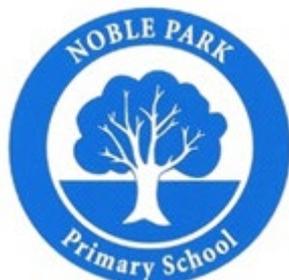


# 2021 Annual Report to The School Community



**School Name: Noble Park Primary School (3675)**



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

Attested on 01 April 2022 at 11:00 AM by David Rothstadt (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 10 May 2022 at 10:57 AM by Rory Hall (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

#### PURPOSE STATEMENT

Noble Park Primary School caters for a diverse community with educational, social and emotional goals achieved in an environment, which utilises all available community resources and innovation to prepare students for a rewarding future.

#### VISION and VALUES

Noble Park Primary School is a part of the Victorian State Education system, which has at its core the notion of opportunities for everyone, so students receive ‘...benefits of a quality school education’. This should occur in an environment which is safe for every child. Within that context we believe that ‘... it takes a village to raise a child...’ and that building relationships is at the centre of any action which benefits students and the broader community, so in effect we are part of a community organisation. Noble Park Primary School students, staff, School Council and families will be engaged in a personalised curriculum, while adhering to our five core values of RESPECT, RESPONSIBILITY INTEGRITY, PLAYFULNESS and OPTIMISM.

It is our belief that learning should be occurring all day, everywhere in the school. To that end we will work tirelessly to provide stimulating educational and physical environments that foster opportunities for learning, social growth, aesthetic awareness and playfulness.

The staff and community aim to achieve the development of motivated and resilient students through vibrant programs supported by soundly researched methodology. English, especially for our students without English as their home language, Mathematics and technology will be at the core of learning programs underpinned by comprehensive pastoral programs, with students encouraged to take responsibility for their own learning. Staff will have high expectations of the students and impart that ethos to the wider school community.

The personalised curriculum will be delivered with a developmental approach, under the banner of Relational Learning. This will ensure the learning is at ‘point of need’ for each student, to support academic success and to develop social competencies and aesthetic awareness and skills. Learning will be responsive to the changing needs of learners and the community. Physical and creative programs will provide opportunities for students to succeed at school and beyond. Staff at the school will become leaders in teaching practice and curriculum development demonstrating a willingness to share their expertise.

Students in the International Schools Program receive the same curriculum offerings as other students. However, in some cases they access the EAL support provided to all other students who require such support.

The school will become recognised as a centre for exemplary practice for learning, in promoting our goals of personalised learning, community links and parent connectedness.

The school will partner with various organisations, agencies and corporate entities to utilise their capacity to support student learning and growth and receive mutual benefits. The school actively partners with organisations, to provide a range of diverse programs to benefit all students outside the traditional offerings of mainstream schools. To move forward we will continue to actively seek out further partnerships.

The general practices of the school will foster in students the development of attitudes that support a sense of mutual interdependence and community, working toward a sustainable environment, building leadership skills and recognising global perspectives.

The school adheres to the requirements of Ministerial Order 870 to ensure child safety, in all school environments and outside of school hours.

#### Workforce

The school's workforce comprises: two principal class members, one leading teacher, Assessment and Reporting and

one learning specialist Numeracy, 14 Home Room Teachers, with 3 Learning support teachers in the areas of EAL, general learning support and the Tutor Learning Initiative (TLI). There are specialist teachers in the areas of PE, Music, Art, a stage ready teacher (dance and drama), a kitchen garden specialist and a grounds/handy-person. Our well-being team includes a speech therapist and a nurse. We also employ a community liaison person. Our Education Support/Inclusion Team comprises three office staff, four inclusion staff and three Multicultural Education Aides for Vietnamese, Khmer and Burmese languages.

#### Location

The school is located in the City of Greater Dandenong in Buckley Street, Noble Park.

#### School Profile

We are a culturally rich school community represented by up to 46 language groups with many families recently arrived in Australia. The school is the first community contact for many families, a responsibility and privilege we have great pride in undertaking. The school has been recognised for its success working with multicultural communities and as a school which provides expertise to other schools in working with those communities. Approximately 85% of our students do not speak English as their first language.

