

# 2021 Annual Report to The School Community



**School Name: Wattle View Primary School (5012)**



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

Attested on 15 March 2022 at 10:31 PM by Elaine Wilson (Principal)

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

To be attested by School Council President

## How to read the Annual Report

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### 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.

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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### School context

At Wattleview Primary our school vision is to educate learners for life. Through high expectations, Wattleview provides a learning environment that empowers all learners to strive for academic excellence and constant personal growth. We focus on literacy and numeracy to empower our students to make valuable contributions to society whilst developing curiosity, creativity, inquiry and questioning minds. Our core values of organisation, persistence, getting along, confidence and resilience foster mutual respect, cooperation, participation and friendship.

The following Values are central to the life of our school. All members of the school community are expected to demonstrate Getting Along, Confidence, Organisation, Persistence and Resilience.

Our moral purpose continues to be to ensure that all learners enrolled at Wattleview have equal access to learning opportunities. Our role is to provide academic opportunities in line with the Victorian Curriculum and to give students exposure to specialist areas such as Visual Arts, Performing Arts, and Physical Education. During 2021 this continued to be challenging as we faced another significant period of time with the majority of students working from home. As well as providing suitable work (either digitally or via hard copy) we strove to maintain a high level of wellbeing for our students. By 2021 approximately 30% of our students were learning onsite as their parents were classified as essential workers or they came under the vulnerable category. This meant ensuring that the students at home and at school were afforded the same opportunities. Wattleview continued to follow the changing guidelines as set by the DET.

In 2021 there were 11 classes led by 13 teachers. Nine teachers were full time with the other four teachers working all working 0.6 This allowed the 1/2 classes to have a day a week whereby the classes could organise one on one assessments/small group teaching whilst the class was being looked after by the other teacher. We made this choice at the start of the year to assist students who had missed a lot of school in 2020. Of course, as COVID continued to be a factor, having extra support in the 1/2 area provided greater learning opportunities for the students in these grades. Staff continued to be allocated to fill in for the Teacher Specialists when they had their planning/implementation time out of their own classrooms. The teacher specialist role is a valued one and the teachers need time to be able to manage their extra roles and responsibilities. The music program was run by a teacher 3 days(.0.6) per week. The teacher allocated to physical education continued to be on leave throughout 2021 so the school made the decision to appoint a staff member with a passion for sport, to run the program. This staff member was full time working in PE and providing teacher specialist release one day per week. Art was run by a teacher with a time allocation of 3 days (0.6) . Wattleview also had two Principal class staff members, both working on a full time basis. There were 8 Education Support staff employed, two working in the office with 6 working in classrooms with students. Of the ES staff 5 were employed full time, one works 4 days per week, one works 4 days per week across 3 days with another working 3 days per week.

Wellbeing is the responsibility of all staff members, however staff are supported by a well operated Chaplaincy program which runs two days per week. There is also a breakfast club offered 3 days per week which provides for a number of students at each sitting. There are food hampers sent home with families on the holidays, which are also provided as a free service,

At census day in 2021 there were 270.4 students enrolled in 11 classes. There were two foundation classes, 3 x 1/2 classes, 3 x 3/4 classes and 3 x 5/6 classes. The students were housed across the 3 well appointed learning spaces that are strategically placed on the well sized grounds. The grounds were maintained by a person employed to work 6 hours per week (increased if needed for other work) and by the Buildings and Grounds committee when they were allowed on site. Wattleview is situated in Wattletree Road, close to Mountain Gate shopping centre. The buildings and grounds are aesthetically pleasing and visitors to the school respond positively to the physical environment. The learning environment is orderly and students are encouraged to do work to the best of their ability.

At the time of the 2020 confirmed budget, the SFO index was .4860. This index takes into account parents'

occupations and education. This index indicates a band value. The school's socio-economic band value is medium. Equity (social disadvantage) students made up 30% of our student population. Nine students were on the program for students with disabilities during 2021. ES Staff were employed to provide support for these students. All students on the PSDMS were given IEP's and had regular Student Support Group meetings.

