

2021 Annual Report to The School Community



School Name: Murrumbeena Primary School (3449)



*Excellence
through Endeavour*

- 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 24 March 2022 at 03:34 PM by Rochellee Plumb (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 26 March 2022 at 03:38 PM by Sandra Maxfield (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

Murrumbeena Primary School is committed to providing a safe, supportive and inclusive environment for students, staff and the school community. A partnership between the school and parents and carers is important to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Our vision reflects that of the International Baccalaureate® which 'aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.' Murrumbeena Primary School aims to provide exemplary teaching, with rich, engaging learning experiences; to foster an environment where students' curiosity flourishes. Our school provides opportunities for students to be challenged and become life-long learners in a global society and for students to learn in partnership with the school to develop self-belief and ownership of their learning.

Murrumbeena Primary School has a strong tradition of excellence within the community, which covers the areas of Murrumbeena, Carnegie, Hughesdale and East Malvern. Most parents are involved in professional occupations and all have high expectations for their children's achievements. The school had an enrolment of 528 students in 2021, 240 female and 288 male, with 21 percent of students having English as an Additional Language (EAL) and one Koorie student. The school is supported by a neighbourhood boundary. The school has a low Student Family Occupation (SFO) Index of 0.1671 and a Student Family Occupation and Education (SFOE) Index of 0.1198. In 2021 the school had 42 equivalent full time staff, comprising 2 Principal Class, 30 teachers, 5 support staff, 2 office personnel and 2 Specialists who run the Stephanie Alexander Kitchen Garden program. The school also employs a number of part time staff including a canteen manager, a local ICT technician and outsources gardening and maintenance work.

All staff work in a team environment to support a comprehensive and engaging learning program for all students. Our school motto is, "Excellence Through Endeavour" and the whole school community supports the school's values of: Respect, Responsibility, Resilience and Relationships. The school is an authorised International Baccalaureate Primary Years Program (IB PYP) World School, with teaching pedagogy based on student-centred inquiry learning with an international perspective.

Classroom programs focus on catering for individual learning styles and abilities and are supported by specialist programs in Physical Education, Art, Music and Japanese. The Stephanie Alexander Kitchen Garden (SAKG) program is included in the Years 3 and 4 curriculum. It provides an opportunity for children to learn sustainable practices through planting, harvesting, preparing and sharing food produced at school. Our school also continues to offer a range of extra curricular activities which include: Family Life, Interschool Sport, Choir, Student Leadership, Buddy Program, interest based clubs, camps and an extensive incursion and excursion program.

Teachers work in teams to ensure comprehensive planning provides for all students' learning. We are committed to our teachers undertaking continuous professional learning to enhance their skills; ensuring that they plan and work together in professional learning teams to guarantee the consistency of approach, shared expectations and a whole school ownership of the learning for all students.

Lessons are carefully scaffolded utilising the school's instructional model and providing clear learning intentions and success criteria. Murrumbeena has a focus on using the research behind the Department of Education and Training's (DET), High Impact Teaching Strategies (HITS) and the FISO improvement cycle as a basis for improving teaching pedagogy. Individual staff performance development targets are driven by the school's overarching goals, which are developed in response to our school data. During 2021, teachers had the option to choose the Statement of Expectations process which recognised the priorities required for remote and flexible learning.

Our strong values education program along with Respectful Relationships, a Growth Mind Set and the social and personal capabilities described in the Victorian Curriculum are embedded in daily practice, producing a positive school culture that has consistent and clear expectations for high achievement and respectful behavior. Students have a voice

and develop agency in their participation in school life which is supported by our leadership program which includes buddies (Year 6 – Prep), Peer Mediators (Year 5), The PLAY Program (Year 4), Student Representative Council (1- 6), The Year 6 Leadership Teams (Media, Environment, The Arts, Sport and Wellbeing, Global Citizenship) and School Captains.

School Council is proactive and the parent community is highly supportive of educational programs, fundraising and community events.

