

2021 Annual Report to The School Community



School Name: Kyneton Primary School (0343)



- 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 29 March 2022 at 02:49 PM by Alistair Rayner (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 30 April 2022 at 08:30 AM by Dean Frank (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

We believe our children are entitled to a high quality education that is respectful of, and responsive to, their existing competencies, cultural heritage and histories. We want our children to learn to their full potential in an inspiring, challenging and supportive environment. Our families are entitled to be confident that their children will have access to an education that promotes equity and excellence whilst attending to the wellbeing of all children.

Respect, persistence, pride, responsibility, personal excellence and care for others are critical to our children's success and to our success as a school. All employees, students, parents/carers, volunteers and visitors will be treated with dignity and respect regardless of their sex, gender identity, socioeconomic status, cultural background, sexual orientation or level of ability. We aim to foster strong partnerships between home and school as our school recognises that the best educational opportunities are provided when a positive relationship exists between these two environments. We seek to create a real sense of belonging, involvement and working together, in order to support children to reach their full potential. School non-attendance is addressed through the provision of an active welfare program using the Berry St Educational Model built around The Respectful Relationships curriculum. Our wellbeing policy encompasses explicit procedures, which support the school community and foster a sense of belonging and appreciation of individuality. The school leadership team using the Compass modular, web-based school management platform carefully monitoring attendance data weekly.

At Kyneton Primary School enjoyment of school, life is highly valued and there is a deep sense of community and of belonging. Our philosophy reflects a child-centred approach, characterised by learning that is responsive to each child's individual needs, talents and interests. The school seeks to educate the whole child, including supporting their social and emotional development.

The school is passionate about helping our children to thrive in an ever changing world. We are proud to be in partnership with MAPPEN, a unique curriculum and professional learning package. This is a continuation of the excellent teaching and learning programs that this school has developed over the years. MAPPEN builds on, and extends our capacity to provide an exemplary curriculum to meet our children's needs.

Through the delivery of MAPPEN students investigate concepts, skills and behaviours that are relevant to their success as 21st Century learners. The concepts they learn about are:

- Community
- Sustainability
- Social justice
- Creativity
- Identity
- Change
- Discovery
- Curiosity

Regardless of which classroom your children are in, you can be confident that the content and quality of teaching will be consistent and rigorously applied across our school. To learn more about the MAPPEN curriculum please visit the Programs section of our website.

An important aspect of our school is the use of assessment both for learning and of learning. It provides us with the capacity to report meaningfully to parents; and also provides the benchmark data that is monitored to ensure that as a school, we are living up to our high expectations in terms of student learning outcomes. We aspire for our children to be capable learners who:

* know their current level of understanding

- * know where they're going and are confident to take on the challenge
- * select tools to guide their learning
- * seek feedback and recognize that errors are opportunities to learn
- * monitor their progress and adjust their learning
- * recognize their learning and teach others.

Our qualified teaching staff undertakes continuous professional learning in order to ensure that they are at the edge of current educational research and are able to effectively use acknowledged 'best practice' in learning and teaching methodologies. This is evidenced through our commitment to on-going action-research and specialist consultancy.

We aim to foster strong partnerships between home and school as our school recognises that the best educational opportunities are provided when a positive relationship exists between these two environments. We seek to create a real sense of belonging, involvement and working together, in order to support children to reach their full potential. We look forward to working with you and encourage you to become actively involved both in your children's education and the various activities offered by the school.

Our qualified teaching staff undertakes continuous professional learning in order to ensure that they are at the edge of current educational research and are able to effectively use acknowledged 'best practice' in learning and teaching methodologies. This is evidenced through our commitment to on-going action-research and specialist consultancy. The school has 23.89 equivalent full time staff : 2 Principal Class, 19.69 teachers (including full-time and part-time) and 4.13 ES staff. The school has an enrolment of approximately 346 students. We have a regular prep enrolment between 40- 50 students each year. The school is situated in Kyneton a town of 8700 people and an hour's drive northeast of Melbourne.