Parent Satisfaction showed that school percent endorsement was at 78.0% which was higher than 71.8% in 2020. School staff survey showed that school percent endorsement was at 70.0% which was higher than 60.2% in 2020. Given the difficult climate that everyone found themselves in last year, the small increase is pleasing. .

There are no programs offered for overseas students.  
We don't have any Aboriginal/Torres Strait Islander staff.

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## Framework for Improving Student Outcomes (FISO)

Goal 1 - To Improve Literacy Outcomes and Learning Growth of All Students.

The whole school curriculum planner was designed to ensure that all classes are doing the required amount of Literacy and Numeracy blocks across the week and continued to be used in 2021.

HITS were a feature of work programs and planning documentation.

The Teacher Specialists continued to be on the Leadership Team and were integral to creating and implementing the Professional Learning Forum calendar. The Teacher Specialists had created the PLF schedule for 2021, making use of google meets to run meetings and to provide professional learning for staff.

We continued to work through data conversations, using PLF's as a means to use FISO (Framework for Improving Student Outcomes) to Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan and Implement and Monitor within individual teams with input and feedback from the rest of the staff. This was a good segue into the Professional Learning Communities model that 5 staff were trained in during the 2021 year.

The staff were positive about continuing and ensuring a whole school approach to reading and writing and there was an expectation that it would be evident in all classrooms throughout 2021. All staff were aware of the instructional learning model, however, teacher specialists did not have enough opportunity to be in rooms to ensure that the model is being followed consistently. The Numeracy Specialist organised visits to area meetings to discuss the delivery of the mathematics curriculum across the school. The Literacy and Numeracy Specialist teachers planned and implemented PLF's to allow professional development to continue.

Due to the previous year of COVID interruptions, the staff were quickly able to revert to remote learning when new lock downs occurred. For all staff the two year experience saw everyone learning to be flexible, mindful of the circumstances of the individual learner, optimistic and able to implement a changing delivery model at very short notice.

### Success Indicators

- The communal planners outline the required number of hours in literacy and numeracy.
- Students were using goal setting in remote and onsite learning
- Collaboration was a key feature of staff being able to work within their teams either onsite or remotely.
- Through PLF's and remote learning sessions, teaching strategies continued to be demonstrated. .
- The literacy portal has continued to be a useful, one stop resource for staff.
- The Leadership Team (with the exception of the AP) undertook Professional Learning Community training.

Goal 2 : To improve numeracy outcomes and learning growth of all students.

The communal planners show that we continue to deliver the right number of sessions of mathematics each week. There are 6 sessions assigned to mathematics delivery in all classroom planners.

Whilst the 3-6 had previously used a maths workshop model to work with students on point of need mathematics concepts, this was very hard to continue with so many rules around density numbers.

Mathematical knowledge needs to continue to be a priority across the school. The Teacher Specialist role will continue to be one that supports the explicit teaching of mathematics, ensuring that staff use the scope and sequence to inform their curriculum documentation.

Our 2022 AIP will pick up on the areas of Literacy and Numeracy and Wellbeing as suggested by the DET

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## Achievement

We continued to employ 3 Teacher Specialists in 2021 to maintain the focus on Literacy, Numeracy and ICT. The aim was to have all 3 Teacher Specialists out of the classroom for one day per week whilst they continued to work (with the Principal class) on whole school improvement strategies in their particular areas. Data analysis continued to be a focus for 2021 and data conversations continued to be a focus for level and staff meetings. Collaboration was key to providing students with learning opportunities both during onsite and offsite sessions. Due to our extensive use of Google meets in 2020, in 2021 all areas of the school were able to continue to meet and discuss planning/assessment and student progress across the whole year. Due to the uniqueness of the past two years Student Wellbeing was a major focus at the start of the lock down period. and continued into 2021.

