

2021 Annual Report to The School Community



School Name: Eastwood Primary School (4702)



- 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 27 April 2022 at 08:04 PM by Rukshana Verzijl (Principal)

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

Attested on 29 April 2022 at 12:24 PM by Julia Hayward (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

Eastwood Primary School and Deaf Facility's vision and underpinning values were developed through significant consultation with, and contribution from, the school community including students, families, staff, and the broader community.

EPS Rationale:

Parents, students, and school staff partner together to help shape the aspirations of children at Eastwood PS. The direction of the school reflects our school community.

EPS Beliefs:

At Eastwood PS we are committed to the educational, social and emotional development of young people and all members of the school community. Our focus is on the growth of the whole child and all aspects of their personal learning journeys. We value a personalised curriculum that places the child at the center of learning and teaching. We respect the experiences that the child and their family bring to the classroom. Involving the community in the school, and the positive impact this has on learning, is a major focus.

EPS Aims:

To implement a curriculum that ensures our students are highly literate and numerate, critical thinkers and problem solvers, who are creative and have a love of learning.

To ensure that our students develop a positive sense of self-worth, confidence and wellbeing through a focus on the values of resilience, respect, kindness, and honesty and that they develop lifelong skills to make friends and be happy. For our students to be active citizens who are globally aware, who understand, value and care for the environment and society we live in and embrace the cultural diversity that makes up modern Australia.

To engage our students in a rich and well-rounded educational experience that promotes creativity and an active healthy lifestyle.

The school population, including our deaf and hard of hearing members, reflects the diversity of Eastwood and one of our strengths is the value placed on 'community'. Parents, families and staff work in partnership to support each child's learning journey and parental and family involvement in the many aspects of school life is highly valued. Our school activities provide a strong sense of connectedness and are a major source of fundraising for our school.

Our Community Partnership:

Our school welcomes parents, carers and community members. We work in partnership with the Eastwood Primary School community to achieve shared goals. The inclusion of the Kids Hope mentor program is an excellent example of this connection. The more adults involved in the school, the richer our community will be. Members of our Eastwood Primary School community are encouraged and supported to be active volunteers in classrooms throughout the year. We recognise, respect and value each other's expertise.

We enjoy spacious playgrounds and creative play areas including a creek and adventure playground, play equipment, sandpits, half soccer pitch, cricket pitch and net, oval, and an asphalted basketball court. Classrooms are modernised with information and communication technology integrated into all learning and teaching programs. Eastwood Primary School has in the last eight years completed a major scope of works to improve our buildings, including the refurbishment of our oval and the inclusion of a creative adventure play area. Currently works are underway on increasing our shaded outdoor learning areas. We believe that students have the ability and the right to learn, and we ensure that the environment is friendly, calm and orderly, safe and responsive to the community's diversity.

We celebrate success in all areas of student achievement. We specifically focus on high quality programs, strategies that Eastwood Primary School approaches with a clear commitment to student achievement in English and Numeracy as well as all other Victorian Curriculum areas. Professional learning is a key strategy for the school with Learning Specialists dedicated to coaching and modelling teaching and learning. The school is focused on personalising its curriculum to further meet student needs and abilities. The inquiry approach to learning has been adopted in all grades with a focus on a developmental curriculum in Foundation to Grade 2 and further enhancing this in Grade 3 to 6.

Our Teaching and Learning philosophy:

We aim to have all our students achieve success in literacy and numeracy and have the skills to engage in life-long learning. Relationships are the key to our school culture and community. We personalise learning to ensure all students are engaged and achieve success. Our school is a safe, positive and connected place where every child's social and emotional wellbeing is developed and nurtured. Together we are building active and engaged global citizens who are aware of their influence on and contributions to the world around them. Our students are empowered to take action and have ownership over their learning and their school.

