

2021 Annual Report to The School Community



School Name: Gladstone Park Primary School (5007)



- 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 15 March 2022 at 03:01 PM by Tony Malgioglio (Principal)

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

Attested on 29 March 2022 at 02:57 PM by Sarah Arnold (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

Gladstone Park Primary School was opened in 1970 and is situated in a residential estate in the north western suburb of Gladstone Park, close to Melbourne Airport and next to Gladstone Park Secondary School. The grounds include spacious asphalted areas and adventure playground equipment. Currently, there are plans in place to develop a new playground facility for our Prep to Year 2 students.

Whilst school buildings are showing their age, all teaching spaces are heated and air-conditioned and equipped with a range of resources for students. Over recent years, the school has made substantial investments in ICT, including the provision of interactive screens in every classroom, the replacement of desktop computers with notebooks, the purchase of class sets of notebooks and Ipads and the upgrade of school servers and wireless network.

The Victorian School Building Authority has developed a Master Plan for the staged modernisation of the school. Stages One and Two have seen the construction of eight new state-of-the-art classrooms along with withdrawal spaces/meeting rooms and staff offices. The second stage – completed in 2021- also saw the provision of a new student amenities block.

The school population at the 2021 census date was 387 (193 female and 194 male). 30% percent of students had English as an additional language and 1% were Aboriginal or Torres Strait Islander. There were 10.4 students on the Program for Students with Disabilities (PSD). The school's Student Family Occupation and Education index (SFOE) was 0.4735 which placed the school's overall socio-economic level in the medium band. The staffing profile consisted of 32.60 equivalent full time staff, including a Principal, an Acting Assistant Principal, an Acting Leading Teacher, 21.10 Classroom Teachers and 8.5 Education Support Staff.

VISION

Gladstone Park Primary School believes in a co-operative approach between its students, staff and parents. Through working together, students will develop positive attitudes, skills and the abilities to confidently meet the challenges in front of them. The school aims to provide a teaching and learning environment that effectively supports students to reach their potential, including high achieving and special needs students.

Gladstone Park Primary School is committed to the safety and wellbeing of children. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment, which respects and fosters the dignity and self-esteem of children, and enables them to thrive in their learning and development.

VALUES

At GPPS, we are committed to ensuring that our school mantra 'Achieving Excellence' underpins all aspects of school life for our students and staff and that all learners achieve their individual best. The mantra is supported by the following core values:

- Respect
- Honesty
- Responsibility
- Cooperation
- Unity

PURPOSE (2019 – 2023 Strategic Plan)

Intent:

To optimise learning growth of every student by:

- ensuring a guaranteed, viable and inclusive curriculum;
- enhancing student engagement, reducing student absenteeism and strengthening school/parent relationships

Rationale:

Analysis of the school's NAPLAN and school-based benchmarking data for the period of the previous 2016-2019 Strategic Plan identified a high proportion of students achieving low to medium growth, particularly in Reading. The School Review Panel determined a need for improved curriculum knowledge and essential learnings at GPPS, greater understanding of the sequences of learning and more clarity around the school's instructional model. The Panel also observed a need to strengthen school/parent relationships, which was supported by staff, student and parent feedback.

Focus:

The priorities for the period of the 2019 - 2023 Strategic Plan include:

- Embedding an Instructional model consistently across the school.
- Building teacher capability to effectively use the Victorian Curriculum and learning sequences to plan and teach to a student's point of need.
- Improving teacher data and assessment literacy.
- Embedding the PLC model.
- Building teacher capability to use the Victorian Curriculum effectively.
- Identifying, defining and embedding the essential learnings for all students at GPPS.
- Increasing planning focus on student agency in their learning.
- Strengthening parent engagement.
- Reviewing and strengthening the school's school attendance strategy.

