

2021 Annual Report to The School Community



School Name: Gladstone Views Primary School (5093)



- 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 30 March 2022 at 07:36 PM by Belinda Karlsson (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 06:03 PM by Matthew Dawson (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

Gladstone Views Primary School is located in the north western suburb of Gladstone Park.

Gladstone Views has a proud tradition of providing a caring and nurturing environment for students while at the same time providing best practice to ensure students have the skills to become productive and caring citizens. We are committed to providing a high-quality education that challenges, stimulates and enables all students to achieve personal success.

Our vision, at Gladstone Views Primary School is that we are committed to providing a safe and welcoming environment that promotes engaged and curious learners who can achieve their full potential and become empowered life-long learners. We maintain an inclusive environment which acknowledges and respects students from diverse family and cultural backgrounds.

Our School Values are Wellbeing, Resilience, Integrity and Kindness.

The main school building comprises seventeen general classrooms, a visual arts facility, Italian teaching space, first aid room, staff room, meeting rooms, administrative offices and an Out of Hours Care facility. Two relocatable buildings provide an additional four classroom teaching spaces. A gymnasium complex provides a full-size basketball court, music room and canteen. The school is organised into four Professional Learning Communities: Foundation, Years 1/2, Years 3/4 and Years 5/6. Classes from Foundation to Year 2 had an average of 19 students in each class. The year 3/4 cohort of 125 students is organised into four straight classes and one composite with an average of 25 students per class, while the 5/6 students are grouped in four composite classes with an average of 23 students per class.

Enrolments reached 389 in 2021, 185 female and 204 male.

The student population is culturally varied and includes 11 refugee students, 5 students in Out of Home Care and 10 students on the Program for Students with Disabilities. 14% of students have English as an additional language and 2% were Aboriginal or Torres Strait Islander.

The staffing profile of the school includes: a Principal, Assistant Principal, a Leading Teaching and two Learning Specialists (for Literacy and Numeracy). 18 classroom teachers and equivalent 5.2 specialist/support teachers. Administrative staffing consists of a Business Manager and equivalent 1.6 office staff. Students and programs are supported by equivalent 4.1 Education Support Staff.

All curriculum programs are based on the Victorian Curriculum. Team planning has a focus on the identification of student needs through data, the sharing of best practice and the evaluation of teaching and learning.

The daily timetable is arranged around six teaching sessions of 60 minutes each. Students have one 60 minute session each week in the following specialist subjects: Visual Arts, Performing Arts, Physical Education and LOTE (Italian).

Framework for Improving Student Outcomes (FISO)

In 2021, Gladstone Views Primary School's Annual Implementation Plan focused on the implementation of Key Improvement Strategies (KIS) related to the Framework for Improving Student Outcomes (FISO) dimensions of Building Practice Excellence, Empowering Students and Building School Pride and Setting Expectations and Promoting Inclusion.

This included:

- Learning, catch-up and extension priority
- Healthy, active and healthy kids priority
- Connected school's priority

To support the implementation of these Key Improvement Strategies (KIS), the Learning Specialist (Literacy) continued to build teacher capacity in writing, by providing staff with professional learning of the 6+1 Writing Traits, implementing mentor texts, moderation and collecting formative assessment data of writing.

In 2021, in partnership with the Senior Education Improvement Leader and the Education Improvement Leaders, the learning specialists created a scope and sequence for writing. This was an exciting opportunity for the school and allowed for a collaborative development of a school-based writing curriculum. In 2022, the school will work on developing Scope and Sequences for the other genres of writing.

Gladstone Views Primary School also delivered on our KIS to develop staff's understanding and analysis of assessment data. The School Improvement Team frequently discuss and analyse whole school data, cohort and individual data for Literacy and Numeracy. This also allows us to regularly monitor and track student progress as well as identify students requiring additional support. Professional Learning Communities (PLCs) teams meet weekly and use student achievement data to inform their planning. PLCs continue to collaboratively plan units of work with a focus on differentiation. The work was centered around raising staff awareness of whole school cohort data and not just the students in their own class has built a sense of collective responsibility for all students in the school. In 2021, we provided teachers with an extra hour of APT allowing teaching teams to have more time to collaboratively analysis formative and summative assessments to inform differentiated planning and to monitor and evaluate student progress.