The Stephanie Alexander Kitchen Garden Program encourages pleasurable food education. Students in Years 3 to 6 experience first-hand the links between growing, harvesting, preparing and sharing fresh, seasonal produce. This program is a key driver in the ethos of the school and helps facilitate our strong community links. Eastwood is an accredited Resource Education school and advocates the principles of environmental sustainability. Specialist teaching areas include Performing Arts, Visual Arts, Physical Education and Sport, Digital Technology, Literacy Support, and AUSLAN. An Outside School Hours Care program and School Holiday programs are operated on the school site by TheirCare. We also partner with Kids Hope mentors, Visiting Teachers and services such as Speech Pathologists and Occupational Therapists.

Framework for Improving Student Outcomes (FISO)

The impact of Covid 19 led us to modify our professional learning priorities in 2021. As lockdowns became more frequent and prolonged, our priorities shifted to further strengthen and expand our remote learning program and provide extensive support to families during this time. Despite the obvious challenges of the year, many pleasing gains were made on identified system and whole school priorities.

2021 System Wide Priorities

Learning Catch Up & Extension Priority

Our strong focus on building teacher capability to deliver targeted student support in literacy and numeracy, including the Tutor Learning Initiative in Semester 1 meant that many outcomes and milestones were achieved. Students were identified and supported through intervention or tutoring based on regular data collection

This included the efficient use of student learning data to identify students requiring support and to target teaching accordingly to their point of need. Teachers increased their ability to more accurately identify student learning needs through regular observations and formative assessment. Using our PLC approach, it was identified that targeted, explicit teaching practice positively impacted on student outcomes.

Happy, Active and Healthy Kids Priority

In 2021, we refined the whole school approach to wellbeing to consider actions at the leadership, teacher and student level.

Teachers modelled consistent and agreed routines, sharing a common understanding of the whole school approach to wellbeing. They identified students who were at risk and provided targeted support in a timely manner. In 2021, all teachers completed the REAL school, Respectful Relationships and Berry Street training. These programs are now implemented at all year levels.

Weekly wellbeing lessons and individualised support plans were implemented to support students with connection, coping strategies and mental health. A designated 'Wellbeing Wednesday' was established to reflect the students and parents need for work/life balance, maintaining family mental health and student wellbeing.

The Eastwood Wellbeing Hub (website) was well utilised by our parents providing them with access, especially during after hours, to all available wellbeing resources. The Wellbeing team, including the school chaplain liaised with class teachers to support individual students at risk. External community support was constantly accessed throughout the year to provide extra assistance to our families. This included the provision of meals, clothing and financial support for families in need, the continuation of the Breakfast Club for onsite students, and ongoing connections with Kids Hope mentors.

Real Schools articles and online parent forums on Resilience/BullyProofing provided parents with increased skills to combat issues that may have been caused through COVID lockdowns.

Connected Schools Priority

Many of our traditional whole school events that unite us a community were unable to take place due to the continued lockdowns. We endeavoured to maintain and where possible build community connections. In particular, our Eastwood Parents and Friends committee were active in engaging the community through a number of events and activities. All Staff members continued to keep finding ways to engage students with their lessons online. For example, the implementation of 'social WebEx' on Fridays (themed) to maintain some form of social/peer connections, RU Ok? day activities, and footy AFL dress ups. House events conducted in specialist areas, such as Auslan family signing challenge, Performing Arts movie scene dress up challenge, PE trick shot challenge, Footy dress up day, and in Art, a Recreate famous painting challenge are just a few of the many opportunities to connect our school community regardless of COVID lockdowns.

Communication via the school newsletter (Epsilon), COMPASS, emails, Google Classroom & Seesaw continued to be our main forms of communication with the parent and school community.

Achievement

Throughout the Remote Learning Period, Eastwood Primary School continued to embed a strong Leadership structure with SIT Teams consisting of the Leadership Team, Learning Specialist, leaders in each year level and a leader of the specialist areas.

We maintained our Professional Learning schedule, adjusting for an online format to enable all staff members to participate remotely. The professional development areas linked to the AIP and provided for both team and individual goals. Our school has a strong commitment to staff working collaboratively to plan, teach, assess and reflect on the curriculum offered to our students. A significant emphasis is placed on shared responsibility, collective efficacy and consistency of practice within teams and across the school. To support this, timetables and meeting schedules prioritise collaboration, data analysis and professional learning.

