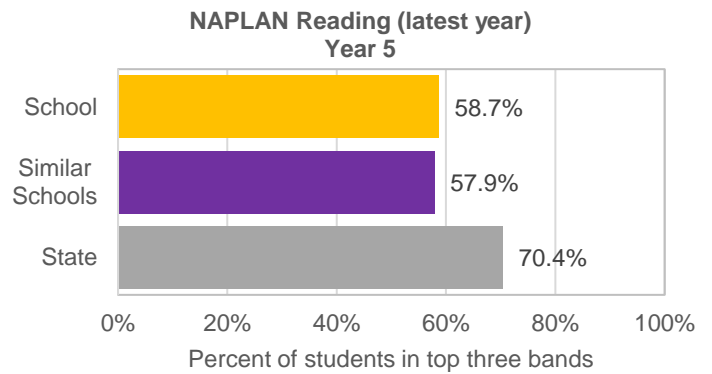
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.5%	60.7%
Similar Schools average:	65.0%	64.0%
State average:	76.9%	76.5%



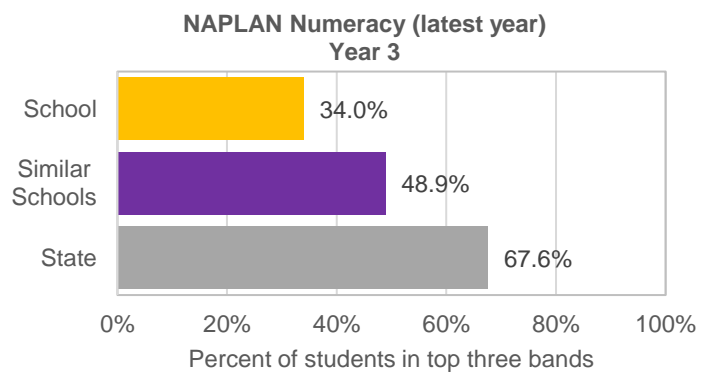
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.7%	53.3%
Similar Schools average:	57.9%	52.6%
State average:	70.4%	67.7%



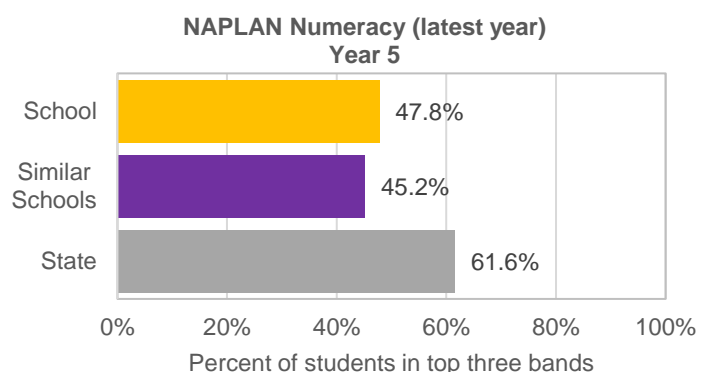
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	34.0%	41.4%
Similar Schools average:	48.9%	51.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.8%	44.2%
Similar Schools average:	45.2%	43.8%
State average:	61.6%	60.0%



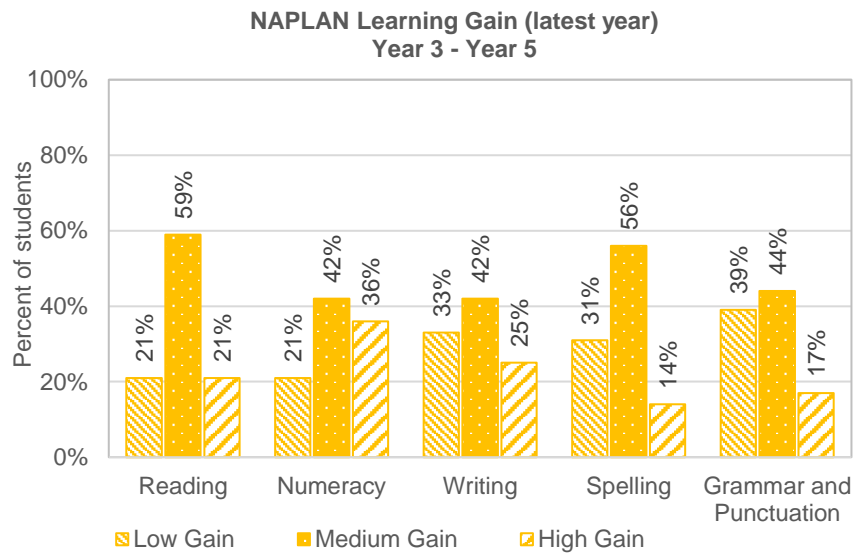
ACHIEVEMENT (continued)