Framework for Improving Student Outcomes (FISO)

In 2021, Gladstone Park Primary School refocused its efforts on three system-wide, core priorities set by DET in response to the challenges presented by the pandemic:

1. Learning, Catch-up and Extension (FISO~ 'Curriculum Planning and Assessment')
2. Happy, Active and Healthy Kids (FISO~ 'Health and Wellbeing')
3. Connected Schools (FISO~ 'Building Communities')

The school also continued to work on its Strategic Plan Goals through the following Key Improvement Strategies (KIS) and FISO Initiatives, as described in the 2021 Annual Implementation Plan (AIP):

KIS 1

To embed the PLC model (FISO~ 'Building Practice Excellence')

KIS 2

To empower student agency (FISO~ 'Empowering Students and Building School Pride')

The pandemic had a significant impact on the work that was planned for 2021. Periods of remote and flexible learning, a school closure and the resulting uncertainty and anxiety felt by many staff, students and families were a major distraction from the school's improvement agenda. Once again, COVID-19 forced a reprioritisation of key improvement strategies, actions and activities.

During the periods of remote and flexible learning, the school did not aim to replicate the classroom. Armed with the knowledge, experiences and skills gained in 2020, particularly in the area of ICT, teachers focused on facilitating essential learning in English and Mathematics by providing experiences and tasks online that could be tailored to the needs of individual students and their families. Teachers were strategic and flexible in identifying learning outcomes that were both challenging and achievable. One-to-one assistance was provided by our ES staff and specialist teachers in order to further personalise learning tasks, engage students and support their wellbeing. Students on the Program for Students with Disability, as well as other students considered at risk or vulnerable, were provided with individual, timetabled support or on-site supervision if required.

Despite the disruption, implementation of PLCs was able to continue, albeit in a 'staggered' way. PLC leaders attended Professional Development with Network PLC Manager to build and support their understanding of the inquiry process and develop their skills to facilitate effective PLCs. In addition, PLC leaders and Learning Specialists participated in a

total of three days of PLC coaching with a PLC Coach for further professional development in the implementation of effective PLCs. This professional learning injected more structure to meetings- consistent meeting templates, norms and expectations. Teachers are more familiar with expectations of PLCs, as demonstrated through increased levels of participation and less reliance on the PLC leaders to facilitate meetings. There is a much sharper focus on collective efficacy, collaboration and sharing of expertise within PLCs. All PLCs completed at least one full literacy-based inquiry cycle, resulting in improved teacher understanding of the process and the importance of pinpointing gaps in student learning. A second was commenced in semester two but was unable to be completed due to remote learning.

Essential Assessment was being used more consistently across the school at start, mid and end-of-year and for pre and post testing within units of work. Teachers continued to foster a growth mindset within their classrooms, providing data quickly and readily to encourage students to reflect on their learning and set appropriate goals. With greater visibility of the data, students were more involved/engaged in their learning growth from one assessment to another. This continued throughout remote learning with ongoing feedback provided.

Tutoring was provided for all identified students during Semesters 1 & 2, based on their growth in Benchmarking data. Groups were consolidated to allow tutors to take students from one class at a time, where possible.

Students continued to be well-behaved, connected and self-motivated, with staff setting high expectations and maintaining consistent approaches. Language and expectations within classrooms changed in semester one to give students more voice in the setting of learning tasks and greater agency in how they participate in, and progress their learning, e.g. seeing where the unit leads (particularly in years 3 to 6). The extended period of remote learning in semester two made it challenging to progress further with the student leadership groups.

There was greater use of technology and online platforms to facilitate student input, collaboration and agency e.g. Microsoft Teams and video recordings. Individualised support for students with acute needs continued to be provided by wellbeing staff, including school based support staff, psychologists and allied personnel and regularly monitored through student support groups.

FUTURE DIRECTIONS

In response to the disruptions and challenges experienced in 2020 and 2021, the bulk of the work in 2022 will need to be focused on supporting student learning (with an increased emphasis in numeracy) and student wellbeing, (in line with the Statewide 2022 Priorities Goal. The work will need to include the following key elements/features:

- Strengthening the culture and protocols around Professional Learning Communities - reinforcing the crucial role of PLCs in promoting and supporting the development of collaborative professionalism, collective efficacy and collective responsibility.
- Embedding the use of the Inquiry Cycle as a critical approach/tool to effectively link professional learning and instructional planning to the learning needs of students.
- Renewing the focus on peer observations and feedback.
- Continuing to promote and reinforce student voice and agency.
- Implementing the Respectful Relationships Program.