Following a disrupted year in 2020, our teachers comprehensively assessed the academic needs of each student, so those who would benefit from small group tutoring support and one to one intervention could be identified, and specific learning goals established to progress their learning. The decision was made to implement a highly differentiated Literacy and Numeracy tutoring program that was implemented by experienced and competent teachers. The PLC process was utilised to collect and analyse data and to develop goals. Our tutoring and intervention programs were implemented using a gradual release of responsibility instructional framework and has already made a positive impact on the learning of all students.

Unfortunately, in Semester 2, frequent and prolonged lockdowns impacted the delivery of our teaching and learning programs. Moving in and out of onsite learning and remote and flexible learning presented a challenge, however we continued to provide a comprehensive, high-quality teaching and learning program. Feedback from students and parents via numerous surveys and identification of student learning needs through regular observations and formative assessment, allowed us to further refine our remote learning program and teaching practice. Whilst in remote learning our primary focus was on facilitating essential learning in English and Mathematics. Our teachers were strategic and flexible in identifying learning outcomes that would be achievable during remote learning. All focus areas aligned strongly to the Victorian Curriculum. Learning Intentions and Success Criteria were also identified and communicated in all documentation to students and families. In addition to our strong focus on English and Mathematics, our students also engaged in weekly activities in our Specialist Programs, Inquiry units and whole school activities that focused on student wellbeing. All remote learning was communicated via Google Classroom and SeeSaw, where teaching videos, instructional materials and daily schedules were included weekly. Printed packs were also made available for EAL families who required them. The use of Google Classroom and Seesaw will be continued in 2022 to share learning highlights and to maintain student competence in using these sites.

A review of the 2021 Teacher Judgement data in English and Mathematics, indicates our school performed very well when compared to the state and also with schools with a similar demographic. Our Teacher Judgements from Prep - 6 demonstrate high percentages of students working at or above the age expected curriculum standards in Literacy and Numeracy. Our Year 3 NAPLAN data demonstrate very good results, generally performing above schools across the

state and similar to schools with the same demographic. NAPLAN results in Year 5 are also very good in Mathematics but are lower than similar schools in the area of Reading. This is an area that will be closely monitored in 2022. Despite disruption to teaching and learning due to Covid, we are proud of the relative learning gain from students who were in Year 3 in 2019 and then in Year 5 in 2021 in most areas. A particular highlight was the achievement of 31% of students making high gains in the areas of Grammar and Punctuation; well above similar schools. There will be a particular focus on increasing the level of high gain in Numeracy in 2022.

Whilst the strengthening and embedding of our whole school instructional models in English and Mathematics was a priority, the impact of remote learning has led to this strategy continuing to be a focus throughout 2022. Through ongoing collaboration and coaching, teachers will build their knowledge around best practice as it relates to differentiating their teaching programs and how to use purposeful data to inform their planning. This initiative will align well with the work already undertaken through our school's involvement in the Professional Learning Community (PLC) initiative and our strong focus on data to drive effective, point of need teaching.

A school review conducted at the start of 2022, highlighted the need to continue our work in developing teacher practice and addressing the individual needs of all students. As our Learning gain data shows, a rigorous review of our learning programs for both students at risk and students performing well above benchmark needs to be a continued focus. A strong partnership between the tutors, classroom teachers and home will continue to be a feature of our evidence-based program.

Engagement

Eastwood Primary School attendance rates in 2021 remained consistent with an average number of absent days for students in Prep to Year 6 as 12.6 days, with a four-year average of 13.5 days. This places Eastwood Primary School slightly above similar schools' rates of attendance and well below the state average number of student absences in 2021.

All year level cohorts achieved attendance rates of between 92-95%. In 2021 we focused on student engagement by setting achievable targets around our most absent students who miss between 10 and 30 days each year. Tracking students throughout remote learning was especially important and several strategies were put in place to ensure we remained connected with students and their families. Teachers expressed any concern regarding the absence of student's connection with Google Classroom and Seesaw, via their Year level meeting minutes and this was followed up by the assistant principal and school chaplain. All rolls are marked by 9.15am. Compass messaging to parents occurs each day when a student is absent, which then prompts parents to log onto COMPASS to indicate the reason for the absence. If there have been three days of consecutive, unexplained absences, the classroom teacher alerts the school chaplain who then contacts the parents or guardians. Through a variety of platforms i.e. (School Newsletter, COMPASS) we communicate with parents the importance of being at school and not arriving late or leaving early, due to the impact it has on their child's learning.

