

2021 Annual Report to The School Community



School Name: Sunbury West Primary School (5006)



- 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 04 April 2022 at 12:43 PM by Inga Wilson (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 28 April 2022 at 01:35 PM by Shane Mattox (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

Sunbury West Primary School is located approximately 42 km from Melbourne, situated among well established and developing residential areas. In 2021, the school celebrated its 50th Year Anniversary, providing quality education to the children of Sunbury since 1971.

The school's vision states, 'In the safe, caring and stimulating environment of Sunbury West Primary School, each child is given the opportunity and encouragement to strive towards their maximum potential as a confident individual and responsible member of society.'

The school's motto is, 'Together We Learn. Together We Grow'. Sunbury West Primary School strives for social, emotional and educational excellence in an environment where children of all ages mix cooperatively. The school encourages staff, students and parents to value diversity and promote the development of individual strengths and talents. Skilled, enthusiastic and committed staff use a range of innovative and proven teaching practices that reflect current education state initiatives. This provides the best possible learning environment, whilst considering the individual needs and multiple entry points of all students.

In 2021 Sunbury West had an enrolment of 192 students from Foundation to Year 6. In 2021 Our staffing consisted of 2 Principal Class officers, 9.6 EFT teachers and 2.8 ES Staff. The school operated 9 classrooms, with all classes being organised into composite groupings with the exception of Foundation level. The school is spread across three buildings with large amounts of classroom space and flexible learning areas.

Our teaching teams work closely together to plan for continuity of practice within teams and across the school. Our classrooms are well resourced and the school boasts great facilities such as a gym, library, ICT lab and Out of School Hours Care setting. We have expansive play areas which include play equipment for P – 2 and 3 – 6 children as well as a fitness circuit. With a focus on the environment, we have worked towards the establishment of an orchard and a friendship garden. Each team also has its own garden bed where students tend to a range of herbs and seasonal veggies.

Teaching and learning programs are tailored to meet the distinct learning needs of all students with a strong emphasis on Literacy and Numeracy. We use an inquiry approach to our integrated curriculum, promoting voice and agency as students help to shape the curriculum and experiences relative to their stage of learning. Our skilled teaching teams are committed to lifelong learning and the school places great importance in ongoing professional learning at every stage of their careers.

Our core curriculum is further complemented by programs in the areas of Visual Arts, Performing Arts, Physical Education, STEM and Japanese. The school also promotes 21st Century learning through its Digital Literacy Program in Years 5/6 and access to laptops, iPads and smart TVs in all areas of the school.

Our school has continued to offer a large number of opportunities designed to assist children in developing connectedness with each other and also build resilience and self-esteem. Examples of these are Junior School Council, House / Vice Captains, Pupil of the Week, Buddies and Peer Support programs, House Mates program, school performances, Arts displays and sporting opportunities. Extra-curricular activities such as camps, instrumental programs, incursions and excursions complement our core curriculum programs. Each of these offer our children a chance to participate at a level of confidence and interest and provides them with a sense of accomplishment and achievement over a period of time. Parents as partners in education are also highly valued with many parents supporting classroom programs and school activities.

Student wellbeing is of paramount importance and the school adopts School Wide Positive Behaviours in its approach to Student Engagement, Wellbeing and Behaviour Management. In 2020 Sunbury West became a Resilience, Rights and Respectful Relationships partner school and a lead school in 2021. Our practices are well documented to ensure understanding and clarity in relation to expectations. Our newly adopted school values are defined by our commitment 'To Strive. To Respect. To Belong' and underpin our daily interactions and practices at our school.

Framework for Improving Student Outcomes (FISO)

In 2020, Sunbury West commenced its work with the DSSI Teaching Partners. Ongoing work with the Teaching Partners in 2021 focused on elements of the instructional model in Reading, and staff were able to access ongoing professional learning although this for the most part was achieved virtually. Teams were supported with planning and greater consistency across the school has been achieved. Middle leader capacity was strengthened with the appointment of a higher duties position in Literacy. This allowed for sustained collaboration and coaching by the teaching partners. The major focus for the school involved sustaining the integrity of the DSSI Teaching Partners initiative as we moved back into remote learning. The DSSI teaching partners worked remotely with all teams weekly throughout Term 3. An action plan was developed for the term to ensure weekly meetings had a focus.