As the school ascribes to the ethos that 'it takes a village to raise a child'- to that end we are very proud of myriad partnerships with corporate and not for profit organisations that support the school.

Our grounds and other facilities have also undergone major changes. The school had worked assiduously on our play approach as we continue to transform the outdoor environment to extend our play and exploration philosophy across the entire school. We can confidently say that we are working in a purpose built facility, with design features which have been planned to support the academic, pastoral and aesthetic needs of our students and families. Our school has received recognition of the outstanding outdoor spaces, in recent years receiving awards in the Victorian Schools Garden awards as Regional winners, 'The Most Engaging Grounds for Learning and Play' and in 2019 our grounds were recognised as the best in the state winning VSGA Kevin Heinze Perpetual trophy.

We have a strong relationship with the Indigenous community of Yarrabah in Northern Queensland. This has resulted in staff from NPPS visiting the Yarrabah School and sharing knowledge and a number of visits from their staff to NPPS. Student visits from NPPS to Yarrabah occurred in 2016, 2017, 2018 and 2019, and in 2017, 2018 and 2019 we received reciprocal visits from Yarrabah students. This venture stalled for obvious reasons during the pandemic response, however we hope to rekindle that in the future.

We have targetted engagement programs including, Future Foundations, Kitchen Garden and Stage Ready.

---

## Framework for Improving Student Outcomes (FISO)

The personalisation approach which is already embedded at the school was continued and to this end staff developed matrices from which students could choose activities to do their own self paced learning. During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. These are practices which will continue into the future.

The experience of remote learning for students was not uniform. However, it is safe to say that some students thrived during this time. Amongst the students who worked on site, who were those of essential workers and 'vulnerable' students, many had a very positive experience and anecdotally staff noted that it was a turning point for a number of them receiving more individualised attention in a condensed 'community school' environment. Students learning remotely had success with managing their own learning and teachers noted particularly with reading, with the time afforded for reading more regularly, that some students exceeded what the teacher might have expected in learning growth.

#### Goal 1

##### Action 1

TLI staff continued to be a vital part of PLCs

A blended model continued with the small group explicit teaching becoming the priority during remote learning. Students had access to live teaching sessions three days per week online. TLI staff have resumed the combination of co-teaching, Home Group support and clinics in Term 4.

Students had access to live explicit teaching sessions that reinforced and connected with Home Group lessons, ensuring that an appropriate pace and repetition promoted retention of new learning.

Formal assessment is being completed during onsite learning in Term 4. Modified assessment was utilised during Term 3.

Students have demonstrated achievement with F&P Reading Records and the reading/spelling of High frequency words.

Attendance concerns during remote learning has influenced some students' progress.

Lack of progress in some students has confirmed that further assessment may be required.

The TLI will continue in 2022 in the same format with modifications as required to suit the cohort. We hope to have the same staff involved to make best use of ongoing professional learning.

#### Action 2-

The PLC culture has continued to be embedded and became an important aspect of staff connectedness during remote learning.

Teams met weekly and had daily communication for collaborative planning, as well as assessment, attendance, and well-being conversations.

Assessment conversations remained a priority and modification of assessment tasks for continuous assessment was a regular check in.

PLCs were able to personalise agendas and schedules to consider the wellbeing needs of staff and became an important source of monitoring and supporting colleagues

Blue time was maintained for most of remote learning as an important PLC time and to allow the focus on evidence to remain separate to general team tasks. Blue time has been reinvigorated upon the return to onsite learning and data and evidence collection have been discussed along with well-being.

Tutors remained a vital aspect of the PLC, using the blended model of small group explicit teaching linked to Home Group activities.

Termly PLC accountability conversations with leadership have been introduced this year. This has been a valuable information sharing experience and has included a focus on ILPs, goal setting, engagement, progress, and wellbeing. This has also been a valuable opportunity to engage in a 'deep dive' into specific students and hear about families, backgrounds, adjustments, and concerns.

