

2021 Annual Report to The School Community



School Name: Grayling Primary School (5385)



- 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 08 April 2022 at 01:20 PM by Luke Abdallah (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 29 April 2022 at 12:21 PM by Christian Gonzalez (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

Grayling Primary School first opened its doors in 2020 to students in Prep- Year 6. Grayling is located in the growing suburb of Clyde North in the Berwick Waters Estate.

At Grayling Primary School our vision is for all students to be proud and connected, to succeed both academically and socially. For all students to be engaged, motivated and to set high expectations for themselves. We want our students to foster a curiosity and passion for learning. Grayling Primary students, staff and the community will work collaboratively to ensure that all students are resilient, confident and respectful global citizens.

Grayling Primary School's motto is being 'Proud and Connected', our values are intrinsically linked to this motto by being PROUD.

Performance- "Striving for my personal best"

Respect- "Respecting myself, others and the school environment"

Open-minded- "Willing to consider ideas and opinions that are new or different to my own"

United- "Being part of a team to achieve a common goal"

Daring- "Being brave and willing to take risks to challenge myself"

School buildings are comprised of seven permanent structures. One housing administration, office spaces, sick bay and staff facilities; two buildings containing four flexible learning communities; two mod five portables; another is a purpose-built facility for specialist subjects and another a gymnasium with a full size basketball court and additional learning spaces. The grounds contain quiet spaces and separate playing areas with play equipment for Foundation–Year 2, another for Years 3–4 and another for Years 5–6. In addition there is a large sand pit, two outdoor basketball courts and a soccer pitch.

On day 1 of the 2021 school year had 234 students enrolled, by years end our enrolments grew to 264 students. Our staffing profile of Grayling PS includes a principal and 13 equivalent full time (EFT) teachers, three part time teachers, nine EFT education support (ES) staff; four in administration, four working with students in the classrooms and one maintenance person. All staff are registered with VIT and Educational Support Staff have relevant qualifications and WWCC documents as required by the Department of Education and Training for employment.

Our school was structured into 4 Learning Communities:

Learning Community 1- 3 x prep classes

Learning Community 2- 2x Year 1 classes and 2 x Year 1/2 classes

Learning Community 3- 2x Year 5/6 classes

Learning Community 4- 1x Year 3 class and 2x Year 3/4 classes.

The specialist subjects offered were PE, Art and Stem. All students accessed these specialist subjects each week.

The Student Family Occupation Education (SFOE) index was 0.3290 in 2020–21. Special sessions in sports, robotics, coding and art are held for students with interests in those areas. The school's gymnasium is used for a before and after school care program.

Framework for Improving Student Outcomes (FISO)

In 2021, our Annual Implementation Plan Goals, Key Improvement Strategies and FISO Dimensions were:

Goal 1 To improve student achievement in Reading outcomes.

FISO DIMENSION: Excellence in teaching and learning- Building practice excellence

KEY IMPROVEMENT STRATEGY: Implement and embed a PLC approach across the school to build collaboration

and data literacy.

Target 1.1: The percentage of students in the top two bands for Year 3 to be a least 50 per cent in Reading.

This target of 50 per cent or more of students in Year 3 to be assessed in the top two bands was met. In 2021 58 per cent of Year 3 students achieved that level.

Target 1.2: 80 per cent of Year 5 students will be at or above benchmark growth for Reading.

The target of 80 per cent of Year 5 students to be assessed at or above benchmark growth in Reading was also achieved with 85 per cent of students assessed at or above benchmark growth. Thirty-five per cent of students were assessed above benchmark growth compared with 31 per cent of students in Similar Schools.

Goal 2 To improve learning outcomes in Numeracy for all students.

FISO DIMENSION: Excellence in teaching and learning- Building practice excellence

KEY IMPROVEMENT STRATEGY: Enhance staff capacity to use data and assessment

Target 2.2: 80 per cent of Year 5 students will be at or above benchmark growth for Numeracy.

