

2021 Annual Report to The School Community



School Name: Ashley Park Primary School (5569)



- 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 05 May 2022 at 08:57 PM by Keren Barro (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 09:03 AM by Clinton Fullgrabe (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

Ashley Park Primary School is in the Whittlesea Network in a well-established pocket of Doreen. 2021 was our third year of operation and saw us welcome many more families from our local area. It was another challenging year for everyone, everywhere, due to COVID-19. As a school community we again rose to the challenge of remote and flexible learning, prioritising connectedness, routines, wellbeing and teaching and learning to ensure that we continued to improve and make a difference to the students at our school.

Our vision is to be all we can be. A collaborative school community formed through strong partnerships that contribute to the engagement, wellbeing and achievement of all students. Our mission is to provide a comprehensive education that empowers our students to contribute to their world and shape their desired future. By working collaboratively as a school community we focus on our students developing the understandings, skills, capabilities and dispositions that will enable them to be the best that they can be.

Our values are Be kind. Be responsible. Be all we can be.

In 2021 we finished the year with 280 enrolments. We operated four learning communities consisting of a Foundation Community of 80 students, a Junior Community of 75 Year 1 students, a Middle Community of 69 Year 2 and 3 students and a Senior Community of 56 Year 4, Year 5 and 6 students. There were four groups of 20 in Foundation and three groups of 19 and one of 18 in the Junior Community. In the Middle Community there were 35 Year 2s and 34 Year 3s organised into four groups of 17/18. The Senior Community consisted of two groups of 28/29 students made up of 19 Year 4s, 19 Year 5s and 19 Year 6s. The Senior Community began the year with two groups of 21 and saw the greatest growth of new enrolments throughout the year and necessitated the employment of a third teacher to reduce group sizes in the key learning areas of reading and maths. We utilised all Learning Spaces in our school to provide comprehensive programs when onsite.

Ashley Park ended 2021 with 25.53 equivalent full time staff, consisting of two principal class officers, 17.87 teachers and 5.66 Education Support (ES) staff, none of whom identify as Aboriginal or Torres Strait Islander. Our enrolment at February census was 274.2 students consisting of 127.2 females and 147 males. This number fluctuated throughout the year with new families moving in to the area and local families transferring from neighbouring schools. Our final enrolment by the end of 2021 was 280 students made up of 130 females and 150 males. The students were of 24 nationalities, 22% have English as an Additional Language and 3.9% identify as Aboriginal or Torres Strait Islander. We had one international student enrolled who fully participated in all learning programs that were provided at the school. Our whole school teaching team was made up of 14 community teachers, 0.60 Physical Education, Creative Arts, S.T.E.A.M. and Foundation/Graduate Mentor release and 1.47 tutors with one of the tutors being employed to provide graduate/mentor release and additional teaching support in the Senior Community.

In our third year of operation, we utilised and built upon our effective structures and processes which enabled our teachers to work as collaborative teaching teams across our Learning Communities. Through team accountability and responsibility, shared planning, common practices and the use of a strong instructional model our teaching and learning programs targeted student needs during both onsite and remote and flexible learning. We focused on improving student learning outcomes and continued to utilise our like needs grouping approach within all learning communities. Our programs encouraged our students to engage with and inquire about areas of interest to them within the provision of the Victorian Curriculum using our Inquiry learning approach.

Our substantive Assistant Principal was appointed to an Acting Principal role at the beginning of Term three and we welcomed an Acting Assistant Principal to this role at our school. This was a tricky time to commence at a new school, given that we returned to remote learning very early in Term three, however the new principal class team led our school's remote learning program utilising both Google apps for Education and Zoom online platforms. Staff pre-recorded teaching videos, embedding them in Google Slide presentations that families accessed from home through our remote learning drive. We maintained regular contact with all students through Zoom and ensured our instructional model formed the basis of all lessons. Our 2021 program was refined and strengthened based on the feedback we

gathered from students, families and staff at the end of 2020.

Four specialist areas were offered. Physical Education, Creative Arts and S.T.E.A.M were undertaken by all communities all year. Foundation, Junior and Middle undertook a session of Library each week when onsite and when learning remotely the Senior Community were able to participate too. Our teaching teams planned and delivered a whole school wellbeing program and we implemented regular community check ins during remote learning. The Assistant Principal worked with the Principal to support student and staff welfare and to harness the capacity of our Education Support staff to support those students funded through the Program for Students with Disabilities (PSD) and those with additional learning needs. This support was also made available to those students and families where remote learning was having a significant impacting on their wellbeing. Throughout all periods of remote learning we provided care and supervision at school for on average 60 eligible families and supported the learning needs of their children onsite, every day, during the lockdowns.