The Documentation of Practice which outlines the workshop model for Literacy and Numeracy is regularly reviewed by teaching teams during planning sessions and during PLC meetings.

Consistent classroom practice of the Workshop Model for Literacy and Numeracy (e.g. Learning Intentions, Mini Lessons) and use of Mentor Texts to teach the qualities of 'good' writing continues to be a focus of our Professional Learning and is reinforced during the Literacy and Numeracy Action Team meetings. Education Support staff attend weekly team planning sessions to build their understanding of the cohort data as well as build their capacity of the Victorian Curriculum.

The targeted tutoring program to enable catch-up in Reading for the Year One cohort during 2021 showed pleasing results. The tutoring program was successful due to the collaboration within PLC's between classroom teachers and the tutors. Student results were closely monitored and moderated between teachers and tutors.

During Remote Learning, a proactive approach was taken at Gladstone Views Primary School. Daily video conferences were set up with each class so staff could explain tasks, check-in with students, allowed students to interact with their peers and give feedback to students about previously completed tasks. A professional development schedule was created firstly to assist all staff with delivering a high-quality Remote and Flexible Learning program and as staff became more confident, the focus moved to increasing staff capacity in Writing. Staff were also given multiple opportunities to undertake further learning provided by Bastow, NWVR Regional Support, and Literacy and Numeracy NETS. This was a great success across the school with a number of staff members utilising the access to professional development to upskill themselves and also provide valuable resources and knowledge to other staff, which at times has included whole-school professional learning. The implementation of daily Professional Learning Community meetings during Remote Learning allowed teams to establish a rich team environment focussed on building collaboration and identifying the learning needs of students from each cohort.

In 2022, learning walks will occur to share understandings of school wide practices around the phases of the instructional model, goal setting and conferencing. The tutoring program will continue to occur in 2022 based on the needs of the students.

Achievement

During remote learning, staff were able to work collaboratively to create and deliver content that continued to build our student's knowledge and understanding. Staff utilised the online resources provided by the school to monitor and track student progress and develop a differentiated approach for students working below, at, and above the expected level.

The success of this work was evident with 86.4% of students working at or above the expected level for English based on Teacher Judgement of student achievement, higher than the Similar Schools average of 82.3% and higher than the State Average of 86.2%. 82.5% of students were working at or above the expected level for Mathematics based on Teacher Judgement of student achievement, slightly higher than Similar Schools (81.4%) but just slightly lower than the State Average of (84.9%).

Improvement of student learning outcomes was also evident in the NAPLAN data. In 2021, 85.5% of Year 3 students were in the top two bands for Reading, significantly higher than Similar Schools (73.9%) and higher than the State Average of (76.9%). 70.2% of Year 5 students were in the top two bands for Reading, in comparison to similar schools (66.6%) but slightly lower than the State Average of (70.4%). In 2021, 69.1% of Year 3 students were in the top two bands for Numeracy, in comparison to similar schools (61.0%) and higher than the State Average of (67.6%). 50.0% of Year 5 students were in the top two bands for Numeracy, in comparison to similar schools (54.1%).

Staff worked collaboratively to come up with new and innovative ways to keep students engaged in their learning during Remote Learning by creating video lessons, utilising online platforms and holding live, differentiated lessons that catered for all learners. Professional Learning Communities (PLC's) conducted weekly formative assessments to analyse data and inform the next steps of teaching and learning for Literacy and Numeracy. PLC teams focused on identifying areas of need to ensure that all students were catered to and able to demonstrate growth. This involved both intervention and extension of students at the point of need and in line with the DET priorities.