At the start of Term 2 2018, we relocated to a new school in Edgecombe Street. The new Kyneton Primary School has been hailed as a "benchmark for educational design". The school has embraced 21st-century learning and ventured beyond the traditional classroom. The layout is flexible, sustainable and allows educators to perform at the cutting edge of teaching and learning. The result is a design that embraces technology but treats every space within the school and its grounds as a place to learn. The learning environments encourage students to become independent and creative with spaces that accommodate small or large groups so children can work according to their needs and abilities.

Framework for Improving Student Outcomes (FISO)

KIS 1.a Curriculum planning and assessment

Learning, catch-up and extension priority

Action: Continue to embed PLC structures to support teacher collaboration and reflection to strengthen teaching practice.

Activity 1

Access professional learning from Gisborne Primary School as a PLC link school in regards to Learning Walks.

Percentage complete: 50%

Activity 2

Development of ILPs for students within the tutoring support program. Percentage complete: 100%

Activity 3

Establish resourcing for individual and tailored Tutoring program. Percentage complete: 100%

Activity 4

Establish, implement and review criteria for identifying students requiring individual and tailored support for the Tutoring Program. Percentage complete: 100%

Activity 5

Develop a schedule to regularly collect and input student learning and wellbeing progress data, including students' data from the small group tutoring program onto classroom tracking documents and Compass Analytics. Percentage complete: 100%

Activity 6

Support teaching staff to select an area of the Whole School Instructional model as a focus for one of their PDP goals. Percentage complete: 0% (DET offered staff the opportunity to opt into a alternative PDP approach called the Statement of Expectation where staff were encouraged to consider how they contributed to the school's approach to Learning, Wellbeing and Connected Schools priority areas as appropriate to their role and setting.

Activity 7

Schedule times for individual and tailored support to occur for the Tutoring Program. Percentage complete: 100%

Activity 8

Implement and conduct Learning Walks during PLC meeting time to observe the delivery of the whole-school instructional model. Percentage complete: 25%

KIS 1.b Health and wellbeing

Happy, active and healthy kids priority

Action: Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year.

Activity 1

Allocate PD funding for Berry Street Trauma Informed Model for staff who have not yet been trained. Percentage complete: 0%

Activity 2

Provide Year 3-6 students and all KPS staff with a personalised Berry Street Education Model (BSEM) Diary which provides students with a structured daily reminder of the wellbeing and learning principles at the core of the BSEM. Percentage complete: 100%

Activity 3

All staff attend professional learning provided by Dr Justin Coulson in the area of; The Emotionally Intelligent Teacher and Anxiety in the Classroom. Percentage complete: 100%

Activity 4

Apply for funding under the 2021 Self and Well Initiative to cover the cost of professional learning to be provided by Dr Justin Coulson in the area of; The Emotionally Intelligent Teacher and Anxiety in the Classroom. Percentage complete: 100%

Activity 5

Appoint an ES to provide additional day support to promote school engagement, trauma-informed practice and attendance. Percentage complete: 100%

Activity 6

BSEM Wellbeing focus related to weekly activity in student diary to be promoted during Monday Assembly and related tasks completed in classrooms directly after assembly as explicitly listed on the school timetable. Percentage complete: 100%

Activity 7

Continue to embed the whole school framework for Rights, Resilience, Respectful Relationships (RRRR). Percentage complete: 100%

KIS 1.c Building communities

Connected schools priority

Action: Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning.