The target of 80 per cent of Year 5 students to be assessed at or above benchmark growth in NAPLAN Numeracy was achieved with 90 per cent of students assessed at or above benchmark growth. Thirty-three per cent of students were assessed above benchmark growth compared with 25 per cent of students in Similar Schools.

Our PLT leaders have been using the scaffold inquiry approach within their PLT's to great success. Each team has stated that those discussions and using the scaffold inquiry approach has led to better planning and better discussions within their PLT's. The implementation of a Grayling instructional model developed a shared language that was known and understood by teachers and students. The shared language enabled students to have an understanding of the expectations of each lesson and supported teacher collaboration and discussion in Professional Learning Teams (PLTs) meetings. PLTs met on a regular basis and engaged in reflective practices to evaluate and plan curriculum content, assessment practices and weekly lessons that would best support student learning. The implementation of an agreed assessment schedule for literacy and numeracy enabled teachers to form like ability learning groups with similar or the same learning goals.

The tutor learning programme, which we call the 'Boost Program' during term 1 and 2 was a real success. However due to the mass disruptions to term 3 and 4 because of lockdown, remote learning, covid outbreaks had caused the program to stagnate in semester 2. Our structure of implementation for the boost learning programme was that an expert teacher takes the focus groups in small group sessions to focus on word attack skills, letter/sound recognition and reading comprehension skills. All students that were in the boost programme had an individual learning plan.

During term 4 we went through a school review, which was a very positive experience and the strategic plan goals and KIS strategies have been agreed upon and we will use this to form our next AIP as there are specific goals and KIS strategies related to teaching and learning, instructional practice, building staff capacity and leadership.

Achievement

Remote learning throughout various parts of 2021 provided many challenges for our staff, students and community. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. The Google platform, Compass and Webex was used extensively throughout the school and provided our staff with the platforms for students to access their learning, share their knowledge and receive feedback on their successes and next steps in learning.

The commitment to professional learning to build teacher instructional practice in teaching and assessment of reading as well as an explicit approach to learning and teaching has supported better student achievement outcomes for our students. Students are a part of their learning based on our key improvement strategies and have a voice in articulating what they learn and what they need to know next to improve their results.

The collaborative team approach to curriculum planning and assessment of students in each year level supports the consistency of teaching and learning at Grayling PS. Individual learning plans for students who are on the Program for

Students with a Disability, Out of Home Care and for any student who are 12 months behind and 12 months ahead in learning ensure that student progress is reported regularly across the year as they achieve their goals.

The learning environment and the quality of teaching and learning contributed to student outcomes that were above or comparable with National Assessment Program—Literacy and Numeracy (NAPLAN) National, State and Similar School benchmarks. The results for Year 5 students were above the National average in the NAPLAN areas of Reading, Writing, Spelling, Grammar/Punctuation and Numeracy. The Year 5 results were also above the State average in Grammar and Punctuation and Numeracy and equalled the State average in Writing and Spelling. Student benchmark growth in Reading, Spelling, Numeracy and Grammar and Punctuation from Year 3 NAPLAN (2019) to Year 5 NAPLAN exceeded both Similar School and State benchmarks.

During term 4 of 2021 we went through a school review, which was a very positive experience and the strategic plan goals and KIS strategies have been agreed upon and we will use this to form our next AIP as there are specific goals and KIS strategies related to teaching and learning, instructional practice, building staff capacity and leadership.

Engagement

Due to the circumstances that we find ourselves in with the Covid-19 epidemic it was incredibly important that we have happy, healthy and active kids at Grayling Primary School. I'm pleased to report that our students attitudes to school survey results have shown that our school is well on the right track, with our students telling us that they have a positive sense of connectedness and motivation and interests within their school. Both of these markers are well above our goal of 85% positive endorsement and are actually at 95% positive endorsement. Also worth noting in our attitude to school survey results in 2020; student voice and agency had a positive endorsement of 73% and in 2021 that has now gone up to 85%. An obscene amount of work across the school has gone into ensuring that our kids are engaged and feel safe at school.