Eastwood Primary School continued to connect school to home in 2021. Staying close to outside services and communicating with families during both remote and onsite learning increased our capacity to assist children to engage in their learning through connections between home and school. We maintained a streamlined system of communication and learning for our families. Level teams continued to work across cohorts to increase connection and access for all children and families with support from our Wellbeing team and school leaders. Our welfare support in 2021 continued to feature a chaplaincy service for our most vulnerable children.

In our 2021 AIP, DET identified priorities including happy, healthy active kids, recognised the need to improve positive endorsement measures in student voice, agency and leadership and student engagement. We worked closely with Adam Voight and the REAL school team to build practice and pedagogical approaches that are restorative rather than punitive. Eastwood Primary school continues to develop a common language with staff around social and emotional learning, connectedness to school, inclusion and belonging at a classroom and a whole school level. Respectful Relationships pedagogical practice will continue to be implemented across the school in 2022.

Wellbeing

Community wellbeing was a major focus during remote and flexible learning. Staff made regular wellbeing checks on students either as individuals, groups or whole class with an expectation that each student would have contact with a staff member at least once a week. Vulnerable students were permitted to attend school for specific sessions and auxiliary staff (specialists teachers, chaplain, teachers aides) were allotted certain students to check on their welfare weekly. Teacher Aides had regular one on one sessions with their students on the PSD program and also with small groups of students who required extra assistance. The Wellbeing Coordinator personally checked in on the most vulnerable students and Student Welfare meetings with SSSO support staff were held regularly to monitor the welfare of the school community. Staff meetings were held via Zoom to maintain a connection between staff and to monitor staff welfare. A system of regular check-ups was also set up and wellbeing resources and supports were provided to staff weekly in the Staff Bulletin.

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey at 83.3% was above that of similar schools and the state. The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Year 4, 5 and 6 students is at 87.9%, indicates a much higher percent of positive responses than those in similar schools and schools across the State.

Our success indicators and evidence to support student wellbeing include:

- Weekly Wellbeing lessons (Respectful Relationships) on Google Classroom/Seesaw and a Wellbeing scope & sequence planner
- Eastwood Wellbeing Hub for all parents and staff to access. This included educating staff on the referral system (documented on our Eastwood Wellbeing Hub and referral documentation)
- Student Support Group meeting minutes, Individual learning Plans, interim & semester reports
- School newsletter (Epsilon) wellbeing resources and articles
- Professional development - Berry Street, Child Safe practices, BeYou Staff PD, MARAM training.
- Allied health advice and guidance - regional wellbeing meetings and email updates with wellbeing staff, e.g. school nursing program, psychiatrist, Visiting Teacher service, student with disabilities program coordinators
- Chronicled notes of wellbeing issues, school chaplain case management notes
- Community partnerships, eg. Ringwood Church of Christ
- Breakfast Club
- iYarn graphs for student wellbeing data (years 4-6)
- Videos of activities that promote outdoor physical and family involvement
- Kids Hope mentors - letters sent and received by students and mentors, including WebEx videos and online parent forums
- Real School Student Engagement Plan
- Positive Coping Strategies student plans
- Zones of regulation student check-ins

Our Social and emotional wellbeing approach includes building positive mental health through our wellbeing programs, self-awareness, emotional intelligence, self-regulation, resilience, interpreting the world and our community positively as well as a focus on pro social behaviours. We work in partnership with our families to build strong, supportive relationships and this creates a sense of belonging and engagement. The provision of many interactive activities through Seesaw continued to amplify this connection. Our school's key areas of focus in 2021 involved supporting the transition to remote learning, keeping our strong sense of resilience and wellbeing at the forefront.

Finance performance and position

Eastwood Primary School maintained a sound financial position throughout 2021. The School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to

support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$200,787. A portion of this surplus was planned, set aside to support major maintenance programs to our learning spaces, in particular, the repainting of internal walls of some of the buildings creating more inviting and safe workplaces and classrooms.