In order to provide offsite learning opportunities for all students, online classrooms were able to be used again in 2021. There were varying models for for each year level to take into account the students in that cohort. There was online and hard copy packs offered with teacher interaction being offered in a variety of ways. The teachers were available to discuss problems with students and parents and to provide assistance where needed. We again repurposed a fleet of chrome books so that the students who did not have access at home, could use a chrome book to access work and staff. Whilst the numbers of students onsite in 2020 reached a high of about 45, 2021 was quite a different landscape. With the changing rules and regulations around COVID allowing a great number of parents to work, our onsite students numbers (during the lock down periods) was close to 100. As a result of the growing numbers, staff determine that they could best serve both school and home learning environments, by having students in their own classroom areas. Staff rostered themselves onto a weekly timetable ensuring that there was a staff member onsite in the 4 learning areas. Other staff then worked from home. It enabled us to reduce the numbers of students working in the one area and allowed the teachers to work with their own cohort of students.

In English in Year Foundation to Year 6 there were

76% of students at or above age expected standards in Reading and Viewing.

82% of students at or above age expected standards in Speaking and Listening

66% of students at or above age expected standards in Writing.

In Mathematics Year Foundation year 6 there were

74% of students at or above age expected standards in Measurement and Geometry.

73% of students at or above age expected standards in Number and Algebra.

79% of students at or above age expected standards in Statistics and Probability.

In 2021 an experienced staff member was allocated to a full time intervention/extension role which which spanned the two semesters. This staff member was supported by an ES who has extensive experience in intervention and planning for a wide range of abilities. The year of intervention/tutor support was in Literacy. This was complemented by the Language Intervention Program that was run using the Equity Funding that is provided. This program allowed for a considerable number of students to work with the ES staff member 3 times per week on targeted learning tasks to improve student outcomes in Literacy.

All staff members had a goal for the cohort of students in their grade, that have been identified as needing intervention.

Individual Education Plans were written by the classroom teacher and the Tutor for students who are in the

Intervention/Extension Program.

The development and implementation of a peer coaching model to support consistent implementation of the Wattleview Primary School instructional model has been a work in progress for the past two years. The peer coaching model also needs to have a focus on differentiation to ensure that all staff are able to provide point of need learning for all students in their classrooms. Once students and staff are back onsite on a regular basis, we will be able to implement this important phase of work. We have been lucky enough to be included in the Differentiated Support for Students Initiative Leadership Partners program which will see us have 3 other staff members in our school for 1 day per week over a 2 year period. We are looking forward to working with the DSSI team to ensure the best learning outcomes for all of our students.

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## Engagement

The actions of the Engagement KIS were again predicated upon face to face teaching being in place. However, in the same way that we made adjustments in 2020, we had to change our short term goals in order to make them work for the onsite and remote learning environments. The students were still able to have their own goals but the monitoring focus changed due to maintaining a high focus on (a) wellbeing and (b) continued engagement in online learning.

The 2021 JSC had more opportunities to be involved with the School Leadership as there was more time spent onsite. However, we still had to deal with the uncertainty of each return and the possibility of not having the usual rites of passage associated with being in Year 6. Fortunately, Term 4 was much better than expected and we were able to not only do all the usual end of year activities for the year 5/6 cohort, but we were also able to go on a school camp in the Wilson's Promontory area. The students were very excited and engaged in this week away and rose to the challenge that outdoor camps can sometimes bring. From spending time at home with the families they found themselves a few hours away, in dormitory style accommodation with peers. The students and parents appreciated that the school was able to locate an available camp at such short notice and as the cost was \$50 higher than expected, the school funded the shortfall to ensure that the students could all have the experience.

Future directions outline that The 'Wattleview Way' will be reintroduced and implemented across the school. The document is currently a work in progress but is certainly targeted to creating a collaborative, high expectations learning community to improve student achievement, engagement and wellbeing outcomes. The document needs to be refined to clearly outline the areas that the students/parents/staff have responsibility for and should be ready for dissemination in 2022.

The 'Third teacher' continued to be in evidence across the school in all areas.

The goals and actions that we will have in our 2021 AIP fully support the SSP and also align with the 3 goals as set out by the DET for 2021.

