

2021 Annual Report to The School Community



School Name: Truganina South Primary School (5498)



- 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 01 April 2022 at 08:46 AM by Linda Danese (Principal)

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

Attested on 01 April 2022 at 11:58 AM by David Gibilisco (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

Truganina South Primary School is located on Parkvista Drive Truganina in the City of Wyndham. The school is built as part of a Public Private Partnership agreement. There were 693 students enrolled at the end of 2021 with a projected enrolment for 2022 of 635. 56% of our students had English as an Additional Language (EAL). The surrounding area continues to grow with new development particularly in the Williams Landing area (zoned to our school). Our staffing profile at the end of 2021 consisted of 2.8 Principal Class Officers, 3 Leading Teachers, 2.8 Learning Specialists, the equivalent of 32 FT and 2 x 0.6, 5 x 0.4 part time classroom teachers, 16 x 0.72 and 3 x 0.43 ES classroom staff. Our non-classroom ES consists of 5 FT including 1.0 speech therapist and 4 x 0.8.

The Family Occupation and Education (SFOE) is 0.3453 (low-medium) as compared to 2020 which was 0.3457.

Teachers and students work in Learning Communities as part of two mini schools (each headed by an AP with a guiding coalition made up of LTs and PLC facilitators). In 2021 there was a strong emphasis on the introduction to Professional Learning Communities with the establishment of the PLC driving team.

Teachers adopt a shared responsibility for all students within the Learning Community. The curriculum is delivered in a positive, stimulating and challenging learning environment where every child experiences success and develops a love of life-long learning. Due to Covid interruptions our Inquiry based learning was paused however the key components of the teaching programs at Truganina South Primary School are the effective teaching of Literacy and Numeracy skills.

The School provides high quality programs in Visual Arts, Performing Arts, Science, Physical Education and LOTE (Mandarin). The diversity of the school is represented in more than 60 different language groups. We had 3 students identified as needing Koori support. Thirty one (31) students were supported as part of the PSD in 2021.

As part of our AIP we had the state wide priority goals of Learning Catch Up and Extension, Happy, Active and Healthy Children and Connected Schools. Our second goal was to ensure that every student maximises their learning growth and achievement in Literacy (Reading & Writing).

COVID, again in 2021 saw learning look very different at all schools. Our staff and students returned to remote learning efficiently and our staff constantly reflected on parent and student feedback to improve our practice. Paper based and differentiated tasks were made available for students who required it and digital devices were provided to families where there was a need to ensure their child/ren could access online learning platforms including Google Classrooms, Seesaw and Webex.

Framework for Improving Student Outcomes (FISO)

Curriculum Planning and Assessment was identified as a priority in our SSP. The development of a guaranteed and viable curriculum was a key improvement strategy that we believe will improve the impact of the teaching and learning program at Truganina South Primary School. A guaranteed and viable curriculum will lead to increased curriculum knowledge for staff and is required to further develop student voice, agency and leadership.

In 2021, the Numeracy team began work on a guaranteed and viable curriculum by auditing previous planning documents, and reviewing the curriculum. Essential learnings were established and the curriculum was reorganised to better enable teachers to see the progression of learning across the years. Numeracy planners were revised to be inline with the essential learnings and better make connections across mathematical concepts.

The Literacy team also began work on the creation of a guaranteed and viable curriculum. The team has canvassed staff feedback about the current Reading practices and program. The team will continue this work in 2022.

Remote learning had a large impact on teaching and learning programs and yearly planners. On multiple occasions, teams audited their learning program and used these reflections to guide a narrowed focus for the remainder of the year. Teams focused on teaching the most important concepts and those that could be delivered effectively while in remote learning.

Building Practice Excellence

AIP Goal 2: To ensure that every student maximises their learning growth and achievement in Literacy (Reading & Writing)

Our focus continued with building staff capacity in the teaching of Reading. Through our partnership with DSSI our Lead Literacy Team narrowed our focus and set high expectations of both ourselves and our colleagues. Our Reading Instructional Model was embedded across the whole school and we moved into monitoring and evaluating its impact. Throughout the year, as reflected in 2021 meeting schedules, all teaching practices within our Reading Instructional Model were unpacked with staff through Professional Learning. Staff built an understanding of the purpose of each practice and as a school we developed our own definitions and teaching guarantees which are expected to be seen in each Reading session across the school.