The AIP Curriculum learning goals were met through the planned budget allocations, along with additional funds to provide two Learning Specialists in English and Maths a Literacy Support and EAL teacher.

The Program for Students with Disability (PSD), along with additional funds committed by the school enabled us to provide an inclusive and equitable learning program.

The equity funding the school received was allocated to a Literacy intervention program and an EAL program, resources for the programs and the upgrading of literacy and numeracy resources in line with the school's annual implementation plan.

For more detailed information regarding our school please visit our website at
www.eastwood.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 595 students were enrolled at this school in 2021, 289 female and 306 male.

20 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

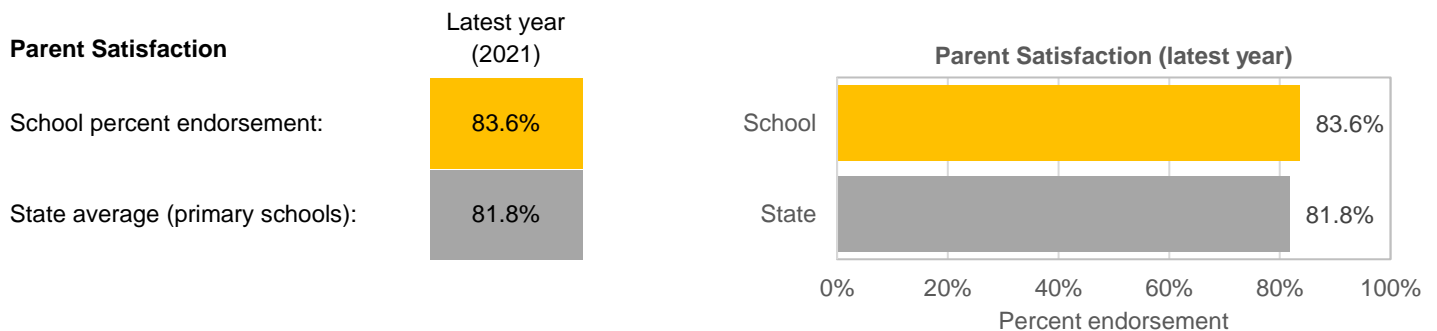
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

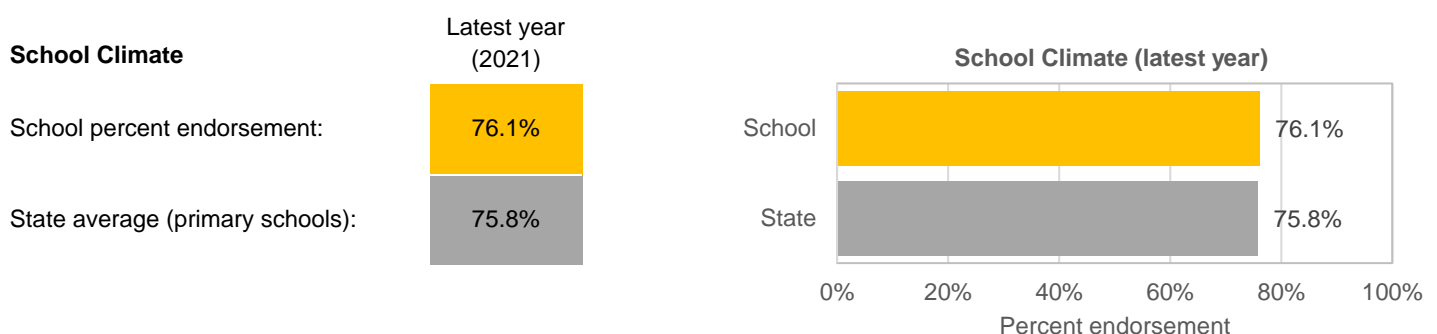


School Staff Survey

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:

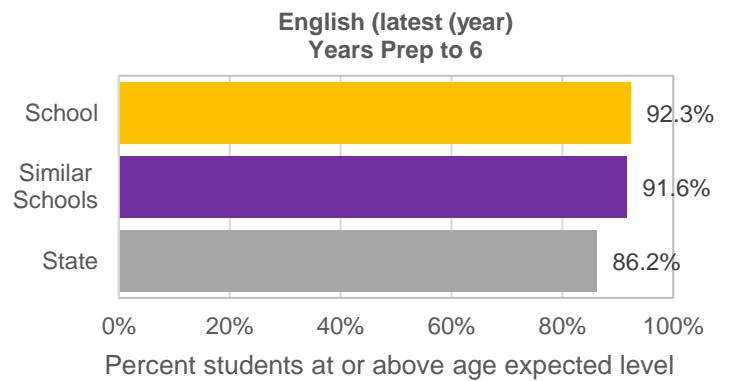
92.3%

Similar Schools average:

91.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

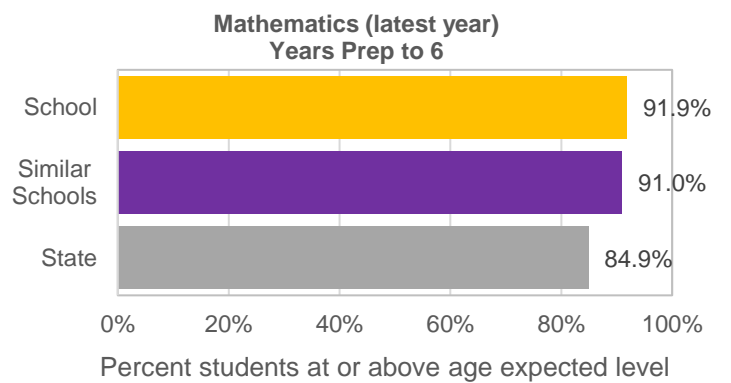
91.9%

Similar Schools average:

91.0%

State average:

84.9%



ACHIEVEMENT (continued)

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

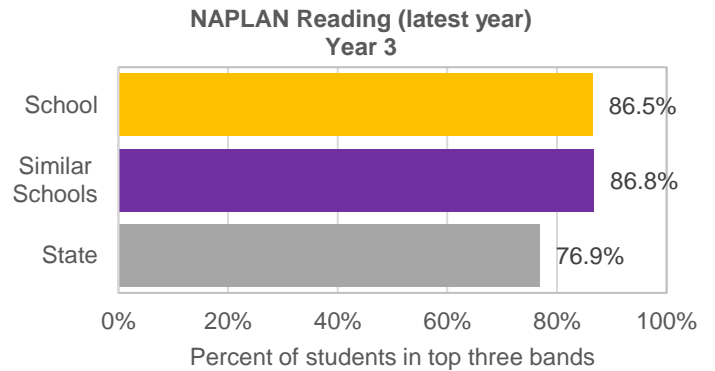
NAPLAN

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

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

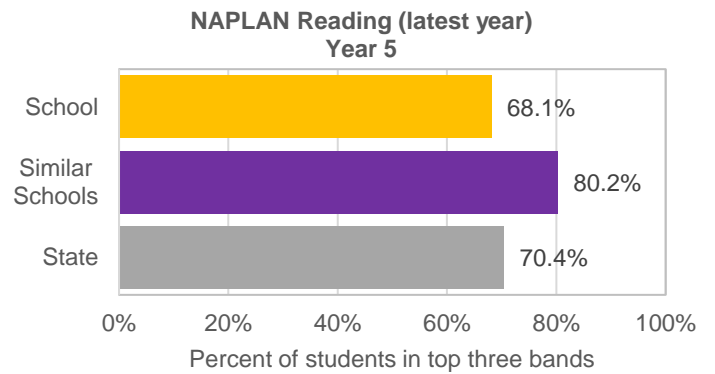
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.5%	78.1%
Similar Schools average:	86.8%	86.2%
State average:	76.9%	76.5%