The high expectations of both students, staff and parents is evident in the positive responses in the Student Attitudes To School Data, Staff Opinion Survey Data and parent opinion survey data below:

Student Attitudes To School Data

Effective classroom behaviour 93%
Differentiated Learning Challenge 95%
Stimulated Learning 96%
School connectedness-sense of belonging- 95%
Student voice and agency - 85%
Motivation and interest- 95%

Staff Opinion Survey Data

Collective Responsibility 100%
Teacher collaboration 96%
Believe student engagement is key to learning 100%
Collective Focus on Student Learning 99%
Guaranteed and Viable Curriculum 98%

Parents Survey Data

School connectedness- 94%
General satisfaction- 91%
Physical environment- 97%
High expectation for success- 94%
Promoting positive behaviour- 95%
School pride- 91%
School communication- 94%

We have a huge focus on student attendance . With very strict processes and systems in place that involve not only the classroom teacher but our admin staff and principal when needed. The effective use of Compass plays a pivotal

role in following up absences and engaging with our parents/carers. Average number of student absence days fell from 13.87 in 2020 to 11.58 in 2021.

Attendance is monitored daily via COMPASS and proactive supports are put in place when required, such as texts sent in the morning with a follow up to parents if the absence has not been explained. Attendance guidelines have been developed to support staff in identifying and reporting any concerns with families in a timely manner so that a member of the leadership team can follow up with the family concerned.

The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the fortnightly newsletter, reminder newsfeeds via COMPASS and at parent events.

We have established many lunchtime clubs, excursions and incursions to promote and engage our students. In 2021 we have an arts club, a games club, as well as a coding club for our students. For the first time since the school opened we ran a camp for year 3-6 in term 4 however this changed to a long day camp experience due to remote learning and we already had a number of incursions and excursions throughout term 1 and 2, even with an interrupted remote learning programme.

We have a thriving house competition which the students are fully engaged in and have a real sense of being PROUD of their house. This is celebrated every two weeks and we have a range of activities from sporting activities to craft to art to name a few. This culminates in the Grayling Cup being awarded to the winning house. 2021 saw the Ti-Tree Titans win the Grayling Cup.

In term 2 the whole school underwent the ROAR programme which links in with our child safe policies and current Department of Education initiatives.

This year our student voice and agency has grown within the school as indicated previously with our positive endorsement of student voice and agency through the attitudes to school survey. We have appointed a student voice and agency leader who is responsible for engaging the student leaders and upcoming leaders and working with them to promote our school and to give them choice and voice within our school. During the year the students came up with a number of initiatives that we implemented.

Teachers have a commitment to using inquiry-based pedagogy. Developing students who can be independent learners, setting their own challenging learning goals and knowing what their next learning steps will be a key objective moving forward. Throughout the inquiry process teachers facilitate a wide range of authentic learning experiences so that skills and knowledge gained can be used in other contexts, making our students better prepared for active participation in the global community. At the end of each term we host an inquiry expo, where all students share their inquiry projects with other students across the school. This is such a wonderful way to share student success and all students show a great sense of being PROUD about their inquiry project.

Wellbeing

Our school has a dedicated and holistic approach to wellbeing with strong focus on the schools four values of Performance, Respect, Open Minded, United and Daring. The school's vision and values underpin the positive culture of the school.

The personal and social capabilities curriculum is implemented throughout the school via our school's social skills program. Students work with a social skills approach using the school values, zones of regulation, as well as circle time to build skills in positive relationships, coping skills, ways of talking and acting that promotes better social outcomes for themselves and others.

The Student Attitudes to School Survey Sense of Connectedness results from years 4 to 6 students endorse that students feel very connected as part of our learning communities and feel safe at school. Our school's results were

95% strongly agree that they are connected to school, this is an improvement of 91% in 2020. These results are above similar schools- 81%, local network schools- 82% and the State median of all Victorian schools which is 79%.

The Student Attitudes To School Survey also highlights 96% positive responses in the management of bullying, again an improvement from 88% in 2020. This is a clear indication that students feel safe, they know where to get help and know any incidents are dealt with fairly. This result is above similar schools- 88%, local network schools- 79% and the state median of all Victorian schools which is 78%.