Student absence Years Foundation to 6 shows the school average number of absence days to be at 15.6 (24%) with similar schools average is (25%) whilst the State average sit at (22%)

There is still work to be done in this area as there are some students who have a high rate of absenteeism and as a school we need to find strategies to maximise the attendance of all students at school - regardless of onsite or offsite learning. Our role is to work with the parents to ensure that the importance of regular attendance is understood and supported. This includes individual phone calls/emails to parents about student absences. One of our administration staff has school attendance as a yearly goal. The students are monitored and follow up messages/phone calls are made. Where there is a chronic absence situation and little response from parents, the DET guidelines are followed whereby a registered letter is sent to the family. There is no sanction for families who do not send their students to school on a regular basis so it is a concern when these measures don't change the attendance rate. During 2021 there were also a number of government measures in place that meant that children who presented with any symptoms were expected to stay at home. Given that there was a 14 day isolation period as well, the attendance data (across Victoria) would have to be affected.

During remote learning the students on site were again required to work for four hours in order to have 'free time' in the final hour. This was a good incentive to work and the reward was well liked. As the number of students onsite increased we had a greater number of students in the yard during the last lock down. It did take time for some students to reconnect with the rules and the school way of doing things.

Being able to spend a greater amount of time at school in 2021 compared with 2020 was positive for staff and students. For many students, they demonstrated a greater appreciation of school and all that school entails.

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## Wellbeing

We were successful in our application to be trained in Respectful Relationships and the initial staff learning took place early in 2020 and professional learning sessions for the RR team continued into 2021. The staff incorporated lessons in their weekly planners that were directly taken from the Respectful Relationships program. We were offering a session for parents but were unable to accommodate numbers on site last year. Despite being able to offer the session in 2022 there has been very little take up by parents, therefore we will disseminate the information to parents via Compass.

The school chaplain continued to be available online and supported both students and families through what were already trying circumstances. The school chaplain has an excellent rapport with all sectors of our school community and could easily work in school full time. Please note that in 2021 the school funded the program as we were not eligible for funding this time around (We had the privilege of funding for several years so understood why we were unsuccessful the last time around. Given the increasing need of students across many schools, having a chaplain or Counsellor would benefit all communities.

As the challenges associated with COVID continued into 2021, we found that a number of families needed to turn to the school. Some contacted us because they were able to return to work, others because the wellbeing of the children depended on them being onsite. The onsite program over the 2 year period was very successful and rewarding to those of us onsite.

Following the DET guidelines students both on and off site were again given a reduced class load throughout the lock down. The teachers continued to provide opportunities for the students to check in on a daily basis. There were also opportunities for a whole cohort and then individual grades to meet online and to reconnect throughout the two terms. Students were encouraged to undertake goal setting and to work towards their own personal goals during the time at and away from school during 2020 and 2021.

Three way conferences continued with the students being able to lead the conversations from the comfort of their own lounge rooms. Many parents expressed the positive aspects of online conferences and this will certainly be offered for future student led conferences. Given that the majority happen in Winter, it seems like an excellent option that many families will take up.

The principal class staff continue to have a hands on approach to student wellbeing. If there are behavioural issues, discussions are held, sanctions are applied if needed and restorative practices are put into place in order for all involved to move forward. We have noticed that the students as a body are taking longer than usual to settle into the routines and expectations of the school structure. We continue to promote the 'Wattlevue Way' which promotes positive behaviour and challenges inappropriate behaviour.

The Student Attitudes to School - Sense of Connectedness had a 75% school endorsement against a 80% of Similar Schools average and 80% of the State average.

Management of Bullying showed a school percent endorsement of 67% against a 82% of Similar Schools average and 80% of the State average. In 2022 we need to do some work around 'bullying' and what it is and isn't as the % endorsement does not match what we see at the school level.



Future plans outlined in the 2021 AIP to promote wellbeing across the school community included:-

- 50th Birthday celebrations. (this had to be cancelled due to restrictions that were in place state wide.
- Celebrations at the end of every second term e.g. at the end of February a whole school 70's dress up day - these were very well received when we were able to do them.
- Colour Run - this was in between lock downs and prior to limitations being in place.
- Production (postponed until 2022)
- School Camps 3-6. We were very lucky that both cohorts were able to go to camp in Term 4. The 3/4 group went to Phillip Island with the 5/6 cohort heading to Wilson's Promontory.