As a result of the focus on Reading:

- We have a high level of consistency across the school-common understanding. Teachers are open to feedback and are asking for the feedback to improve their practice.
- Difference in culture of teaching and learning about Reading.
- Feedback to and from LLT to PLC leaders to ensure consistency and next steps.
- Increase in time spent reading-focus use of time-‘every minute counts’
- Teachers implementing the Instructional Model with fidelity / Leaders monitoring implementation
- Increased teacher confidence in the teaching of reading (feedback from staff as evidence)
- Introduction, monitoring & adherence of TSPS guarantees
- More student voice in classroom libraries
- Introduction of ‘bonus learning’ time before school (8:30 to 8:50 with a focus on Reading)
- Teachers referring and using the research (PLC Inquiry, F & P etc)
- Collaborative planning within PLCs.
- Opportunity to liaise with leaders from other educational settings to ensure the work that we are doing will support students moving to upper years of Education.

Data

Our teacher judgement (progression points) data shows that across Foundation to Year 6 73.2% of our students are working at or above expected standards.

Our NAPLAN data for 2021 shows that:

- 67.3% of Year 3 students are in the Top 3 bands
- 65.2% of Year 5 students are in the Top 3 bands

Our NAPLAN data related to ‘Learning Gain’, that is determined by comparing a student’s current year result relative to the results of all ‘similar’ Victorian students, shows that 54% of our students had medium gain whilst 30% had high gain, compared to similar schools who had a high gain of 24%.

Impact on Learning: In Term 4 2020, TSPS participated in the Learning Communities Initiative. A team of four colleagues (PLC drivers) and the principal were immersed in an intensive training program. Whilst PLCs existed previously, this training gave our drivers clearer direction and expectations of the work of effective, collaborative PLCs. At the beginning of 2021, the PLC drivers introduced the PLC model to all teaching staff. A note that it was a challenging time to introduce the initiative as we experienced a second year of learning impacted by COVID that saw students and teachers moving back and forth from face-to-face and remote learning. Some of the results, given this (see below) are very positive.

Our leadership team was renamed as the School Improvement Team and within this group smaller teams with a focus on Literacy, Numeracy, and Wellbeing were established. These groups supported the work of our new strategic plan developed following our Review in March 2021.

Each member of SIT was also a PLC facilitator of learning communities. Each facilitator was supported by the PLC driving team to embed consistent and best practice to develop effective, collaborative teams, using student data to inform their work and targeted professional learning to deepen curriculum knowledge and enhance their pedagogical growth.

Structures were put in place to support teacher collaboration and reflection throughout the year as part of our Meeting Schedules and planning time.

The foci for 2021 were on the development of the School Vision, Collaboration and High Expectations. The teaching staff also began Inquiries of learning linking their work closely with the Lead Literacy Team and DETs Differentiated Support for School Initiative (DSSI) team. The work carried out on the introduction and implementation of our Reading Instructional Model has led to a clearer understanding of the whole school approach to Reading.

Some of the results of the introduction of the PLC model have included:

- * A greater focus on student data informing and differentiating the learning.
- *The establishment of norms of work with all members of PLCs.
- *Sustained and weekly scheduled Professional learning with a focus on Inquiry of Learning for all teachers.

From our Panorama (Staff Opinion Survey):

Collective efficacy- steady 66%-67% (2020-2021)- 52%- 2019

Professional learning - increase from 50%-65% (2020-2021)

Use of and interpretation of data - steady 70%-71% (2020-2021)- 59%- 2019

Teaching and Learning - planning steady 72%-74% (2020-2021) -62% 2019

Collaboration in planning - increase 80%-84% (2020-2021) – 60% 2019.

Teacher collaboration on the moderation of student work - increase from 64%-79% (2020-2021)- 45% 2019

As a result of this work, our Panorama rank moved from Renew to Stretch. An outstanding result.