Students supported through the Program for Students with a Disability (14) all showed progress in achieving their individual goals as identified in their Individual Learning Plans. Students were allocated specific one-on-one education support during remote learning with Educational Support Staff via video conferences in addition to Classroom Teachers' whole class, small group and individual video check-ins.

In 2022, staff will continue to collect and analyse cohort data to help inform teaching and learning across the school and identify student's current abilities and areas for improvement. Staff will participate in professional development about formative assessment and collection of data.

Engagement

Student engagement was vital in the remote learning process and student's online attendance was monitored daily. Those students who were identified as not engaging with remote learning were monitored by the Wellbeing leader. To assist with student engagement during remote learning, students received individual 'check in's' where they could discuss their work/wellbeing with their classroom teacher. Those students who appeared disengaged with their learning were provided with hard copies of the learning materials. Vulnerable students were able to attend on site learning during remote learning. On site attendance was made available to those parents experiencing hardship during remote learning.

Teachers kept daily records of those students who attended the 'check ins' and monitored the uploading of all set tasks. Those students having difficulties completing work or having difficulties engaging in remote learning, had more frequent check in's with their teacher. Teachers also made telephone calls to parents, responded to emails and made sure the communication between home and school continued to be strong.

The Attendance Data for 2021 indicated our school average number of absence days was 10.6% The state average was 14.7% and the similar schools average was 15.9%. This significant improvement in attendance was due to a Wellbeing Committee being created in 2021 which consisted of a representative from each teaching team.

The Wellbeing Team met fortnightly or on some occasions weekly, to discuss those students who were not engaged with the Remote Learning Program as well as discussing strategies to promote engagement.

This was also reflected in the Attitudes to School Survey as the Year 4-6 data 'Attitudes to Attendance' was 92% (2021), an increase from 90% (2020). School connectedness increased to 83% (2021) an increase from 79% (2020). 'I Like this School' also shown an improvement from 87% (2020) to 92% (2021) and 'I feel proud about being a student at this school' shown an improvement from 78% (2020) to 84% (2021).

Once students returned to school after remote learning, it was evident that the students who had continued support at home during remote learning benefited from the remote and flexible learning environment. Having 1-to-1 support at home combined with the content and delivery from staff helped these students excel during this time.

During the remote learning process, teams reflected on the delivery of lessons and the engagement of students. This allowed teams to discuss ways to enhance their lesson delivery to improve student engagement and student learning outcomes. This catered for individual students learning styles.

In 2021, strengthening and building a school-wide approach to improve the communication with parents and carers was also a focus. We improved our communication with parents and carers by communicating with parents via Compass and Class Dojo. Class Dojo is an online platform that connects teachers, students and families through communication features, such as a feed for photos and videos from the school day. The App allows for messages to be translated which allows our EAL families to feel connected to the school. Feedback from parents/carers has been very positive in regards to Class Dojo as they feel more 'connected' with what their child is learning at school each day.

An 'Engagement' Action Team was established in 2021 to build better relationships, promote positive health, physical health and mental wellbeing with members of the whole school community. To build community spirit, it relies on parents/carers having face to face contact with their child's teacher and being able to come to the school to be included in whole school events. Due to Covid restrictions, it made it difficult for these events to occur. However, we connected with our families as much as possible via technology. Such as streaming our Friday assemblies and making sure we kept our community informed via the newsletter or with frequent updates via Compass.

In 2022, we will continue to work on building and strengthening our relationships with parents/carers and the wider school community.