Wellbeing and engagement continued to be of high importance to us and we worked hard to promote a positive school culture and prioritised connectedness with our school community throughout the year. While remote, we implemented online roll call at the beginning of each day and closely monitored attendance in teaching groups on Zoom and tracked who was accessing the slide presentations. We followed up when absence and low participation was identified. Our staff maintained a high level of work output and utilised their knowledge, skills and expertise to engage with their learning communities. We continued business as usual with team collaborative planning, our Professional Learning Community (PLC) schedule, assessment tasks, student learning conferences, student support group meetings, and weekly assemblies all going online. We fostered positive partnerships between home and school and worked closely with families throughout the year supporting them, ourselves and our students through what was for everyone, an even more difficult year of lockdowns than 2020.

Framework for Improving Student Outcomes (FISO)

Our School Review that had been postponed in 2020 due to COVID was scheduled for Term two in 2021. It was however postponed twice more due to the preference of enabling the panel to review face to face rather than online. Eventually it was undertaken virtually in Term four. This meant a third annual implementation plan guided our work for 2021, work which was focussed on the statewide priority goal that was common across all Victorian schools with key improvement strategies developed to address the impact of COVID on student learning, wellbeing and communities.

The FISO dimensions and the related Key Improvement Strategies (KIS) were;
KIS 1 - Building practice excellence - Learning, catch-up and extension priority
KIS 2 - Health and wellbeing - Happy, active and healthy kids priority
KIS 3 - Parents and carers as partners - Connected schools priority

Our school target for the 2021 priorities goal was set using 2020 teacher judgments made against Victorian Curriculum Achievement Standards as a measure. It stated that all students would make 12 months growth or more in 12 months and those who made less than expected growth in 2020 would catch up to or surpass the level that would have been expected had COVID-19 not impacted their learning and wellbeing.

We focussed our work on these priorities and ensured that throughout all periods of lockdown and the resulting remote learning that our focus continued to be on growth and achievement for all students. We harnessed the expertise of all staff and provided a differentiated teaching and learning program to the point of need of all students delivering high quality experiences onsite and remotely that kept families and student connected to school and promoted health, activity and happiness throughout these challenging times.

The School Review that was conducted in Term four measured our progress against our original 2019 and 2020 Annual Implementation Plans and saw us meet two of the three school goals and partially meet the third. The review was undertaken online and provided us as a school with really important feedback that will be used in 2022 to write our school's first Strategic Plan that will see us build on the strong foundations that we have built in our first 3 years as a

school.

Achievement

The 2021 teacher judgement of student achievement Prep to Yr 6 in the area of English shows the 87.4% of students were at and above age expected standard. This was slightly above the similar schools average of 86.7% and the state average of 86.2%. In Mathematics 92.8% of students Prep to Yr 6 were at and above the age expected standard. This was higher than the similar schools average of 86.3% and the state average of 84.9%. Our teacher judgements were informed by the assessment that we were able to undertake throughout the year including when remote. We utilised a strong moderation process for both mid and end of year reporting which saw all teachers work together to look at work samples and assessment tasks to provide consistent measures of achievement against the Victorian Curriculum Standards.

Our NAPLAN data however was not as strong. 2021 was only the second year that Ashley Park undertook NAPLAN given that no Victorian Schools participated in 2020. We also had small numbers in our 2021 cohorts with 33 Year 3s and 16 Year 5s and only 12 students completing both Year 3 and Year 5 NAPLAN at our school. In both Year 3 and Year 5 the percentage of students in the top three bands was below the average for similar schools and the state. With such a small number in each cohort the percentage compared with similar schools and the state can seem more significant. It also needs to be noted that both of these cohorts did not begin their primary school education with us and as such have brought with them different educational experiences and achievements. Whilst we have worked hard to improve their abilities since they enrolled, the impact of COVID cannot be ignored. What also must be considered is that many of the families who transferred their children from other schools were also looking for a more supportive learning environment to meet their child's specific learning needs which has also made the interruption to onsite learning more significant in many cases.