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:	21%	59%	21%	20%
Numeracy:	21%	42%	36%	20%
Writing:	33%	42%	25%	23%
Spelling:	31%	56%	14%	27%
Grammar and Punctuation:	39%	44%	17%	22%



ENGAGEMENT

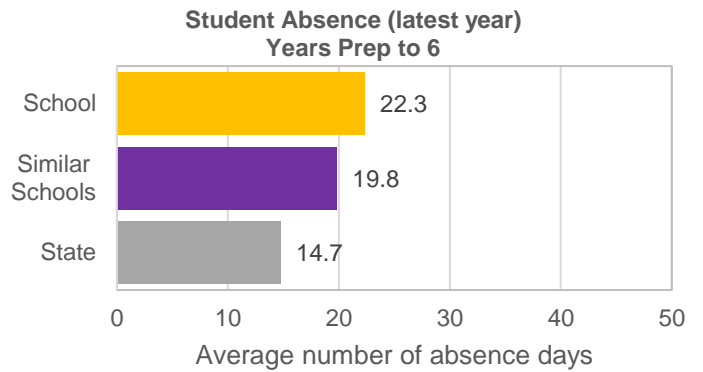
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.3	19.5
Similar Schools average:	19.8	19.5
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):	87%	87%	89%	91%	89%	90%	91%

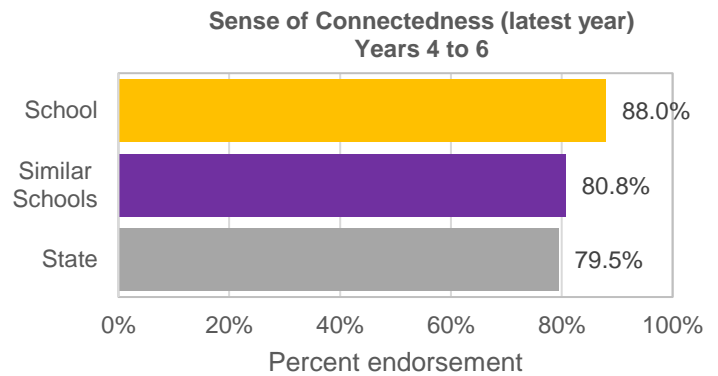
WELLBEING

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:	88.0%	89.0%
Similar Schools average:	80.8%	82.1%
State average:	79.5%	80.4%

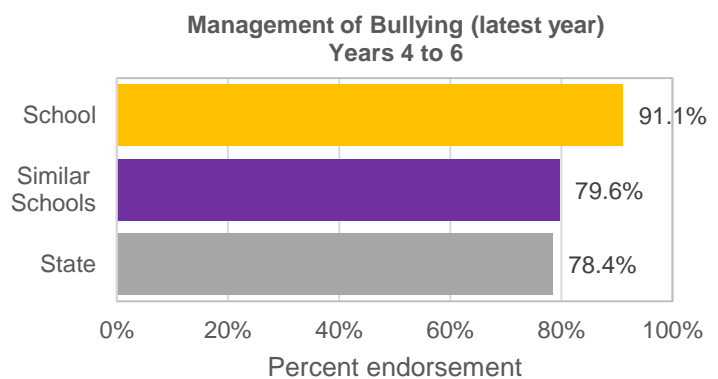


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	91.1%	91.9%
Similar Schools average:	79.6%	80.6%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,674,184
Government Provided DET Grants	\$1,389,099
Government Grants Commonwealth	\$62,237
Government Grants State	\$0
Revenue Other	\$79,599
Locally Raised Funds	\$38,823
Capital Grants	\$0
Total Operating Revenue	\$6,243,942

Equity ¹	Actual
Equity (Social Disadvantage)	\$965,492
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$965,492

Expenditure	Actual
Student Resource Package ²	\$4,628,467
Adjustments	\$0
Books & Publications	\$31,736
Camps/Excursions/Activities	\$60,717
Communication Costs	\$5,668
Consumables	\$131,212
Miscellaneous Expense ³	\$12,927
Professional Development	\$24,493
Equipment/Maintenance/Hire	\$204,087
Property Services	\$48,851
Salaries & Allowances ⁴	\$72,157
Support Services	\$168,833
Trading & Fundraising	\$9,140
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,518
Total Operating Expenditure	\$5,428,808
Net Operating Surplus/-Deficit	\$815,134
Asset Acquisitions	\$37,980

- (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	\$1,576,205
Official Account	\$35,334
Other Accounts	\$0
Total Funds Available	\$1,611,539

Financial Commitments	Actual
Operating Reserve	\$127,519
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$48,528
School Based Programs	\$871,633
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,824
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$262,036
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,611,539

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.