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## Finance performance and position

In 2021 we continued to ensure that the Operating Budget was maintained in line with DET policies and procedures. At the end of 2021 there was a positive balance in the school banking account. The business manager constantly and consistently monitors all spending and ensures that budgets are not overspent. There are rigorous processes in place to ensure that all spending is properly authorised. The spending is closed off early in Term 4 to ensure that all the facilities expenses can be met and that budgets are not over spent.

We reverted back to 11 grades in 2021 with an extra 2 days of support in the 1/2 area as well as ensuring that there was support for Teacher Specialist release.

We have continued to maintain 3 Teacher Specialists and they have continued to provide professional learning and advice for staff throughout the year. The focus on Literacy and Numeracy continued to be a high priority.

Despite the large deficit in the SRP at the start of the 2021 year, the reconciliation at the end of December showed a surplus of \$7983. The SRP changes each fortnight depending on changes that may occur within the pay structure. At Wattleview we have continued to demonstrate a commitment to ensuring that we have the human resources we need to provide learning opportunities in a number of areas and to assist students who need intervention to improve their learning outcomes. We also value the service that is provided by the Chaplaincy program and have funded the program accordingly.

Due to the changes to the parent payment system we will not budget for a large amount of money in this income stream in 2022.

**For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at https://www.wvps.vic.edu.au](https://www.wvps.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 270 students were enrolled at this school in 2021, 126 female and 144 male.

12 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).

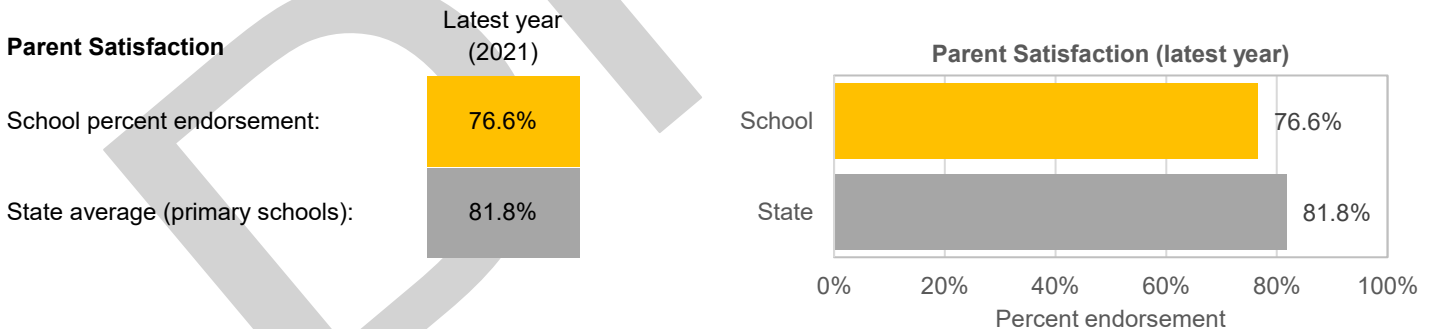
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

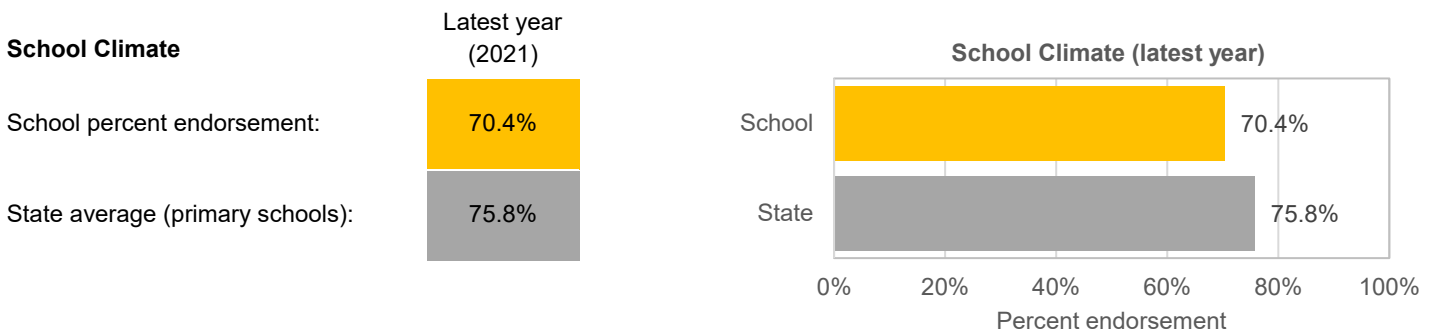


### School Staff Survey

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:

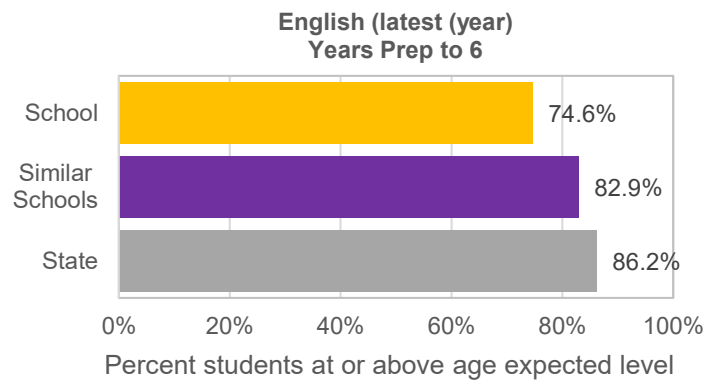
74.6%

Similar Schools average:

82.9%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

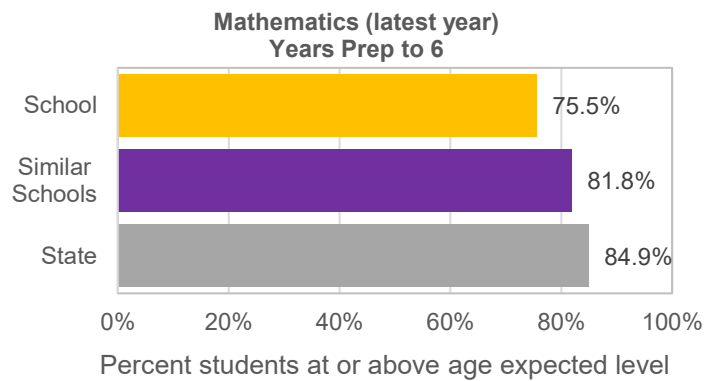
75.5%

Similar Schools average:

81.8%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

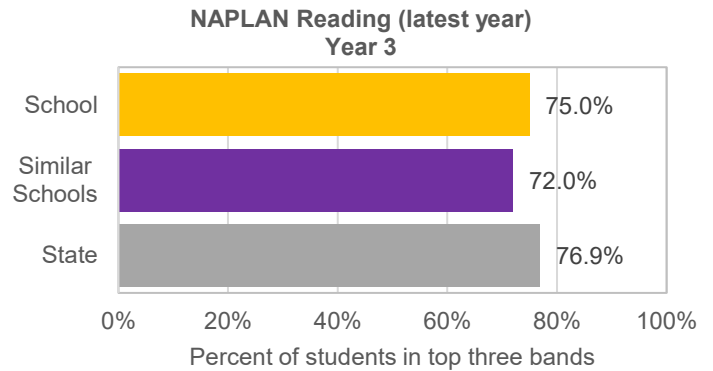
**NAPLAN**

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

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

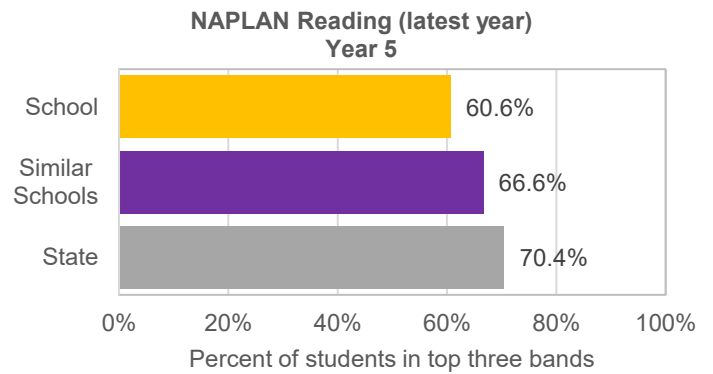
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	70.9%
Similar Schools average:	72.0%	72.3%
State average:	76.9%	76.5%