Activity 1

PLC Instructional Leaders to seek feedback from students and their families on the use of SeeSaw. Percentage complete: 25%

Activity 2

Introduce and provide training on the use of SeeSaw to the whole school community. Percentage complete: 50%

Activity 3

Budget for on-going professional development and licence costs of the SeeSaw Platform. Percentage complete: 100%

Activity 4

PLC Instructional Leaders to trial the SeeSaw Platform with their class, including introducing the students' families to the use of SeeSaw. Percentage complete: 100%

Activity 5

Whole school implementation of SeeSaw Platform. Percentage complete: 50%

Activity 6

Collaborate with an existing school to develop and implement SeeSaw user friendly protocols for classes and students. Percentage complete: 100%

Kyneton Primary School delivered on our KIS in a range of areas as detailed above. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by developing and implementing a consistent online weekly planner using a shared drive on Google Docs with evidence of differentiation and targeted teaching and learning. This document was also made available each week in a hard copy format. During Remote Learning, staff also developed their IT skills and created many instructional videos to explain learning tasks and support student engagement with the online planners. Staff researched and utilised a range of other online instructional resources to support students including worked examples and anchor charts to present new knowledge and skills and to scaffold student learning.

Achievement

The development of a whole school instructional model and Professional Learning Community (PLC) processes have facilitated a greater language of learning at the school as staff are more aligned in how they plan and engage in dialogue about student learning. The use of learning intentions and success criteria (LISC) has also enabled a focus on developing a shared language of learning. The continued and more consistent use of LISC enabled greater clarity of the purpose of learning.

The development of PLC practices at the school has been a significant area of growth that has enabled greater clarity and more rigorous conversations of how data can be reviewed and used more effectively to plan for student learning. PLC processes have significantly improved consistency and planning across the school. This has enabled more dialogue about student learning and a greater willingness to share expertise.

Leaders and teachers now share achievement data with one another, through weekly PLC meetings and 'Inquiry Challenges'. Access to planning and assessment information, is made available on Google Drive, this has enabled teachers to more closely align approaches implemented across the school.

PLC meetings have been implemented to focus on a specific curriculum area and target, including evidence; based on research and data to build capacity and skills as instructional leaders.

The Tutor Learning Initiative was successful in engaging children back onto site after remote learning and learning gains were evident in the end of year data when compared to their baseline data collected in Term 1.

The school will continue to pursue Learning Walks professional learning opportunities in 2022.

Semester 2 2021 Teacher Judgements Above Expected Level

	Reading	Writing	Number	Measurement	Statistics
Percentage	38%	19%	25%	22%	16%
2022 AIP	42%	23%	19%	19%	10%
SSP 2023	47%	21%	30%	25%	25%

NAPLAN: Increase medium and high Relative growth Year 3 to Year 5

	Strategic Plan targets to 2023	NAPLAN AIP targets for 2021	NAPLAN 2021 Relative growth
Reading	75%	71%	78%
Writing	90%	89%	64%
Numeracy	80%	75%	72%

Engagement

Engagement

In 2021, Kyneton Primary School continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences, and made phone calls after extended periods of absences. The school worked closely with the Senior Wellbeing and Engagement Officer to support chronic absences and return to school processes. A new staged response to attendance process was developed and implemented in Term 4. Our attendance data improved slightly during the year with the average daily absence days falling from 16.6 in 2020 to 14.9 in 2021 and the percentage of children with 30+ absence days fell from 14% to 11%, the 2021 AIP target was 12%.

SSP & AIP Targets Related to this Area:

By the end of 2021 the percentage of Years 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be:

Learner characteristics and disposition Module

Motivation and interest from 87% (2019) to 75% (2021) – 2021 AIP target was 88% - 2023 SSP target 90%
 Attitudes to attendance from 85% (2019) to 85% (2021) – 2021 AIP target was 87% - 2023 SSP target 90%

Social engagement Module

Student Voice and agency from 70% (2019) to 61% (2021) - 2021 AIP target was 72% - 2023 SSP target 75%
 Sense of connectedness from 82% (2019) to 83% (2021) - 2021 AIP target was 84% - 2023 SSP target 87%

By the end of 2021 the percentage of parents responding positively to the following measures contained in the Parent Opinion Survey to be:

Parent Community Engagement Module

School Communication from 79% (2019) to 53% (2021) - 2021 AIP target was 81%
 Teacher Communication from 66% (2019) to 43% (2021) - 2021 AIP target was 68%

School Ethos and Environment Module

General School satisfaction from 89% (2019) to 59% (2021) - 2021 AIP target was 91%
 School Pride and Confidence from 89% (2019) to 70% (2021) - 2021 AIP target was 91%

As a result of COVID-19 restrictions forcing the school into remote learning making it difficult to arrange for all staff to adopt the See Saw platform the focus for this KIS pivoted to engaging the School Council Communications sub-committee working together to prepare a draft Communications and Engagement Plan for the school.

