

2021 Annual Report to The School Community



School Name: The Patch Primary School (5173)



- 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 11:40 AM by Debra Herrmann (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 07 April 2022 at 12:47 PM by Ange Ellis (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

VISION

To work with our community to provide innovative learning that encourages excellence, strengthens self-belief, supports deep critical and creative thinking, recognises and accepts diversity, values and embeds creativity, develops compassion, respects the environment and gives all students the choices to fully participate in a sustainable global future. We are committed to continuous improvement and achieving excellence at every level and aim to instil all students with a sense of: -

- identity based on understanding ourselves, our community, our own past and the story of our unique land and its people;
- integrity based on treating others in a truthful, compassionate and cooperative way;
- community based on connecting with others, understanding diversity, respecting the rights and views of others and living sustainably;
- determination based on being challenged, thinking creatively and critically, believing in our ability to achieve our best and being resilient and persistent

VALUES

The Patch Primary School Community values respect, responsibility, and integrity -

- Respect for the Wurundjeri people as the Traditional Owners and caretakers of the land our school is on, and we recognise their continuing connection to it.
- We respect one another's achievements, views, dignity, privacy, and property and accept that everyone is different
- Responsibility through being accountable for our actions
- Integrity through high standards and realistic goals, open and honest communication, and trustworthy behaviours.

INTENT, RATIONAL AND FOCUS

- To improve student engagement and learner agency to create curious and confident learners who are more independent and self-aware. This will be achieved through building practice excellence, intellectual engagement, and self-awareness.
- To strengthen the social and emotional wellbeing of every student by empowering students and building school pride, enhancing opportunities for authentic learning partnerships, and utilising the school's outdoor landscapes.

CONTEXT AND CHALLENGES

The Patch Primary School is located in the Dandenong Ranges. Its large grounds include student designed landscapes that have won many awards for both design and sustainability. They provide nature-based learning and play opportunities. Students participate in regular and meaningful projects to improve biodiversity in the school grounds, reduce resource use and improve sustainability.

Our school offers students a comprehensive education based on the Victorian Curriculum including Literacy, Numeracy, Physical Education, the Humanities, Art, Music and STEM. In addition, students take part in Philosophy each week. Our Respectful Relationships curriculum combined with the Berry Street Education Model help students to build healthy relationships, resilience, and confidence. We offer a Forest Classroom Program with the adjoining kindergarten. The active involvement of parents at all levels of the school is critical to the success of our students. They help in the school gardens, in classrooms, in reading programs, at sports events and during social and fundraising events.

The school also works actively with the wider community to provide more real-world experiences for our students. These include involvement with tertiary institutions, other schools and using the experience of knowledgeable local people in the delivery of our programme. In 2021, 305 students from a wide geographical area were enrolled at the school. The school had 36 full and part-time staff, including a Principal, Assistant Principal, Learning Specialist, 22 teachers and 11 Education Support staff in administrative and classroom support roles.

Framework for Improving Student Outcomes (FISO)

In 2021 our focus was on our Strategic review, remote learning and building leadership and teacher capacity to continue improving learning outcomes for all students. This included strengthening the capacity of our school leaders to build a culture of shared responsibility, and providing support for staff to engage deeply in continuing to improve their content and assessment knowledge of Literacy and Numeracy pedagogy

In building teacher capacity to implement consistent agreed school wide strategies in Literacy, we modified our implementation to meet the needs of remote learning. Our actions for developing a whole school culture of high expectation for continuous student learning growth, health and wellbeing required little modification for remote learning.

As a school we continued to build staff capability and capacity in using technologies and delivery of remote learning. As a result, this has developed more consistent practices in the delivery of curriculum from Prep-6 in 2021. We enhanced the focus on the learning needs of our most vulnerable cohorts for them to meet success criteria and learning goals.

All staff are uploading curriculum and planning documents enabling the ability to share and access documentation and collaborate more effectively across the school. Leadership and Professional Learning Communities -PLC/Team leaders have been able to track teams progress and allowed for a more focused approach to explicit teaching.

The continued implementation of a Leadership structure and vertical team/ Professional Learning Communities -PLC leaders continued to strengthen the focus on explicit teaching across the school and the importance of developing teams of PLC's.

In 2022 we will continue to focus on building teacher capacity and student voice and agency, in particular:

- Develop data literacy in numeracy of teachers and education support staff to inform understanding of student needs and progress and identify students requiring additional support.
- Whole school professional learning on 'Nature Based Learning' (NBL) that integrates the use of high impact teaching strategies to enable consistent, high-quality instruction in every learning environment.
- Whole school professional learning on trauma-informed practice, Berry Street Education Model and Respectful Relationships, Nature Based Learning.
- Whole school professional learning on NBL that integrates the use of high impact teaching strategies, to enable consistent, high-quality instruction in every classroom.