#### Action 3-

The Teaching and Learning (T&L) model provided valuable structure during remote learning. Students engaged in live and recorded online lessons that followed the T&L model. Teachers used a variety of tools to create engaging experiences with an emphasis on modelled, shared, and independent learning. Progress was monitored by observation, verbal and written responses and submitted tasks and photos, and planning for future learning was directly informed by this.

The TLI supported the whole group activities with daily small group sessions. Learning continued to link to Home Group tasks as well as individual needs and interests and ensured that students received the additional support with the targeted sessions.

Upon the return to onsite learning, tutors have been able to formally assess the students whilst supporting Action 1. TLI staff continued to be a vital part of PLCs

A blended model has continued with the small group explicit teaching becoming the priority during remote learning. Students had access to live teaching sessions three days per week online. TLI staff have resumed the combination of co-teaching, Home Group support and clinics in Term 4.

Students had access to live explicit teaching sessions that reinforced and connected with Home Group lessons, ensuring that an appropriate pace and repetition promoted retention of new learning.

Formal assessment is being completed during onsite learning in Term 4. Modified assessment was utilised during Term 3.

Students have demonstrated achievement with F&P Reading Records and the reading/spelling of High frequency words.

Attendance concerns during remote learning has influenced some students' progress.

Lack of progress in some students has confirmed that further assessment may be required.

The TLI will continue in 2022 in the same format with modifications as required to suit the cohort. We hope to have the same staff involved to make best use of ongoing professional learning.

Specific achievement and target details to follow as assessments are completed.

#### Action 2-

PLC culture has continued to be embedded and became an important aspect of staff connectedness during remote learning.

Teams met weekly and had daily communication for collaborative planning, as well as assessment, attendance, and well-being conversations.

Assessment conversations remained a priority and modification of assessment tasks for continuous assessment was a regular check in.

PLCs were able to personalise agendas and schedules to consider the wellbeing needs of staff and became an important source of monitoring and supporting colleagues

Blue time was maintained for most of remote learning as an important PLC time and to allow the focus on evidence to remain separate to general team tasks. Blue time has been reinvigorated upon the return to onsite learning and data and evidence collection have been discussed along with well-being.

Tutors remained a vital aspect of the PLC, using the blended model of small group explicit teaching linked to Home Group activities.

Termly PLC accountability conversations with leadership have been introduced this year. This has been a valuable information sharing experience and has included a focus on ILPs, goal setting, engagement, progress, and wellbeing. This has also been a valuable opportunity to engage in a 'deep dive' into specific students and hear about families, backgrounds, adjustments, and concerns.

#### Action 3-

The T&L model provided valuable structure during remote learning. Students engaged in live and recorded online lessons that followed the T&L model. Teachers used a variety of tools to create engaging experiences with an emphasis on modelled, shared, and independent learning. Progress was monitored by observation, verbal and written responses and submitted tasks and photos, and planning for future learning was directly informed by this.

The TLI supported the whole group activities with daily small group sessions. Learning continued to link to Home Group tasks as well as individual needs and interests and ensured that students received the additional support with the targeted sessions.

Upon the return to onsite learning, tutors have been able to formally assess the students whilst supporting continued engagement in literacy tasks.

---

## Achievement

The data below demonstrates our successes in achieving almost all targets. We are confident that one of the main contributors to this success, was the commitment to spend a few hours on each day of remote learning directly teaching and being available to students. Utilising the school's Teaching and Learning model and tracking student achievement in PLCs, particularly using our reading growth charts contributed to effective point of need teaching.

#### Improve literacy outcomes for all students

##### 12 month Target 2.1

By the end of 2021, increase the percentages of Year 3 students in the top two bands of NAPLAN for reading from 36% (2019) to be at or above 37%, and for Year 5 students in reading from 16% (2019) to be at or above 20%. Both these targets were met, with the outcome for year 5 top two bands going to 39%, well above similar schools.

By the end of 2021, increase the percentages of Year 5 students in the top two bands of NAPLAN for writing from 10% (2019) to be at or above 15%. We did not meet the writing goal, only moving by 2% in the top 2 bands to 12% from a low base.

By the end of 2021, decrease the percentages of Year 5 students in the bottom two bands of NAPLAN for Reading from 30% (2019) to be at or below 25%. This target was met with only 16% of students in the bottom 2 bands.