In 2022, this work continues with a greater focus on inquiries of practice as PLCs, embedding the work begun in Reading and turning our focus to Numeracy as well.

PLCs will also continue to explore more deeply the inclusion of student voice and agency- especially in the co construction of Goals and Achievements and feedback with regards to students' own learning and teacher instruction.

Achievement

A key priority for 2021 was to continue our narrowed focus with Reading and building staff capacity in different teaching practices as well and embedding our new Reading Instructional Model. Professional learning linked to Reading was reflected through our Meeting Schedules.

Through the PLC initiative teams of teachers worked together to analyse assessment data, and to develop units of work aimed at catering to the learning needs of all students using data to drive and inform all planning. Teams met weekly to reflect on student progress and plan and implement the use of instructional practices aimed at differentiating learning in response to students' needs.

The Learning Catch Up Program (funded by DET) supported students who, as a result of Covid interruptions in 2020, engaged minimally in remote learning. Students participated in cycles of learning, which continued through our stints with remote learning in 2021. Overall 104 students were involved in the program for across the year. Small focus groups ran multiple times per week throughout remote learning.

A representative of the LCUP team met with teams weekly to support in planning. LCUP team shared data and anecdotal notes with classroom teachers. LCUP team met weekly to review and refine practice, individual student progress and participation.

LCUP team continued to monitor the progress of students from cycle 1.

LCUP team discussed goals with students. Students identified text types and genres that they enjoyed and these were incorporated into online reading groups. Students picked the texts to read in groups.

Students participated in the High Ability program every term. 8 students were part of the program.

The Excellence Hub continued to be updated and students were encouraged to access it to extend their learning opportunities.

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

During the period of remote learning, Professional Learning for our staff continued and met the goals set out in our AIP. Teams of teachers worked together to create engaging videos and learning activities that provided students with the support and challenge to progress with their learning. Learning activities were developed for different levels and to

target specific learning needs. While the majority of learning was delivered online, teams also produced hard copy resources for families where digital technology was detrimental to learning. Teachers were providing daily feedback to students and parents while also contacting parents to attempt to engage their students.

Students on the PSD program received learning activities targeted to their particular needs. They were each supported by Education Support personnel and participated in termly SSG meetings, outlining their individualised goals and strategies being used in the classroom or online to support their learning. For many of these students this meant hard copy work while other students benefited from accessing the digital learning resources. Teachers and the wellbeing team regularly kept in contact with families to provide academic and wellbeing support. Onsite support was also offered to these students with many parents choosing to keep them home.

Throughout this period of Remote Learning, participation rates across the school ranged between 40% and 60% of students engaging in learning activities.

Teachers ran multiple Webex Meetings where students participated in small groups, such as Guided Reading sessions, and conferenced with teachers, while also accessing the supportive videos and resources. During this time, teams completed curriculum audits to identify what they believe students had learnt effectively over remote learning and to prioritise learning for the return to school.

On return to face to face teaching, the focus was on gathering current assessment data which was then used to target the areas that were identified as being essential to learn.

Our teacher judgement (progression points) data shows that across Foundation to Year 6 73.2% of our students are working at or above expected standards.

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Engagement

Student engagement continues to be a major area of focus for Truganina South Primary School. To improve engagement, we have taken steps to foster greater connections between teachers and students, develop teacher capacity to provide students with greater voice and agency, and implemented strategies to address poor attendance for particular students such as SSGs.

Our Community Hub hired a new hub leader who during remote learning canvassed opportunities for our families to engage in, in 2022, such as play group, English Language Classes, food pantry and toy library.

Another Covid interrupted year had a great impact on our student attendance, especially after each lockdown and also contracting Covid and needing to isolate.

We continued to facilitate activities to foster connectedness such as parent forums which offered great insight into the experiences of parents and children which allowed us to modify some of our approaches to remote learning practices in response. We also conducted weekly online whole school assemblies, led by our student leaders, each with a different fun theme.

We introduced daily wellbeing Webex meetings with classes to check in on each student. Daily check ins with staff to check in on their personal wellbeing and professional needs was also a main priority for us.

