

# 2021 Annual Report to The School Community



School Name: **Watsonia North Primary School (4988)**



- 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 20 March 2022 at 03:48 PM by Sarah Pollnitz (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 06 May 2022 at 11:17 AM by Adrian Lim (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

Watsonia North Primary School is a dynamic school situated 17 km north of the Melbourne CBD, located in the local government municipality of Banyule. Our school enjoys an enviable reputation in the community, generally having high student, parent and community engagement and participation. However, our parent involvement in school activities in 2021 was reduced due to COVID-19 restrictions.

The school's vision and intended purpose are to provide a caring, stimulating and dynamic learning environment where children become literate, numerate and curious. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, cultural diversity and the rights of all are highly valued and respected.

Our learning culture encourages and expects personal best in all endeavours. The school's ethos and culture are underpinned by our core values and influenced by a common purpose. We aim to pursue high performance whilst embedding a social framework supporting students' growth and development as people and learners.

The school is currently catering to the maximum number of students the facilities will accommodate, resulting in a cap on enrolments. In 2021, 576 students were enrolled, with 64 students identified as learning English as an Additional Language (EAL) and 6 students identifying as Aboriginal or Torres Strait Islanders. The Student Family Occupation and Education (SFOE) index is 0.2421 indicating a community with a low socioeconomic status advantage relative to other Victorian Government schools. Our staffing profile comprising of; an Acting Principal, Assistant Principal, 6.26 education support staff and 28.12 equivalent full time (EFT) teaching staff; including the two Leading Teachers and two Learning Specialists, work collaboratively to form a strong and effective team focused on ensuring high student outcomes and attainment of school goals and priorities. Staff are committed to continuing their personal and team learning journeys. They are driven by their own curiosity and love of learning whilst facilitating this in our students.

The staff at WNPS are dedicated, professional and have always been committed to continual growth and learning. Classroom and specialist teachers, leadership and support staff, work together to create and deliver successful programs. The curriculum is well balanced, offering all students opportunities to develop academically, physically, socially and emotionally. Programs and teaching approaches allow for differentiation and challenge in a safe learning environment. Strong and effective relationships are an important feature of our school. Our staff, students, school council and parents work together to do their best for our school. Our continued focus is to keep the past traditions whilst progressing with innovation, creativity, and excellence. At the core of our work is the continued emphasis on every child, ensuring they can achieve their personal best and strive for excellence in a school that values strong community links.

Classroom programs continue to be enriched and supported by our four specialist areas - Physical Education, Music, Visual Art and Italian Language Program. Intervention programs in Literacy and Numeracy are available across all year levels, ensuring extra support for students who are not meeting benchmarks. Watsonia North continues to offer high interest and enriching programs that our community values. Such programs are inclusive of but not limited to our comprehensive instrumental music program, rigorous camping and outdoor education program, innovative information and technology program, and school council operated before and aftercare program.

We are proud of our achievements. We will continue to reflect on and review our practices and build on current successes.

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### Framework for Improving Student Outcomes (FISO)

Our school is committed to using the Victorian Teaching and Learning Model to increase our capacity for school improvement. The Framework for Improvement of Student Outcomes continues to guide us in developing goals that form our strategic plan. We review the attainment of these goals regularly.

Many of our whole-school improvement plans were adapted to suit the changing circumstances of the 2020 -21 COVID-19 restrictions. However, this provided an opportunity for us to reflect on our practices' adaptive nature and where we can alter our focuses to include the creative responses to the pandemic that we implemented.

Our reflections addressing the four FISO priority areas are as follows;

#### EXCELLENCE IN TEACHING AND LEARNING

We modified our professional learning plan with two of our four curriculum days conducted in person, Literacy – Spelling and Wellbeing – Mental Health. Our focus on increasing teacher capacity and student outcomes in spelling was supported by a whole school curriculum day about using the Smart Spelling Program, presented by Michelle Hutchison. Although this was immediately followed by an online learning period, the level of teaching understanding, use of common language and adaptability of the program enabled teachers to implement the new teaching approach with a high degree of success.