Achievement

NAPLAN tests conducted in 2021 please note that NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data, also reference to this data is found in the Performance Summary and NAPLAN data specifically on Page 12

NAPLAN data for the percentage of students in the top three bands in Year 3 Reading testing of 77.8% indicate we are above state average of 76. % in year 3 reading, and performing below similar schools 87.1%.

NAPLAN data for the percentage of students in the top three bands in Year 5 Reading testing of 84.1% indicate we are above state average of 79.4% and similar schools 70.4%.

NAPLAN data for the percentage of students in the top three bands in Year 3 Numeracy testing of 77.8% indicate we are performing above state average of 77.1 % and similar schools 67.6%.

NAPLAN data for the percentage of students in the top three bands in Year 5 Numeracy testing of 62.8 % indicate we are above state average of 61.6 % and below similar schools 68.7%.

Our NAPLAN Relative Growth data (improvement from Years 3 to 5 compared to similar students) showed a broader spread of students in the 'medium' to high range (80% Reading, 75% Spelling, 71% Numeracy, 65% Grammar and Punctuation, 56% Writing). Reference to this data is found in the Performance Summary and NAPLAN data specifically on Page 13

Teacher assessments of the percentage of students in P-6 with a percentage of students at or above age expected level are 88.7% which is above state average of 86.2% and below similar schools 90.3% for English. In numeracy the percentage of students in P-6 with a percentage of students at or above age expected level is 78.6 % which is below state average of 84.9 % and below similar schools 90.0%. -Reference to this data is found in the Performance Summary and NAPLAN data specifically on Page 11

All students in Programs for Students with Disabilities (PSD), showed progress at satisfactory or above in achieving their individual goals.

In 2021 we will focus on increasing the percentage of students in the top two NAPLAN bands by continued focus on teacher professional learning, and use of student learning data to identify needs. We will continue to show and increase our alignment between NAPLAN data and teacher assessment of students with the Victorian Curriculum.

We will also review aspects of the school's curriculum to make sure that we have consistent planning documents and alignment between the Victorian Curriculum and our unit planners. Improving data analysis will better inform teachers of the next stage of student learning.

Staff will continue to be involved in Professional Learning, especially in the areas of Writing and Spelling. Our focus on Numeracy will continue and we will continue upskilling our teachers and students through our commitment to Science, Technology, Engineering and Mathematics (STEM) to enrich the ongoing delivery of our science program as indicated in our 2022 Annual Implementataion Plan (A.I.P.).

In 2022 we aim to improve the achievement and learning growth of every student, particularly in numeracy and literacy to:

- Embed whole school instructional models that include the use of nature-based education for the teaching of Reading, Writing and Numeracy and that integrate the use of HITS, to enable consistent, high-quality instruction in every classroom
- Develop the efficacy and confidence of all staff and teams to use assessment data and evidence to plan a differentiated teaching and learning program that targets the point of learning need of all students, including the needs of high performing students
- Embed a communities of practice culture that uses a coaching, modelling, peer observation and feedback professional learning model to enable greater consistency, shared accountability, and collective responsibility for improved outcomes
- Enhance the capacity of all leaders to diagnose, plan, monitor and evaluate the impact of teaching on student learning outcomes

In 2022, we will continue to implement MiniLit and MacLit reading intervention from Year 1-6 and a whole school focus on THRASS to support our spelling, and the implementation of the funded Tutoring program.

Engagement

We have continued with student leadership roles, festival committees, wellbeing groups and fostering links between the school and the Kindergarten. Through decisive action, resolving conflict and mediating to a common ground, we have a community willing to voice their ideas towards a positive gain for all. The refinement of our google drive and documents has allowed for all staff to have a whole school view. The last two years of living through a pandemic has had a somewhat negative impact on school engagement. This is partially reflected in the student survey scores in the Performance Summary (P 8).

Student attendance was a continued focus in 2021 with regular reminders of the importance of prompt and regular attendance at school in our school newsletters and online during remote learning. Our school community is encouraged to see consistency in school attendance as being important to student learning. Students whose attendance rate falls below 90% are considered at risk. Attendance data indicates a 93% - 95% attendance rate from Prep -6. Student Absences (13.5) are below similar schools(13.6) and state (14.6). In 2022 we will keep improving our monitoring procedures of students with a high level of absence through daily follow up phone calls for unexplained absences, meetings with parents on a case by case basis, and developing a case management approach for each student with a high level of absenteeism. The departmental student attendance guidelines will continue to be advertised and implemented.