Communication to parents around changes to Covid restrictions and to a fro between on site and remote learning was well received. In 2021 we made it a focus to support written communication with visuals and videos.

Student absence continues to be a concern for our students, including late arrivals and early leavers. Towards the end of the year, as local and international borders re-opened, more and more families headed off on long term holidays.

Future directions include:

- continue to promote the idea that all children need to be at school
- revise processes to make it easier for teachers to track student absences
- Increase focus on student voice and agency around co-construction of goals and student to teacher feedback
- improved use of learning goals and action plans to help students take more ownership of their learning.

Wellbeing

After what everyone experienced with Covid-19 in 2020 we as a school understood how important it was for us to continue our focus on Wellbeing in 2021. We engaged with the Resilience Project and started the year with Professional Learning for all staff, students and an evening parent session.

Our Wellbeing team continued to be led by a Leading teacher who was supported by the Principal team, a Speech pathologist and an Education Support Officer.

Our Wellbeing Hub continued to be a safe haven for students who needed space to support them as they navigate their emotions and challenges. The space itself is well resourced, tactile and sensory in nature. The space can simultaneously cater for a number of small group activities and individual needs.

During remote learning Wellbeing was at the forefront of all our school based decisions for our students, staff and the wider community. We introduced daily community Wellbeing sessions online as well as continued the online Wellbeing Hub which was accessible to all students at any time.

More so our wider community reached out to our Wellbeing Hub for support. We established a food pantry and school supplies pantry which was well received and appreciated by our families and frequently visited. Students who were working 'on-site' participated in the set up and pack up each day of the pantries and were quick to offer ideas to how we could enhance it.

Our wellbeing team has continued to be instrumental in ensuring that our Child Safe Standards and Policies are up to date, in line with DET requirements and familiar to staff, students and families. This team has worked closely with many external services including Beyond Blue and has received glowing praise.

Our SWPBS initiative has been strengthened as has our work with the Respectful Relationships Initiative.

Our student leaders excelled in delivering activities and sessions to their peers at these support schools and our School Council too. They also created online videos to support their peers through remote learning. Survey results from students and parents indicate positive trends, particularly in the areas of Connectivity, Belonging and Safety.

Other work our Wellbeing team was able to complete included:

- A student "fairness" visual developed by the SWPBS Working Party team.
- Daily Wellbeing Webex sessions during remote learning.
- Wellbeing differentiated tasks were available for students remotely.
- Delivered staff Professional Learning each term including Emotion Coaching, Mandatory Reporting and Restorative Practices.
- Continued to implement Resilience Project
- Assemblies were engagement based in the remote setting e.g. dance party themes.
- Risk register has been created and is updated regularly and shared in SSS meetings fortnightly.
- The Wellbeing Hub was utilised successfully by students and teachers.

- FISH philosophy resource pack re-developed.
- Staff regularly made contact with families.
- Updated school rules have continued to be embedded across the school as well as our behaviour matrix.
- Choice chart introduced and implemented in all learning spaces.
- Established Child Safe spaces in each community (students have taken photos of these on their iPads so they have access to those at home).
- Re-established school values alongside the PLC team.

Finance performance and position

In 2021, Truganina South Primary School managed funds in a fiscally responsible manner ensuring compliance with financial controls and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable accounting standards, the Education and Training Reform Act 2006 and the Financial Management Act 1994.

DET's Framework for Improving Student Learning Outcomes informed the development of the budget and the allocation of funds to particular program budgets.

The COVID-19 pandemic resulted in another substantial interruption to our school year and provided us with further challenges. Our budgeted expenditure was again reduced however we continued our financial support for post pandemic re-engagement, wellbeing and respectful relationships as well as school improvements. Our main purchases were:

- ? Personalised external signage
- ? Indigenous mural works
- ? Installation of shade sails over playgrounds
- ? Purchase of shipping containers for storage to de-clutter learning spaces
- ? Phonics resources for students
- ? Resilience Project professional learning for students, families and staff, including journals for every student
- ? Online educational subscriptions for students
- ? Curriculum and teacher resources.