### 12 month Target 2.2

By the end of 2021, increase the percentages of high Benchmark Growth in NAPLAN for reading from 17% (2019) to be at or above 20% and decrease low Benchmark Growth for reading from 26% (2019) to be at or below 25%. Both targets were met with the former exceeded by 3% and the latter by 14%.

By the end of 2021, increase the percentages of high Benchmark Growth in NAPLAN for writing from 22% (2019) to be at or above 25%.

This target was met.

By the end of 2020, the percentages of positive endorsement measures in the parent survey will increase for: School communication from 85% to 87%- While the exact data is not available in the summary of the Parent Survey, in response to the following two questions they were endorsed positively by 96% and 92% respectively for the following two variables:

'I am able to get the information I need through the school's regular communication channels'

'There is effective two-way communication between the teachers and parents/caregivers/guardians at this school'

### 12 month Target 3.1

By the end of 2021, increase the percentages of high Benchmark Growth in NAPLAN for numeracy from 17% (2019) to 25% (equal with state 2019), and decrease low Benchmark Growth for numeracy from 28% (2019) to 25% (equal with state 2019).

We exceeded both targets with high growth moving to 36% and low growth being reduced to 16%.

### 12 month Target 3.2

By the end of 2021, increase the percentages of students in the top two bands of NAPLAN for numeracy from:

- Year 3 - 22% (2019) to be at or above 25%. Exceeded significantly with 35% in the top two bands.

- Year 5 - 10% (2019) to be at or above 15%. Exceeded significantly with 25% in the top two bands.

By the end of 2021, decrease the percentages of students in the bottom two bands of NAPLAN for numeracy from:

- Year 5 - 30% (2019) to be at or below 25%. There were only 22% of students in the bottom two bands.

---

## Engagement

The first thing to note about student engagement at NPPS is that our 'Student Absence' is below similar schools for both last year and our 4 year average, with the latter measure being almost on the state average. During remote learning our staff remained on-line for extended periods of time, acknowledging that to maintain the high levels of engagement that staff would need to be readily available to students. Our attendance during remote learning was very strong and the DET parent satisfaction survey shows us tracking well above the state.

Due to staff maintaining contact during most of the school day using digital platforms, it is our belief that this supported students ability to make a relatively seamless return to school on-site.

To continue to strive to improve attendance we have adopted the following strategies:- phone calls after three days absence and home visits, parents and students sign a school attendance agreement, newsletter articles describing the importance of avoiding missing school and our foundation transition sending a strong message regarding the importance of regular attendance.

Given the Covid situation last year we did see a slight increase in our absence with our absence being slightly less than like schools at 18.1 days per student and our 4 year average at 16.5 days which compares favourably with the state.

For 2022 a focus will be to arrest the lack of punctuality for a few students. The approach will rely on senior staff greeting all students at the start of the day and supporting parents of students who are frequently late to consider strategies for arriving on time.

---

## Wellbeing

In the context of Covid-19, our goals were to keep all students, staff and families connected and support at-risk student, staff and families.

To that end we undertook the following actions:

We developed learning packs for all families with a range of resources, to support learning and physical activity. These were collected or delivered to families, early in the first period of remote learning.

Vulnerable students, as well as those students whose parents were essential workers were invited on-site. We were pro-active in inviting students whose learning seemed at risk when it was being delivered remotely.

Our speech therapist was onsite supporting students – with a particular focus on social interactions with social stories for vulnerable students.

There was a coordinated approach for vulnerable families e.g. two mobile phone numbers posted in the parent portal/ school phone diverted to the Principal and Assistant Principal. Our vulnerable families were contacted regularly to see how they were managing.

Food deliveries were made on a weekly basis to families which were experiencing financial difficulties. Over 90 digital devices were distributed to families, many with internet dongles.

Some staff were challenged by the isolation of remote learning. We set up opportunities for them to have collegiate sessions, invited those on-site who would benefit from time away from home to fill a roster of staff to support students learning on-site.

Attitudes to Schools data was not collected for all years 4-6 students which makes it difficult to comment on our strategic goals. However, the 4 year averages show positive trends.