Professional learning continued to be differentiated to meet the needs of the teams. The 5/6 team identified the reading workshop and literature circles as something they wanted to explore. The P-2 team's focus was the reading workshop and the 3/4s looked at assessment and beginning a scope and sequence for the 3/4 Literacy curriculum. The 3/4's were lucky enough to receive a modelled lesson earlier in the year so they moved on to assessment and scoping out their units. All teams have made adjustments to their planning documents to include the gradual release of responsibility in reading and to match the reading workshop times more closely.

To complement this work, staff engaged in a whole staff curriculum day with a consultant, focusing on the use of mentor texts. Teams also participated in differentiated professional learning in the area of Numeracy. A Numeracy consultant worked with various teams to develop Common Assessment Tasks, develop understandings in relation to the Big Ideas in Number and the mathematics proficiencies, and build staff capacity in the teaching of Place Value. Kathy also worked with the designated tutor, supporting him in the development of his program as part of the tutor learning initiative.

Due to remote learning, there were both successes and challenges in relation to working towards and meeting school goals and targets. Teams were available to meet weekly, and due to the uninterrupted time, were able to have rich and rigorous discussions about instruction, assessment and teaching practices. The main challenge was the lack of in person modelling and observations with students to further consolidate the learning done online.

Remote learning during Semester 2 hindered the progress of PLC inquiries across all teams. As teams across the school are extremely small, work was focused on planning for remote learning on Google Classroom, lesson videos and online teaching with students. Additional work centred around the ongoing professional learning with the DSSI Teaching Partners which in part was a flow on from the reading inquiries by teams during Semester 1.

Teachers across all teams continued to enhance student voice and agency through differentiated planning, goal setting and student feedback. This has not been a formal process and continues to be a future focus for the school.

Sunbury West engaged in the School Review process in term 4 of 2021. The school was well represented by students, staff and parents and whilst goals and targets were only partially met, there were many highlights. Sunbury West has been greatly invested in the implementation of School Wide Positive Behaviours Support and Resilience, Rights and Respectful Relationships with the latter now seeing Sunbury West as a lead school.

The review also highlighted Sunbury West's commitment to staff professional learning. Sunbury West is strongly committed to ensuring quality education. Investing in staff is of paramount importance and there is a sense of priority regarding currency of pedagogical practice and building staff capacity. Middle level leaders play a key role in progressing towards the attainment of goals and have been given opportunities to build leadership capacity. The school has evolved its practice in the use of data and evidence to inform planning and scaffold student learning. Critical reflection, review and refinement has seen a more consistent approach to the completion of formative and summative assessment tasks. Information is compiled and transferred to a whole school data wall (Literacy: F & P Benchmarking / Numeracy: MOI Growth Points) This allows staff to identify strengths, areas for improvement and trends across cohorts. These observations also form the basis for PLC inquiry and intervention. The data also forms the basis for goal setting and ILPs. Annual data is also collected to track progress via PATM and PATR. The review has identified that this is still a focus area, but work in this area has improved.

At the commencement of the 2021 school year, the focus was on student wellbeing and ensuring a smooth transition back to regular classroom learning. The school also continued to work towards its strategic plan goals and key improvement strategies in the following areas.

Learning catch-up and extension:

- Using data informed practices to identify and respond to the learning needs of students.
- Using the PLC inquiry process to target student achievement and implement appropriate interventions to ensure learning progress and growth for all students.
- Promoting opportunities for student voice and agency that support goal setting and feedback in their learning
- Implementing the tutoring program with a focus on Literacy and Numeracy

Developing a consistent pedagogical model that promotes effective teaching and student agency:

- Refining, consolidating and implementing a consistent, agreed upon instructional model for Reading, Writing and Numeracy.
- Ensuring consistency of practice regarding curriculum planning and documentation.
- Implementing a professional learning strategy that focuses on the workshop model in Reading, Writing and Numeracy.