In 2022 we will aim to improve student engagement and learner agency to create curious and confident learners who are more independent and self-aware.

- Build staff capacity to activate student voice, leadership and learner agency in all settings across the school
- Develop and implement a whole school strategy for students to become more independent learners who manage and monitor their own learning goals and progress

Working with the leadership team, we have created a leadership role that focused on connecting and engaging parents and students, this will continue in 2022 with further consultation in re-marketing and branding our school.

We are fortunate to have a Kindergarten on site, which enables a smooth transition from Kinder to Prep for students and their families. The Kinder Transition Reports and individual interviews at the commencement of each year, provide our school with information that assists our teachers to meet students' personal needs. The Kinder, Year 6 Buddy system and Year 5 Kinder Forest classrooms also assists the Prep students to assimilate within the school, and we will continue this in 2022. We look forward to growing our Kindergarten and working further with our service provider TRY Australia who have management of our Kindergarten.

Our exiting students are enrolled at a range of secondary schools. The Year 6 curriculum emphasises preparing our students for transition to secondary school throughout the year. Discussions with parents and students indicate that these programs are working effectively. In 2022, we will continue developing strategies to minimise anxieties that can occur as students undergo transition to a new grade at the end of the year.

As part of our comprehensive Art, Music, Indigenous Education, Physical Education, Environmental Education (STEM), Science, Philosophy programs, we provide opportunities to support social competencies, positive self-worth, and leadership skills. These are further promoted through other leadership opportunities throughout the school including classroom and school monitors and leadership roles, our Student Representative Council (SRC), regular classroom meetings, Public Speaking, Kindness Matters

At the beginning of the year, Parent Information Books, Get to Know You Interviews and newsletters detail work expectations and guidelines from each year level. In 2022, we will continue to upgrade our student data systems in COMPASS and Class Solver. We will work with parents, teachers, and students to ensure the needs of all students are clearly understood and acted on. We are proud of our school and will continue to seek ways to actively engage, encourage and nurture our students.

Wellbeing

Guiding the school towards better outcomes for all and providing a rich learning environment that is supported by positive relationships has continued as a focus this year. We have reinforced and reviewed our approach and learning program to develop our understanding of curriculum and strategies in engaging students with unconditional positive regard. Our work within this model has developed our understanding in relationships, body, stamina, character, and engagement allowing for reengagement of students to be ready to learn and focus.

Central to The Patch PS are our well developed and understood school values of Respect, Responsibility and Integrity. These values are displayed, articulated, and embraced throughout the school community, fostered in classroom practice and promoted through our weekly student achievement awards.

The 2021 Parent Satisfactory summary indicates 85.4% overall satisfaction results, with overall parent satisfaction being above state average of 81.8%.

The 2021 School staff survey summary on School Climate indicates 72.5 % overall satisfaction results, with overall school climate being below state average of 75.8%.

The data from the 2021 Student Attitudes to School Sense of Connectedness Year 4-6 shows our school's performance was 70.5% which was below similar school 77.8% and the state average 79.5%. The data from the 2021 Student Attitudes to School Management of Bullying Year 4-6 shows our school's performance was 74.3 % which was below similar school 78.4% and the state average 78.4%. Reference to this data is found in the Performance Summary specifically on Page 10. However due to the poor response in these data sets and lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, this data is not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

We will continue to focus on these areas in 2022. Our school behaviour management plan, based on the Berry Street model, ensures that our school processes are consistent, positive, and clearly understood by all members of the school community.

In 2022 we will continue to strengthen the social and emotional wellbeing of every student.

- Embed the whole school approach to social and emotional learning to further develop students' self-regulation, connectedness, and resilience
- Enhance opportunities for authentic learning partnerships between students, teachers, and parents
- Develop and implement a whole school strategy to use the school's outdoor landscapes to improve student achievement, engagement, and wellbeing

We will also build on meaningful and responsible leadership within the school. The role of Year Five and Six monitors includes leadership in areas such as Tour Guides and monitors for SRC, Kindness Matters, Gang Green, Sport, Assembly, Art, Music, Weather, Animals, Recycling, ICT, Photography, OSHC and Fire Safety.

The Year 6 curriculum includes "Taming the Butterflies" (a public speaking course), "Standing Tall" (development of resilience and self-awareness), adolescent health (understanding sexuality and drug education) and leadership training. Students also participate in designing and building our outdoor learning environment. In 2022, student leaders in Years 5 & 6 will continue to have the opportunity to run lunchtime activities.