Our target for the 2021 priorities goal was focussed on maximising student growth, stating that all students would make 12 months growth or more in 12 months and those who made less than expected growth in 2020 would catch up to or surpass the level that would have been expected had COVID-19 not impacted their learning and wellbeing. A second year of interrupted onsite learning due to COVID however hampered our endeavour to achieve this for all of our students.

Our teacher judgement data did however show in the key learning areas of English and Mathematics the percentage of students Year 1 – 6 achieving at or above expected growth was

77% in Reading and Viewing

62% in Writing

69% in Number and Algebra

This growth rate shows that for a majority of our students their growth continued at or above the age expected rate in these key learning areas. A strong basis on which to drive improvement and catch up in 2022 with the aim to see similar growth evidenced in our NAPLAN results.

Our NAPLAN learning gain data from Year 3 (2019) to Year 5 (2021) demonstrated that the percentage of students who made high gain was close to similar schools in Numeracy and Writing while somewhat below in Reading, Spelling and Grammar and Punctuation. The areas of Writing and Numeracy had been focuses for the school since opening so the stronger high learning gain in these areas was pleasing. It is important to note however that the number of students in the Year 5 cohort was only 16 while the number if Year 3s was 33. Both very small numbers that quantify the percentages and assist to clarify that even one or two students can impact the performance significantly as compared with schools with greater numbers and also when compared to our 2020 and 2021 Foundation intake that are between 70 and 80.

Our remote learning program focussed on maintaining connections with students and families and providing focussed teaching groups to provide as much opportunity as possible for students to continue to grow and develop. These teaching groups also provided the opportunity to engage with teachers in a small group setting and our Education Support staff and tutors provided additional educational support to students working at home. This additional layer of

support was made available to all children who were identified as at risk and also to families for whom the remote learning environment was challenging.

Engagement

We began the 2021 year with optimism and a clear focus on improving attendance and family engagement in learning. We worked to monitor and follow up absences in a timely manner to build family understanding of the importance of regular attendance at school. Unfortunately this optimism was short lived with the continuing impact of the global pandemic to onsite learning. We endeavoured to allay fears of infection associated with sending children to school and reassured families that the school environment was safe however this was challenging given the continuing restrictions that were in place across Victoria and the snap lockdowns that littered first semester. When second semester began with the decision to move again to online learning we implemented the attendance requirements specified by Department of Education and Training and put in place processes to follow up with families when children were not connecting online. We provided significant offers of support utilising our Education Support staff to guide small groups of students through their daily lessons. All vulnerable students and those whose parents were essential workers were welcomed onsite for care and supervision and undertook the same remote learning program as those learning from home. Our school chaplain was also a key contact point for families, assisting with engagement and provision of welfare support. As the lockdown dragged on however we saw significant reduction in engagement, lower levels of attendance and more challenges when trying to engage with families to maintain connection.

In 2020 the average number of absence days for our students was 15.6 days. We maintained this in 2021 with an average of 15.7 days per student Prep - Year 6. The average number of days absent in similar schools was slightly lower at 13.7% with the state average at 14.7%. Whilst we worked tirelessly to assist families to engage with our online learning program a small number just found it too difficult. This is demonstrated with our attendance rates across the school for each year level, all being between 89% and 94%. It demonstrates that a majority of students and their families are regularly engaging with learning and school. The Parent Satisfaction Summary showed 93.2% of the respondents endorsed positive satisfaction with our school. This was 11.4% percent above the state average for parent satisfaction a significant difference and credit to our work. Our School Staff Survey demonstrated that we were able to provide a Positive School Climate throughout 2021 with 94.3% of staff at Ashley Park positively endorsing the climate of our school. This was 18.5% above the state average which is a commendable difference that in conjunction with the positive endorsement of our parents evidences the safe, stimulating and inclusive learning environment we continue to foster at Ashley Park. It is also very notable in the second year of remote learning and shows that our work is being recognised by our stakeholder groups.

In 2021, 27% of our students Prep - Year 6 had 20 or more days absent from learning/school. Whilst we have gone very close to maintaining the percentage achieved in 2020 (24%) this amount of absence is still too high and continues to impact the learning of a number of students. Attendance will remain a major focus of our work in 2022 as we endeavour to identify and support those students and their families whose attendance is impacting their achievement. We will also focus more closely on the students who are part of the Tutor Learning Initiative in 2022 as in 2021 absence rates for the students involved were extremely high impacting the improvement that was able to be achieved. We need to work more closely with our families to build their understanding of the impact of absence from school on their child's learning and achievement.