Murrumbeena Primary School has a strong sense of community, inclusivity and belonging where students, staff and families can perform at their best.

Framework for Improving Student Outcomes (FISO)

The 2021 Annual Implementation Plan (AIP) reflected the DET priorities that arose as a result of the 2020 lockdown and state of emergency restrictions. These priorities included:

1. Learning catch-up and extension: aimed at supporting students who needed to 'catch up' as a result of months in lockdown and further extending those students who thrived.
2. Happy, active and healthy kids: focused on students' mental health and enabled every student to get back outdoors, be active and creative.
3. Connected schools: building on the stronger connections that our school established with our families, carers and communities through 2020 to embed and spread improved ways of working to support our students.

Our AIP key focus areas continued to build the capacity of staff to identify, plan for and assess student learning growth over time, and embed the school's instructional model to structure and deliver lessons with a focus on differentiation, student voice and agency.

The Wellbeing component of our AIP emphasised increased physical activity across each year level and the continued implementation of age-appropriate wellbeing programs including Resilience, Rights and Respectful Relationships.

Student engagement is one of the cornerstones of our AIP. Developing the student's capacity as motivated and resilient members of our school community and this continued as an important goal throughout remote learning. Students were challenged in the online environment and teachers worked closely to ensure that support was provided to those with additional learning and social needs. In addition, the school provided further opportunities for students to become involved in extra curricular activities.

As a school we continued to:

- * Develop agile learners, problem solvers and researchers, addressing real world problems, through the units of inquiry, maximising the use of resources found in the home.
- * Provide opportunities for highly able and motivated students in extra curricular activities organized and led by the Student Representative Council.
- * Parent/student interviews with teachers were conducted via WebEx, connecting home and school.
- * Enhance students' capacity as curious, motivated and resilient learners with more student directed learning and ownership of tasks.
- * Use HITS (High Impact Teaching Strategies) - Explicit teaching, Worked Examples, Goal Setting, Feedback, and Differentiated teaching and learning
- * Plan for and encourage student voice and agency. Anecdotally, students demonstrated a major gain in voice and agency, due to the nature of the learning and the necessity to work differently.

Within Building Practice Excellence and Curriculum Planning and Assessments, all indicators pointed to the need to improve teacher understanding of data: interpreting the data and more importantly in using real-time data to plan for differentiated groups and inform their personal and/ or year level team decisions with respect to future professional learning priorities. To facilitate the regular review of student data, teachers now meet once a week in their year levels and then the following day they meet again to plan literacy and numeracy lessons to meet the differentiated needs.

While we have analysed and developed each teacher's use of the instructional model, we now needed to consolidate the HITS: 'Differentiated Learning,' 'Setting Personalised Learning Goals' and 'Feedback' into practice. We had hoped to review our teacher observation model in 2021, however due to the switching between learning remotely and back on site, we will review the model in 2022 in order for teachers to reflect on the effectiveness of their practice using student feedback, peer feedback and achievement data, and take action as required to improve curriculum delivery for continued growth in student learning outcomes.

A review of our leadership and meeting structures was also required in order to grow our culture of review, responsibility and shared accountability among all staff to ensure school improvement. A key piece of work was to build a culture where staff see that school leadership is shared. To enhance a positive climate for learning and increase the engagement of students, we worked on 'intellectual engagement and self awareness' by reviewing ways to co-design the learning program with students, utilise student feedback to modify and adapt teaching practices. Teachers engaged in professional learning to develop a deep knowledge of and competence in the analysis of assessment data and how this can be used to set personalized learning goals in collaboration with the students and explored opportunities to actively engage in designing tasks that are challenging, student led and inquiry based.

Achievement

Student achievement based on the 2021 NAPLAN results indicates that 96.9% of students are at or above the expected standards for Numeracy and 89.4% for English at the end of 2021.