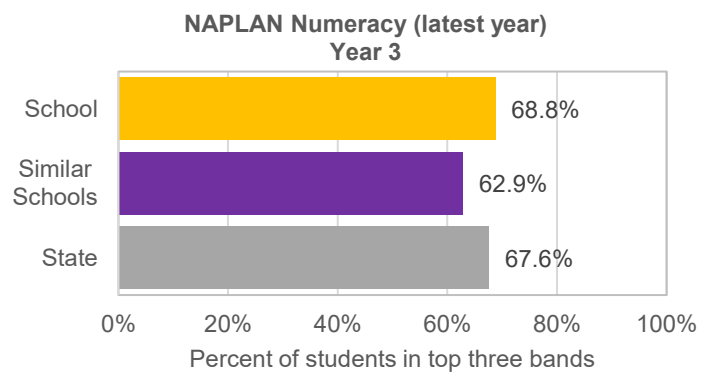
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.6%	54.8%
Similar Schools average:	66.6%	64.8%
State average:	70.4%	67.7%



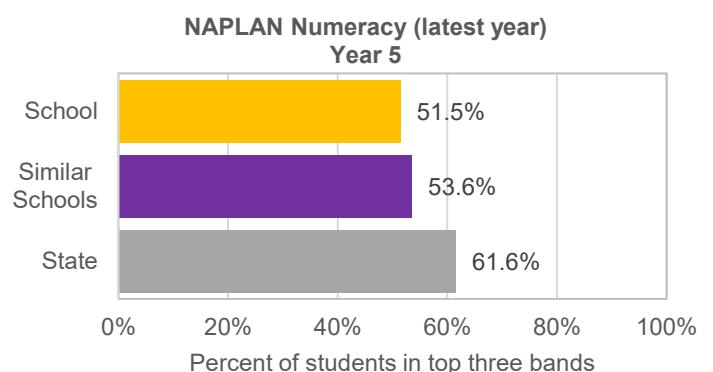
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.8%	64.4%
Similar Schools average:	62.9%	65.4%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.5%	52.7%
Similar Schools average:	53.6%	53.8%
State average:	61.6%	60.0%



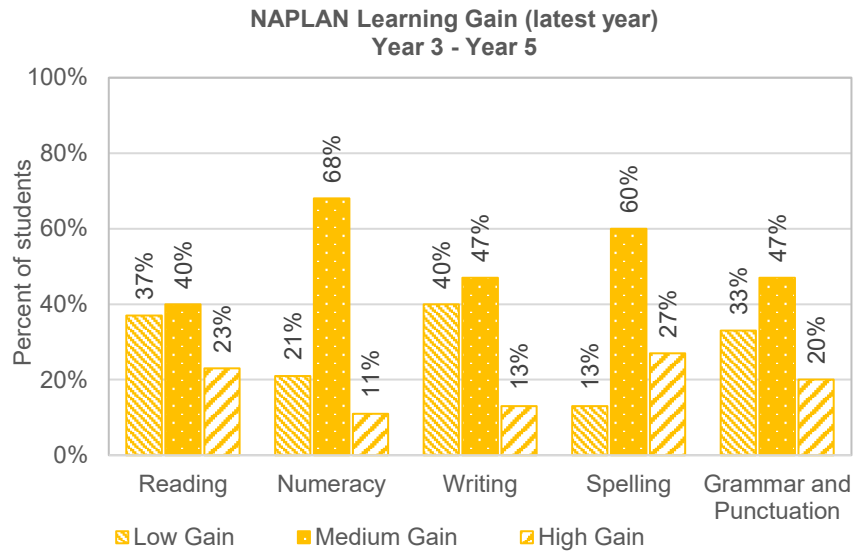
**ACHIEVEMENT (continued)**

**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:	37%	40%	23%	22%
Numeracy:	21%	68%	11%	18%
Writing:	40%	47%	13%	20%
Spelling:	13%	60%	27%	19%
Grammar and Punctuation:	33%	47%	20%	20%