Following the online learning periods in 2020, our staff have developed a high level of skill and confidence in transferring teaching foci onto an online forum. As a result of parent feedback, our professional learning focused on further increasing teacher effectiveness in an online environment. We changed our digital platform to improve ease of use and the ability to connect with students and parents on a more personable level. We also moved to a live lesson model where we taught an English lesson and a Mathematics lesson a day with the provision of an extra English lesson per day. The new model was intended to; support students' learning in real-time, release pressure on families and students and create deeper connections with students.

The level of collaboration amongst teachers within learning teams and across the school was increased due to the need to effectively communicate a consistent approach and discuss student needs in a more isolated work environment. This saw the development of a curriculum plan that needed to communicate learning intentions to other team members, parents and students.

The live teaching model of online content delivery enabled us to increase learning expectations in the middle to upper years. These students were more independent and could focus online for more extended periods than the junior years' students. We were very aware that live lessons may put extra pressure on the junior school student parents who were needed to support their children and manage their own workloads. Planning with this in mind caused teachers to reflect on how to engage students in their academic learning and social interactions as independently as possible. Teachers were able to use many of the teaching protocols that they would use in class, on-site. However, they adapted delivery and resource use to suit the circumstances.

Students achieved a high level of academic success in Literacy and Numeracy during remote learning, but the most noticeable learning was in the growth of student independence and self-efficacy. Our students demonstrated a high level of resilience in completing set tasks and understanding whole-school literacy and numeracy practices that supported their independent learning.

#### POSITIVE CLIMATE FOR LEARNING

Strengthening students' health and wellbeing was extremely challenging, both during remote learning and upon returning to on-site education. One of our curriculum days, presented by Dr Maria Roberto, focused on the effects of stress on our wellbeing, identifying signs of stress in ourselves and our students, and ways to support people in distress. Maria's presentation brought clarity to the situation that we were dealing with as educators, strategies and a common language that the staff could use in the classroom and their own lives to support the development of and maintain positive mental health.

With a focus on positive mental health, teachers used Webex meetings to maintain social interactions, sometimes substituting academic lessons for meetings that addressed the social engagement needs of their students in response to student and parent feedback. Educational support staff were assigned students in the PSD program and out of home care to provide extra support to families. They liaised with teachers and provided academic and wellbeing support to students. Our teachers' checked in' individually with students through Webex and/or telephone conversations as needed.

#### PROFESSIONAL LEADERSHIP

The leadership team implemented measures to support staff effectively. We began the year by proactively planning for the event of 'circuit breaker' lockdowns. Providing work for students on a short term basis. Having a plan in place

enabled teachers to develop a sense of resilience when faced with the unpredictability of the COVID restrictions. When designing the 2021 budget, we incorporated funds to provide digital platforms that would support the delivery of lessons. We changed the digital platform that we used to a platform that suited our on-site and remote learning needs. Staff were trained in using the new system and supported in embedding the use of the platform during the on-site period. As the year progressed, we diverted school funds to employ the same casual relief teacher to care for students on-site from the Prep cohort. There was a high number of Prep students on-site, all of whom needed a high level of support with their learning as the remote learning period began during the 'transitioning to school' phase of the prep year. Education support staff and specialist teachers were rostered to supervise all other on-site students. Classroom teachers were supported to focus their attention on the online learning environment, reducing teachers' stress and directing their energies to solely caring for students working remotely. We believe that our staff were able to provide a high level of academic support and care for their students more effectively if they had the opportunity to focus only on their students' remote learning and wellbeing needs.

### COMMUNITY ENGAGEMENT IN LEARNING

A byproduct of the remote learning experience of 2020-21 is the transparency of learning expectations from teachers. Parents and carers were more connected with curriculum needs, their child's academic capabilities and work habits. Although this also put extra stress on families, it was an insight into school life they had not experienced before. Even though it was not a direct replication of the classroom experience, parents were exposed to a higher level of school information than ever before, strengthening the home-school partnership.

The restriction of our parents and carers to the school has caused challenges and concern for us all. However, the school continues to provide high-quality care and learning experiences for our students. We are rebuilding the sense of community within the school. We will continue to focus on building opportunities to invite our school community into the school in a creative way.

