

2020 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 2020 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 09 April 2021 at 04:23 PM by Keren Barro (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 April 2021 at 03:13 PM by Clinton Fullgrabe (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 a new school in the Whittlesea Network in a well-established pocket of Doreen. 2020 was our second year of operation and saw us welcome many more families from our local area. It was a challenging year for everyone, everywhere, due to COVID-19. As a school community we 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 2020 we finished the year with 185 enrolments. We operated in three learning communities consisting of a Foundation Community of 70 Foundation students, Junior Community of 47 Year 1 and Year 2 students and Middle/Senior Community of 68 Year 2, 3, 4, 5 and 6 students. In the Junior Community there were 32 Year 1s and 15 Year 2s organised into two groups of 23 and 24. The Middle/Senior Community consisted of one group made up of 14 Year 2s and 8 Year 3s, another with 9 Year 3s and 13 Year 4s and third group with 14 Year 5s and 10 Year 6s. We utilised both the Wattle and Eucalypt Learning Spaces, both inquiry zones, our Ironbark Sports and Arts Centre and the Silver Gum Centre, the welcoming entrance to our school, to provide comprehensive programs when onsite.

Ashley Park ended 2020 with 16.15 equivalent full time staff, consisting of 2 Principal Class officers, 9.76 teachers and 4.391 Education Support (ES) staff. Our enrolment at February census was 176 students consisting of 85 females and 91 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 2020 was 185 students made up of 86 females and 99 males. The students were of 11 nationalities, 20% have English as an Additional Language and 2% identify as Aboriginal or Torres Strait Islander.

Our whole school teaching team was made up of eight community teachers, 1.0 Foundation/Junior reading and maths teacher, 0.32 Physical Education, 0.32 Creative Arts and 0.12 S.T.E.A.M/Library. The principal class team developed and led our school's remote learning program that utilised both Google apps for Education and Zoom online platforms. Staff pre recorded teaching videos, embedding them in PowerPoint 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. We made changes based on the remote learning survey feedback provided by students, families and staff in May which saw our high quality program improved and sustained during the entirety of the Term three lockdown.

In our second 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 utilised a 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.

Four specialist areas were offered. Physical Education and Creative Arts for the whole year. S.T.E.A.M and Library were undertaken by half of the school in Term one and then the other half in Term four. Due to remote and flexible learning S.T.E.A.M was provided online to all students in Term three while our Assistant Principal delivered a whole

school wellbeing program. In Term three our specialist S.T.E.A.M/Library teacher provided the wellbeing program online enabling the Assistant Principal to work 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 PSD program, with additional learning needs and those that remote learning was significantly impacting on. Throughout both periods of remote learning we provided care and supervision at school to many eligible families and supported the learning needs of their children.

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. Our staff maintained a high level of work output and utilised their knowledge, skills and expertise to engage with their 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, a year like no other.

Framework for Improving Student Outcomes (FISO)

We commenced 2020 with our second Annual Implementation Plan guiding our work. We were due to undertake School Review in Semester one however this was postponed twice due to COVID-19 and is now set down for Term two 2021. The Goals in our 2019 Annual Implementation Plan continued to serve as our School Strategic Plan and our 2020 Annual Implementation Plan documented the more focussed actions, key improvement strategies and targets we were working on within the Framework for Improving Student Outcomes (FISO) and its improvement cycle.

The FISO dimensions that were our focus were;

Excellence in teaching and learning: Curriculum planning and assessment and Building practice excellence.

Community engagement in learning: Building communities

Positive climate for learning: Health and Wellbeing and Empowering students and building school pride.

Our school goals were.

Achievement: To maximise the potential of all students so they grow their learning and reach achievement standards appropriate to or above their expected age range. (2020 Focus: To improve student learning outcomes in mathematics and for all students to make the equivalent of 12 months growth in 12 months as measured by the tasks in our assessment schedule and Victorian Curriculum achievement standards for Number and Algebra, Measurement and Geometry and Statistics and Probability.)