## ENGAGEMENT

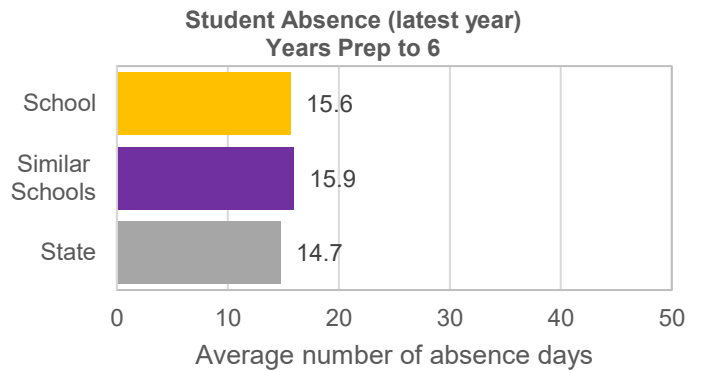
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.6	14.3
Similar Schools average:	15.9	15.9
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%	88%	93%	92%	93%	93%	92%

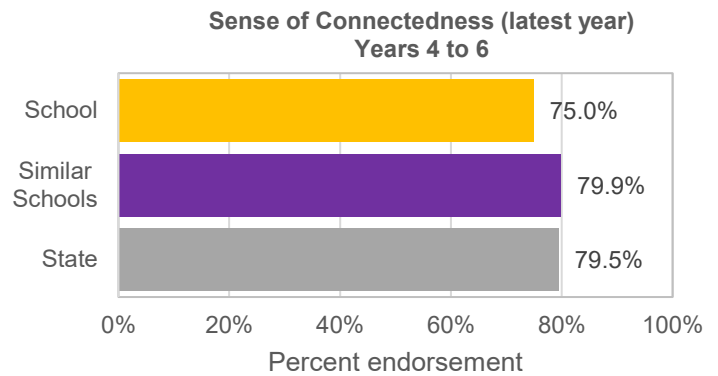
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.0%	77.7%
Similar Schools average:	79.9%	79.7%
State average:	79.5%	80.4%

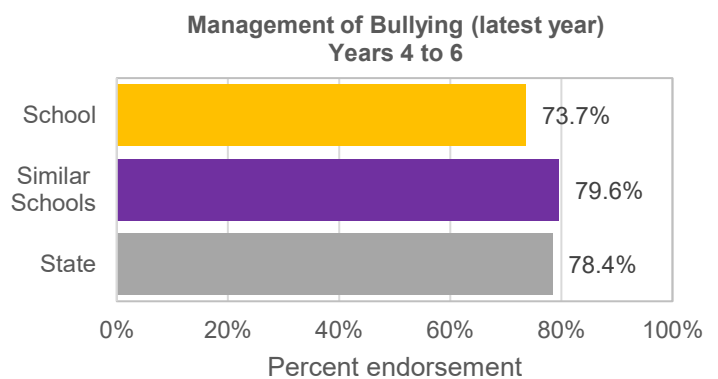


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	73.7%	76.1%
Similar Schools average:	79.6%	79.8%
State average:	78.4%	79.7%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,441,734
Government Provided DET Grants	\$271,932
Government Grants Commonwealth	\$8,182
Government Grants State	\$6,200
Revenue Other	\$17,252
Locally Raised Funds	\$153,123
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,898,424</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$125,182
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$125,182</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,434,402
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$76,699
Communication Costs	\$4,844
Consumables	\$57,142
Miscellaneous Expense <sup>3</sup>	\$22,862
Professional Development	\$1,420
Equipment/Maintenance/Hire	\$11,472
Property Services	\$44,295
Salaries & Allowances <sup>4</sup>	\$100,288
Support Services	\$28,969
Trading & Fundraising	\$22,055
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,487
<b>Total Operating Expenditure</b>	<b>\$2,826,935</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$71,489</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$54,470
Official Account	\$32,702
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$87,172</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$59,449
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$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	\$0
<b>Total Financial Commitments</b>	<b>\$59,449</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*