Our third Key Improvement Strategy for the statewide schools priority goals focussed on Connected schools. Our achievement in this area strengthened as demonstrated in the Student Attitudes to School Survey data - (My teacher likes my ideas) which improved from 59% in 2020 to 83% in 2021. This is testament to the connection the teaching staff particularly in the Senior Learning Community maintained with all students and the emphasis they placed on student voice and agency while onsite in Semester one.

Wellbeing

The second Key Improvement Strategy for the statewide priorities goal - Happy, healthy and active kids saw our achievement strengthen in 2021.

The Student Attitudes to School Survey data in the area of Social Engagement - (Student voice and agency) improved from 68% in 2020 to 78% in 2021.

The Effective Classroom Behaviour score, in particular the Question: Students at this school treat each other with respect improved from 62% in 2020 to 69% in 2021

Overall the Student Attitudes to School survey results for our Year 4 - 6s in 2021 were again extremely pleasing. Their positive endorsement of Sense of Connectedness and Management of Bullying show our students to be more positive than both that of students in similar schools and students across the state. 91% felt connected to school as compared with 79%, the average for similar schools and 80%, the average for schools across the state. 85% of students in Years 4 - 6 at our school were positive about the way bullying was managed as compared with the average of 77% for similar schools and 79% for the state. These strong results are even more pleasing given that again a lot of the school year was spent with students learning from home. We believe it is a clear indication of the success of our remote learning program and demonstrates that connectedness was maintained. The introduction of roll call in the morning and the greater focus on teaching groups we believe helped our students feel that they still belonged even when they were learning from home.

A major priority during both periods of remote learning was wellbeing, that of students, staff and families. Throughout all periods of remote learning and when onsite we ensured that routines were kept, learning across all areas of the curriculum was prioritised and we understood that wellbeing supported learning as equally as learning supported wellbeing.

Unfortunately we were again unable to measure the Resilience of our students as this area was not addressed in the DET Student Attitudes to School survey in 2021. Another area however that was measured was Perseverance as part of the Learner Characteristics and Dispositions factor. 81% of our students in Yr 4 - 6 positively endorsed Perseverance as compared with the average of 75% for similar schools and 79% for the state. Student resilience and perseverance will continue to be a focus for our school. As a result of our School Review a new value will be introduced to hone the focus on learning and achievement, while one of our school goals in the next School Strategic Plan will be focused on social and emotional capability and our students ability to engage with challenge and opportunities, as this is now recognised as a key contributor to wellbeing. We will continue our work in the area of School Wide Positive Behaviour Support and the implementation of the Resilience, Rights and Respectful Relationships initiative, as a partner school with other schools in the Whittlesea Network.

Finance performance and position

Due to sound financial management after considerable expenditure was made to address our teaching and learning priorities we finished 2021 with a small surplus.

The employment of two tutor teachers at the time fraction that equated to the funding provided saw our students supported to catch up and extend learning. One of the tutors who was also employed to provide release for the Pilot program - Transforming the Early Years of the Teaching Career was in the second part of the year employed for more time to teach in the Senior Learning Community to reduce the student numbers in Reading, Writing and Maths like needs groups. This was to address the 15 additional student enrolments that we received after February Census for which we receive no additional funding to support.

We employed additional Education Support (ES) staff to provide support and enable program modifications for newly funded students through the Program for Students with Disabilities. Our school enrolments increased which saw the need to fit out more of our learning spaces to accommodate our Foundation, Junior, Middle and Senior community groups. The specialist program increased in both time and range and many more resources were purchased to ensure students and teachers had access to the materials and resources required to teach and learn.

All families were again provided with books and pencils for students to learn from home. We purchased and provided

online subscriptions and learning equipment to all students so that high quality teaching and learning could continue with the aim to closely replicate what is provided when onsite. Technology was again loaned to everyone who needed it with a total of 35 iPads being borrowed, leaving us enough to provide access for those students who attended onsite. We also ensured that all iPads that had been borrowed during 2020 were made available to the families who had borrowed them as part of the Bridging the Digital Divide. This meant that our school had to enter into leasing agreements to replenish the 48 school owned devices that were given to families, at a cost to our school, as the reimbursement provided by DET fell far short of the actual cost given the age and stage of the devices given out compared with the cost of the new replacements.