In August / September 2021 the Kyneton Primary School (KPS) School Council ran a survey to hear the views from the school community regarding communication methods and messaging. The survey was designed to better understand what is important to parents and carers across a range of issues and enable the school to further improve communications to and from the school community. 75 responses were received, representing roughly 30% of families.

In relation to communication methods, the results indicated that:

- Almost all respondents (92%) are very comfortable using digital devices such as smart phones, laptops, personal computers.
- Direct email (85%) is the most preferred method for communicating information to families about school activities and events, followed by Compass (76%), and text (41%).
- Email (79%) and Compass (73%) is also the preferred methods of communication for school operations and COVID-19 related changes.

School Council Communications Sub-Committee will meet early in 2022 to proof the draft Communications and Engagement Plan and present it to School Council for endorsement. The plan will then be circulated to the wider school community. Agreed recommendations for action will commence in 2022.

Wellbeing

Due to the difficulty of booking and implementing Berry St professional learning because of DET Operations Guide restrictions a school based decision was made for KPS to become a Dogs Connect school in Semester 2 2021. The school Leadership Team met with the Dogs Connect staff in the second half of Term 1 and as a result of this meeting, a female medium Groodle was ordered via their breeder. After consulting a student suggestion box a decision was made to name the dog Honey. Honey has been living with Julie Arnephy for 10 weeks and has had preliminary visits to the school to meet staff and briefly visit classrooms. A Communications Plan has included regular updates of Honey's progress and a video description of the program for the children in assemblies, two introductory profile pages have been sent home to the community and a Honey Collage competition was conducted.

In Semester 2 staff nominated themselves to be involved in the formal trauma informed PD side of the project and act as secondary carers. This list of staff was granted access to the Dogs Connect mentorship online modules and worked through these as directed by Julie Arnephy and the Dogs Connect staff. Unfortunately, the Dogs Connect staff member working with the school left the program and remote learning returned. As a result of this weekly zoom, meetings were conducted between KPS and Dogs Connect staff to give online support and advice on Honey's training and the necessary preparations for her entry into classrooms. KPS and Dogs Connect are extending the program into 2022 because of the COVID-19 restrictions on the program in 2021.

After the success of the Dr. Justin Coulson live webinars with our staff at the start of Term 1 KPS decided to keep the relationship going and become a Happy Families School. The membership allows our families free access to the items below. At the end of Term 4, we reached 75 family memberships which is approximately 30% of KPS families.

- Live monthly Q&A sessions with Dr. Justin Coulson
- Weekly emails with practical tips
- Video library that covers all kinds of issues
- Live webinars to tackle top problems
- Book club that goes deep into each of Dr Justin's books
- Resources for families to explore their values
- Portal page for easy access

Finance performance and position

As part of the School Resource Package, Kyneton Primary School finished 2021 with a healthy surplus of \$131,613 as it was well supported by a sound long-term planning document, a strong staffing model, and increased enrolments. The 2021 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. An additional \$100 000 of this surplus was allocated for the school in 2021 to

supplement the purchase of Information Technology resources and the installation of air conditioning throughout the school. As such the school experienced significant expenditure throughout the year using DET-provided grants and the school's own savings. The school's Equity Funding supported a range of targeted and additional programs throughout the year, in particular the development and implementation of the Whole School Instructional Model, continued implementation of Big Write VCOP and PLC structures, supplementing the onsite learning staffing roster during COVID-19 lockdowns with casual relief teachers, the Berry St Model, and RRRR program.