In 2021 we further embedded the DET School Wide Positive Behaviour Support Model. We will continue with our whole school consistent approach to wellbeing fostering the acknowledgement of positive student effort in learning and behaviour towards others.

Our systems and processes to build relationships and engage with families of at risk students has continued to become more refined during 2021 and our ongoing feedback from families has been incredibly positive as shown in the positive attitudes to the parent opinion survey in 2021 as shown below:

Parents Survey Data

School connectedness- 94%

General satisfaction- 91%

Physical environment- 97%

High expectation for success- 94%

Promoting positive behaviour- 95%

School pride- 91%

School communication- 94%

Due to building these positive relationships we have seen a rapid improvement of returning official referral forms and information. This has improved from 2020 as we were constantly chasing our families to provide the necessary paperwork that we needed to send to various wellbeing and health organisations. During 2021 we have also been receiving support from Foundation House for some of our refugee families, this has provided our school with a great amount of support and further links with at risk families. State schools relief has also been used more by families in 2021 than in 2020. We will continue to work with families that need extra assistance where we can.

The engagement of our students is always at the forefront of our work with a current and ongoing focus on developing learner agency. Our school has worked hard on developing a learning culture for all students, staff and parents during the pandemic year of 2020/21. We have invited parents to engage with learning via school events such as; Meet the Teacher sessions, Inquiry learning expos, Positive Student Chronicles through COMPASS, Parent teacher interviews, Interpreters to support parents discussions with teachers, as well as using digital technology to support on line learning programs provided by the school. 2021 made us use digital technologies to engage with our community in an authentic and consistent manner.

Grayling Primary School prides itself on being a community minded school, that connects our parents/carers, local community, staff and students together in a meaningful way. This is seen in our survey data results for positive school climate endorsement and general satisfaction from our parent opinion survey which was held in term 3.

We've also connected with our parents by always inviting them into the school for any event like assemblies, cross country, Mother's Day celebrations, etc. We want to make sure that our parents have up-to-date information and know how to use the various digital channels that we use. So as a school we have run a series of compass parent information sessions, where parents are shown the basics on how to use compass and this is also up on our website for general use. Our volunteer programme is now up and running and we conducted parent volunteer information sessions to ensure that all volunteers know our expectations and requirements and there has also been a camp information session for year 3-6 parents.

We have engaged with a number of wellbeing partnerships in 2021 with various allied health services including Irabina in Officer, as well as Foundation House and a stronger relationship with our SSO team and State Schools Relief. We network regularly with other kindergartens for our prep transition programme, in particular Manna Gum kindergarten,

which is located next door. We have a very strong relationship with them which will continue to be built upon in 2022.

Finance performance and position

In 2021 Grayling Primary School worked with Schools Financial Division to Put in place a 3 year deficit deferral program to re-pay a credit deficit. It was identified and ultimately acknowledged that growing a new school is a financial situation that tests the standard school budgeting process; add in a global pandemic, and planning takes on a new level of complexities. Leadership worked with the support areas available to schools and are comfortable with the plan set out. Transparency has been practiced with staff and school council, so stakeholders have an understanding of the limitations in the cash budget. \$50,000 will be re-paid in 2022 and 2023. the deferral from repaying in 2021 was integral in allowing the school to grow and resource to meet needs.

With another year of rolling lock downs a number of budgets were under spent, a major area of discrepancy was the CRT budget. With less staff taking sick/personal days this budget was noticeably lower than expected. Planning has been undertaken to ensure that sufficient funds are available to support the CRT budget, which it is estimated will be increased in 2022.

Fundraising was another year that was not able to be fully explored in 2021 with restrictions limiting the ability of community involvement. 2022 has a number of activities planned to raise funds. An agreement has been entered into with Theircare to provide before and after school care at the school. Revenue is paid to the school to cover the rental of facilities to run the program. This service has been supported as a necessity for our community, but will become a revenue source as the service and school grows.