It is important to note that the ability to expend funds was again hampered by the impact of COVID-19 and again resulted in higher than normal bank balances at the end of the year. All monies have been carried forward to 2022 with several major projects being investigated and or planned.

These include:

- ? Development of the front of the school, including an inclusive playground
- ? Further shade sail installations to allow for greater outdoor access for our teaches and students
- ? Further installation of personalised signage around the school
- ? Development of our buildings and grounds.

For more detailed information regarding our school please visit our website at
www.truganinasouthps.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 693 students were enrolled at this school in 2021, 352 female and 341 male.

56 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).

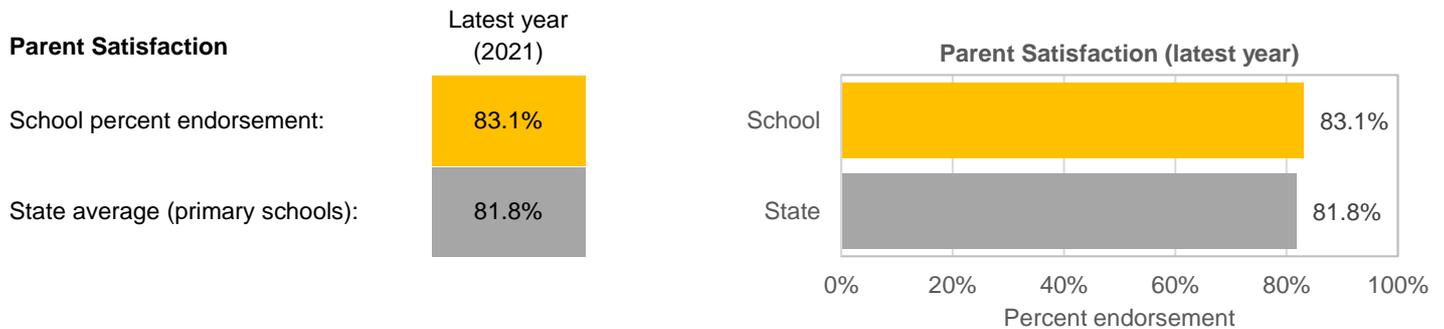
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

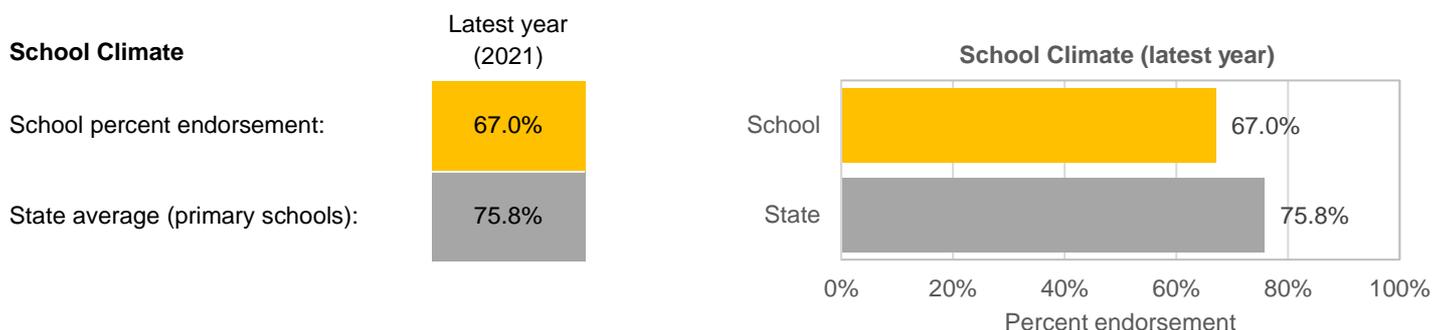


School Staff Survey

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:

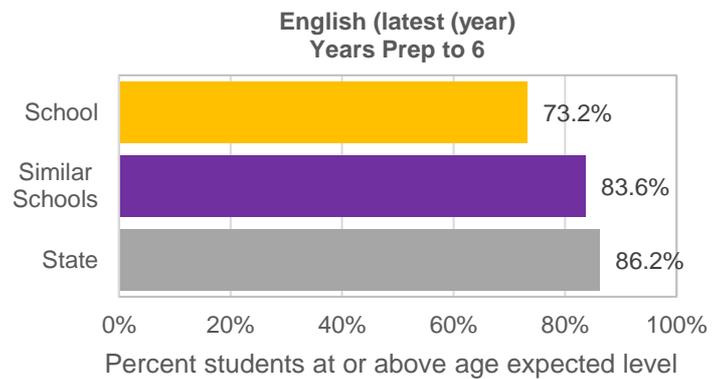
73.2%

Similar Schools average:

83.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

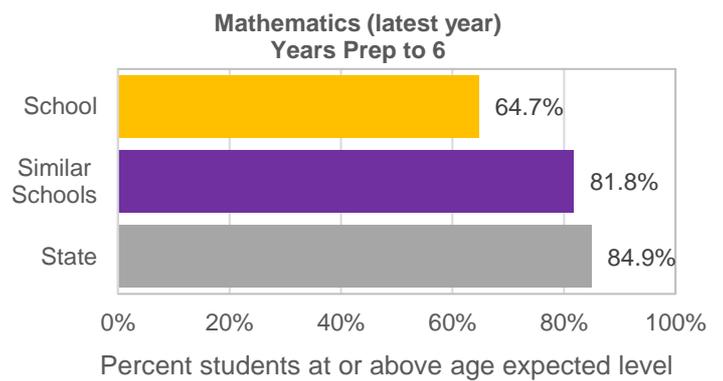
64.7%

Similar Schools average:

81.8%

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.

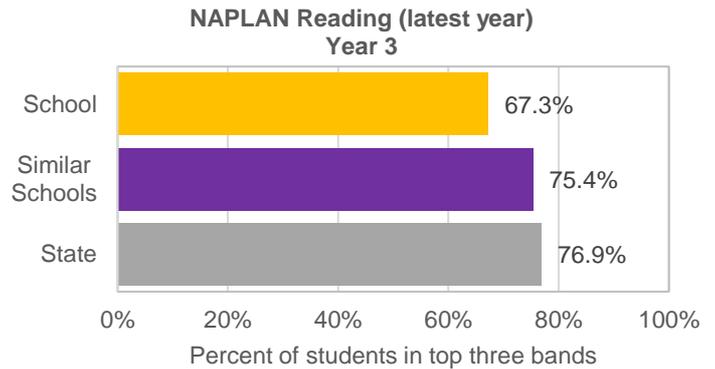
NAPLAN

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.

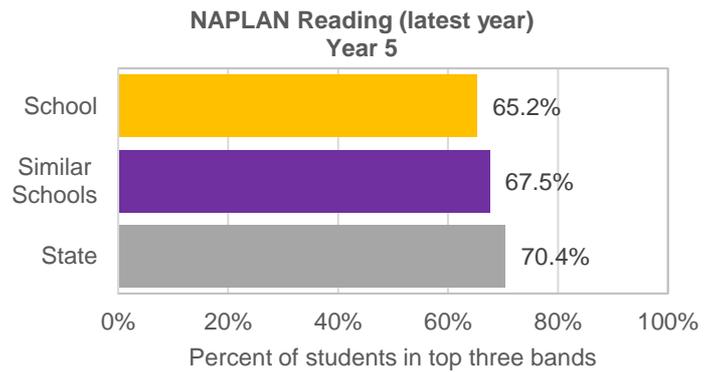
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.3%	64.4%
Similar Schools average:	75.4%	75.3%
State average:	76.9%	76.5%