Wellbeing

The Attitudes to School Survey assists schools to gain an understanding of students' perceptions and their experience of school. It provides us with valuable data on students' views of their wellbeing, teaching, learning and school life in general. Our results in the 2021 Attitudes to School Survey for students in Years 4 to 6 show improvements in most areas of the survey. Year 4-6 data for the Attitudes to School Survey for Sense of Contentedness was 83% (2021) an increase from 79% (2020), higher than the similar school average of 78.1% and higher than the state average of 79.5%. Year 4-6 data for the Attitudes to School Survey for 'Management of Bullying' was 86% (2021) an increase from 78% (2020) and above state average of 78.4%. Stimulating learning data improved to 85% (2021) an increase from 76% (2020) and Student Voice and Agency data also shown a significant improvement from 63% (2020) to 72% (2021). Student voice and agency will continue to be a focus area for 2022.

A Key Improvement Strategy in this area was to build the work of School Wide Positive Behaviour Supports. In 2021, we established the School Wide Positive Behaviour Support (SWPBS) Action Team. The aim of the SWPBS Action Team was to adopt the SWPBS framework and begin the process of implementing the framework into our school. During this time, we had to create consistent behaviour expectations that were clear and that were word friendly to all members of the community. Each classroom has an assigned SWPBS area. This is where the posters are clearly displayed for students and teachers to visually see. The posters are also displayed in general areas of the school. SWPBS has allowed Gladstone Views Primary School to take a proactive approach and focus on teaching all students agreed expected behaviours and pro-social skills rather than reacting to inappropriate behaviour. This in turn creates a safer and more effective school environment.

As a result, the school is focussed more on the teaching and learning of students rather than behaviour concerns. In 2021, the SWPBS Action Team, incorporated student voice and agency by reviewing and updating the SWPBS Whole School Reward System.

A Well-Being Team was established at the beginning of 2021 to monitor and respond to student engagement. There was a representative from each teaching team who met each fortnight to discuss and analyse the attendance and engagement data as well as discuss strategies for improvement. During remote learning, these meetings occurred weekly as it was vital to keep track of those students who were engaged with remote learning, but more importantly, we were able to identify those students who were not engaged. The EAL students as well as those students who were 'at risk' were offered on site attendance.

During 2021, as a school we continued to prioritise the Health and Wellbeing supports for our staff, students and their families experiencing difficulties. The major focus during the remote learning process was to provide support to all members of the community. Out of Home Care, EAL, Refugee background, Aboriginal /Torres Strait Islander students were supported during remote learning by the Wellbeing Team in consultation with a range of external providers such as case workers, DET psychologists and DHHS.

Throughout 2021, we maintained our connections with external agencies (Banksia Gardens and North West Mental Health) to assist our school with providing staff with strategies and resources when dealing with student health and emotional concerns. A staff member also participated in the CARE program offered via Banksia Gardens. The CARE program provided staff with strategies to improve staff health and wellbeing and build staff-student relationships. Throughout the year, Banksia Gardens conducted observations on student behaviour and provided staff with strategies when dealing with student emotional concerns.

The Program for Students with Disabilities Program (PSD) and those students identified 'at risk' had weekly check in's by an Educational Support Staff (ES) which was overseen by the Wellbeing Leader. The check in's also allowed ES to assist these students with completing set tasks. EAL students were also a focus during the remote learning period. A teacher worked with our EAL community by offering support and assistance with learning tasks as well as providing technical support for devices.

Gladstone Views Primary School prides itself on its commitment to building a safe and inclusive learning environment for all students. In 2022, Student Wellbeing will continue to be explored and improved in order to ensure that all students feel safe, are learning and are happy at our school.

Finance performance and position

Gladstone Views Primary School maintained a very sound financial position throughout 2021. The 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The annual result was total funds available of \$578,262 (surplus) which has accumulated over many years. This surplus has occurred over the years to help fund projects such as playground improvements and building repairs. Equity funding was used to purchase of a significant amount of resources for literacy and for the numeracy. We also spent funds on upgrading ICT. Equity funding also contributed towards employment of two Learning Specialist (Numeracy/Literacy). Equity money was also used to fund various Bastow courses to build the capacity of the leadership team.

For more detailed information regarding our school please visit our website at
<https://www.qvps.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 389 students were enrolled at this school in 2021, 185 female and 204 male.