Achievement

High expectations for all students underpins all that we do at Gladstone Park Primary School. Through the delivery of a quality differentiated teaching and learning program, our teachers work collaboratively to support every student to achieve success and excellence.

The following 'Teacher Judgement of Student Achievement' data shows the proportion our Years Prep - 6 students who performed 'at' or 'above' their age expected level-

- English~ 85%, (6.8% greater than Similar Schools and 1.2% lower than State)
- Mathematics~ 65.5%, (9.3% lower than Similar Schools and 19.4% lower than State)

PSD students (Program for Students with Disability) showed good progress measured against their Individual

Education Plans. During remote learning, PSD students were supported one-on-one or in small groups by Education Support (ES) staff and classroom teachers via Microsoft Teams or telephone. ES staff were available on-site for those students who attended on-site learning. Goals outlined in the Individual Learning Plans continued to be worked towards during remote and flexible learning and upon return to school.

The following NAPLAN data shows the percentage of students in the top 3 bands of testing in 2021-
Year 3:

- Reading~ 86.8%, (17.2% greater than Similar Schools and 9.9% greater than State)
- Numeracy~ 67.9%, (6.5% greater than Similar Schools and .3% greater than State)

Year 5:

- Reading~ 63.8%, (2.4% greater than Similar Schools and 6.6% lower than State)
- Numeracy~ 53.4%, (3.4% greater than Similar Schools and 8.2% lower than State)

The following NAPLAN 'Learning Gain' data shows the proportion of our 2021, Year 5 students who made HIGH GROWTH from when they were in Year 3 in 2019:

- Reading~ 16%, (5% lower than Similar Schools)
- Numeracy~ 22%, (same percentage as Similar Schools)
- Writing~ 23%, (1% greater than Similar Schools)
- Spelling~ 24%, (2% lower than Similar Schools)
- Grammar & Punctuation~ 31%, (6% greater than Similar Schools)

Notwithstanding the disruption caused by the pandemic and remote learning to the implementation of many of the key improvement strategies and actions aimed at improving student achievement, there were a number of noteworthy refinements and initiatives that had, and will continue to have positive impacts into the future. i.e....

- Greater consistency across the school in the use of the 'Essential Assessment' tool. Teachers' data literacy, confidence and ability to accurately pinpoint gaps in student learning continued to improve.
- Stronger awareness and understanding of the impact of collective efficacy and an embedded commitment to sharing of expertise within PLCs.
- Sharper focus on working collaboratively to ensure the delivery of a guaranteed curriculum.
- Implementation of the Tutor Initiative, which targeted 132 students for literacy intervention in 2021. Tutors were able to provide a modified Tutor program during the periods of remote learning.

FUTURE DIRECTIONS

The school will:

- Continue to build high performing teams through the Professional Learning Communities.
- Support the consistent application of the GPPS Instructional model (particularly in Mathematics) through peer observations and coaching/mentoring.
- Continue to focus on tailoring specific programs and learning approaches for students at risk, including in-class intervention, external intervention, and tutoring.

Engagement

In 2021 the average number of absence days was 15, which was only marginally higher than the State average of 14.7 and significantly lower than the Similar Schools average of 18.7. The 4-year average was 16.1. The proportion of students who had 20 or more absence days was 25%. This proportion was greater than State, but less than Similar Schools and Network averages.

The school successfully transitioned in and out of remote and flexible learning, monitoring and amending its approach in response to feedback and student needs. During periods of remote and flexible learning, PLCs' collaborative planning featured an explicit emphasis on the provision of stimulating, open-ended learning activities with multiple entry points aimed at engaging students at their level. Teachers conducted Microsoft Teams meetings with their whole

grades to support learning and encourage students to connect and interact with their peers. Education Support staff regularly called students on the PSD program and students with high needs, to offer support and assistance. The school also provided on-site supervision for 30 to 40 students per day to support students at risk of non-attendance, students with high needs, and children of essential workers.