The school applied for and was granted a shade sail grant to increase the level of undercover areas in the playgrounds. Funding timelines and availability of material will see this project completed in term 1 2022. Future grants will be applied for to further develop the outdoor spaces for students at Grayling.

The finances at Grayling Primary School are closely and regularly monitored, with a three year planning model being used. All financial decisions are linked to the Strategic Plan and the AIP, with a focus on support teaching and learning.

For more detailed information regarding our school please visit our website at
<https://www.graylingps.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 243 students were enrolled at this school in 2021, 121 female and 122 male.

48 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

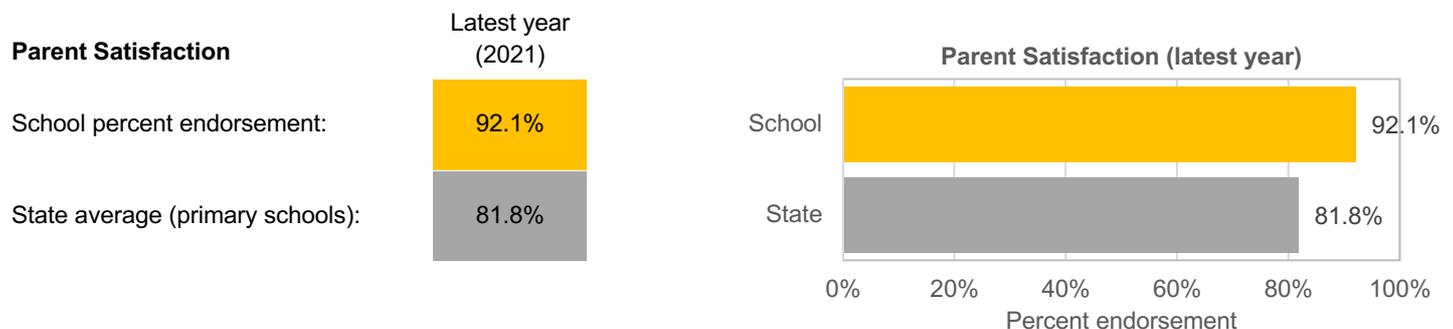
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

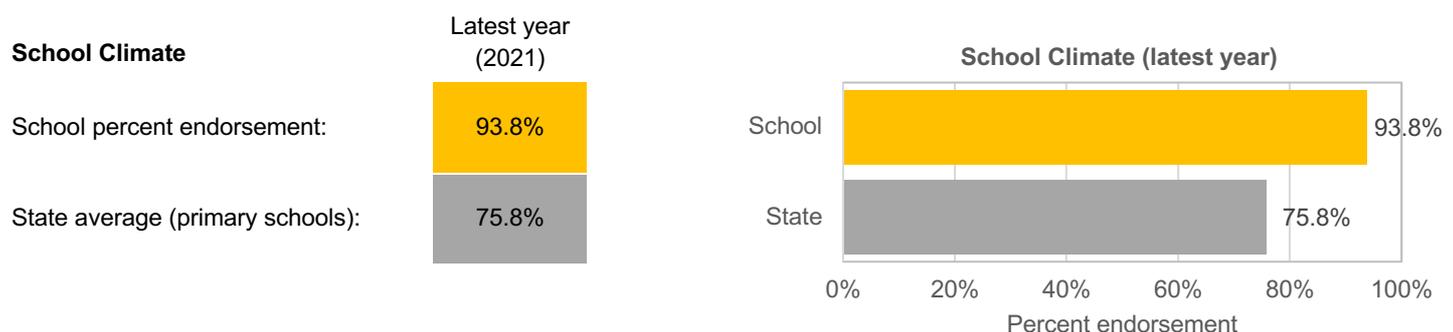


School Staff Survey

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:

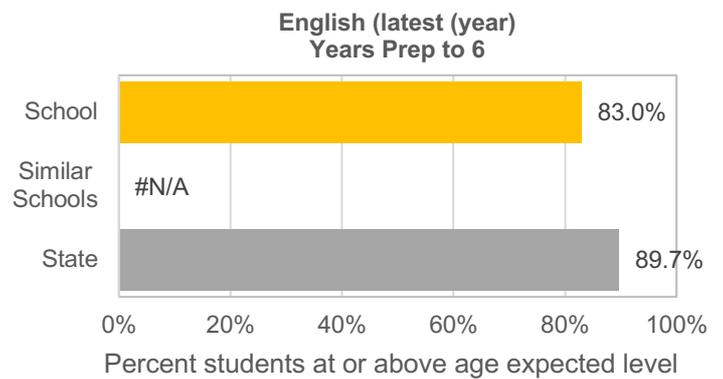
83.0%

Similar Schools average:

NDA

State average:

89.7%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

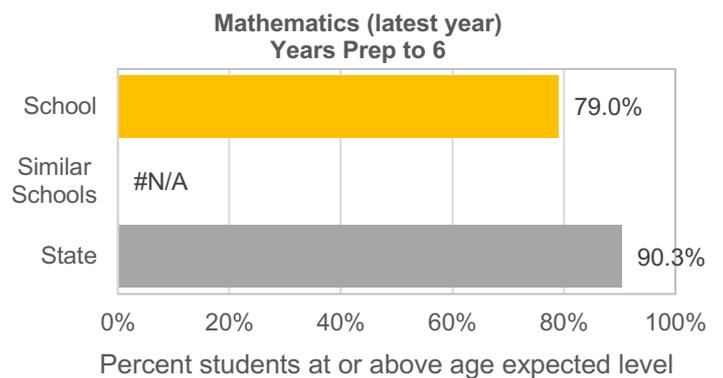
79.0%

Similar Schools average:

NDA

State average:

90.3%



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.

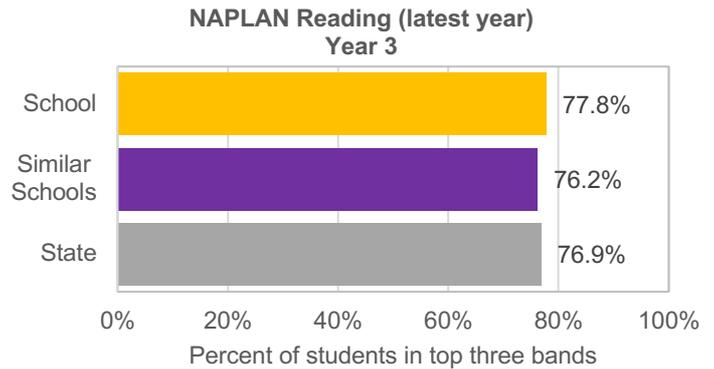
NAPLAN

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.

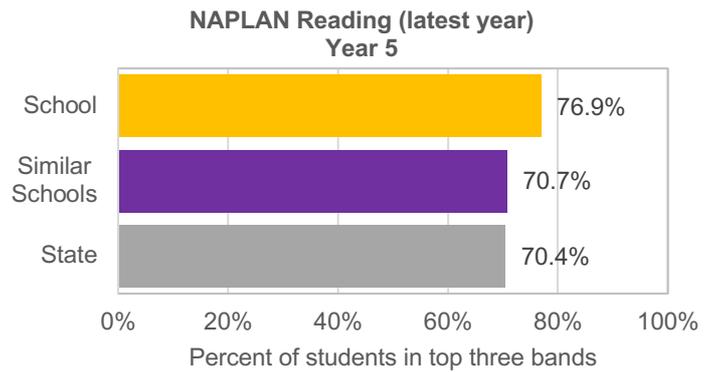
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	77.8%
Similar Schools average:	76.2%	76.2%
State average:	76.9%	76.5%