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## Achievement

Our students continued to spend time isolated in the remote learning environment created through COVID-19 restrictions. As a result, the academic expectations of our school community changed throughout 2021. The increasing fatigue caused by COVID restrictions, in some cases, forced families to focus on wellbeing and parent work commitments over maintaining high academic performance. In other families, completing school work with of focus on achievement could be maintained. All of our families did what they could to sustain their family's health and happiness during this time. In this environment, some students thrived, some maintained their level of achievement, and some struggled to achieve the 12 months growth in 12 months.

As a school, we continued to reflect on how we could present our pedagogical beliefs in an online forum to respond effectively to our student's academic and emotional wellbeing needs. Through the home-school partnership in 2021, we reflected on parent feedback to our 2020 remote learning approach and moved from video-based lessons to live teaching experiences. Teachers gave instant feedback on student work submissions and followed up on students who disengaged from learning through telephone conversations and video conferencing.

Our three intervention teachers continued to provide tailored, skill-based learning materials and live lessons using the Webex platform. These additional support programs in Reading and Numeracy supported students not achieving benchmark levels and English as an Additional Language (EAL) students. All students on the PSD program (Program for Students with Disability) showed progress in achieving individual goals due to assigning education support (ES) staff members acting as a liaison between home and the classroom teacher of a given student. The ES staff member provided extra tuition to the student, ensuring that school engagement was maintained. They also monitored the student's emotional wellbeing and offered feedback to the classroom teacher, who could action concerns with the family. ES staff were also assigned to students in 'out of home care', providing extra support to access the learning requirements.

Student performance summaries for 2021 demonstrate continued sustained growth and achievement. From an analysis of 2021 data, the expected growth across the year levels is consistent with teachers' feedback about students' ability to access the curriculum using the technology provided, coupled with our family's availability to support learning. Students in Year 1 had a high percentage of students who made 'above-expected growth' in Reading and Writing. The

majority of students in all other year levels, on average, made the 'Expected' level of growth in 2021, except for students in Year 5 who had a high number of students who made 'below' expected growth in Number.

The effects of remote learning on our student's learning growth will need to be considered moving into the future. The student performance data indicates that our students achieved above state medians and compared to similar schools for students at or above age expected standards. We are extremely proud of our efforts as these results provide continued endorsement of the school's teaching and learning methodologies and programs and our home-school connection for 2021. Compared to the median of all Victorian Government schools, our students performed at an exceptionally high level.

NAPLAN results complement teacher judgements and support the high achievements of students. In relation to Numeracy, 86% of Year 3 students performed in the top three bands and 75% in Year 5. Similarly, with Reading, 88% of Year 3 students performed in the top three bands, with 81% in Year 5. Four-year averages (2018 – 2021, excluding 2020) indicate that our Year 3 students in both Reading and Numeracy performed above similar schools, and our Year 5 students are performed above state averages. Whilst we celebrate wonderful achievements by our students that are well above state means and comparisons with similar schools, in 2022, we will focus on the learning gain for students. Our results for 2021 indicate that 25% of students are making high gains in Writing. Our focus will be to have 25% of students (or above) achieve high learning gain across all learning areas, emphasising spelling.

These impressive results are attributed to several factors and strategies, including, but not limited to:

- \* A strong home-school relationship
- \* A clear school pedagogical model for growth and development of both staff and students that was able to be effectively adapted during the remote learning period.
- \* Enhanced staff capacity to deliver differentiated mathematics and literacy programs.
- \* Staff capacity, flexibility and commitment to adapting current lesson delivery methods to a remote learning setting.
- \* Concise, rigorous and continuous data analysis identifying student point of need and planned intervention for all students.
- \* Consistent and streamlined use of school documents – school planning documents, School Strategic Plan, Annual Implementation Plan.
- \* Staff professional learning plan that is aligned to our SSP, AIP and individual staff needs.
- \* Tailoring of programs aimed at maximising growth beyond average levels and towards excellence.
- \* The value that our families place on education and their commitment to supporting excellence in learning.

Our teachers continue to utilise and implement practical, evidence-based tools and resources to support them in their work. They have high expectations for themselves and their students.