Ashley Park Primary School always aligns human, physical and financial resources to deliver an educational program that meets the needs of its students. In addition to funding received through the Student Resource Package we also utilise locally raised funds. This includes voluntary contributions by families for essential learning items, revenue received through outsourced programs such as Out of School Hours Care and the lease and operation of the canteen, the hire of school facilities by local sporting clubs and community groups. The fundraising efforts that are coordinated by our very enthusiastic School Events Team also contribute to this revenue. School Council prioritised the installation of air-conditioning in the learning spaces to ensure a temperate learning and teaching environment for students and staff at Ashley Park. This installation was completed by the end of Term one in 2021 and provided necessary ventilation when all students returned to face to face learning in Term four. The staff spaces and the Silver Gum Centre which houses the administration areas and offices, Library, Staffroom and First Aid is still not air conditioned and it is hoped that funds can be allocated to these areas in the coming year.

We also undertook some renovations in the learning spaces and removed the back of the amphitheatres in preparation for larger communities and more community groups in 2022. Our Library in the Silver Gum Centre was also renovated, removing the fixed shelving to make the space more flexible and usable. It is envisaged that this space will be used as both a teaching and learning space for student programs and Professional Learning for staff.

We received a shade sail grant from the Department of Education to provide an outdoor learning space as part of Victorian Schools' COVID safe plan. We expended the funds from the Inclusive Boost Grant and the Shade Sail grant from the Department of Health adding two playgrounds, a cubby zone, more shade and a creative play area adjacent to the amphitheatre. The other revenue listed in the financials is made up of bank interest, building fund contributions, hire of spaces such as the canteen, stadium and that used by Big Childcare as well as locally raised funds.

**For more detailed information regarding our school please visit our website at
<https://www.ashleyparkps.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 274 students were enrolled at this school in 2021, 127 female and 147 male.

21 percent of students had English as an additional language and 3 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).

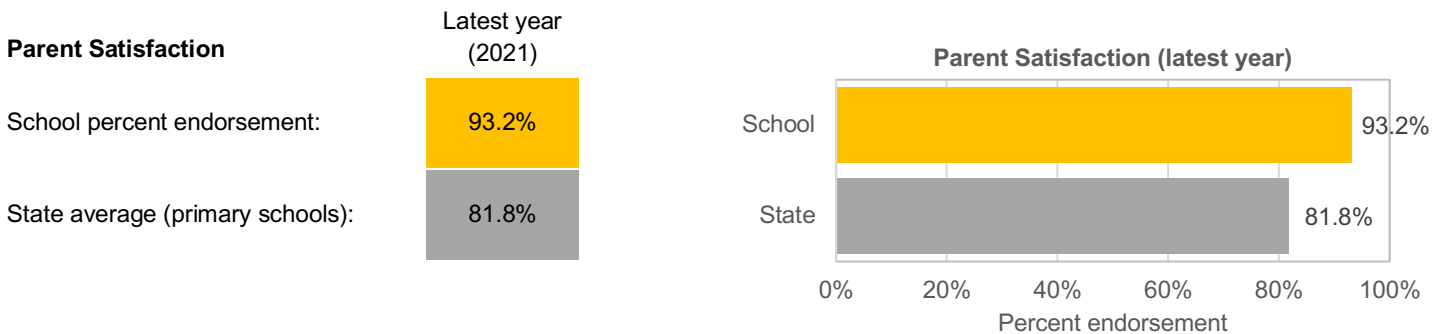
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

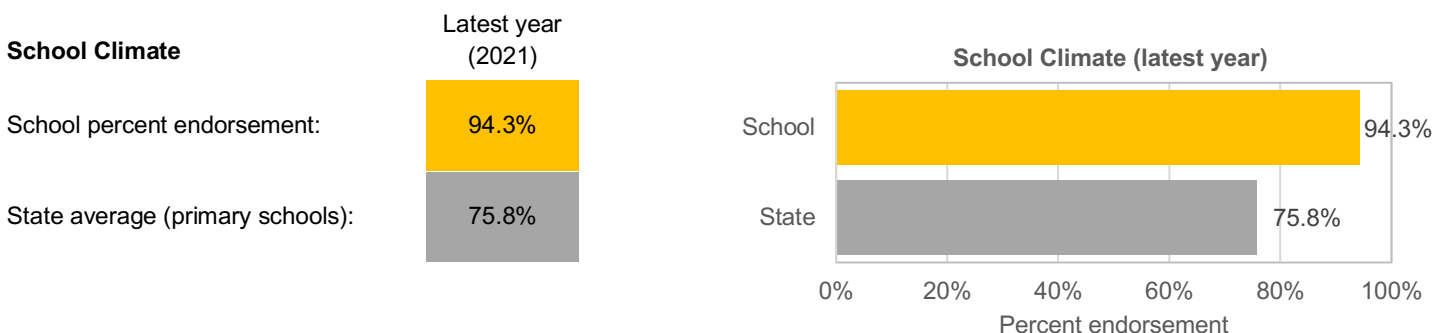


School Staff Survey

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:

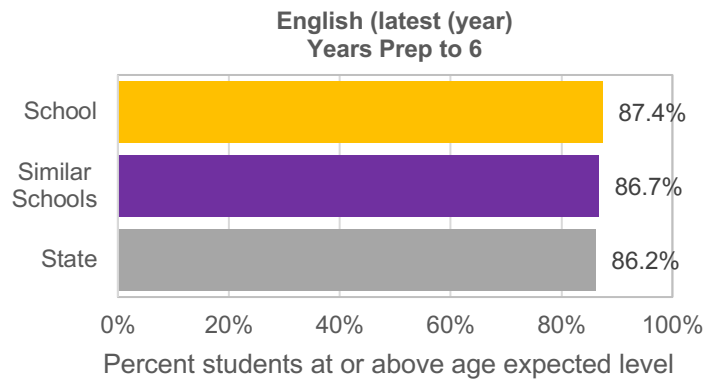
87.4%

Similar Schools average:

86.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

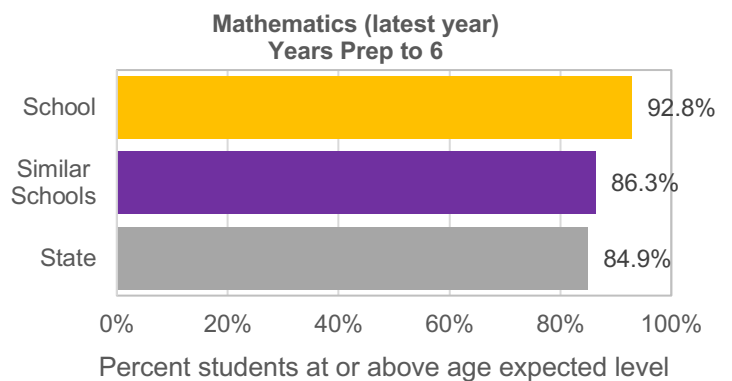
92.8%

Similar Schools average:

86.3%

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.

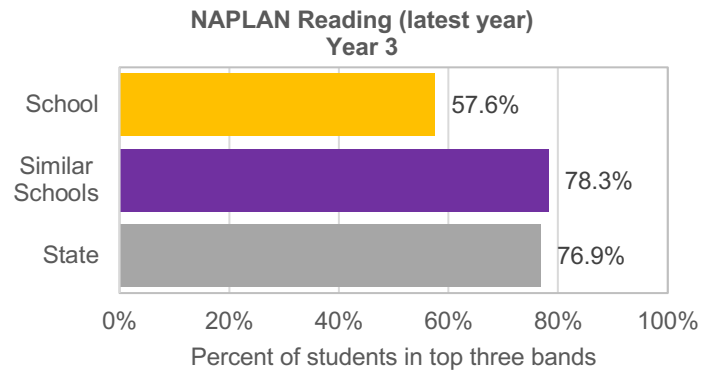
NAPLAN

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.

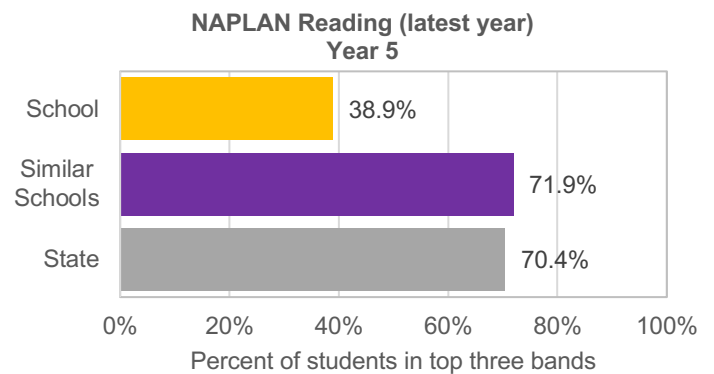
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.6%	50.0%
Similar Schools average:	78.3%	77.4%
State average:	76.9%	76.5%