In Year 5 NAPLAN Numeracy, 61% of our students are in the top two bands compared to 53% for similar schools and 33% state. While in Year 3 Numeracy, 60% of students are in the top two bands compared to 63% in similar schools and 43% at the state level. According to the 2021 NAPLAN Reading data, 61% of Year 5 students are in the top two bands compared to 62% of students in similar schools and 42% at state level. 71% of our Year 3 students are in the top two bands for reading compared to 76% similar schools and 59% at state level.

Based on this current data, our future direction for intensive work and explicit instruction should be numeracy for all students and reading comprehension for the year 4 to 6 year levels.

During remote learning, our teaching focus was Literacy, Numeracy and Inquiry based units (which embed the sciences and humanities) along with increasing opportunities for students to connect and collaborate in learning tasks online.

- Throughout remote learning, tasks were posted via Compass and WebEx was used for online class meetings, groups and instructions.
- Teacher Assistants provided daily support to students with additional learning needs.
- Teachers met daily on WebEx in their year level teams to review lessons and plan for the next day and weekly for formal data analysis and planning meetings with the PYP Coordinator.
- The use of online programs i.e. Wushka, Reading Eggs, Maths Seeds, Mathletics, Studyladder etc, provided further differentiated learning opportunities.
- Teachers were innovative in their online teaching strategies, differentiating through whole class and through daily small group explicit instruction.
- Feedback was timely and detailed.
- Drop in sessions provided extra support for students.

Access to Technology for all families and students through:

- Provision of laptops
- Home learning hard packs which were supplied for those unable to access technology
- Support Staff monitored and supported vulnerable students
- On site supervision was provided for some students, 8 – 16 daily, with Murrumbeena staff rostered for supervision

Engagement

Throughout 2021, education switched constantly between learning on site at school and online during lockdowns. Some students relished the opportunity to learn from home whilst others struggled with the remoteness. The classroom structure and boundaries, as well as the connection to peers, were certainly missed by many of our students.

Class teachers and the Wellbeing Team supported students and families through regular contact, strategies and access to onsite supervision.

Routines were developed for parents and students to support families and their learning needs. Students could complete learning at their own pace and at times that suited their family situation. Tasks were posted on the weekend prior so parents could preview and prepare. Communication with parents increased during remote learning, with parents commenting on and showing appreciation of teachers' roles and capabilities.

Teachers noted the abilities of students in developing organisational skills, responsibility and attentiveness, whilst showing patience and collaboration with others. Open ended, self-directed tasks were planned for students to increase engagement and cater for all levels of learning within core curriculum programs and students were provided activities of choice to address the specialist areas including music, physical education, Japanese and visual art.

Education Support staff ensured that students had assistance on WebEx in class and small group activities. Hard copies of learning tasks were available for those who needed them. To support student engagement during the transition back to onsite learning, teachers re-established routines, guided social interactions and expectations, whilst focusing on explicit face to face instruction in core learning.

Teachers meeting children at the gates every morning, assisted in re-connection. Conversations were personal and pertinent, developing independence and confidence in the children after weeks of lockdown conditions.

Engagement encompasses both the engagement of a student in their learning and engagement as measured through attendance. In 2021 our Student Attendance data indicated 4% of students with 20 or more absent days which is the same result as 2020.

As 2021 was another year of learning from home, it is not surprising the low absence rate continued. Our challenge moving into 2022, will be to encourage continued high attendance rates, empowering students and building school pride with our goal to support this being: 'develop strategies to enhance student engagement and learning through goal setting and feedback'. It's interesting to note that in the Attitudes to School Survey (AToSS), a survey undertaken by years 4 to 6 students, 96% of our students believe that school attendance is vital.

In 2021, it was interesting to compare the results from the Attitudes to School (AToSS) survey to the Parent Opinion survey. For example:

The AToSS data indicated 96% of students gave a high rating for 'Stimulated Learning' compared to 84% for the same section in the Parent Opinion survey. Further, the AToSS indicated 92% of our students gave a positive score for managing bullying while parent opinion was 80%. In the area of school connectedness, student data indicated 93% compared to 89% from the Parent Opinion Survey.