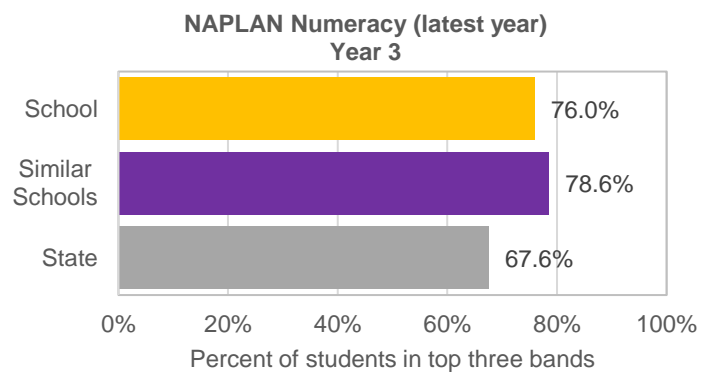
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.1%	73.5%
Similar Schools average:	80.2%	77.7%
State average:	70.4%	67.7%



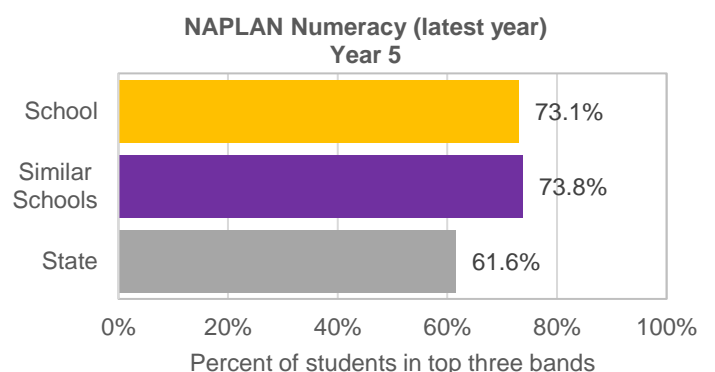
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.0%	67.8%
Similar Schools average:	78.6%	80.2%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.1%	65.5%
Similar Schools average:	73.8%	71.1%
State average:	61.6%	60.0%



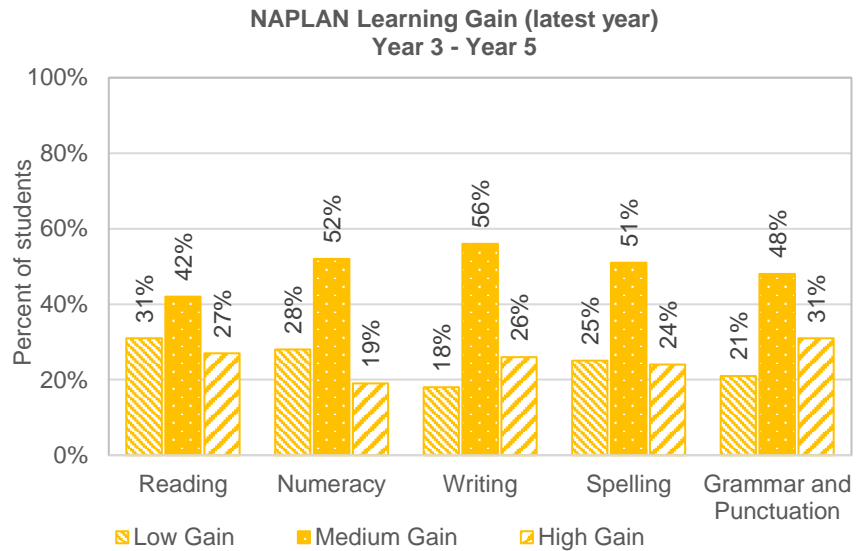
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	42%	27%	27%
Numeracy:	28%	52%	19%	26%
Writing:	18%	56%	26%	27%
Spelling:	25%	51%	24%	24%
Grammar and Punctuation:	21%	48%	31%	27%