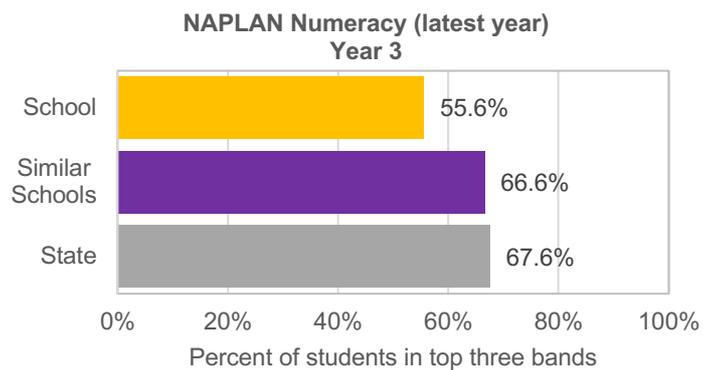
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.9%	76.9%
Similar Schools average:	70.7%	67.7%
State average:	70.4%	67.7%



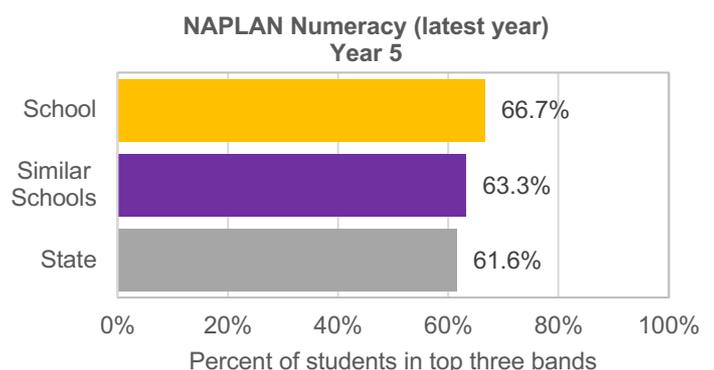
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	55.6%
Similar Schools average:	66.6%	68.1%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	66.7%
Similar Schools average:	63.3%	61.4%
State average:	61.6%	60.0%



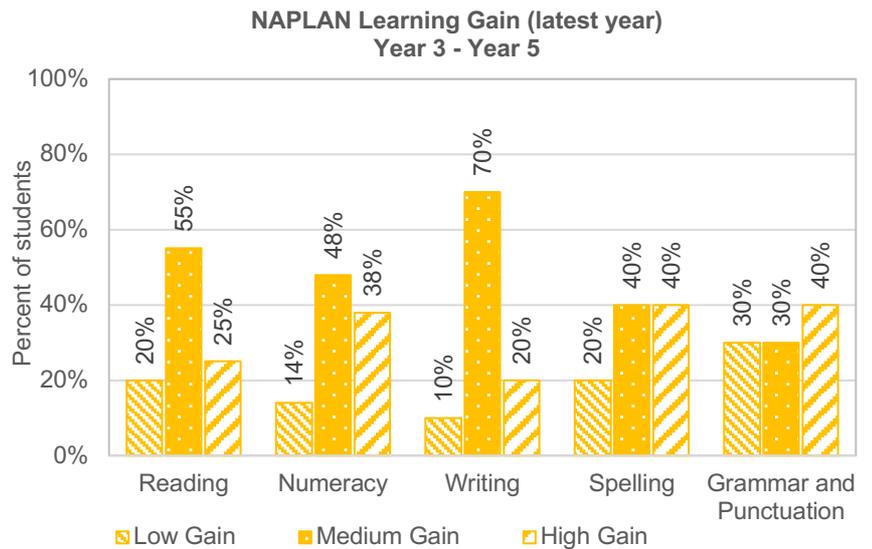
ACHIEVEMENT (continued)

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:	20%	55%	25%	26%
Numeracy:	14%	48%	38%	27%
Writing:	10%	70%	20%	24%
Spelling:	20%	40%	40%	26%
Grammar and Punctuation:	30%	30%	40%	29%