Tracking students throughout remote learning was critical and several strategies were put into place to ensure the school remained connected with students and their families. When students were identified as at-risk of disengagement, teachers, the attendance officer, support staff or a school leader made contact with families via phone or email to identify the reason and determine the level of support required. Strategies included one to one support via Education Support staff, the provision of a device and/or internet connection or the provision of hard copy work packages for families (where using technology was a barrier).

To support student engagement in the return to on-site learning, the school focused on revisiting classroom protocols and expectations for learning with the students. Teachers planned highly engaging activities, focused on reconnecting relationships between students, and between students and staff.

FUTURE DIRECTIONS

Gladstone Park Primary School will continue to promote a positive sense of student engagement and connectedness to school through increased student agency; personalised goals and learning preferences helping students become self-regulating. Strategies will also include:

- Building on the use of digital technologies adopted during remote learning to connect and engage students and facilitate greater agency.
- Continuing to employ an attendance officer to monitor student absences and follow up with families.
- Continuing to promote the importance of consistent school attendance via COMPASS, the Website, the Newsletter, school assemblies and parent meetings.

Wellbeing

Students at Gladstone Park Primary School continued to feel engaged, connected and self-motivated in 2021, with staff setting high expectations and employing consistent strategies and approaches. This is supported by the 2021 Years 4 to 6 Student Attitudes to School Survey data. Student endorsement for 'Sense of Connectedness' was 85.1%, which was 3.3% greater than similar schools and 5.6% greater than the State average. The proportion of students who endorsed the school's 'Management of Bullying' was 84.1%. This was 4.2% greater than similar schools and 5.7% greater than the State average.

The school focused heavily on the wellbeing of our students and families. Given the extraordinary circumstances that were brought about by the pandemic again in 2021, we were very conscious that many of our students and their family's would be under significant pressure. We utilised a range of health and wellbeing supports that included:

- Teachers, support staff and school leadership making regular contact with families;
- Allocation and matching of ES staff and specialist teachers to individual students and their families to ensure the provision of appropriate levels of assistance, including support from allied health personnel;
- Use of technology and online platforms to facilitate greater student participation and interaction with teachers and their peers.

FUTURE DIRECTIONS

The school will continue to provide a multi-tiered system of student wellbeing support, that includes-

- a comprehensive integration program for PSD students;
- school-based psychologist and speech therapist;
- school partnership with a local Child Mental Health Specialist;
- small-group and 1 to 1 classroom intervention program (point of need) delivered by ES staff;
- Student Support Groups (as required)
- Individual Education Plans for targeted students

In 2022, Gladstone Park Primary School will also prioritise the implementation of Respectful Relationships to ensure social and emotional health are taught explicitly and integrated across the curriculum from Prep to Grade 6.

Finance performance and position

Gladstone Park Primary School provides students with an extensive range of learning programs and educational experiences that support learning for the 21st century.

The school has shown due diligence and transparent accounting processes that ensure targeted expenditure optimises our students' learning experiences and environment. The school was well positioned financially at the conclusion of 2021.

Equity funding has supported a number of strategic school programs and initiatives, including professional learning, language support, additional student wellbeing services, classroom support and increased access to ICT.

The Revenue report includes \$233,484 in locally raised funds which include proceeds from gym hire, advertising on the school fence, community fundraising and commissions from school photos, uniforms and Out of School Hours Care Program. These funds will be used for the development of a new playground facility in 2022.

The operating surplus at 31 December 2021 has been carried forward to 2022, and along with schools savings, will further support the provision of quality programs and the staged school modernisation works that are planned for the near future.

For more detailed information regarding our school please visit our website at
<http://www.gladstoneparkps.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 390 students were enrolled at this school in 2021, 196 female and 194 male.

46 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).