The AToSS (Attitudes to School) data for 2021 was exceptional with all 11 of the measured areas categorizing our school as 'excelling.' 96% of our students indicated that school attendance and engagement in lessons is vital and this positive opinion and action was reflected across the survey.

Based on the AToSS data, the two areas where the school will dedicate further focus to is to improve emotional awareness and regulation (80%), meaning 20% of our students require support in regulating emotions, and in student voice and agency which scored 83%, therefore 17% of our students believe they should have more say in their education and learning methods.

Wellbeing

Murrumbeena Primary School's wellbeing goal is 'To provide a safe and stimulating learning environment for all students' and during 2021, this included online. Health and wellbeing support has been prioritised to increase the students' sense of connectedness (sense of belonging) and to provide mental health and wellbeing support to those who are at risk of disengagement.

A second year of lockdowns with continued remote learning certainly took its toll on many students who missed the connectedness to their peers and school community. To address this and to provide further opportunity for students to connect, chat and collaborate, teachers ran many small group lessons and utilized the WebEx breakout rooms. Students were also invited to attend a daily chat with the teacher session if they simply wanted to talk or gain extra support. In addition, the School Captains and year 6 leaders ran a weekly online assembly to share the many classroom based and extra curricular activities undertaken through class. These online assemblies were well attended with students providing feedback that they enjoyed seeing what others were doing in their homes.

The Parent Opinion Data reflected the difficulties in endeavoring to keep students motivated and connected despite the best efforts of the school and families.

The 2021 Parent Opinion Survey data in the domain of 'Connection and Progression' indicated 89% for the overall school connectedness category compared to 92% the year before. This was made up of: 87% (compared to 91% in 2021) of parents indicating their child feels accepted by other students at the school, 87% of children enjoying their learning at school (compared to 96% in 2020) and 92% indicating the school provides opportunities to participate in school activities (compared to 90% in 2020). The Parent Opinion survey related to Remote and Flexible Learning reflected 63% of parents felt their child was less engaged in their school work compared to 43% in 2020 although the data was similar for the criteria 'there was no difference to the level of engagement or interest in the schoolwork' which was 32% compared to 34% in 2020.

Our school modified the Health and Wellbeing supports by implementing the following:

- Increasing the one to one support for identified students through daily interaction (e.g. with teacher and teacher assistants) and also opportunities for students to connect with their teacher online in an additional 'check in' time.
- Each year level addressed the needs of their students through a range of programs including: activities from Kids Helpline, Headspace, Bullying No Way, Fun Friends and Zones of Regulation.
- Student Representative Council met online and organised and ran a range of activities to motivate and engage students such as: a photography competition, MPS Masterchef with student made recipes being collated into a cookbook and online discs.
- A range of incursions were offered to provide variety and add interest to the online learning environment.

The priority in 2022, will be to reconnect students to their peers, to the various groups within the school community and to provide a variety of games and equipment to use in the yard to support positive social skills.

Finance performance and position

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 are obtained and the intent/purposes for which funding was provided or raised is outlined. The figures at the end of 2021 for Murrumbeena Primary School reflected a surplus. The school budgeted for additional funds to supplement the Government grant to repair and refurbish the main building, however, due to tenders coming under budget, the school was able to keep its funds. The majority of program budgets were met with increased spending on furniture, replacement of old ICT equipment, maintenance and painting of the lobby areas of the main building. The school will continue to upgrade the facilities in 2022 by painting and recarpeting main building corridors and a complete library refurbishment. The school received a Department of Health grant of \$25,000 to shade the junior playground and a \$25,000 grant to construct a pergola over our current decking to be used as an outdoor classroom.

The School Council Facilities committee has also approved the construction of a bike shed.

For more detailed information regarding our school please visit our website at
<https://murrumbeenaps.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 531 students were enrolled at this school in 2021, 243 female and 288 male.

24 percent of students had English as an additional language and NDP 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).