The School Improvement Team commenced work towards the achievement of goals and professional learning to build staff capacity commenced. As the pandemic progressed, staff again prepared for remote and flexible learning during extended lockdown periods. Teams continued to work collaboratively to plan for teaching and learning programs in Literacy, Numeracy and Inquiry learning. Teaching teams also planned for their weekly enrichment programs in Visual / Performing Arts, STEM, Performing Arts and Positive Places. Teams ensured cross curriculum links where possible to integrate student learning and provide flexible and differentiated options for task completion. Teams followed the recommended time allotment guidelines published by the DET. Google Classroom was the main platform for the delivery of teaching and learning programs, supported by video conferencing, daily messaging, video lessons and communication processes for providing feedback. Students worked well, participating in reading group sessions, help sessions, social activities and sharing of learning with teachers and peers.

As in 2020, we identified similar patterns during remote learning. Teams found that students who engaged regularly thrived in the remote learning environment. With greater flexibility, many slower workers did extremely well as they could complete tasks at their own pace. Lower ability students also benefited from greater one to one interaction. Some students reported that they enjoyed learning at home because they enjoyed working with their parents. Students also stated that they enjoyed working with the technology. Other students reported that they missed the daily interaction with their peers and teachers – they missed having their teacher – ‘on hand’. Some students became increasingly disengaged and struggled to complete tasks despite ongoing support and moderation.

Stronger home / school partnerships were formed. Parents became more aware of their children’s strengths, weaknesses, expectations and what their children were learning about. Parents were generally very supportive and provided the school with positive feedback about the remote learning programs and delivery. Where parents experienced difficulty, teachers and leadership staff provided individual support and assistance.

Teams continued to make stronger connections between curriculum and planning however there was an impact on future planning with teams more mindful of weekly planning reflective of necessary adjustments to reflect the impact of the modified teaching and learning programs.

Teams have continued to reflect upon planning and have commenced development of scope and sequence documents in Reading as part of ongoing professional learning and sustainability of work with the teaching Partners.

As children returned to the classroom, many struggled with adapting to routines and staff observed a decrease in learning stamina. Whilst teachers worked hard to finalise assessments and collect summative data, wellbeing was again the focus during this transitional phase.

In response to the School Review in 2021, the school will continue to focus on the development of a guaranteed and viable curriculum and continuity of practice in relation to instructional models in Literacy and Numeracy. Differentiation will be supported by student goal setting and learner agency to empower students. Data will be used formatively to inform planning and staff will engage in professional learning community cycles of inquiry to identify student learning needs and target interventions.

Teacher judgements in Literacy and Numeracy were as follows:

The overall average for students in Years P - 6 achieving at or above expected level in English was 78.9%. This is slightly lower than the state and similar schools.

The overall average for students in Years P - 6 achieving at or above expected level in Mathematics was 87.3%. This is on par with the state average and slightly higher than similar schools.

NAPLAN Data from 2021 in Literacy and Numeracy were as follows:

The percentage of students in the top three bands of testing in NAPLAN Reading in Year 3 was 55%. This is lower than similar school average of 72.2% and the state of 76%.

The percentage of students in the top three bands of testing in NAPLAN Reading in Year 5 was 50%. This is lower than similar school average of 66% and the state of 70%.

The percentage of students in the top three bands of testing in NAPLAN Numeracy in Year 3 was 65%. This is on par with similar school average of 65% and slightly lower than the state.

The percentage of students in the top three bands of testing in NAPLAN Numeracy in Year 5 was 50%. This is slightly lower than the state and similar schools.

Important data that came from NAPLAN was learning gain from Years 3-5.