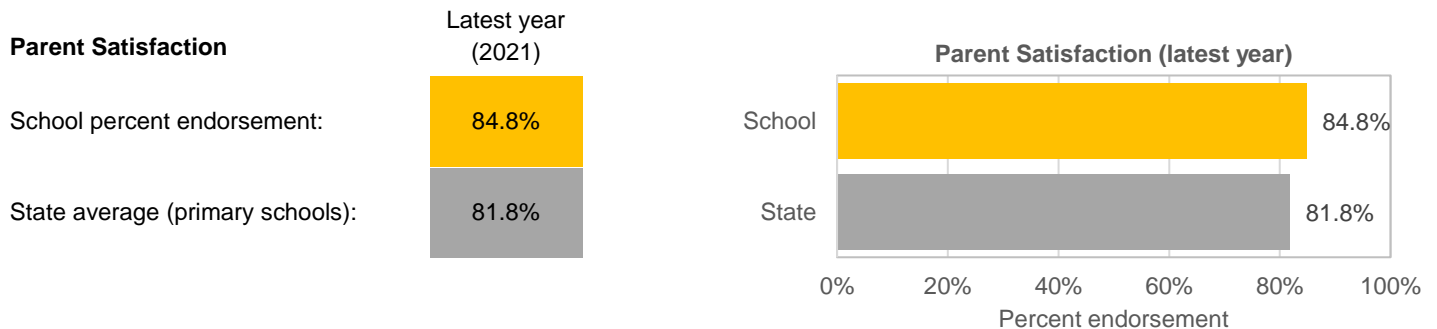
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

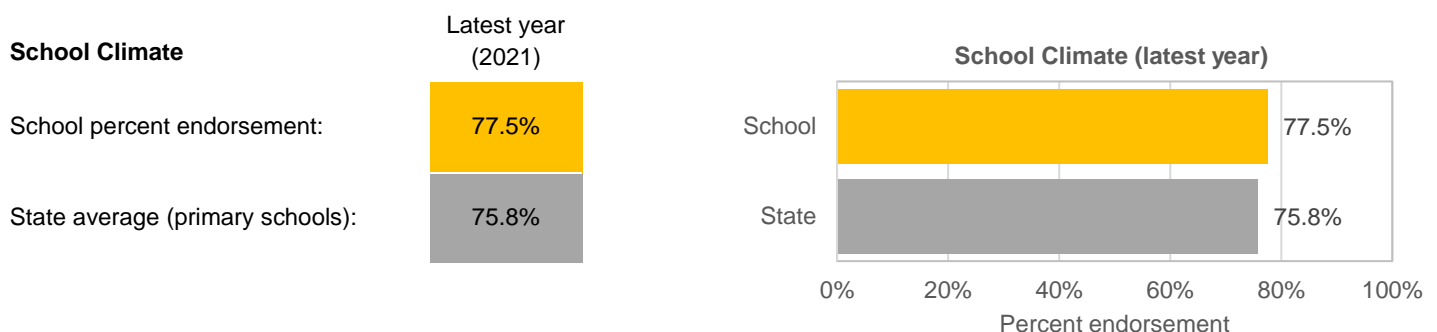


School Staff Survey

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:

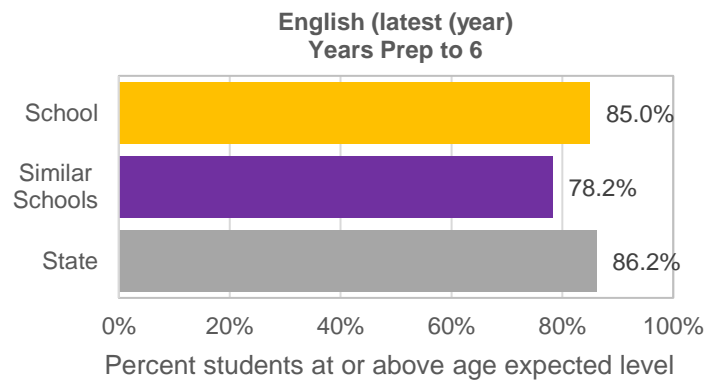
85.0%

Similar Schools average:

78.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

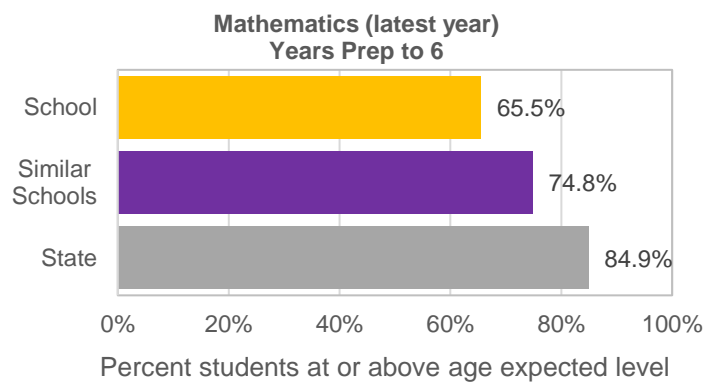
65.5%

Similar Schools average:

74.8%

State average:

84.9%



ACHIEVEMENT (continued)

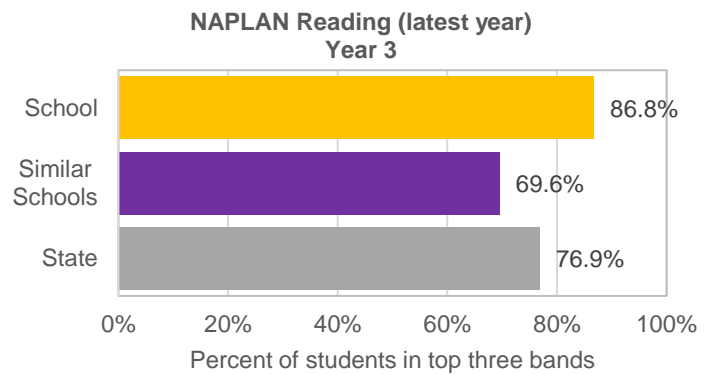
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

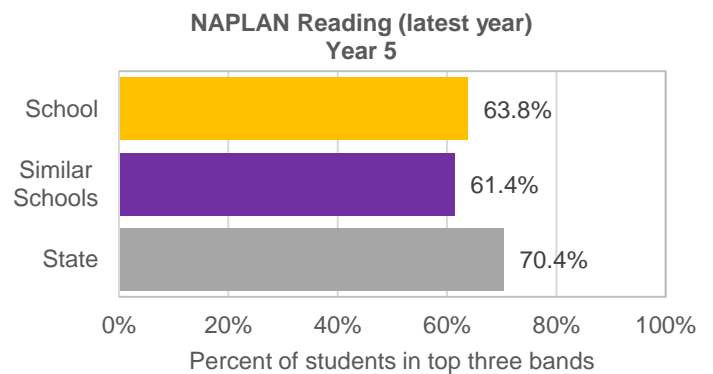
Percentage of students in the top three bands of testing in NAPLAN.

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

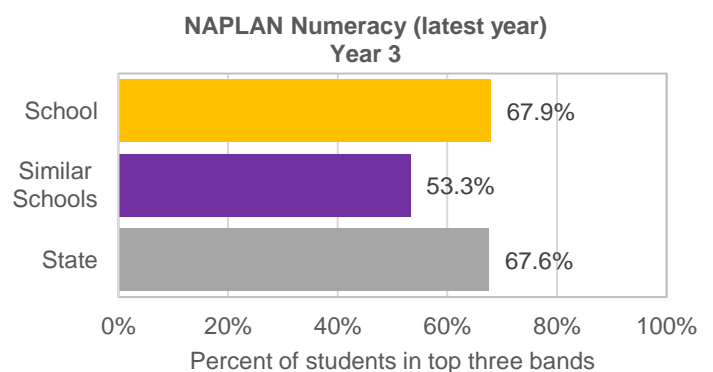
| Reading Year 3 | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 86.8% | 71.7% |
| Similar Schools average: | 69.6% | 68.3% |
| State average: | 76.9% | 76.5% |