Engagement: To develop a safe, stimulating and inclusive learning environment where students, staff and parents work together to achieve optimum student outcomes. (Focus 2020: To improve student and family engagement in learning and reduce the percentage of students who are absent from school for 20 or more days from 34% to 28%).

Wellbeing: To build a positive whole school culture that supports and enables the wellbeing of all students. (2020 Focus: To improve the resilience and wellbeing of all students and strengthen our Student Attitudes to School Survey data and improve the resilience score in the learning characteristics and dispositions section from 79%to 85%).

All Key Improvement Strategies were implemented and actions undertaken throughout the year. Some of these were modified to meet the circumstances and context of remote learning but they were still attended to and outcomes were met.

We look forward to our school Review in Term two of 2021 to further evaluate our success so far and to set the focus and direction for the next four years as we work together to strengthen our performance at Ashley Park Primary School.

Achievement

The 2020 teacher judgement of student achievement in the area of Mathematics shows our school to have 91.7% of students Prep - Year 6 at or above the expected level for their age and stage of schooling. This is 6.7% above similar schools and 6.5% above the state average, an excellent outcome for our students given the challenge of COVID-19. This was achieved through our continued focus on teaching and learning and our ability to move our face to face

approaches online. Mathematics was a focus for us as a school in 2020 and saw us appoint an Acting Learning Specialist whose focus was Mathematics Proficiencies during Term one. The Acting Learning Specialist worked with our Assistant Principal to deliver whole school professional learning in this area at the commencement of the year and then throughout the year at key times in our Mathematics PLC cycle . We focused on improving student's positive dispositions and building growth mindsets. Teachers developed their ability to create challenging tasks that were related to real life and required proficiency in Understanding, Fluency, Problem Solving, and Reasoning to undertake tasks that drew on content from Measurement & Geometry and Statistics and Probability whilst utilising the skills developed in our like needs grouping approach to Number and Algebra. During remote learning we moved these tasks online to ensure momentum was not lost. The only area that proved a challenge was facilitating opportunities for teacher observation of their peers however even this became possible as the year went on as our remote learning program enabled our staff to view one another's pre recorded lessons on a regular basis. We had to adapt assessment approaches to enable them to be undertaken online and once we returned to onsite learning in Term four teachers were able to more effectively observe and measure children's learning growth again.

In the area of English the 2020 teacher judgement of student achievement shows our school to have 86.6% of students Prep - Year 6 at or above the expected level for their age and stage of schooling. This is 0.9% above similar schools and 0.3% above the state average, another excellent outcome for our students. This demonstrates the strengthening of the work we began in our first year in the areas of reading and writing.

Our remote learning program began strong as it was founded on our clear instructional model and harnessed our developing delivery with the use of technology. Consistency across the school team was strong and our ability to gather and utilise feedback from students, parents and staff enabled us to improve our practice, provide greater opportunity for targeted teaching groups, ensure contact and connection on a daily basis and offer additional student support through our ES team during the second round of remote learning.

Our focus for 2021 is to continue to ensure that all students are showing learning growth at or above the expected rate. We will target all resources to ensure catch up and extension for any students whose growth was less than 12 months in 12 months and will continue our targeted like needs grouping approach to maximise learning growth for all.

Engagement

We began the year with a clear focus on improving student and family engagement in learning and student attendance. We worked to monitor and follow up absences in a more timely manner to build family understanding of the importance of regular attendance at school. Unfortunately the circumstances surrounding the global pandemic had an impact very early in the year with families reluctant to send their children to school for fear of infection. We worked hard to allay these fears and reassure families that the school environment was safe which saw us maintain attendance for many students. Once the decision was made to move learning on line 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 strengthened this process throughout both periods of remote learning and provided significant supports 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.

In 2019 the average number of absence days for our students was 22.4 days. We reduced this significantly in 2020 to an average of 15.6 days per student Prep - Year 6. The average number of days absent in similar schools is lower at 13.9% with the state average at 13.8%. 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 91% and 95%. It demonstrates that a majority of students and their families are regularly engaging with learning and school. The Parent Satisfaction Summary showed 89.7% of the 103 parents who responded to the Parent Opinion Survey endorsed positive satisfaction with our school. This was 8.5% percent above parent satisfaction across the state. Our School Staff Survey demonstrated that we were able to provide a Positive School Climate throughout 2020 with 89.7% of staff positively endorsing the climate of our school. This was 11.9% above state which is a significant 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.