The percentage of students making High Gain in NAPLAN Reading was 33%. This is higher than similar school by 10%

The percentage of students making High Gain in NAPLAN Numeracy was 22%. This is higher than similar school by 1%

The percentage of students making High Gain in NAPLAN Spelling was 26%. This is higher than similar school by 8%

Engagement

The school's data in relation to attendance remains consistent. During on-site learning periods the main concerns are in relation to a few cases of chronic absenteeism. The focus for the school was to reduce the number of late arrivals and early leavers. During remote learning periods, staff and leadership monitored attendance closely. protocols and communication strategies were put in place with a tiered approach to tracking engagement. Some students struggled with the uploading of tasks and virtual learning. Teachers continued to liaise independently with students requiring additional assistance, offering support and adjustments to programs. teachers also continued to provide ongoing support to parents.

The school will continue with strategies to support student engagement in the classroom via trackers and home / school communication strategies.

Attendance data has improved on previous years, ranging between 89% and 92% in the various year levels.

Foundation, Year 1, Year 2, Year 4 and Year 6 were at or above 90% attendance.

Wellbeing

In 2021 the school focussed on the following key improvement strategies and actions within the Annual Implementation Plan.

Happy, active and healthy kids:

- Embedding behavioural expectations, building teachers' understandings of positive classroom behaviour and engagement practices and ensuring students have the tools and skills to develop positive and self-regulating behaviours.
- Establishing a Student Engagement & Wellbeing team to support the implementation of SWPB and RRRR curriculum.
- Developing a professional learning strategy and the development of resources to support staff in their practices to embed SWPB and RRRR
- Introducing a pastoral care program through funding via the National Chaplaincy Program

The school has embedded its work in the area of School Wide Positive Behaviors. This has included a review and refinement of the behavior matrices after a self-evaluation process. Whole school adoption of the Personal and Social

Capabilities 'It's Up To Me' unit of work in February has ensured that norms and expectations are established at the beginning of the year. All daily interactions continue to be underpinned by the school's values and these are further reinforced via wellbeing programs such as Peer Support, House Mates and Buddies. Resilience, Rights and Respectful Relationships is integrated into the curriculum and explicitly taught. Sunbury West has been extremely pleased to be recognised as a lead school in Term 1. SWPB and RRRR is reflected through the school's curriculum, wellbeing programs and processes, and rewards and incentives initiatives. Succession planning in the leadership of the School's Engagement and Wellbeing team has required a handover phase during first semester, particularly as the school has been preparing for its Review in term 3.

The school was fortunate to receive funding under the National Schools Chaplaincy Program and appointed a chaplain to work two days a week. The chaplain has spent her first term getting to know students and staff, building relationships across the school. She undertook Seasons for Growth training and will begin working with small groups in the area of grief and loss.

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The school will focus on embedding its work in relation to Resilience, Rights and Respectful Relationships. Key staff will continue to undertake regional training as required and refine the school's implementation of programs. The school will also focus on a communication strategy to articulate the key features of SWPBS and RRRR to the wider school community.

The Chaplaincy Program will see the chaplain working with small groups of students to promote social skills and will also implement the Seasons for Growth program with an identified group of students who have experienced grief or loss. The chaplain will work alongside the school as an integral part of the Wellbeing team and continue to provide pastoral care as required.

Attitudes to School Surveys were conducted last year for students in Years 4 - 6.

The school percentage endorsement by students in the area of Sense of Connectedness was 73.7% with a four year average of 69.7%. This was slightly lower similar schools and state averages.

The school percentage endorsement by students in the area of Management of Bullying was 69.1% with a four year average of 68.6%. This was below similar schools and state averages of around 10%

Finance performance and position

Careful planning and budgeting procedures for the school are reviewed annually. The school aims to expend or commit all funds received from the Department or raised by the school 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. The COVID-19 Pandemic experienced in 2021 had a significant impact on the school's financial position. Whilst the school was able to reduce the day to day expenses such as the hiring of CRTs and property services/utilities, revenue collected was lower than in previous years. However, the annual result shows the school is in a sound financial position with a surplus of \$106,331. In 2022 the school has decided to use the money to employ designated Specialist teachers for specialist programs (eg Art/PE/Performing Arts). The surplus funds will be used to provide staffing to allow for teaching teams to be released from face to face duty for the purpose of planning and Profession Learning Communities' inquiry.