2022 will see the school continue to focus on staff training to support students who have faced challenges during the last two years.

---

## Finance performance and position

Last year's to be reworked

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.

While the school maintains a healthy bank balance and is well resourced, there will be some challenges for the coming year. Our enrolments for this year remain similar to previous years. The school council approved budget for 2022 projects that we will continue to aim to defray our DET deficit with up to \$100,000 to be converted to credit in the SRP. This will mean that the school will have to exercise some fiscal restraint during 2022.

**For more detailed information regarding our school please visit our website at**

**<http://www.nobleparkps.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 304 students were enrolled at this school in 2021, 157 female and 147 male.

70 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).

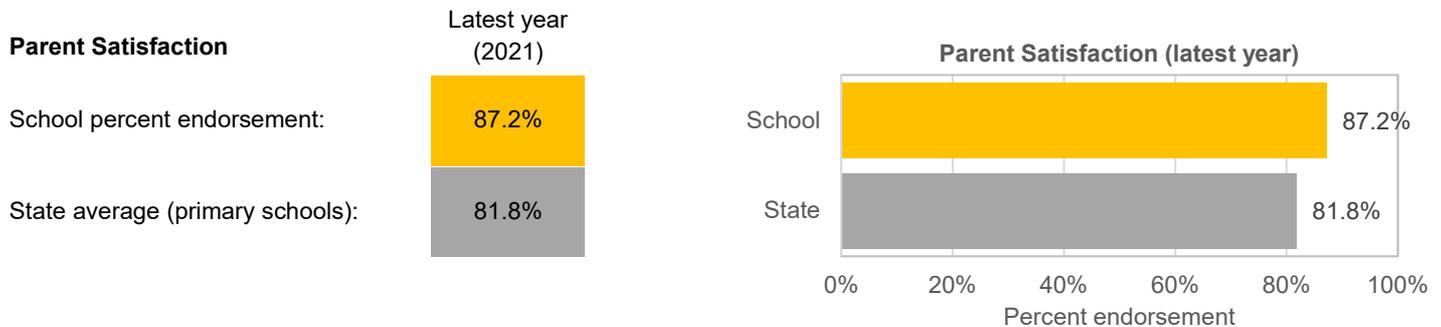
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