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## Engagement

Our Strategic Plan's key focus area is activating student voice, leadership, and agency in relation to learning. On the return to on-site education, we will redirect our focus to how we can increase student engagement through student voice leadership and agency in the classroom setting.

In 2021, our focus on engagement shifted to students' ability to access learning experiences remotely. We adopted the use of a digital platform that was visually appealing to students and enabled them to access teacher lessons and resources, including educational games. Teachers modified lessons to ensure they maintained educational integrity but could also be completed at home. We also used Webex to conduct class meetings focusing on student wellbeing, offering children opportunities to play games chat about their experiences of remote learning and their lives. In the older years, students were given the opportunity to engage in small group work in 'breakout' sessions during online lessons. This provided the time for students to strengthen connections with their peers.

Upon the return to school, teachers focused on reintroducing students to school routines. There was an increased exposure to play opportunities and reconnecting students with their peers and friends.

Future work in this domain will see a continued need to reconnect students with school routines and relationships as

we witness the increased anxiety students face with leaving home to attend school.

We will continue to engage external and internal staff expertise to support staff and student learning relating to student voice and have employed a Learning Specialist to increase teacher capacity in this area during 2022. We shall continue to work with our educational consultant to expand upon the action research projects and work with staff to implement and consolidate the school's Learning to Learn document. Team will be supported in developing common language and understandings as we further unpack the Department's Amplify document.

Our attendance data demonstrates that our students had a high attendance rate across all year levels in 2021. However, this data does not reflect actual attendance in 2021 due to remote learning and should not be taken as an accurate measure of student engagement in lessons. The more reliable data is the 4-year average of the Number of absence days per year, 12.6. This compares favourably with similar schools and the statewide average of 12.5 and 15, respectively. Student illness and extended family holidays continue to account for the majority of absences. We continue to monitor school absences and take particular notice of students whose absence rate is higher than the state average.

Our structures and processes allow us to identify, monitor, and follow up unexplained absences and the school's student support staff work with families to offer support and guidance.

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## Wellbeing

2021 began with a continued focus on developing whole-school approaches to student health, wellbeing and inclusion. In response to the 2020 remote learning period, the need to focus on student mental health, engagement and resilience became of paramount importance.

The school's value-based program and Start Up program at the commencement of the year support the development of respectful, resilient, growth mindsets and positive behaviours. The continued use of resilience journals across the school and mindset strategies have extended our approaches and practices. Comprehensive induction programs are available for new staff, which relate to work undertaken as part of the resilience project and restorative practices program. A curriculum day focus for 2021 was the provision of professional development on creating a positive classroom culture through positive psychology and the development of resilience during a pandemic.

Remote learning continued for the majority of the 2021 academic year. Increased levels of anxiety, stress and disengagement became evident in our students and their carers. The enormous pressure that the lockdowns had on our families and staff became starkly apparent as the words "COVID fatigue" became a discussion point. Pressures such as working from home whilst supporting children's education coupled with the seemingly endless isolation of living through a pandemic were reflected in the conversations that we were having with students, parents and staff members. We supported families with students on the PSD program and other vulnerable students by assigning them an education support staff member to liaise between families and teachers and provide extra academic support. Upon returning to school, we focussed on reestablishing relationships with and between our students.

The Student Attitude to School Survey (AToSS) responses in the area of Sense of Connectedness and Management of Bullying (80.2% and 80.8%) demonstrate that our students feel a positive connection with school despite the isolation of remote learning for the past two years. These responses are above similar schools and the statewide averages. We continue to work towards improved connectedness to school for students, staff, and our families during 2022 to support our community's wellbeing and engagement.

Our whole school focus for 2022 is to pay attention to mental health. We have engaged a psychologist's support to provide staff with training in identifying and building mental health based on psychology, anchored by research in neuroscience and brain function - and framed by the science of optimism. The intention is to continue to work in this area by providing workshops to parents and students.

We take immense pride in our whole school approach to engage proactively with students, parents and community

health specialists.

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## Finance performance and position

The school's sound financial position is made possible through strong and strategic financial planning and continuous monitoring of revenue and expenditure.