For more detailed information regarding our school please visit our website at
<https://www.sunburywestps.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 192 students were enrolled at this school in 2021, 104 female and 88 male.

8 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

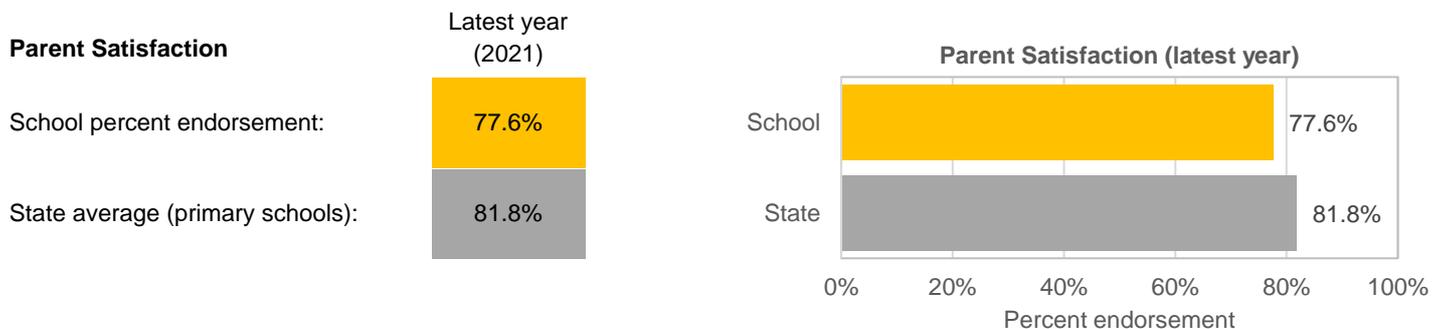
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

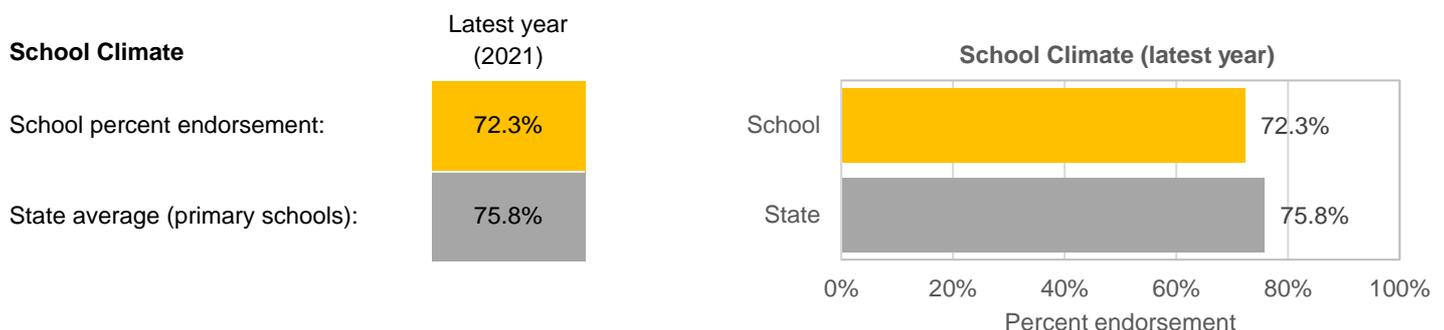


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

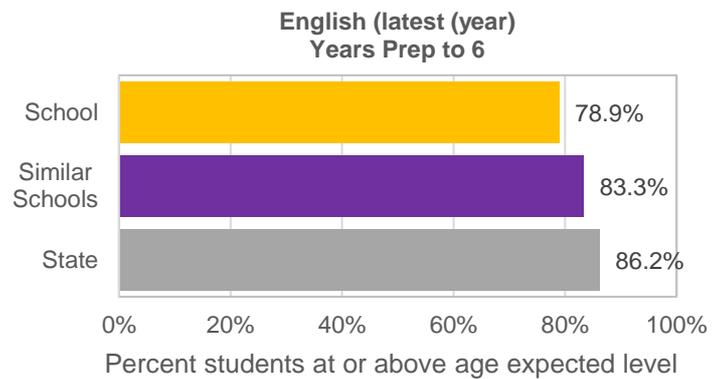
78.9%

Similar Schools average:

83.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

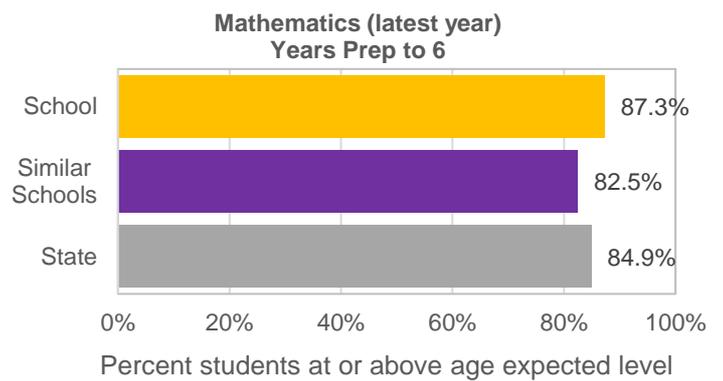
87.3%

Similar Schools average:

82.5%

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.

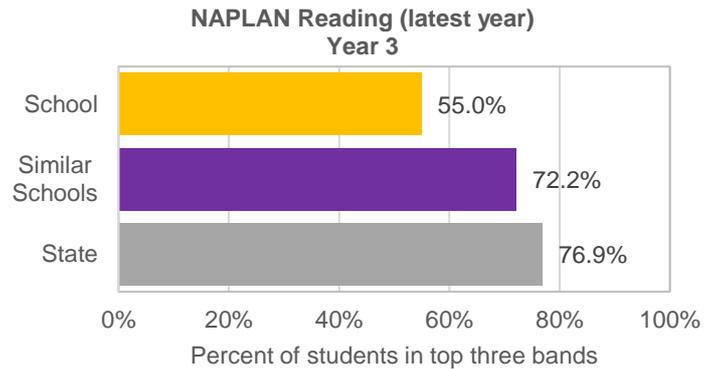
NAPLAN

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.

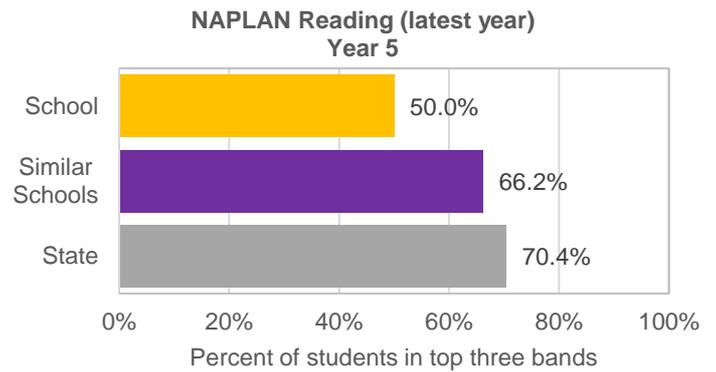
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.0%	53.8%
Similar Schools average:	72.2%	71.5%
State average:	76.9%	76.5%