We surpassed our target to reduce the percentage of students who are absent from school for 20 or more days from 34% to 28%. In 2020, 24% of our students Prep - Year 6 had 20 or more days absent from learning/school. Whilst this is a significant improvement this percentage is still too high and is impacting the learning of a number of students. Attendance will remain a major focus of our work in 2021 as we endeavour to identify and support those students and their families whose attendance is impacting their achievement.

Inquiry learning was a key component of the provision of a stimulating learning environment. The appointment of an Acting Learning Specialist focused on Inquiry learning during Term two enabled the capacity of staff to be built. Although online the Acting Learning Specialist provided professional learning to build the capacity of staff to better understand and implement inquiry learning approaches and to plan and develop our school program to further engage students. During planning week they supported teaching teams to develop their term focuses, identify needs and built in the development of the Victorian Curriculum capabilities. This thorough approach to improvement in this area then enabled our inquiry learning program to move online for the entire period of remote and flexible learning and saw students engage with the content while developing their skills and capabilities and pursuing their interests. This was further supported by teams designating a teacher who was supported more closely by the Acting Learning Specialist to continue the planning and implementation of the program while online. In Term four of this year the Acting Learning Specialist documented our school inquiry overview and incorporated the writing focuses that are both relevant and connected to overview. This will be implemented in 2021 and our work in the area further developed and built open to continue to strengthen the safe, stimulating and inclusive learning environment provided at our school.

Wellbeing

The Student Attitudes to School survey results for our Year 4 - 6 students in 2020 were 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. 91.4% felt connected to school as compared with 77.8% of those in similar schools and 79.2% in schools across the state. 88.3 % of students in Years 4 - 6 at our school were positive about the way bullying was managed as compared with 76.9% at similar schools and 78% across the state. These strong results are even more pleasing given that close to two thirds 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. Our students also undertook the remote learning survey in May and these results were equally positive with the students praising the staff and our school for the structure, learning and supports they were provided.

We utilised the feedback provided by both students and families in the remote learning survey to modify and improve the program that was implemented for the duration of Term three.

A major priority during both periods of remote learning was wellbeing. Our Assistant Principal took the lead in the development and delivery of a whole school wellbeing program in Term two and then our STEAM/Library teacher was utilised to provide this in place of her program during Term three. The Assistant Principal was then able to work in conjunction with the Principal to support the wellbeing of staff and that of our families. Throughout we ensured that routines were kept and that learning across all areas of the curriculum was prioritised as we understood that wellbeing supported learning as equally as learning supported wellbeing.

The Acting Learning Specialist for Term three and four focussed on the area of wellbeing. They undertook the Berry Street Educational Model training in Term one and worked with another colleague to provide school based professional learning to all staff when we returned onsite in Term four. This training built the capacity of all staff and saw the implementation of welcome circles each morning across our school. This strong foundation will be built upon in 2021 and see us embed many more of these positive behaviour practices across our school.

Unfortunately we were unable to measure the resilience of our Year 5 cohort to determine if we had been successful in improving this section of the Attitudes to School Survey as it was not include in the survey by DET this year. We have however continued to prioritise this along with the wellbeing needs of the students and will implement the Resilience Project as part of our whole school wellbeing strategy in 2021. We were also successful in gaining funding through the National Schools Chaplaincy Fund which will see the continued employment of our school chaplain for two days per week to enhance the wellbeing strategy at Ashley Park. Our whole of community approach to wellbeing is founded on

our school values and the associated behaviours and the demonstration of these both in and outside of the learning spaces. This work will continue to be reinforced in 2021 by our Positive School Wide Behaviours approach and the implementation of the Resilience, Rights and Respectful Relationships initiative as a partner school with other schools in the Whittlesea Network.