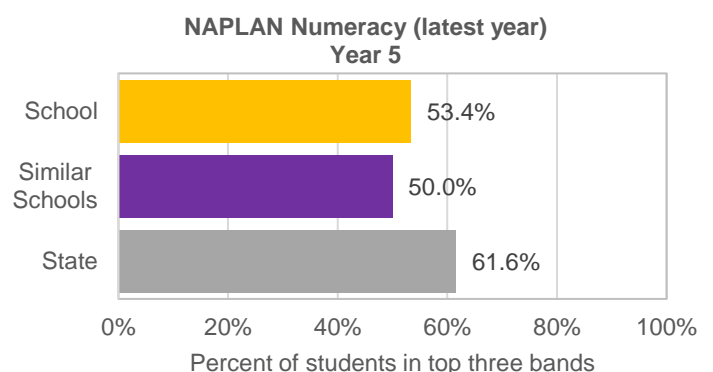
| Reading Year 5 | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 63.8% | 58.5% |
| Similar Schools average: | 61.4% | 56.6% |
| State average: | 70.4% | 67.7% |



| Numeracy Year 3 | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 67.9% | 56.7% |
| Similar Schools average: | 53.3% | 56.3% |
| State average: | 67.6% | 69.1% |



| Numeracy Year 5 | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 53.4% | 49.8% |
| Similar Schools average: | 50.0% | 48.0% |
| State average: | 61.6% | 60.0% |



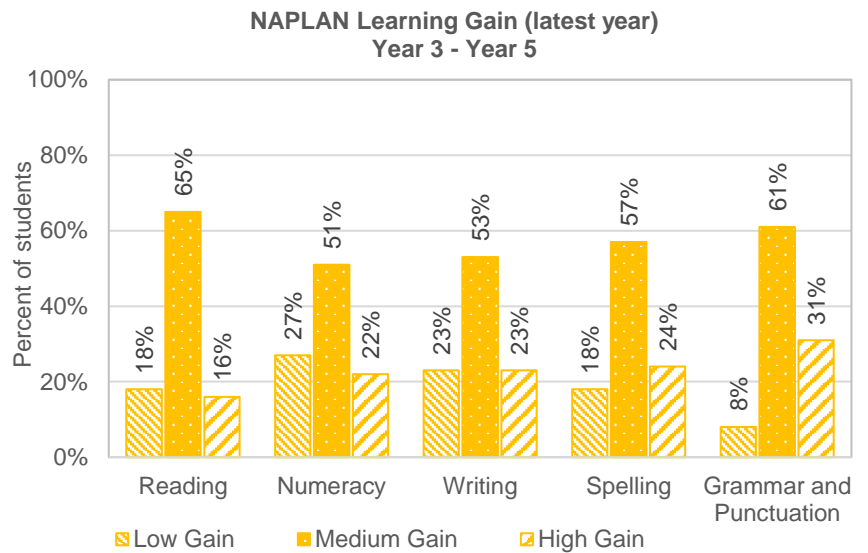
ACHIEVEMENT (continued)

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: | 18% | 65% | 16% | 21% |
| Numeracy: | 27% | 51% | 22% | 22% |
| Writing: | 23% | 53% | 23% | 22% |
| Spelling: | 18% | 57% | 24% | 26% |
| Grammar and Punctuation: | 8% | 61% | 31% | 25% |



ENGAGEMENT

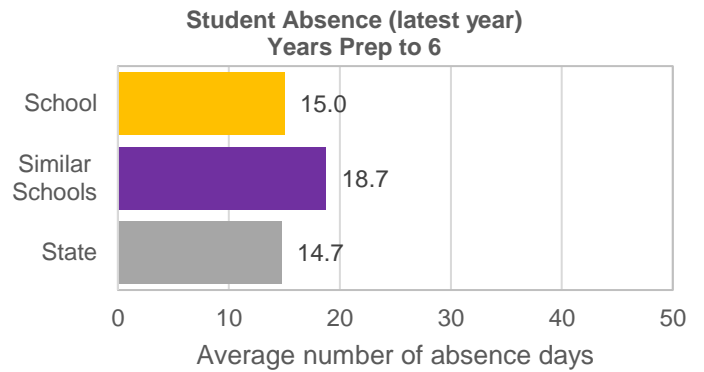
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 15.0 | 16.1 |
| Similar Schools average: | 18.7 | 18.4 |
| 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): | 92% | 91% | 92% | 95% | 93% | 92% | 92% |