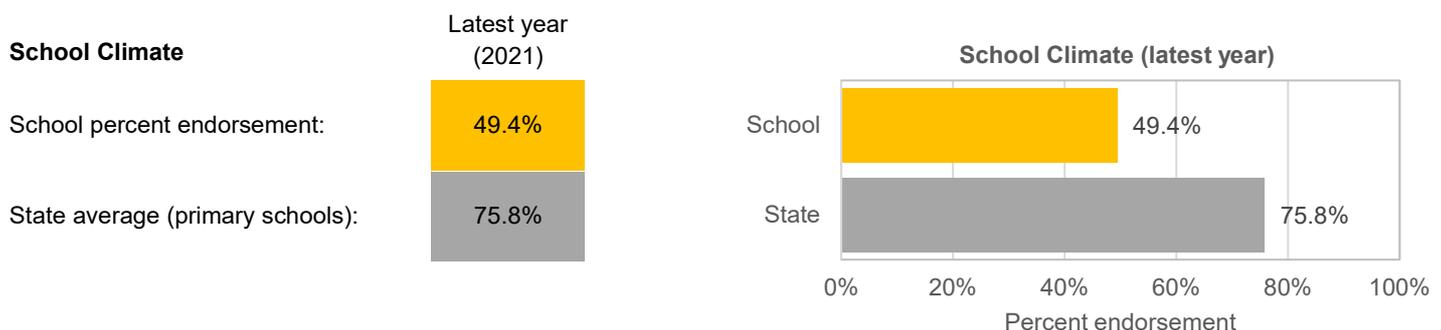


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

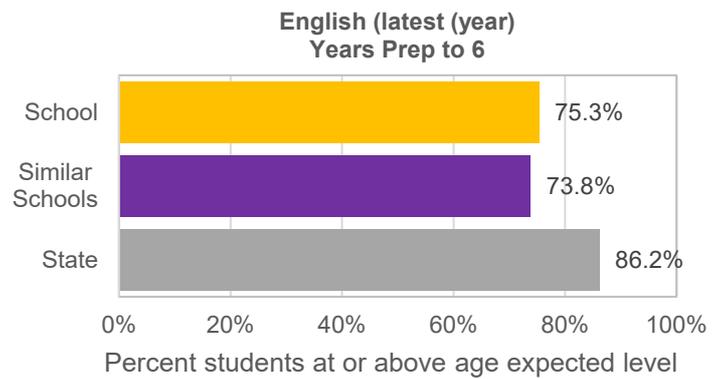
75.3%

Similar Schools average:

73.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

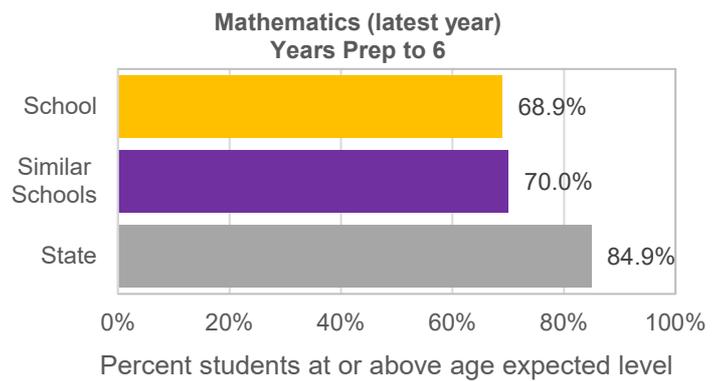
68.9%

Similar Schools average:

70.0%

State average:

84.9%



**ACHIEVEMENT (continued)**

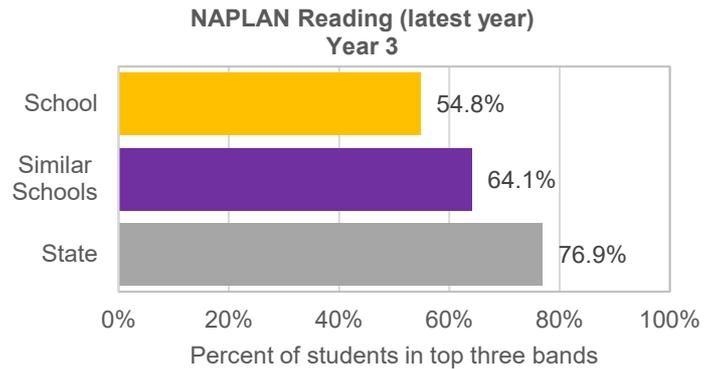
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**NAPLAN**

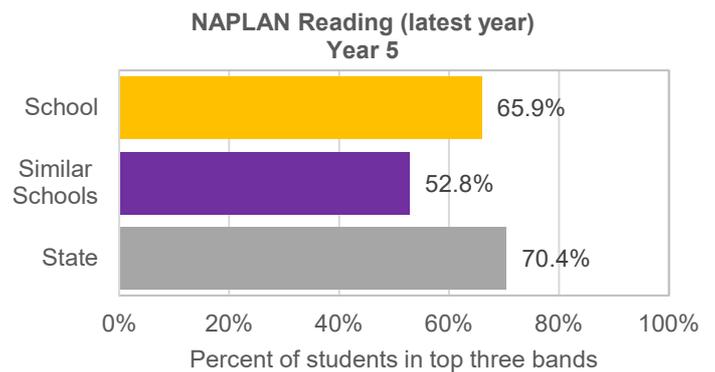
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

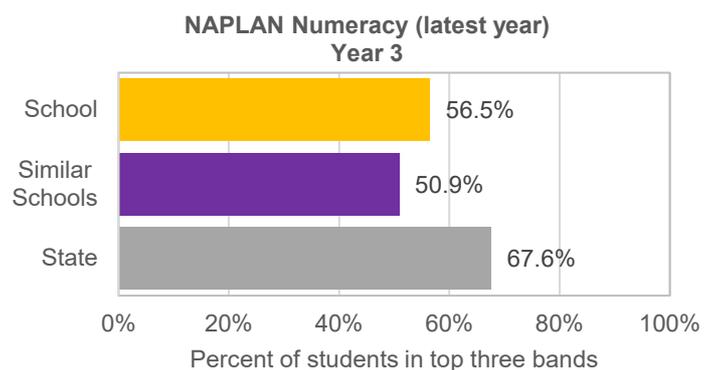
<b>Reading Year 3</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	54.8%	59.7%
Similar Schools average:	64.1%	61.8%
State average:	76.9%	76.5%