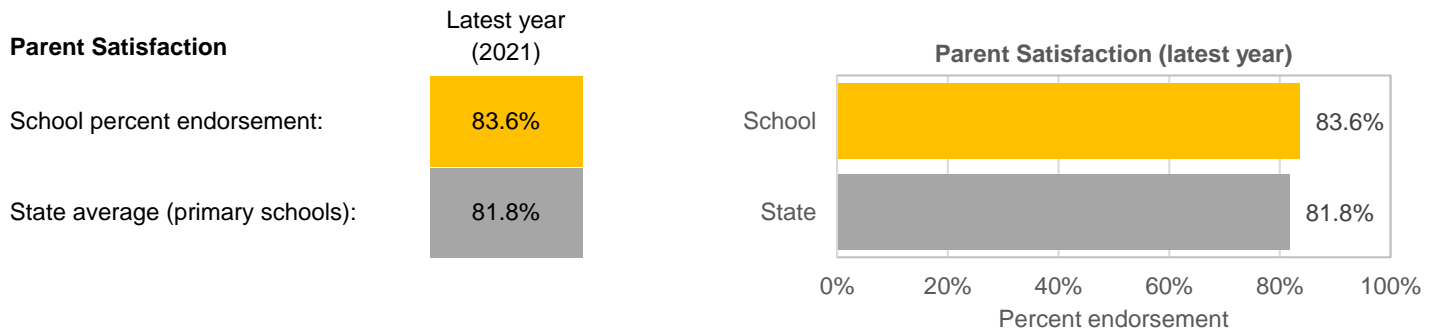
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

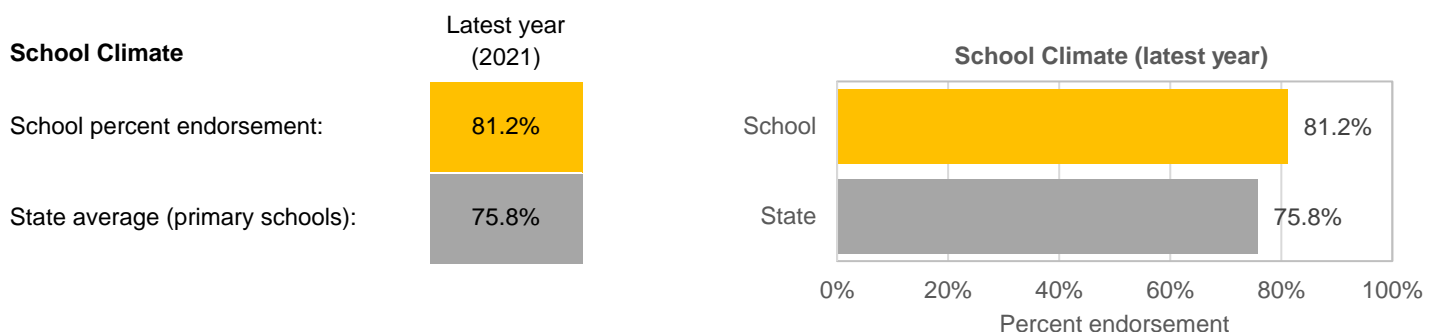


School Staff Survey

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:

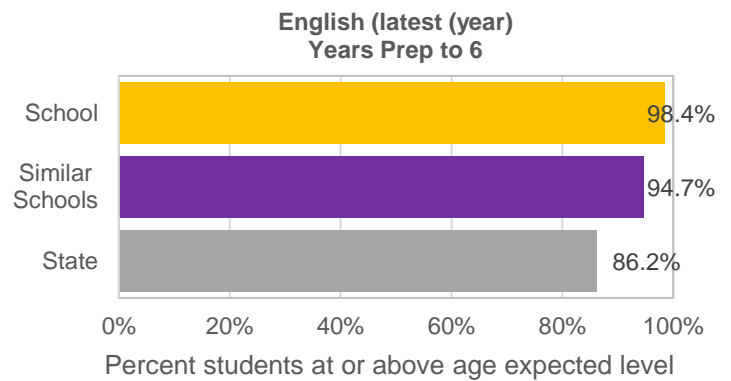
98.4%

Similar Schools average:

94.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

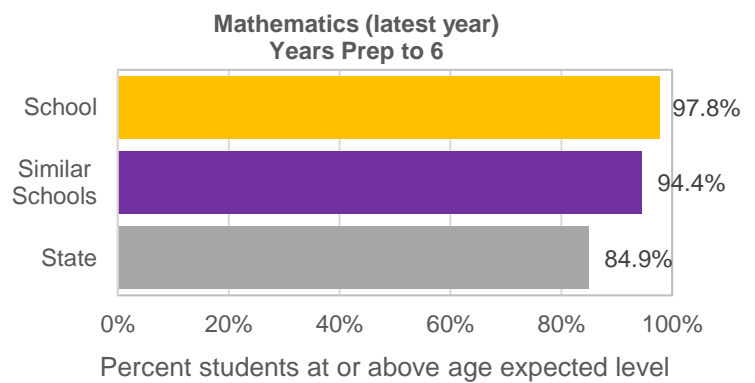
97.8%

Similar Schools average:

94.4%

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.

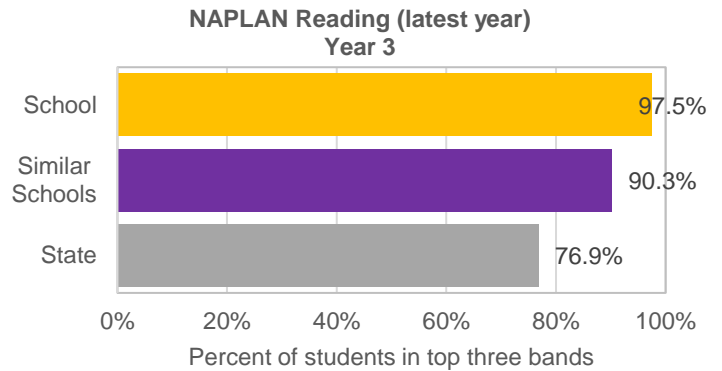
NAPLAN

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.

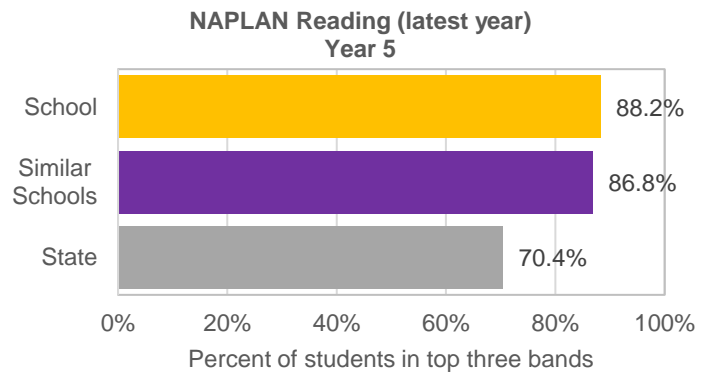
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	97.5%	94.6%
Similar Schools average:	90.3%	89.5%
State average:	76.9%	76.5%



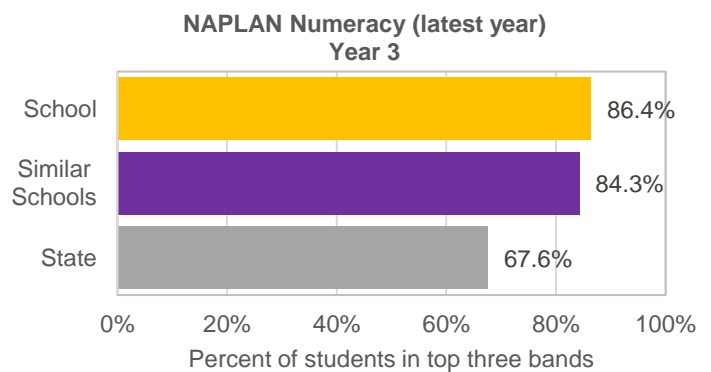
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.2%	85.4%
Similar Schools average:	86.8%	84.3%
State average:	70.4%	67.7%