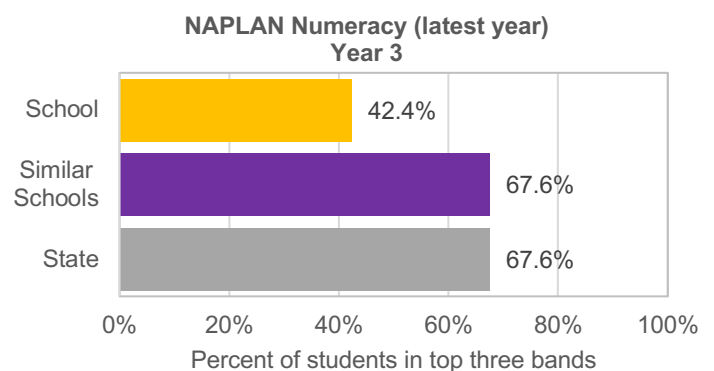
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.9%	42.3%
Similar Schools average:	71.9%	68.2%
State average:	70.4%	67.7%



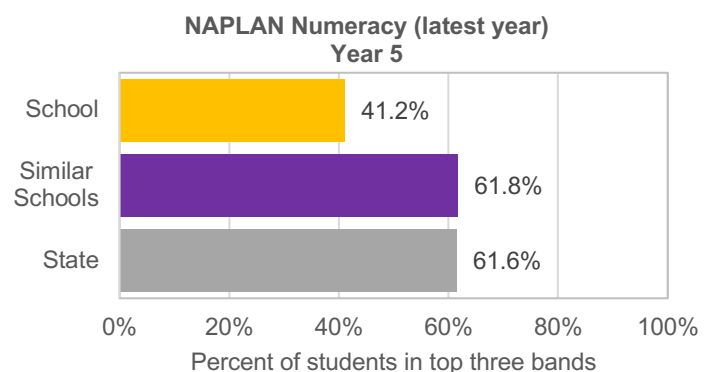
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.4%	39.1%
Similar Schools average:	67.6%	69.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.2%	36.0%
Similar Schools average:	61.8%	60.0%
State average:	61.6%	60.0%



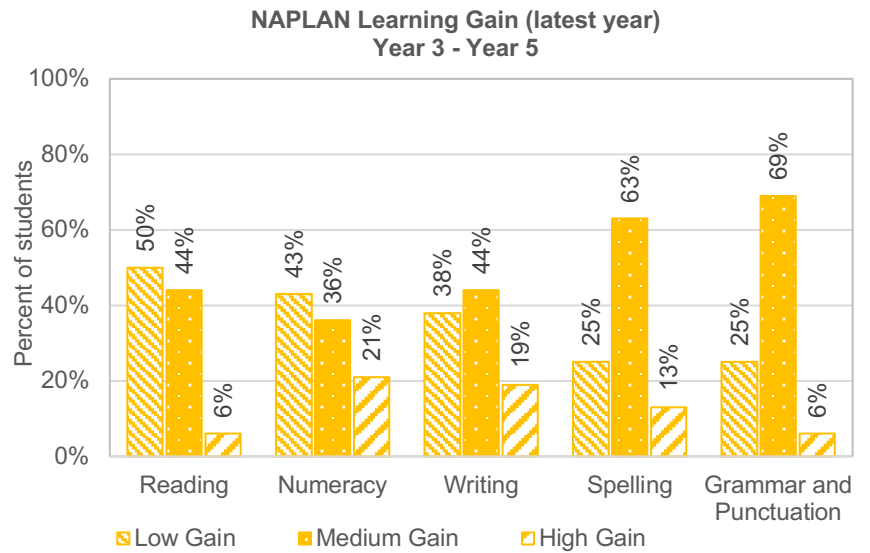
ACHIEVEMENT (continued)

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:	50%	44%	6%	23%
Numeracy:	43%	36%	21%	23%
Writing:	38%	44%	19%	24%
Spelling:	25%	63%	13%	23%
Grammar and Punctuation:	25%	69%	6%	25%