14 percent of students had English as an additional language and 2 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).

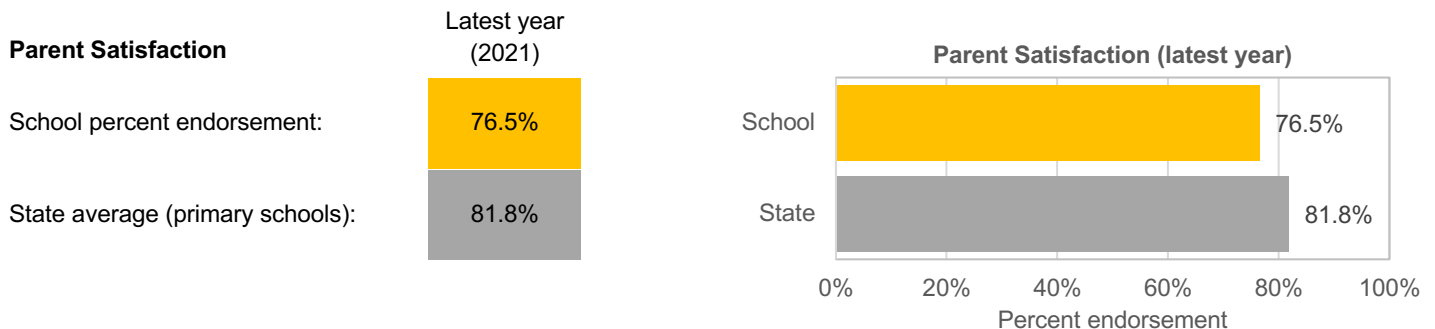
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

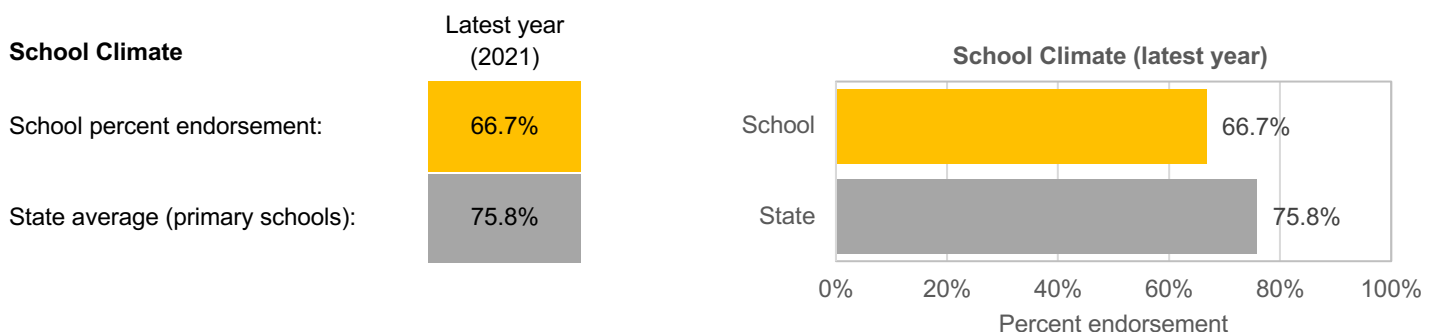


School Staff Survey

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:

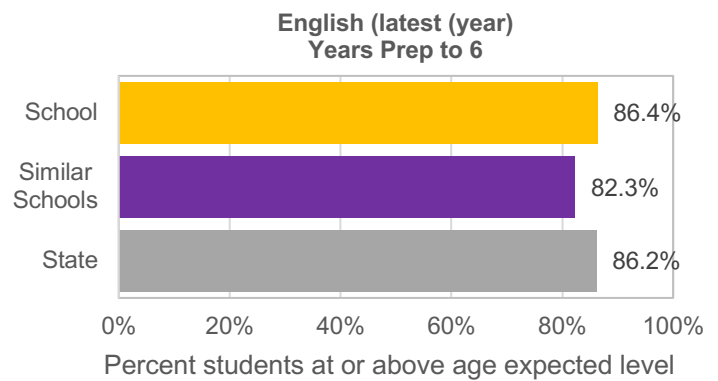
86.4%

Similar Schools average:

82.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

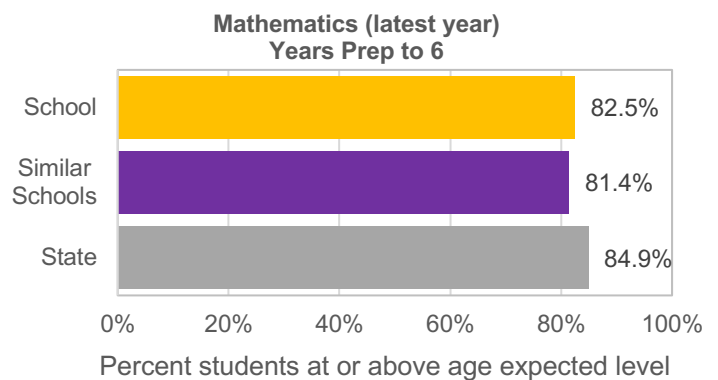
82.5%

Similar Schools average:

81.4%

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.

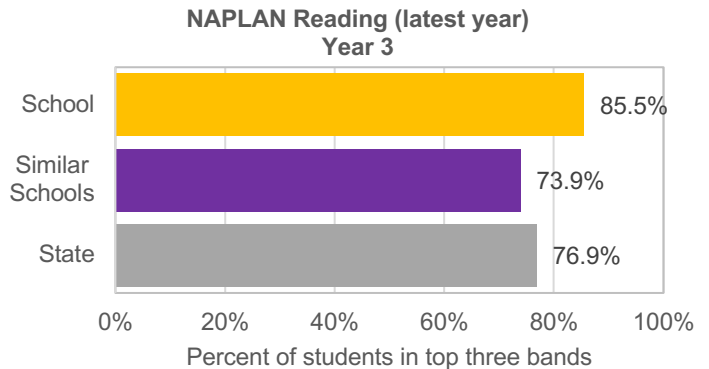
NAPLAN

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.

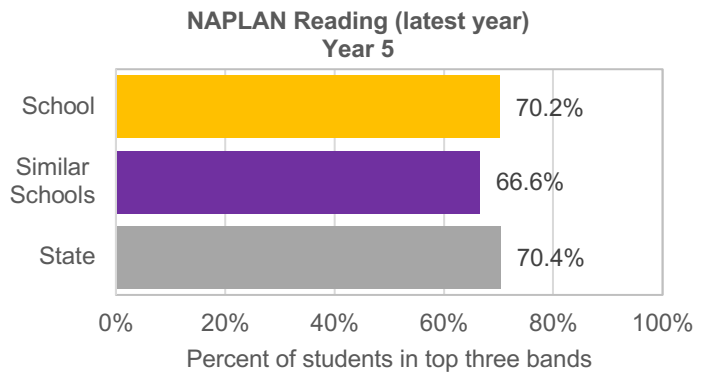
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.5%	73.9%
Similar Schools average:	73.9%	74.3%
State average:	76.9%	76.5%



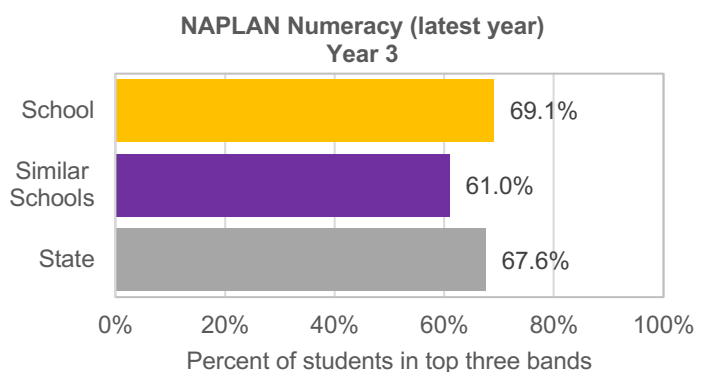
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.2%	60.2%
Similar Schools average:	66.6%	64.0%
State average:	70.4%	67.7%