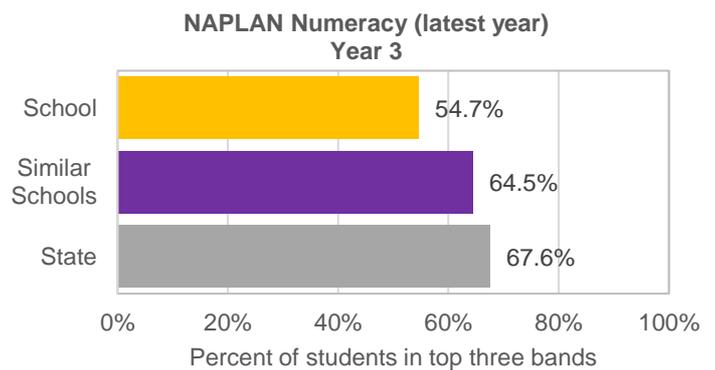
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.2%	55.1%
Similar Schools average:	67.5%	64.8%
State average:	70.4%	67.7%



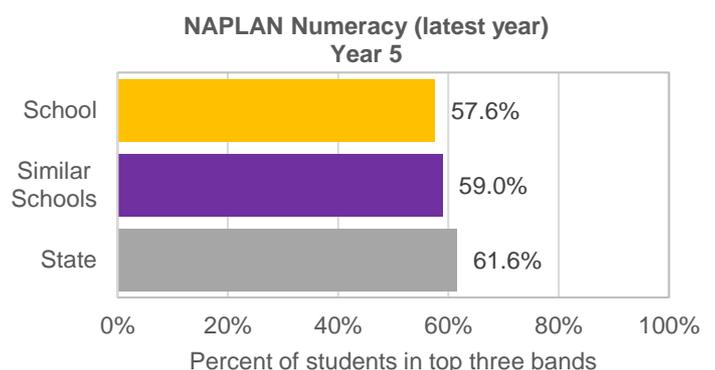
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.7%	54.3%
Similar Schools average:	64.5%	65.6%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.6%	52.1%
Similar Schools average:	59.0%	57.9%
State average:	61.6%	60.0%



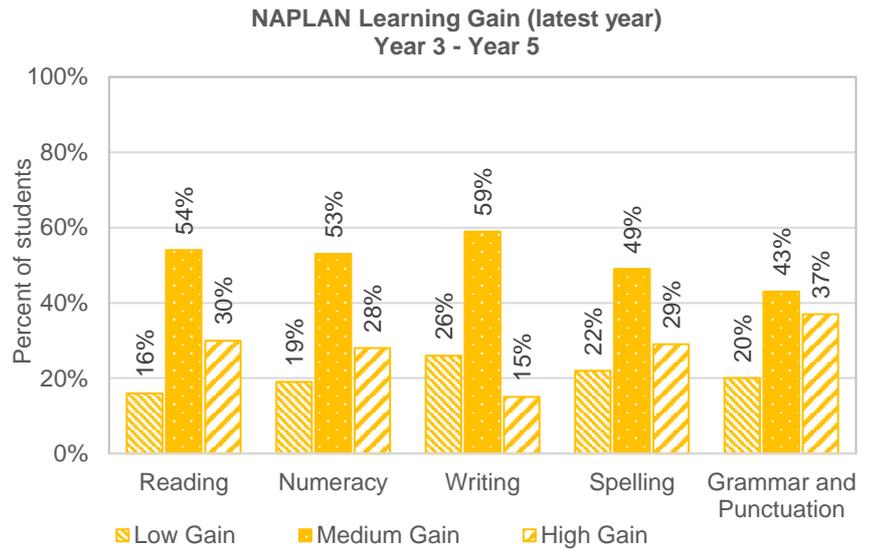
ACHIEVEMENT (continued)

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:	16%	54%	30%	24%
Numeracy:	19%	53%	28%	26%
Writing:	26%	59%	15%	23%
Spelling:	22%	49%	29%	26%
Grammar and Punctuation:	20%	43%	37%	30%