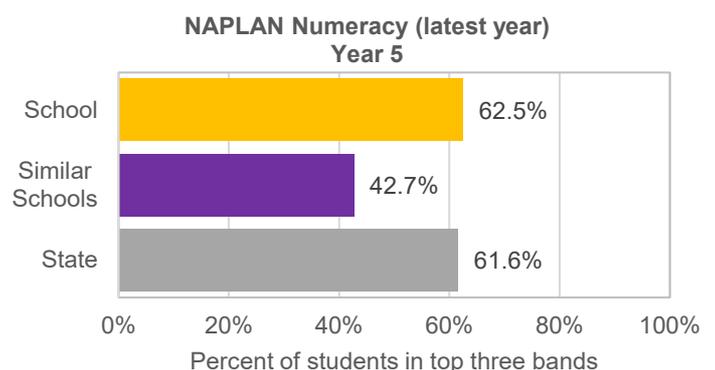
<b>Reading Year 5</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	65.9%	51.7%
Similar Schools average:	52.8%	49.2%
State average:	70.4%	67.7%



<b>Numeracy Year 3</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	56.5%	58.2%
Similar Schools average:	50.9%	49.5%
State average:	67.6%	69.1%



<b>Numeracy Year 5</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	40.8%
Similar Schools average:	42.7%	41.1%
State average:	61.6%	60.0%



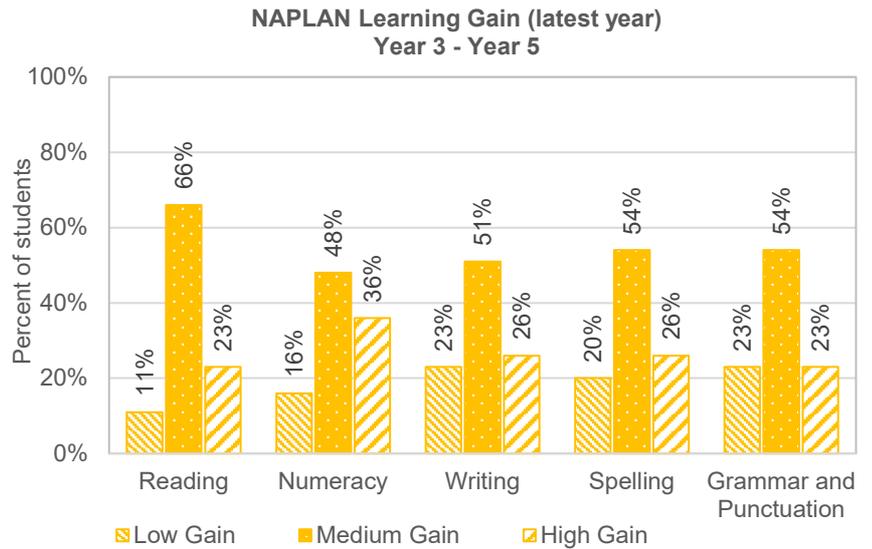
## ACHIEVEMENT (continued)

### 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:	11%	66%	23%	18%
Numeracy:	16%	48%	36%	22%
Writing:	23%	51%	26%	25%
Spelling:	20%	54%	26%	31%
Grammar and Punctuation:	23%	54%	23%	24%