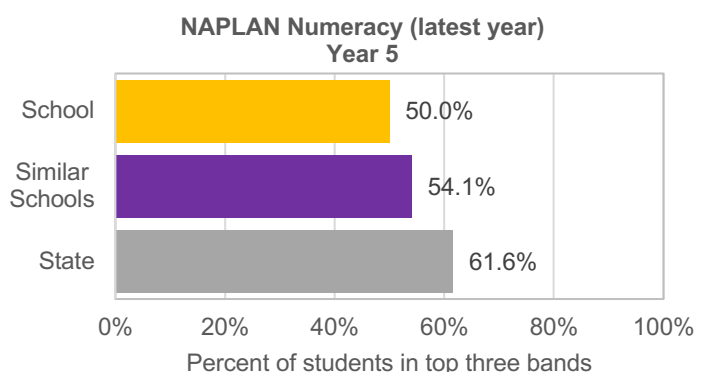
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.1%	61.7%
Similar Schools average:	61.0%	63.9%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	49.4%
Similar Schools average:	54.1%	54.0%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

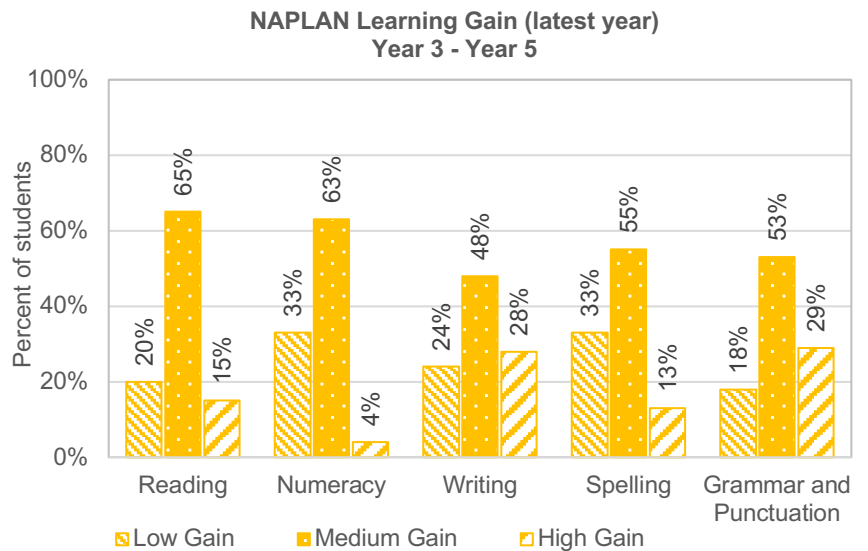
NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	65%	15%	20%
Numeracy:	33%	63%	4%	21%
Writing:	24%	48%	28%	20%
Spelling:	33%	55%	13%	20%
Grammar and Punctuation:	18%	53%	29%	23%



ENGAGEMENT

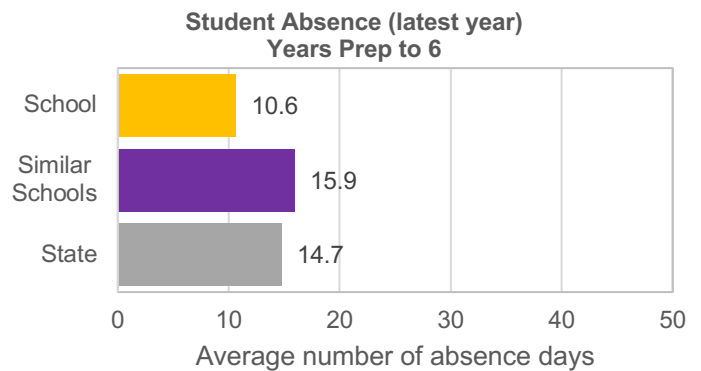
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.6	14.5
Similar Schools average:	15.9	15.8
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%	94%	95%	95%	94%	94%	95%