Financial performance and position

Due to sound financial management after considerable expenditure was made to address our teaching and learning priorities we finished 2020 in surplus. We expended the remainder of our establishment grant, on the set up and fit out of the remaining learning spaces, so that the incoming additional 80 plus students and 7 plus staff could utilise up to date TV displays, whiteboards and mobile teacher stations to provide access to high quality programs across the entire school.

Employment of an additional teacher in the second half of the year to reduce group sizes for reading and maths in the Foundation and Junior communities assisted us to maximise student learning. This decision was made earlier in the year in response to increased enrolments however COVID-19 impacted its implementation with learning moving online for Term two. We filled the position in readiness for our return to face to face teaching in Term three. We employed additional 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 and Middle/Senior community groups. The specialist program increased 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 provided with books and pencils for students to learn from home. We purchased and provided online subscriptions and maths 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 loaned to everyone who needed it with a total of 57 iPads being borrowed, leaving just enough to provide access for those students who attended onsite.

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 SRP we also utilise locally raised funds. This includes family contributions for essential learning items, revenue received through outsourced programs such as Out of School Care and canteen operation, hire of school facilities by local sporting clubs and community groups and fundraising efforts that are coordinated by our very enthusiastic School Events Team. School Council made the decision to allocate some of surplus funds to 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 was collectively prioritised and the installation will be completed by the end of term one 2021. This commitment did not include staff spaces or the Silver Gum Centre which houses the administration areas, library, staff room and first aid so these areas will be the focus of fundraising efforts in 2021.

We also received a shade sail grant from the Department of Health that will see us install more shade around our school in 2021 to provide a safer play environment for our students. The other revenue listed in the financials is made up of bank interest and a contribution towards air conditioning for the spaces in our Ironbark Sports and Arts Centre that are utilised by Big Childcare the provider of our Out of School Hours Care program.

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 176 students were enrolled at this school in 2020, 85 female and 91 male.

21 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) which takes into account parents' occupations and education.

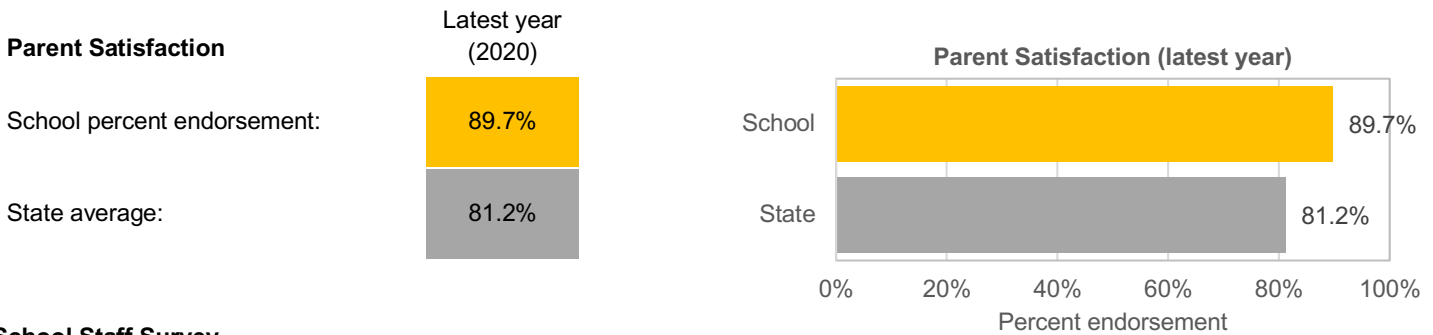
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