ENGAGEMENT

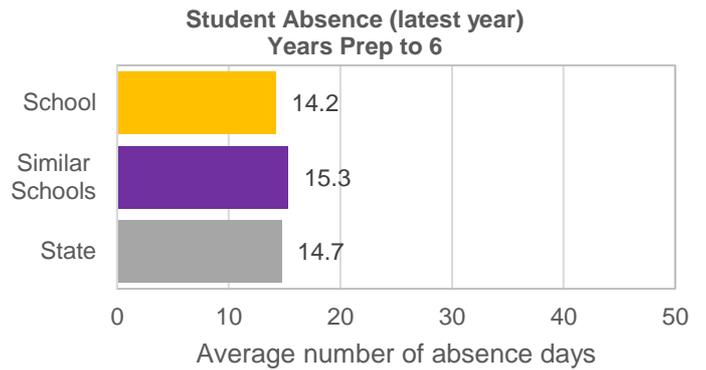
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.2	16.9
Similar Schools average:	15.3	16.4
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):	91%	93%	94%	93%	93%	94%	93%

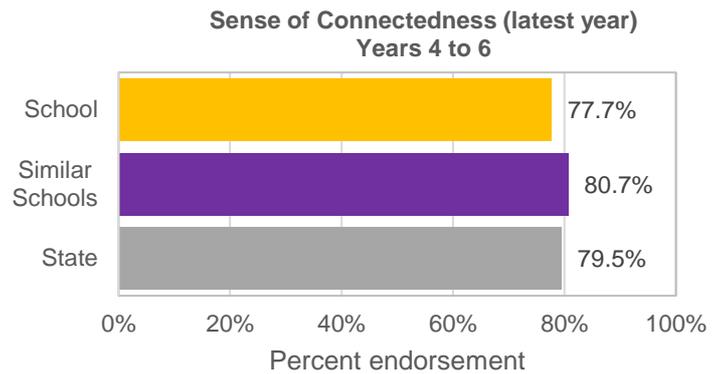
WELLBEING

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:	77.7%	74.1%
Similar Schools average:	80.7%	80.9%
State average:	79.5%	80.4%

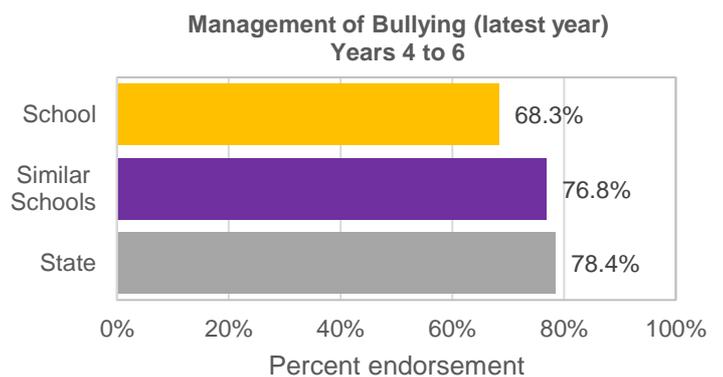


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	68.3%	68.1%
Similar Schools average:	76.8%	78.4%
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	\$6,470,622
Government Provided DET Grants	\$577,981
Government Grants Commonwealth	\$85,449
Government Grants State	\$3,500
Revenue Other	\$28,444
Locally Raised Funds	\$264,140
Capital Grants	\$0
Total Operating Revenue	\$7,430,136

Equity ¹	Actual
Equity (Social Disadvantage)	\$93,606
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$93,606

Expenditure	Actual
Student Resource Package ²	\$6,276,003
Adjustments	\$0
Books & Publications	\$12,854
Camps/Excursions/Activities	\$23,113
Communication Costs	\$21,320
Consumables	\$209,013
Miscellaneous Expense ³	\$54,442
Professional Development	\$13,131
Equipment/Maintenance/Hire	\$49,939
Property Services	\$23,015
Salaries & Allowances ⁴	\$51,743
Support Services	\$186,427
Trading & Fundraising	\$17,409
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$67,291
Total Operating Expenditure	\$7,005,699
Net Operating Surplus/-Deficit	\$424,437
Asset Acquisitions	\$0

- (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	\$1,129,095
Official Account	\$90,398
Other Accounts	\$0
Total Funds Available	\$1,219,494

Financial Commitments	Actual
Operating Reserve	\$118,213
Other Recurrent Expenditure	\$13,057
Provision Accounts	\$0
Funds Received in Advance	\$35,514
School Based Programs	\$459,062
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	\$422,521
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,048,367

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.