ENGAGEMENT

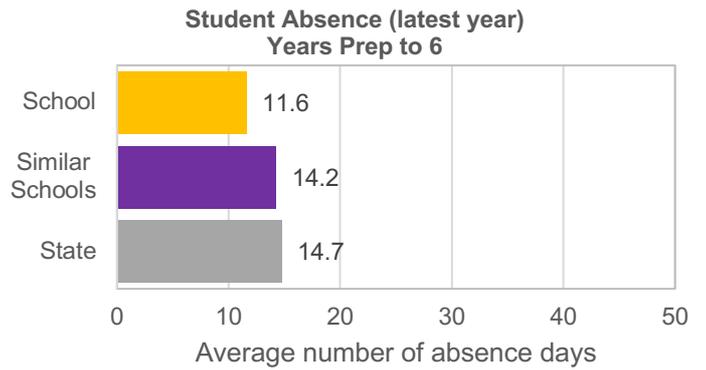
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.6	12.4
Similar Schools average:	14.2	15.6
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):	94%	93%	93%	94%	96%	95%	97%

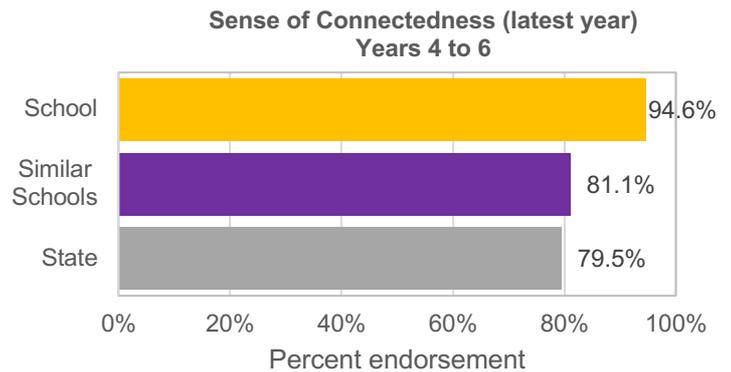
WELLBEING

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:	94.6%	93.8%
Similar Schools average:	81.1%	82.1%
State average:	79.5%	80.4%

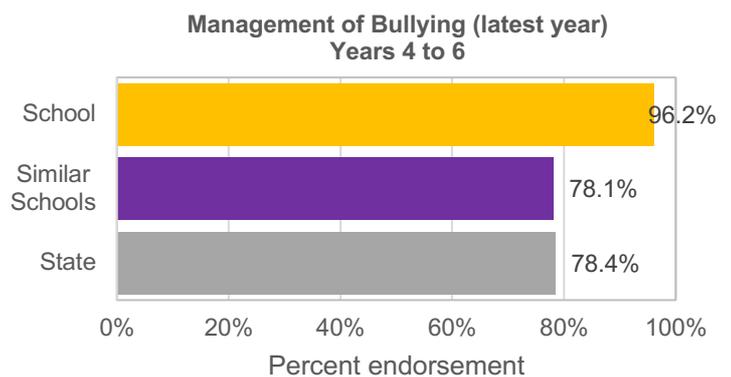


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	96.2%	94.2%
Similar Schools average:	78.1%	79.6%
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	\$2,069,945
Government Provided DET Grants	\$223,531
Government Grants Commonwealth	\$27,900
Government Grants State	\$0
Revenue Other	\$12,347
Locally Raised Funds	\$64,493
Capital Grants	\$14,350
Total Operating Revenue	\$2,412,565

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,328
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$712
Equity Total	\$21,040

Expenditure	Actual
Student Resource Package ²	\$2,067,920
Adjustments	\$0
Books & Publications	\$697
Camps/Excursions/Activities	\$19,614
Communication Costs	\$3,800
Consumables	\$71,512
Miscellaneous Expense ³	\$17,946
Professional Development	\$4,498
Equipment/Maintenance/Hire	\$68,794
Property Services	\$38,617
Salaries & Allowances ⁴	\$3,065
Support Services	\$114,961
Trading & Fundraising	\$2,209
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,756
Total Operating Expenditure	\$2,455,391
Net Operating Surplus/-Deficit	(\$57,176)
Asset Acquisitions	\$14,350

- (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 04 Mar 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	\$103,868
Official Account	\$14,519
Other Accounts	\$0
Total Funds Available	\$118,387

Financial Commitments	Actual
Operating Reserve	\$59,262
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$59,200
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	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$118,462

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.