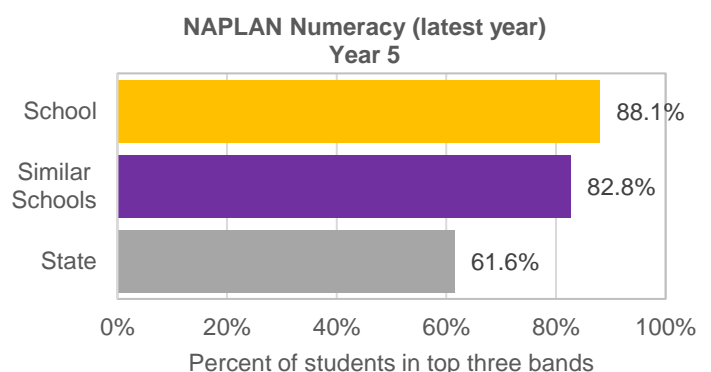
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.4%	86.9%
Similar Schools average:	84.3%	85.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.1%	87.6%
Similar Schools average:	82.8%	80.7%
State average:	61.6%	60.0%



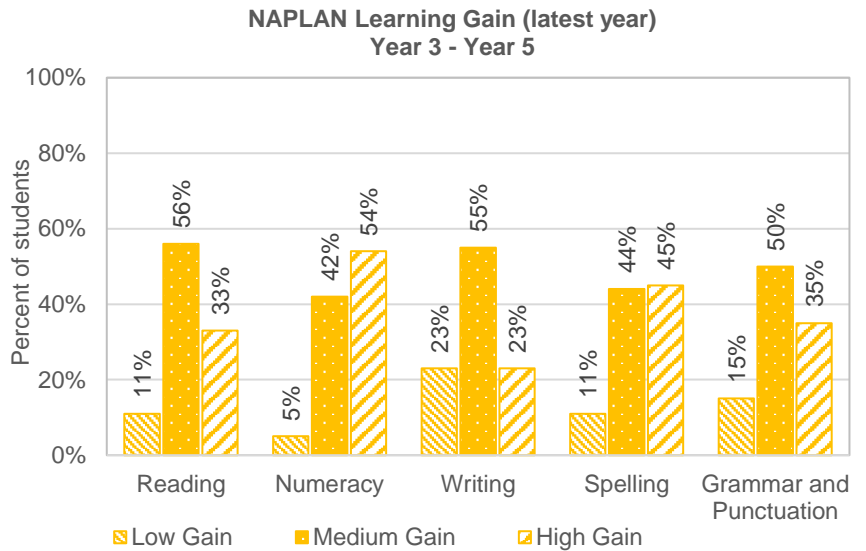
ACHIEVEMENT (continued)

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:	11%	56%	33%	31%
Numeracy:	5%	42%	54%	34%
Writing:	23%	55%	23%	32%
Spelling:	11%	44%	45%	31%
Grammar and Punctuation:	15%	50%	35%	35%



ENGAGEMENT

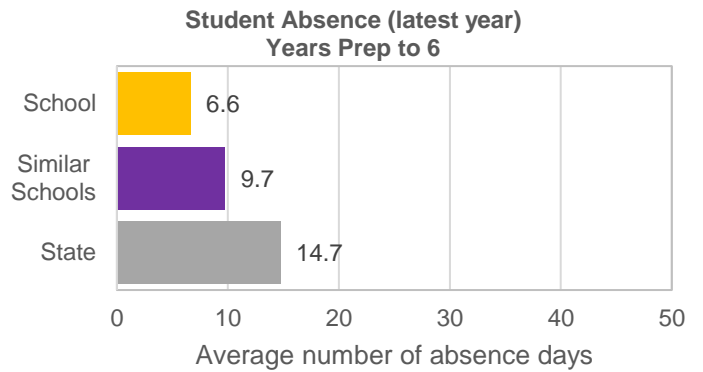
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	6.6	9.4
Similar Schools average:	9.7	11.6
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):	97%	96%	96%	97%	97%	97%	97%