The school's official account finished the year with a balance of \$13 171. This account balance was severely impacted by approximately \$40,000 expended in Term 4 2021 on Casual Relief Teacher replacement payments for two staff members who were not permitted onsite as a result of not meeting DET vaccination requirements. This impacted our Carried Forward funds in our 2022 Budget. We also paid a deposit of \$10,710.70 for additional outdoor classroom Shade Sales prior to receiving the VSBA grant so as not to delay their instalment early in 2022.

For more detailed information regarding our school please visit our website at
<http://www.kynetonprimaryschool.com.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 349 students were enrolled at this school in 2021, 181 female and 168 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

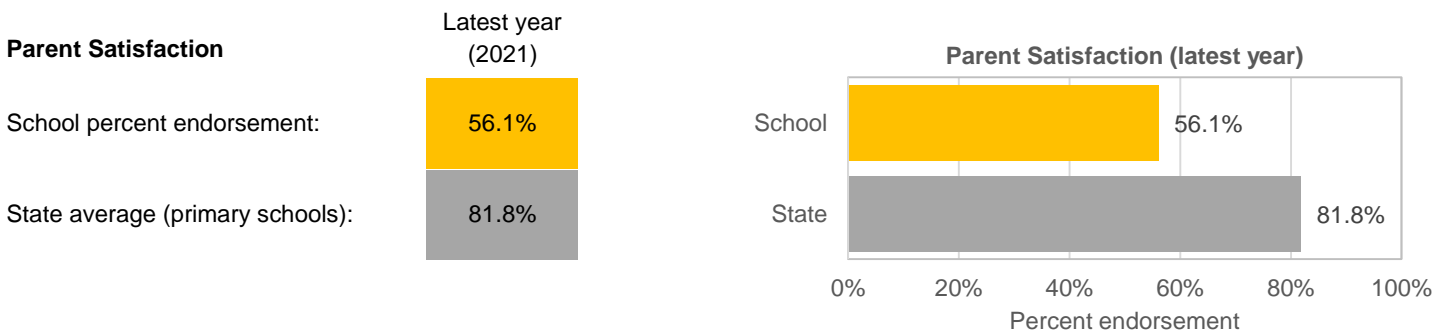
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

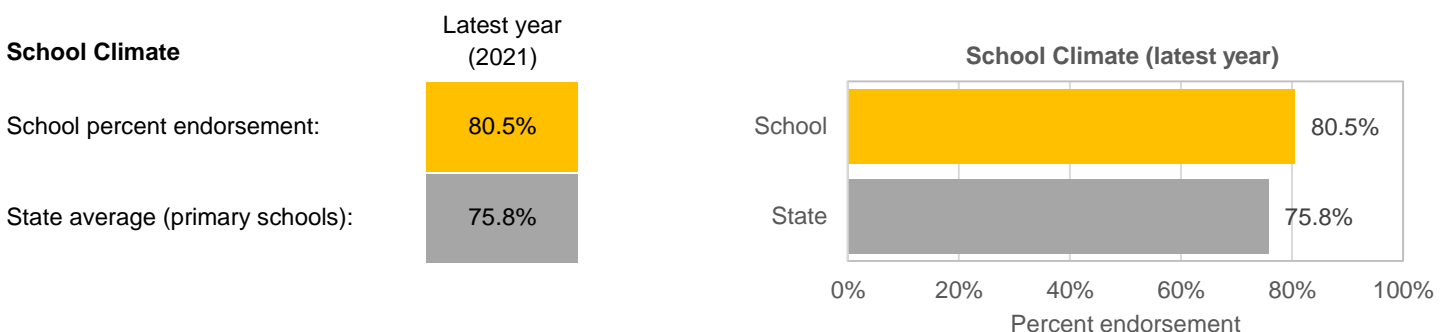


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

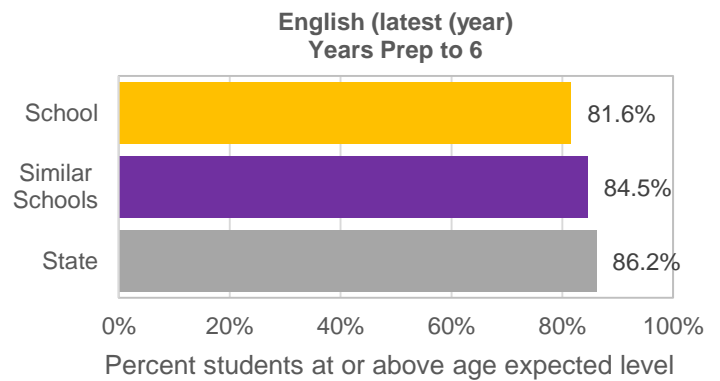
81.6%

Similar Schools average:

84.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

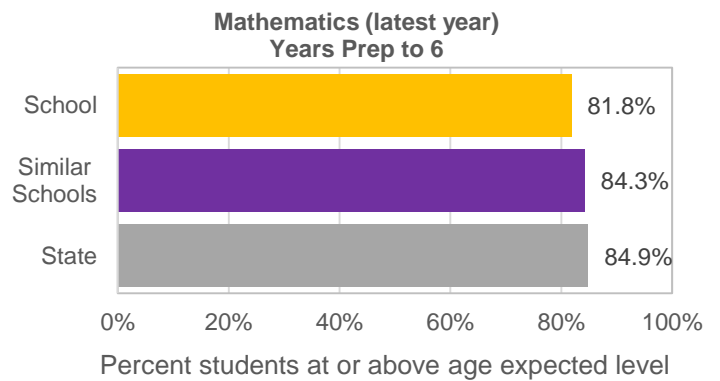
81.8%

Similar Schools average:

84.3%

State average:

84.9%



ACHIEVEMENT (continued)

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

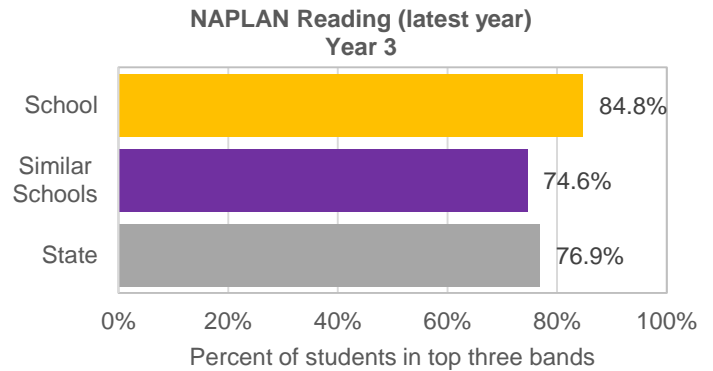
NAPLAN

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

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

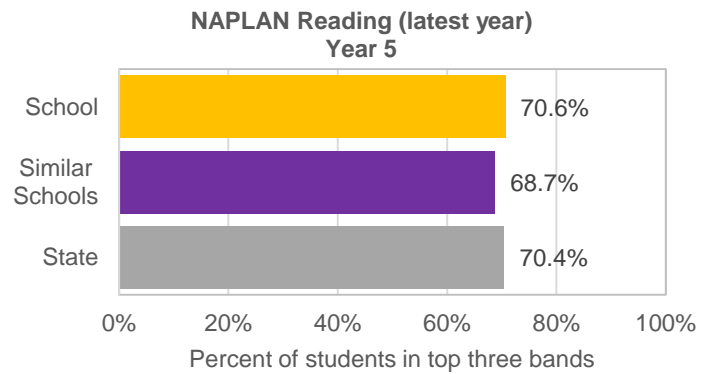
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.8%	80.4%
Similar Schools average:	74.6%	74.9%
State average:	76.9%	76.5%