ENGAGEMENT

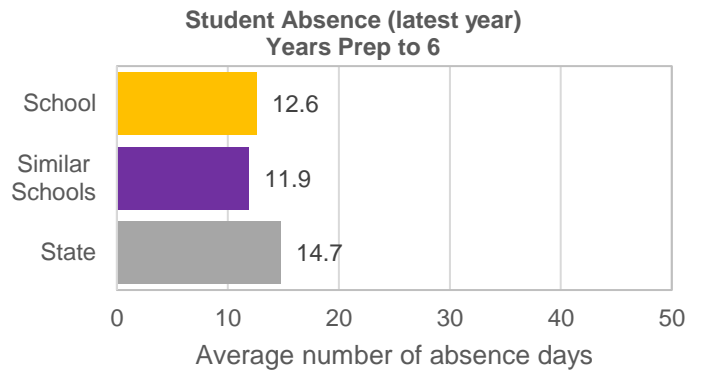
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.6	13.5
Similar Schools average:	11.9	12.7
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%	94%	92%	95%	94%	94%	93%

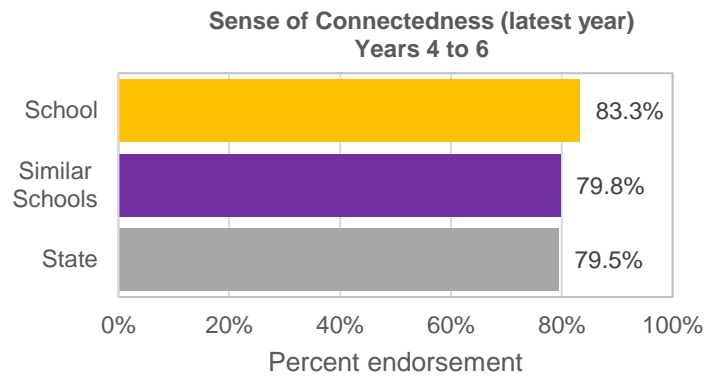
WELLBEING

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:	83.3%	73.2%
Similar Schools average:	79.8%	79.9%
State average:	79.5%	80.4%

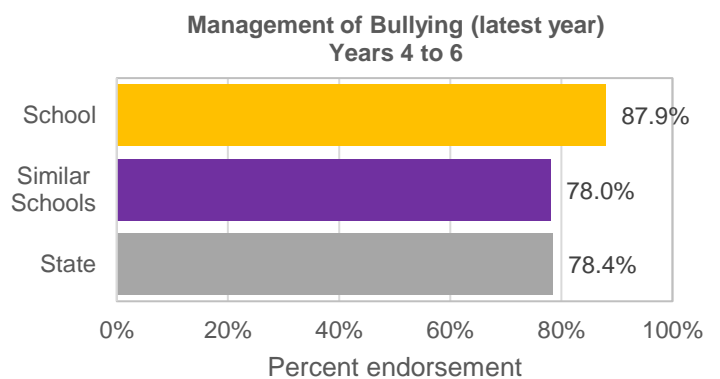


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	87.9%	79.9%
Similar Schools average:	78.0%	79.1%
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	\$5,735,990
Government Provided DET Grants	\$632,565
Government Grants Commonwealth	\$10,804
Government Grants State	\$0
Revenue Other	\$8,338
Locally Raised Funds	\$446,630
Capital Grants	\$33,020
Total Operating Revenue	\$6,867,347

Equity ¹	Actual
Equity (Social Disadvantage)	\$67,518
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$67,518

Expenditure	Actual
Student Resource Package ²	\$5,732,517
Adjustments	\$0
Books & Publications	\$4,011
Camps/Excursions/Activities	\$84,043
Communication Costs	\$6,485
Consumables	\$85,286
Miscellaneous Expense ³	\$60,591
Professional Development	\$11,185
Equipment/Maintenance/Hire	\$55,501
Property Services	\$202,702
Salaries & Allowances ⁴	\$112,702
Support Services	\$196,300
Trading & Fundraising	\$28,222
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$53,996
Total Operating Expenditure	\$6,633,540
Net Operating Surplus/-Deficit	\$200,787
Asset Acquisitions	\$49,900

- (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	\$633,674
Official Account	\$153,716
Other Accounts	\$6,339
Total Funds Available	\$793,729

Financial Commitments	Actual
Operating Reserve	\$119,212
Other Recurrent Expenditure	\$171,676
Provision Accounts	\$0
Funds Received in Advance	\$122,980
School Based Programs	\$46,914
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,000
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	\$283,972
Total Financial Commitments	\$754,753

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.