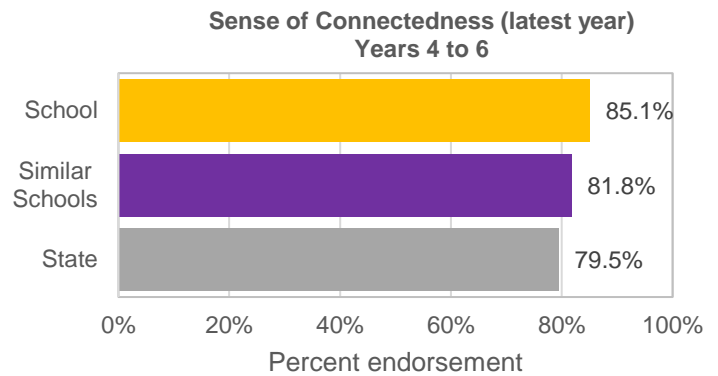
WELLBEING

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: | 85.1% | 85.3% |
| Similar Schools average: | 81.8% | 82.4% |
| State average: | 79.5% | 80.4% |

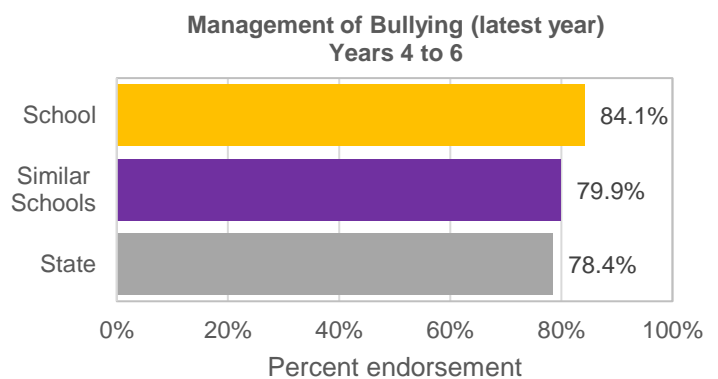


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 84.1% | 85.2% |
| Similar Schools average: | 79.9% | 81.1% |
| State average: | 78.4% | 79.7% |



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

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,512,145 |
| Government Provided DET Grants | \$517,148 |
| Government Grants Commonwealth | \$16,334 |
| Government Grants State | \$0 |
| Revenue Other | \$4,811 |
| Locally Raised Funds | \$233,484 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$5,283,923 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$323,114 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$323,114 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,817,725 |
| Adjustments | \$0 |
| Books & Publications | \$9,819 |
| Camps/Excursions/Activities | \$26,851 |
| Communication Costs | \$4,762 |
| Consumables | \$66,688 |
| Miscellaneous Expense ³ | \$31,099 |
| Professional Development | \$5,024 |
| Equipment/Maintenance/Hire | \$120,936 |
| Property Services | \$103,672 |
| Salaries & Allowances ⁴ | \$78,735 |
| Support Services | \$99,000 |
| Trading & Fundraising | \$20,979 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$40,814 |
| Total Operating Expenditure | \$4,426,104 |
| Net Operating Surplus/-Deficit | \$857,818 |
| 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 | \$1,272,660 |
| Official Account | \$29,071 |
| Other Accounts | \$0 |
| Total Funds Available | \$1,301,731 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$88,779 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$43,812 |
| School Based Programs | \$396,859 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$17,334 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$46,015 |
| Capital - Buildings/Grounds < 12 months | \$175,000 |
| Maintenance - Buildings/Grounds < 12 months | \$322,201 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,090,000 |

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.