Expenditure items outside the school's planned program budgets occurred due to managing students requiring on-site supervision during remote learning. To ensure that teachers and education support staff members were available to cater to students' academic and wellbeing needs remotely, we employed a casual relief teacher to manage on-site duty of care.

Equity and targeted initiatives funded through DET allowed for the provision of language and numeracy tutors who managed their programs remotely through remote learning. The school has continued to maintain and enrich accountability measures concerning financial management, and an independent financial audit endorsed these. Program budget leaders continue to work within clearly defined budgetary amounts, continually monitored by the school's leadership team and School Council. Expenditure continues to be carefully budgeted, and most budget spending was significantly reduced during the remote learning period. As a Capital Works Project will commence in 2022, careful monitoring of the school budget will be required to ensure there are available funds to support costs that will be the responsibility of the school. School Council continues to set program budgets with funding priorities targeted towards key areas of the School's Strategic Plan - namely Literacy, Numeracy and Curiosity.

Our school received an additional \$169,097 from state or commonwealth funding beyond the school's student resource package.

**For more detailed information regarding our school please visit our website at <http://www.watsonia-north.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 584 students were enrolled at this school in 2021, 284 female and 300 male.

15 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

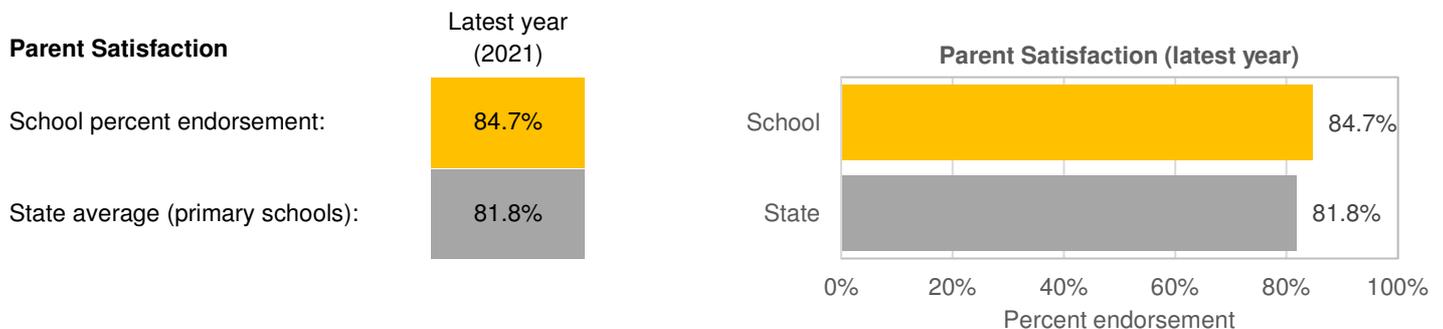
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

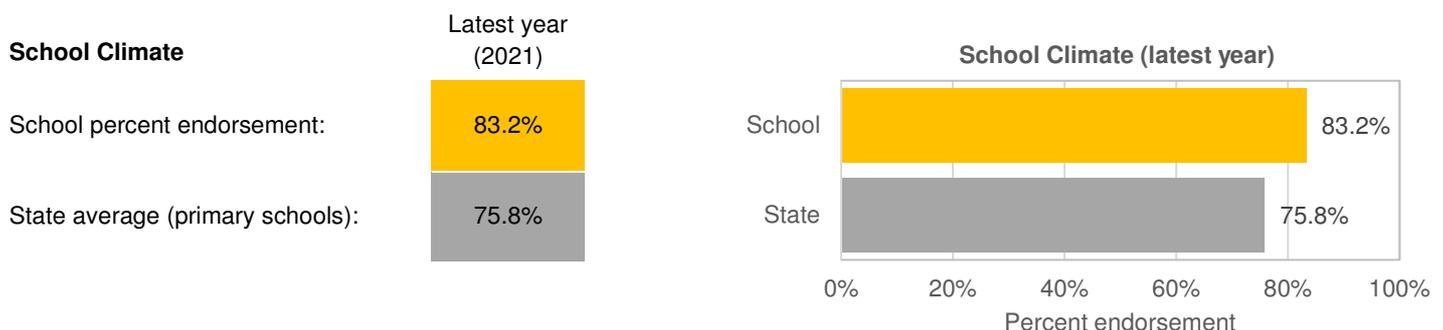


### School Staff Survey

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:

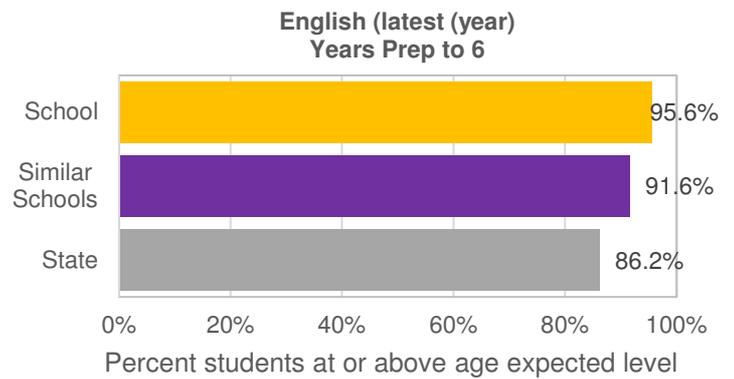
95.6%

Similar Schools average:

91.6%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

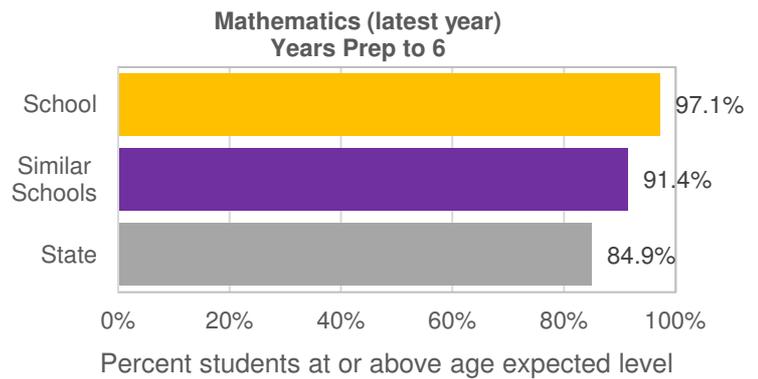
97.1%

Similar Schools average:

91.4%

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.

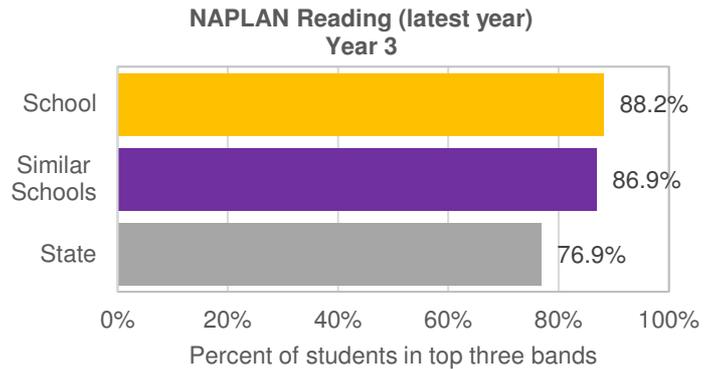
**NAPLAN**

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.

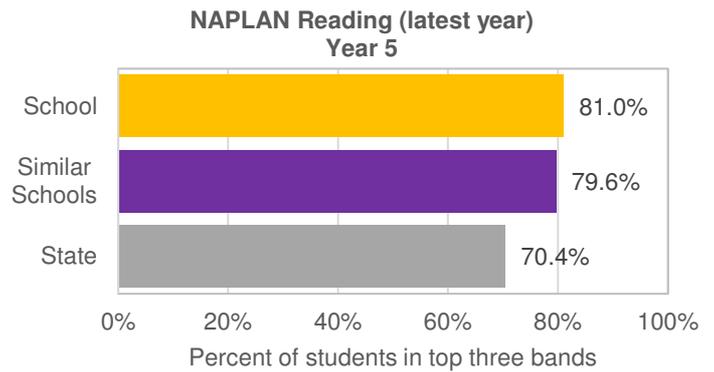
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.2%	89.4%
Similar Schools average:	86.9%	85.9%
State average:	76.9%	76.5%