## ENGAGEMENT

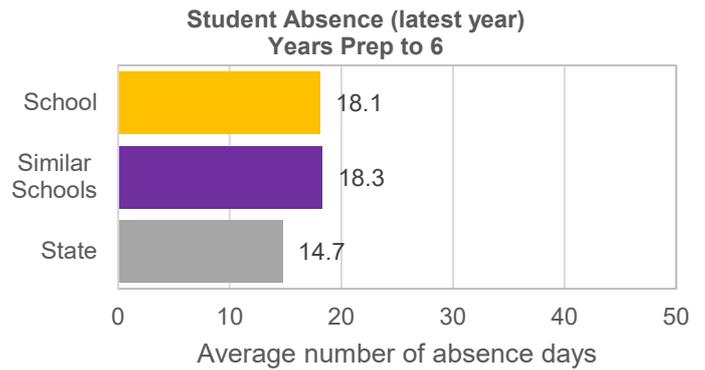
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	18.1	16.5
Similar Schools average:	18.3	18.1
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):	92%	88%	91%	90%	89%	93%	92%

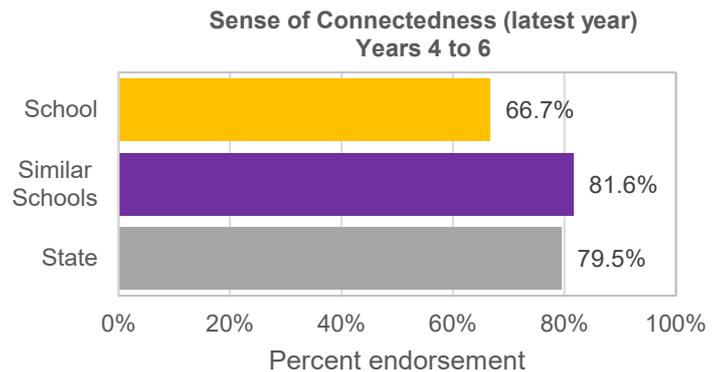
## WELLBEING

**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:	66.7%	84.2%
Similar Schools average:	81.6%	82.6%
State average:	79.5%	80.4%

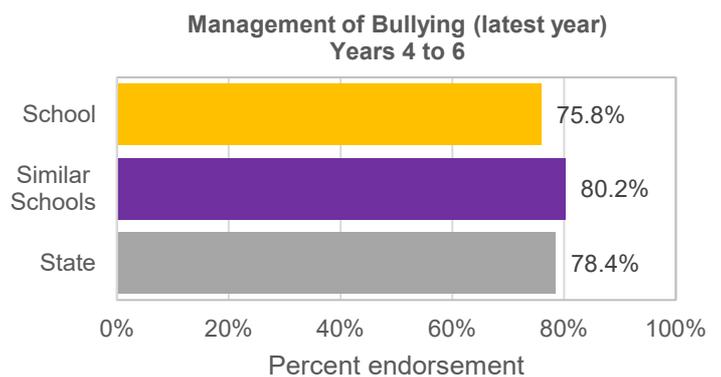


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	75.8%	81.0%
Similar Schools average:	80.2%	80.8%
State average:	78.4%	79.7%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,436,833
Government Provided DET Grants	\$578,428
Government Grants Commonwealth	\$9,446
Government Grants State	\$0
Revenue Other	\$1,971
Locally Raised Funds	\$89,421
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,116,098</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$926,399
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$926,399</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,624,717
Adjustments	\$0
Books & Publications	\$3,658
Camps/Excursions/Activities	\$41,085
Communication Costs	\$3,515
Consumables	\$51,907
Miscellaneous Expense <sup>3</sup>	\$376,156
Professional Development	\$10,873
Equipment/Maintenance/Hire	\$77,279
Property Services	\$57,333
Salaries & Allowances <sup>4</sup>	\$34,137
Support Services	\$206,288
Trading & Fundraising	\$51,175
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,242
Utilities	\$19,534
<b>Total Operating Expenditure</b>	<b>\$4,560,901</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$444,803)</b>
<b>Asset Acquisitions</b>	<b>\$18,182</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

Funds available	Actual
High Yield Investment Account	\$216,516
Official Account	\$15,813
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$232,330</b>

Financial Commitments	Actual
Operating Reserve	\$149,829
Other Recurrent Expenditure	\$13,317
Provision Accounts	(\$3,473)
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$100,000
Asset/Equipment Replacement < 12 months	\$18,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$21,985
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$299,659</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.*