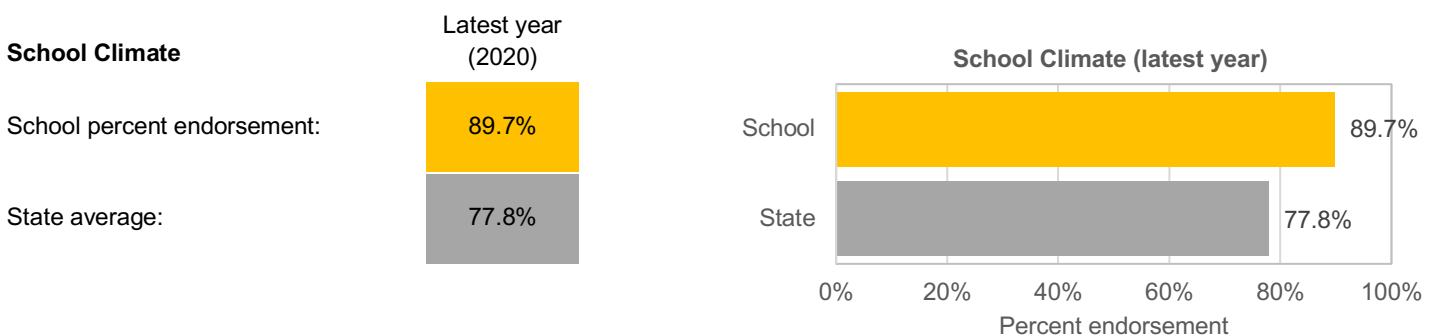


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

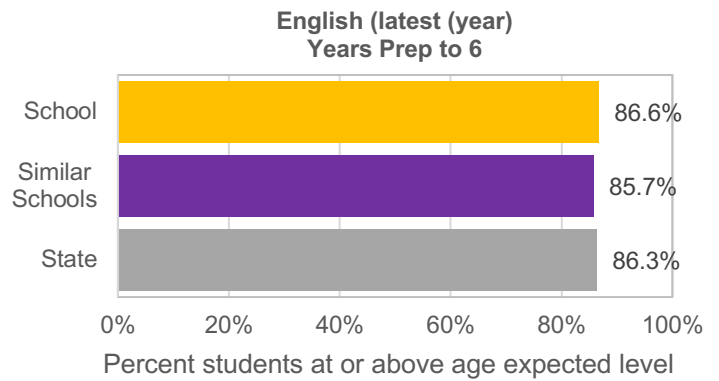
86.6%

Similar Schools average:

85.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

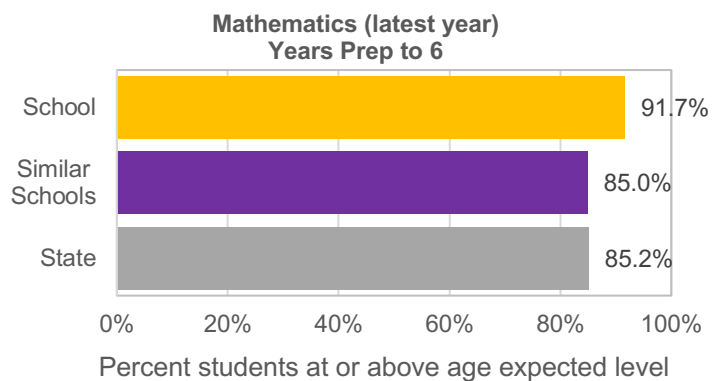
91.7%

Similar Schools average:

85.0%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

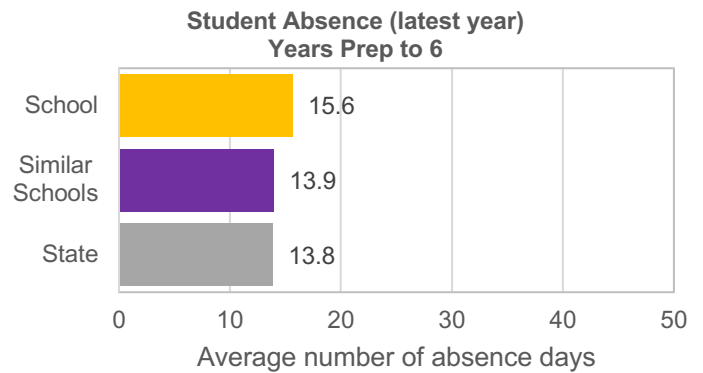
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

| | Latest year (2020) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 15.6 | 17.9 |
| Similar Schools average: | 13.9 | 15.8 |
| State average: | 13.8 | 15.3 |