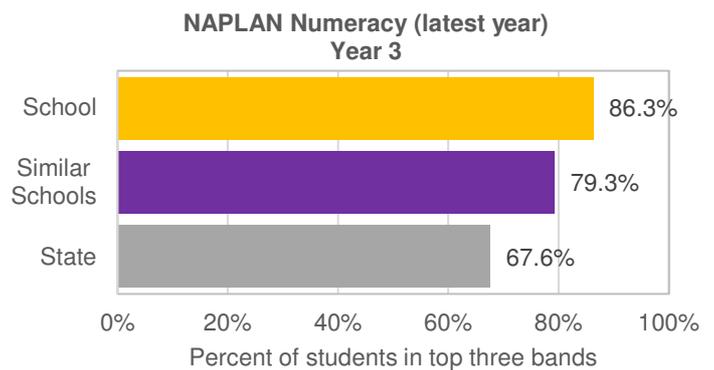
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.0%	74.4%
Similar Schools average:	79.6%	77.4%
State average:	70.4%	67.7%



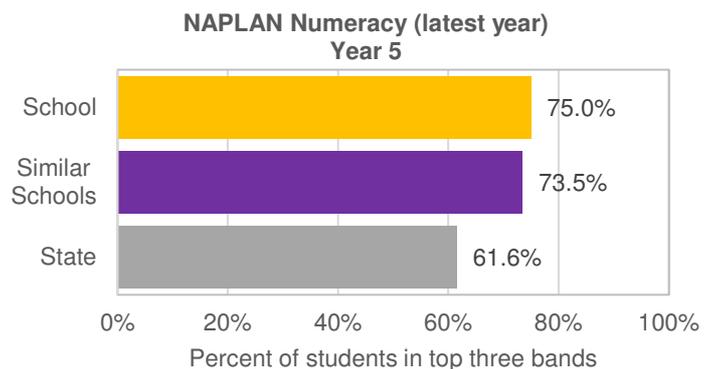
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.3%	89.2%
Similar Schools average:	79.3%	80.1%
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%	66.3%
Similar Schools average:	73.5%	71.1%
State average:	61.6%	60.0%



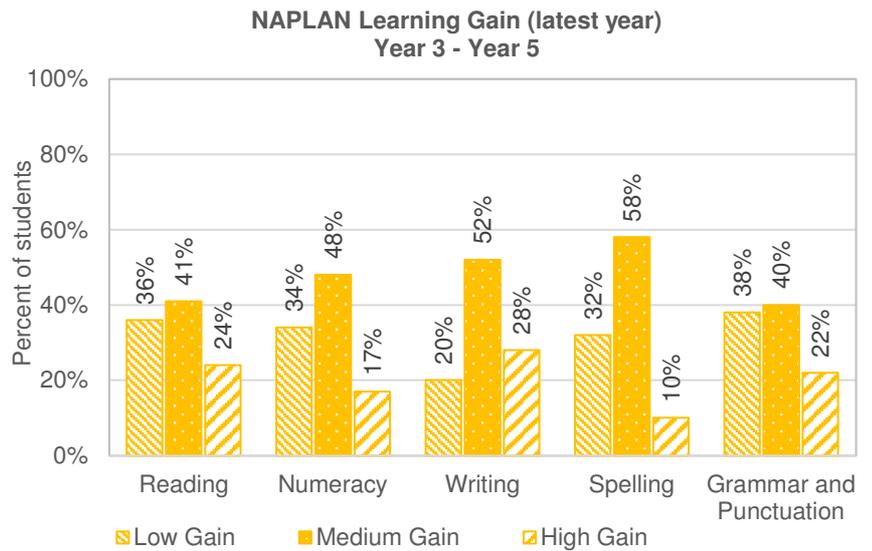
**ACHIEVEMENT (continued)**

**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:	36%	41%	24%	27%
Numeracy:	34%	48%	17%	26%
Writing:	20%	52%	28%	27%
Spelling:	32%	58%	10%	23%
Grammar and Punctuation:	38%	40%	22%	26%