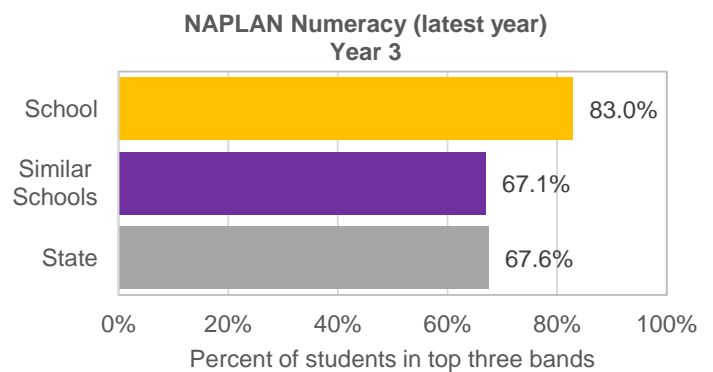
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.6%	63.3%
Similar Schools average:	68.7%	66.7%
State average:	70.4%	67.7%



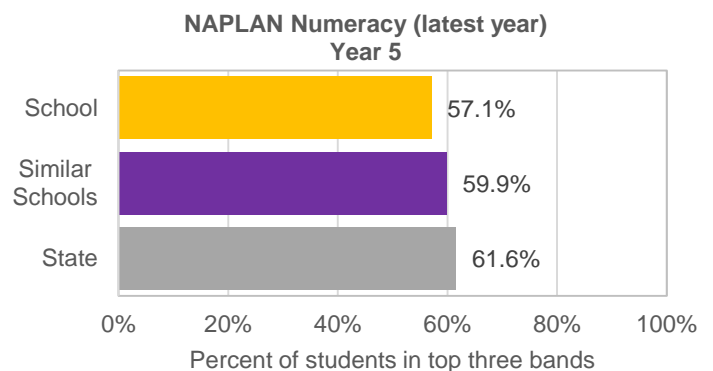
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.0%	78.7%
Similar Schools average:	67.1%	67.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.1%	50.0%
Similar Schools average:	59.9%	58.5%
State average:	61.6%	60.0%



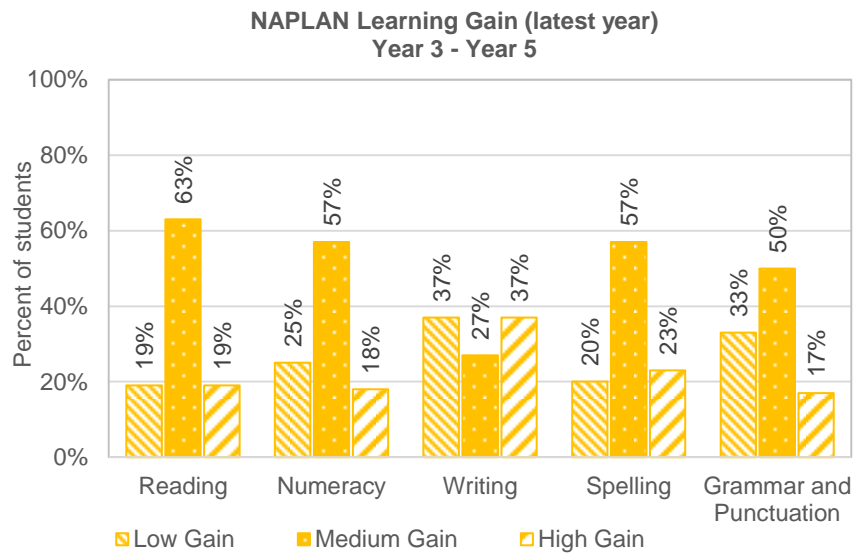
ACHIEVEMENT (continued)

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:	19%	63%	19%	21%
Numeracy:	25%	57%	18%	25%
Writing:	37%	27%	37%	17%
Spelling:	20%	57%	23%	20%
Grammar and Punctuation:	33%	50%	17%	22%