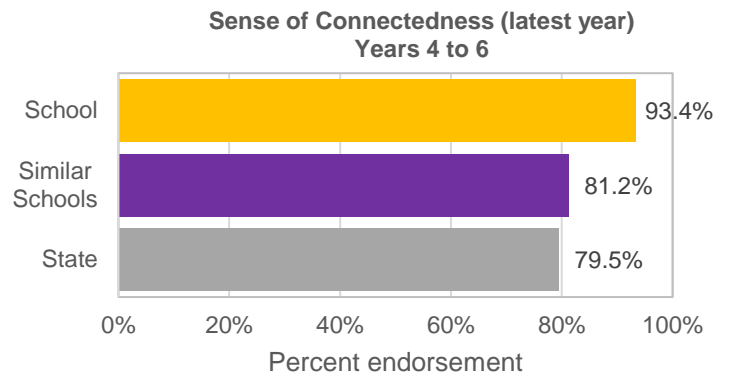
WELLBEING

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:	93.4%	85.7%
Similar Schools average:	81.2%	81.1%
State average:	79.5%	80.4%

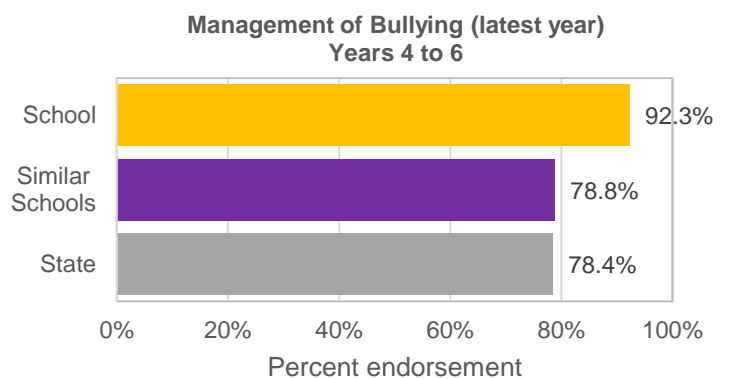


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	92.3%	83.8%
Similar Schools average:	78.8%	79.2%
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	\$4,507,617
Government Provided DET Grants	\$456,390
Government Grants Commonwealth	\$9,482
Government Grants State	\$0
Revenue Other	\$4,979
Locally Raised Funds	\$672,164
Capital Grants	\$0
Total Operating Revenue	\$5,650,633

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,034
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,034

Expenditure	Actual
Student Resource Package ²	\$4,185,122
Adjustments	\$0
Books & Publications	\$3,909
Camps/Excursions/Activities	\$191,635
Communication Costs	\$5,623
Consumables	\$134,010
Miscellaneous Expense ³	\$55,676
Professional Development	\$38,514
Equipment/Maintenance/Hire	\$48,470
Property Services	\$245,104
Salaries & Allowances ⁴	\$260,944
Support Services	\$9,518
Trading & Fundraising	\$46,387
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,163
Total Operating Expenditure	\$5,276,077
Net Operating Surplus/-Deficit	\$374,556
Asset Acquisitions	\$757

- (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	\$1,112,822
Official Account	\$37,459
Other Accounts	\$240,342
Total Funds Available	\$1,390,623

Financial Commitments	Actual
Operating Reserve	\$142,709
Other Recurrent Expenditure	\$546
Provision Accounts	\$20,000
Funds Received in Advance	\$19,840
School Based Programs	\$140,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$125,000
Capital - Buildings/Grounds < 12 months	\$170,000
Maintenance - Buildings/Grounds < 12 months	\$125,000
Asset/Equipment Replacement > 12 months	\$150,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$476,983
Total Financial Commitments	\$1,370,077

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.