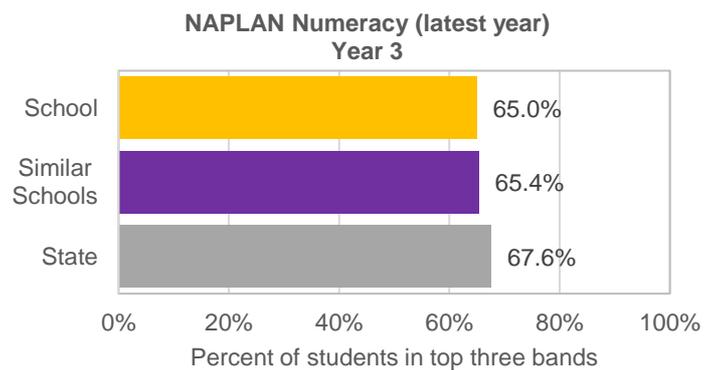
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	54.4%
Similar Schools average:	66.2%	65.3%
State average:	70.4%	67.7%



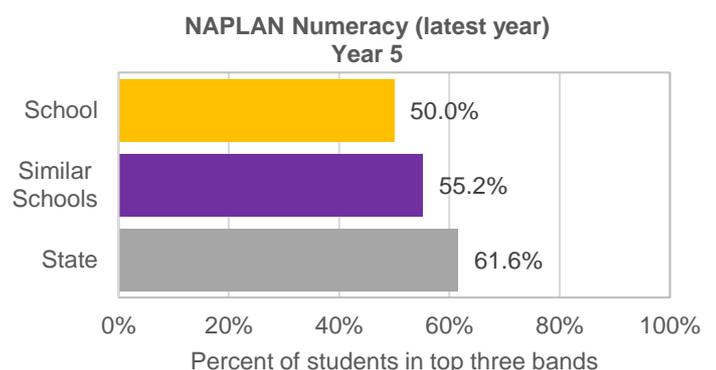
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.0%	56.7%
Similar Schools average:	65.4%	65.5%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	41.6%
Similar Schools average:	55.2%	53.5%
State average:	61.6%	60.0%



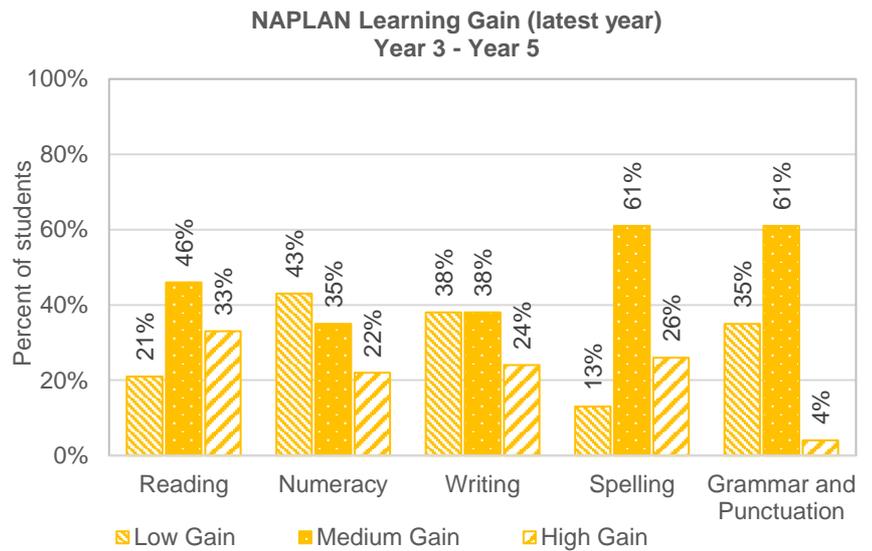
ACHIEVEMENT (continued)

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:	21%	46%	33%	23%
Numeracy:	43%	35%	22%	21%
Writing:	38%	38%	24%	20%
Spelling:	13%	61%	26%	18%
Grammar and Punctuation:	35%	61%	4%	21%