ENGAGEMENT

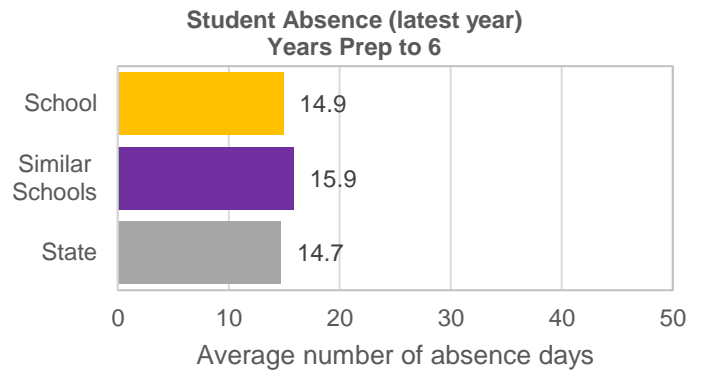
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.9	16.8
Similar Schools average:	15.9	15.0
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%	92%	92%	93%	92%	93%	91%

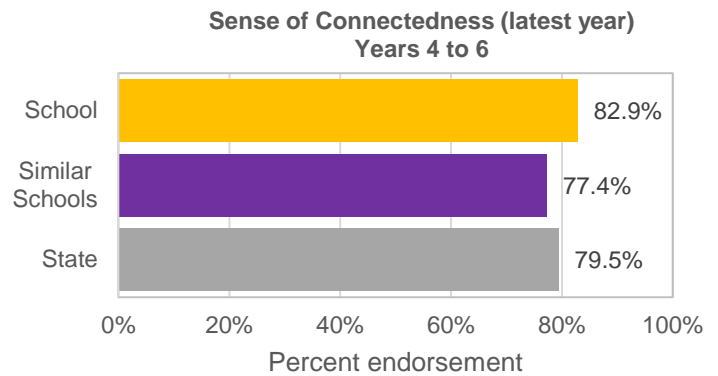
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	82.9%	80.4%
Similar Schools average:	77.4%	78.4%
State average:	79.5%	80.4%

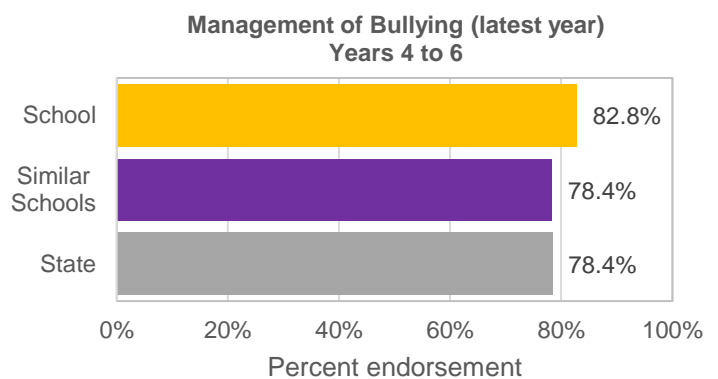


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	82.8%	81.5%
Similar Schools average:	78.4%	79.3%
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	\$2,909,775
Government Provided DET Grants	\$505,447
Government Grants Commonwealth	\$8,370
Government Grants State	\$936
Revenue Other	\$5,996
Locally Raised Funds	\$163,001
Capital Grants	\$0
Total Operating Revenue	\$3,593,525

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,076
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$43,076

Expenditure	Actual
Student Resource Package ²	\$2,791,663
Adjustments	\$0
Books & Publications	\$1,334
Camps/Excursions/Activities	\$37,571
Communication Costs	\$4,987
Consumables	\$67,712
Miscellaneous Expense ³	\$31,889
Professional Development	\$16,594
Equipment/Maintenance/Hire	\$68,692
Property Services	\$106,712
Salaries & Allowances ⁴	\$219,780
Support Services	\$57,279
Trading & Fundraising	\$30,885
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,815
Total Operating Expenditure	\$3,461,912
Net Operating Surplus/-Deficit	\$131,613
Asset Acquisitions	\$121,504

- (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	\$1
Official Account	\$13,170
Other Accounts	\$0
Total Funds Available	\$13,171

Financial Commitments	Actual
Operating Reserve	\$13,171
Other Recurrent Expenditure	\$12,929
Provision Accounts	\$3,907
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
Total Financial Commitments	\$30,007

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.