## ENGAGEMENT

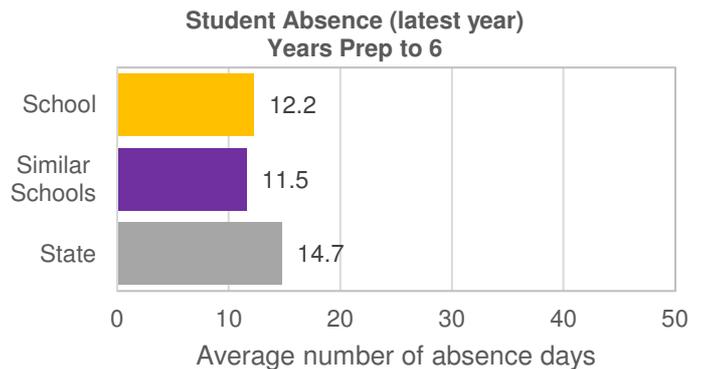
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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	12.6
Similar Schools average:	11.5	12.5
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):	95%	93%	95%	94%	95%	93%	92%

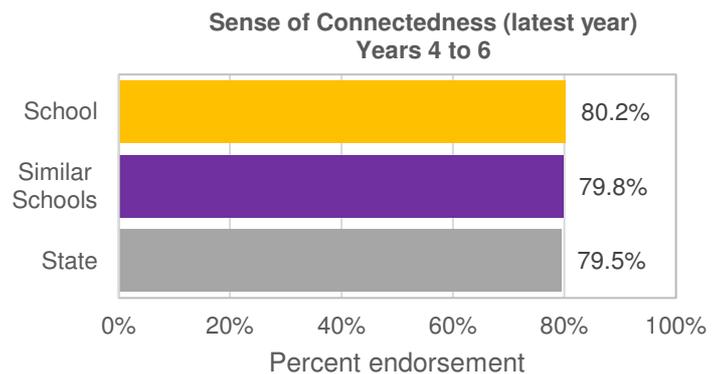
## WELLBEING

**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:	80.2%	82.7%
Similar Schools average:	79.8%	80.8%
State average:	79.5%	80.4%

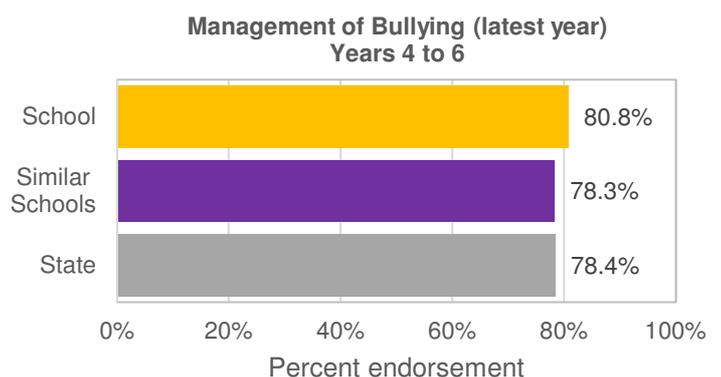


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	80.8%	82.4%
Similar Schools average:	78.3%	80.2%
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	\$4,904,701
Government Provided DET Grants	\$473,510
Government Grants Commonwealth	\$169,097
Government Grants State	\$0
Revenue Other	\$10,793
Locally Raised Funds	\$620,911
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,179,012</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$49,126
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$49,126</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,386,583
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$77,714
Communication Costs	\$6,152
Consumables	\$115,822
Miscellaneous Expense <sup>3</sup>	\$22,463
Professional Development	\$34,174
Equipment/Maintenance/Hire	\$111,272
Property Services	\$32,797
Salaries & Allowances <sup>4</sup>	\$428,494
Support Services	\$117,960
Trading & Fundraising	\$62,567
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,826
<b>Total Operating Expenditure</b>	<b>\$5,440,824</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$738,189</b>
<b>Asset Acquisitions</b>	<b>\$5,870</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	\$764,460
Official Account	\$44,673
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$809,133</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$173,040
Other Recurrent Expenditure	\$0
Provision Accounts	\$46,115
Funds Received in Advance	\$2,400
School Based Programs	\$518,114
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	\$77,385
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$817,053</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.*