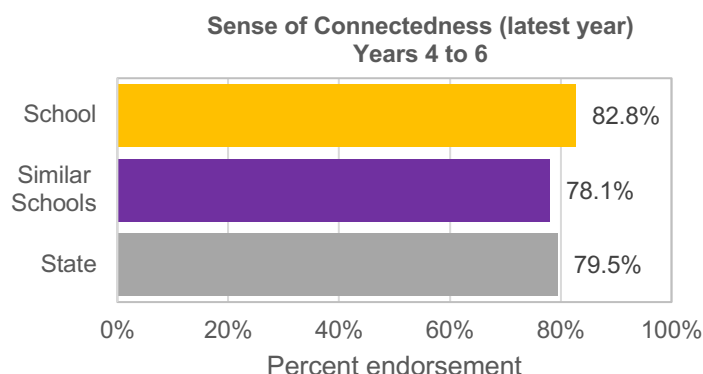
WELLBEING

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:	82.8%	78.0%
Similar Schools average:	78.1%	79.5%
State average:	79.5%	80.4%

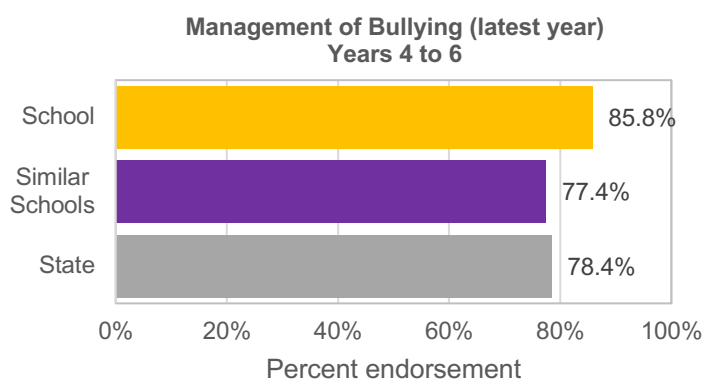


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	85.8%	77.8%
Similar Schools average:	77.4%	79.2%
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	\$3,754,851
Government Provided DET Grants	\$756,904
Government Grants Commonwealth	\$115,594
Government Grants State	\$0
Revenue Other	\$63,757
Locally Raised Funds	\$282,671
Capital Grants	\$0
Total Operating Revenue	\$4,973,777

Equity ¹	Actual
Equity (Social Disadvantage)	\$170,355
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$170,355

Expenditure	Actual
Student Resource Package ²	\$3,349,623
Adjustments	\$0
Books & Publications	\$338
Camps/Excursions/Activities	\$106,727
Communication Costs	\$3,403
Consumables	\$85,948
Miscellaneous Expense ³	\$14,706
Professional Development	\$17,073
Equipment/Maintenance/Hire	\$162,039
Property Services	\$119,727
Salaries & Allowances ⁴	\$263,077
Support Services	\$78,359
Trading & Fundraising	\$72,943
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,602
Total Operating Expenditure	\$4,320,566
Net Operating Surplus/-Deficit	\$653,210
Asset Acquisitions	\$8,400

- (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	\$553,008
Official Account	\$22,371
Other Accounts	\$2,883
Total Funds Available	\$578,262

Financial Commitments	Actual
Operating Reserve	\$144,405
Other Recurrent Expenditure	\$0
Provision Accounts	\$8,302
Funds Received in Advance	\$37,858
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$250,000
Total Financial Commitments	\$440,565

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.