ENGAGEMENT

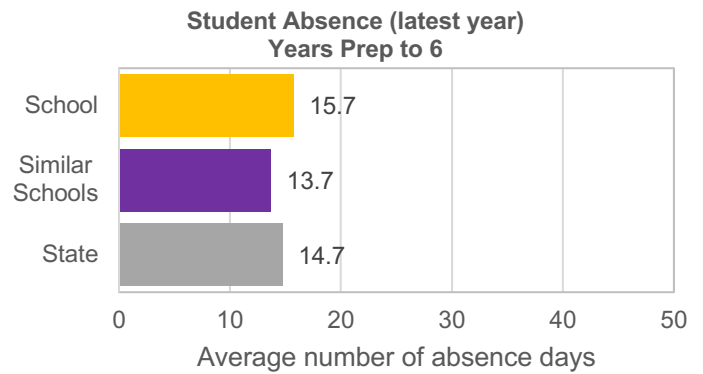
Key: ‘*Similar Schools*’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	15.7	16.8
Similar Schools average:	13.7	14.7
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	90%	91%	93%	93%	89%	93%

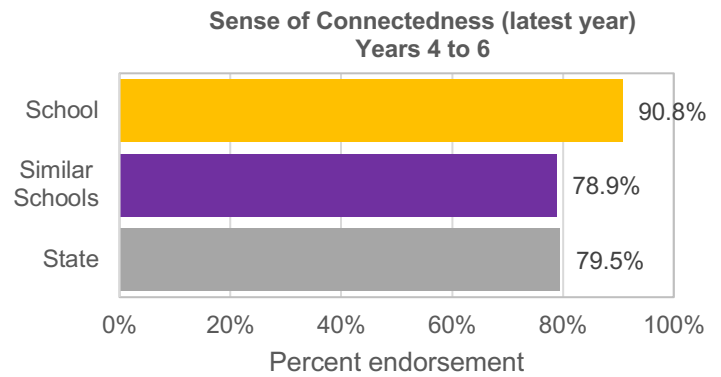
WELLBEING

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:	90.8%	92.4%
Similar Schools average:	78.9%	80.3%
State average:	79.5%	80.4%

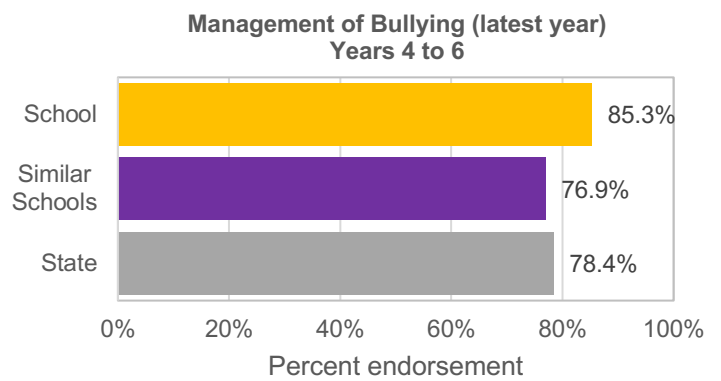


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	85.3%	88.3%
Similar Schools average:	76.9%	79.5%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,383,908
Government Provided DET Grants	\$439,757
Government Grants Commonwealth	\$21,433
Government Grants State	\$0
Revenue Other	\$6,340
Locally Raised Funds	\$142,228
Capital Grants	\$0
Total Operating Revenue	\$2,993,666

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,764
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$20,764

Expenditure	Actual
Student Resource Package ²	\$2,380,489
Adjustments	\$0
Books & Publications	\$171
Camps/Excursions/Activities	\$25,540
Communication Costs	\$3,313
Consumables	\$79,577
Miscellaneous Expense ³	\$27,984
Professional Development	\$8,085
Equipment/Maintenance/Hire	\$77,272
Property Services	\$54,574
Salaries & Allowances ⁴	\$88,951
Support Services	\$45,680
Trading & Fundraising	\$23,069
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$58,220
Total Operating Expenditure	\$2,872,924
Net Operating Surplus/-Deficit	\$120,742
Asset Acquisitions	\$114,037

- (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	\$187,617
Official Account	\$11,562
Other Accounts	\$10,548
Total Funds Available	\$209,727

Financial Commitments	Actual
Operating Reserve	\$76,528
Other Recurrent Expenditure	\$27,121
Provision Accounts	\$0
Funds Received in Advance	\$33,323
School Based Programs	\$10,548
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	\$36,872
Maintenance - Buildings/Grounds < 12 months	\$26,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$210,392

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.