ENGAGEMENT

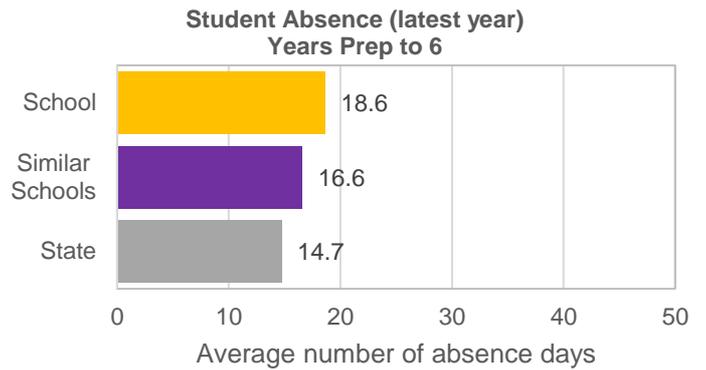
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.6	18.0
Similar Schools average:	16.6	15.8
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):	90%	90%	91%	89%	92%	89%	92%

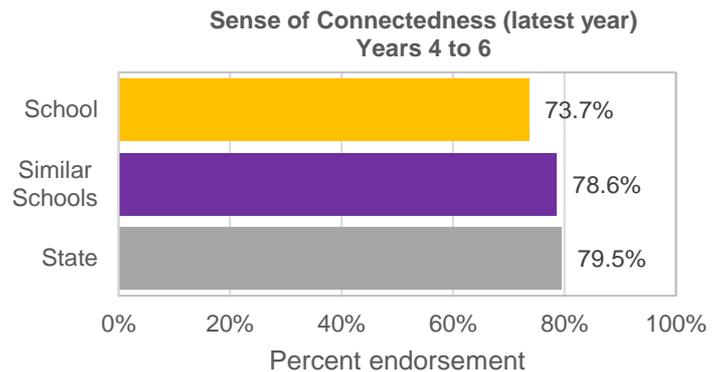
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.7%	69.7%
Similar Schools average:	78.6%	79.2%
State average:	79.5%	80.4%

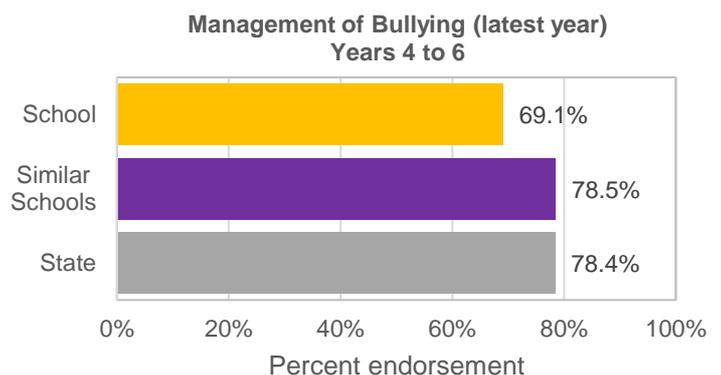


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	69.1%	68.6%
Similar Schools average:	78.5%	79.7%
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	\$1,779,584
Government Provided DET Grants	\$271,663
Government Grants Commonwealth	\$4,930
Government Grants State	\$0
Revenue Other	\$37,075
Locally Raised Funds	\$141,074
Capital Grants	\$0
Total Operating Revenue	\$2,234,326

Equity ¹	Actual
Equity (Social Disadvantage)	\$89,395
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$89,395

Expenditure	Actual
Student Resource Package ²	\$1,758,249
Adjustments	\$0
Books & Publications	\$4,431
Camps/Excursions/Activities	\$41,123
Communication Costs	\$4,247
Consumables	\$41,456
Miscellaneous Expense ³	\$6,696
Professional Development	\$6,674
Equipment/Maintenance/Hire	\$23,871
Property Services	\$42,639
Salaries & Allowances ⁴	\$116,585
Support Services	\$43,946
Trading & Fundraising	\$19,256
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$46
Utilities	\$18,778
Total Operating Expenditure	\$2,127,995
Net Operating Surplus/-Deficit	\$106,331
Asset Acquisitions	\$0

- (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	\$302,163
Official Account	\$18,058
Other Accounts	\$7,749
Total Funds Available	\$327,971

Financial Commitments	Actual
Operating Reserve	\$57,453
Other Recurrent Expenditure	\$1,252
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$30,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$200,000
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	\$288,705

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.