Attendance Rate (latest year)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2020): | 91% | 91% | 93% | 94% | 91% | 95% | 94% |

WELLBEING

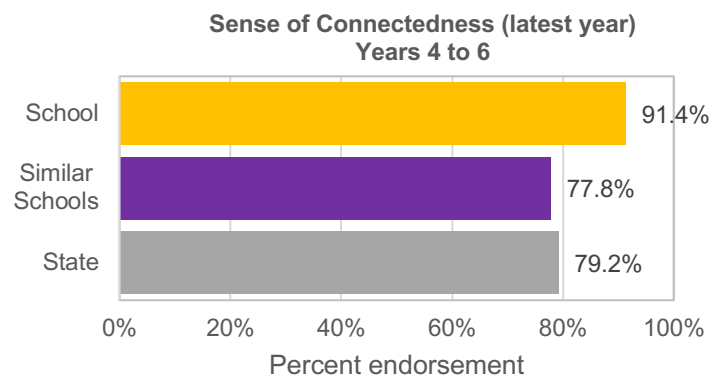
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 4 to 6 | Latest year (2020) | 4-year average |
|--|-----------------------|-------------------|
| School percent endorsement: | 91.4% | 93.9% |
| Similar Schools average: | 77.8% | 80.4% |
| State average: | 79.2% | 81.0% |



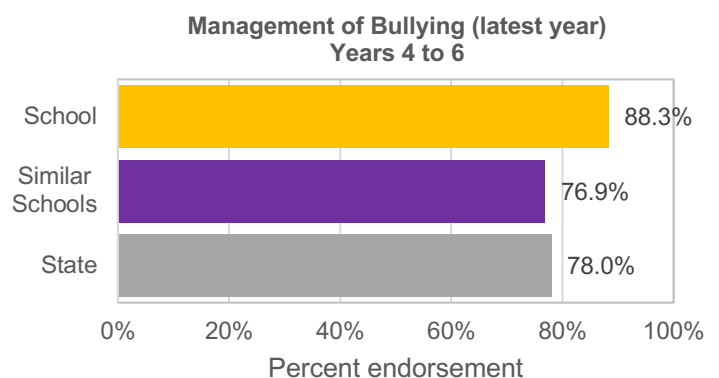
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Management of Bullying Years 4 to 6 | Latest year (2020) | 4-year average |
|--|-----------------------|-------------------|
| School percent endorsement: | 88.3% | 91.1% |
| Similar Schools average: | 76.9% | 79.9% |
| State average: | 78.0% | 80.4% |



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,473,989 |
| Government Provided DET Grants | \$288,916 |
| Government Grants Commonwealth | \$23,272 |
| Government Grants State | NDA |
| Revenue Other | \$5,871 |
| Locally Raised Funds | \$101,489 |
| Capital Grants | NDA |
| Total Operating Revenue | \$1,893,537 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$13,423 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | \$5,268 |
| Equity Total | \$18,691 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$1,466,418 |
| Adjustments | NDA |
| Books & Publications | \$537 |
| Camps/Excursions/Activities | \$6,961 |
| Communication Costs | \$3,693 |
| Consumables | \$58,477 |
| Miscellaneous Expense ³ | \$15,224 |
| Professional Development | \$3,567 |
| Equipment/Maintenance/Hire | \$65,273 |
| Property Services | \$27,166 |
| Salaries & Allowances ⁴ | \$38,849 |
| Support Services | \$24,695 |
| Trading & Fundraising | \$7,836 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | \$59,172 |
| Total Operating Expenditure | \$1,777,869 |
| Net Operating Surplus/-Deficit | \$115,667 |
| Asset Acquisitions | \$121,451 |

(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 02 Mar 2021 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 2020

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$154,296 |
| Official Account | \$52,088 |
| Other Accounts | \$5,261 |
| Total Funds Available | \$211,645 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$48,483 |
| Other Recurrent Expenditure | \$30,010 |
| Provision Accounts | NDA |
| Funds Received in Advance | \$42,983 |
| School Based Programs | \$5,261 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | \$29,784 |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | \$55,619 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$212,140 |

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.