We will continue to offer additional activities such as choir, ensembles, chess, open library, and an Out of School Hours Care Program. Along with a pro-active approach to developing social and cooperative learning skills, there is an expectation of high levels of personal behaviour at all times.

Finance performance and position

Salaries and Allowances refers to school-level payroll.

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.

The following amounts are included within the reported revenue for the year and are held to fund expenditure in future years: this includes \$15,000 for School Council Initiatives.

- Support of tutoring program and completion of fences and gates

The following amounts are included within the reported revenue for the year and are held to fund expenditure in future years;

- Completion on landscaping and fencing through the school
- Conditions and maintenance money allocated and accounted for
- Expenditure on computers on renewal and expansion of our ICT program
- EMP (Emergency Management Program) and BPP (Bushfire Preparedness Program) money

Further expenditure has been spent on

- Reading support program and professional learning,
- Literacy Support resources and equity funding has been used to support the employment of a staff member to run the MiniLit – Literacy support along with locally raised funds.
- Tutoring Funding has been allocated to employing a teacher to coordinate and run the program
- \$18,000 was committed to purchasing Interactive whiteboards and Furniture upgrades.

Trading and Fundraising includes all excursions, camps, swimming programs, and many fundraising efforts throughout the year.

- Swimming in schools funded the Surfing and Water Safety Program for the Year 5 & 6 students

Contracts currently held with school

- TRY – Kindergarten Licensed to operate The Patch Kindergarten
- OSHClub – License agreement to operate and Out of hours and before school, care program and holiday program
- Uniforms By Design – License agreement to operate a uniform shop for The Patch PS

School Council and the School Community are to be congratulated on their continued support of the school and whilst COVID 19 has an impact on fundraising we were able to support our programs. The programs are identified by the school's strategic plan, yearly program budgets and the Annual Implementation Plan. The total financial commitments are equal to the total funds available.

For more detailed information regarding our school please visit our website at
<https://www.thepatchps.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 297 students were enrolled at this school in 2021, 142 female and 155 male.

NDP 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).

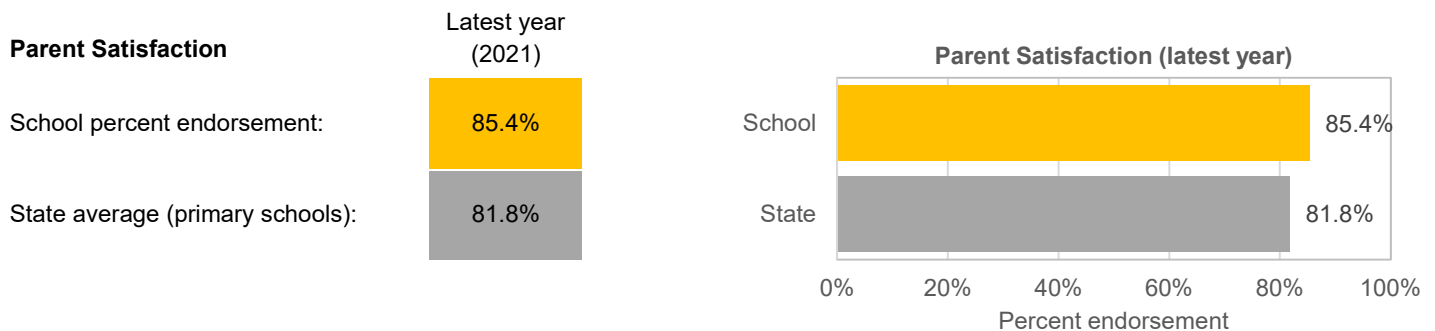
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

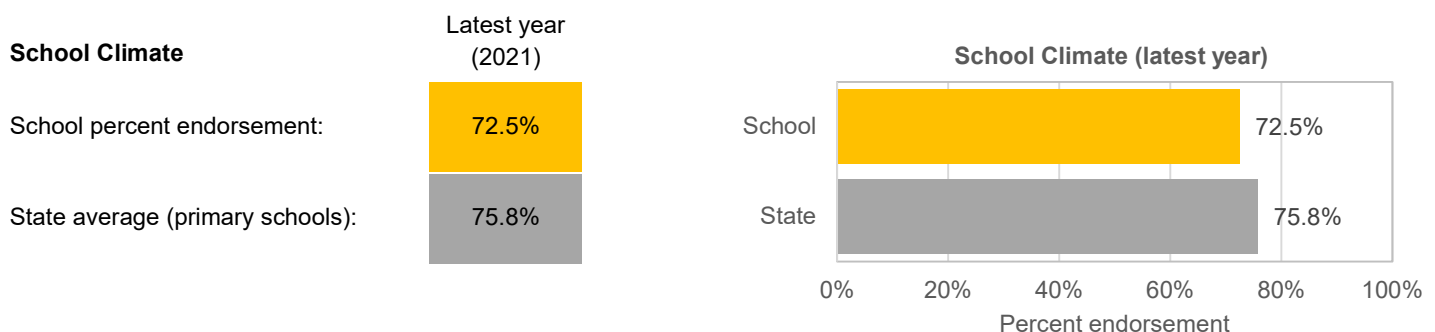


School Staff Survey

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:

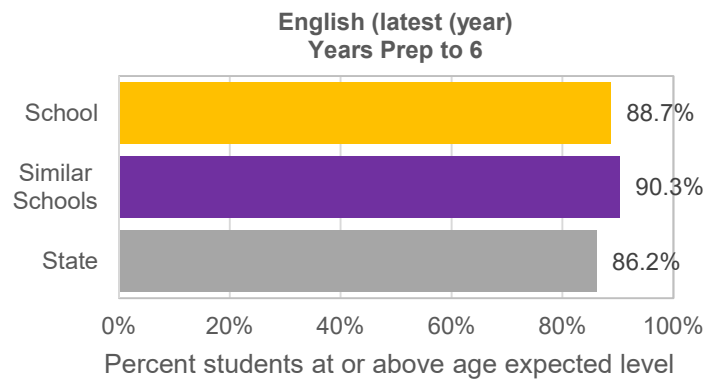
88.7%

Similar Schools average:

90.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

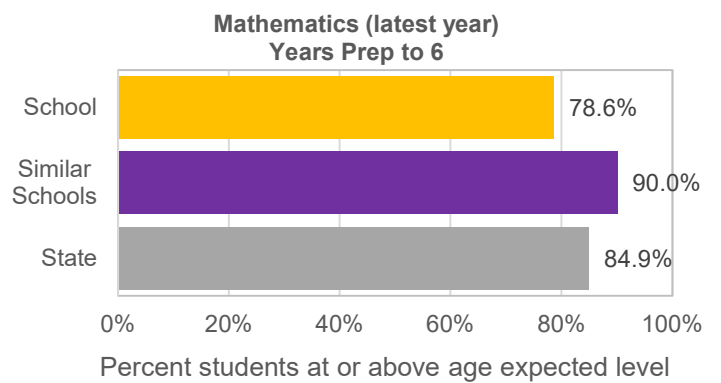
78.6%

Similar Schools average:

90.0%

State average:

84.9%



ACHIEVEMENT (continued)

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

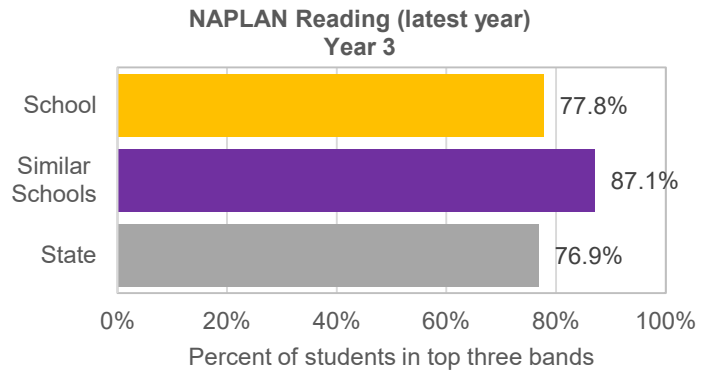
NAPLAN

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

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

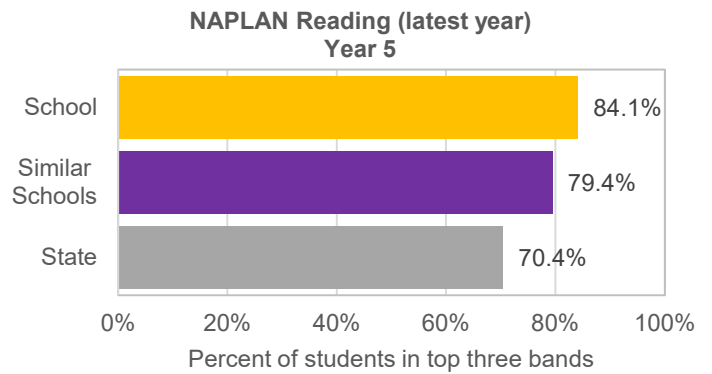
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	78.8%
Similar Schools average:	87.1%	84.9%
State average:	76.9%	76.5%



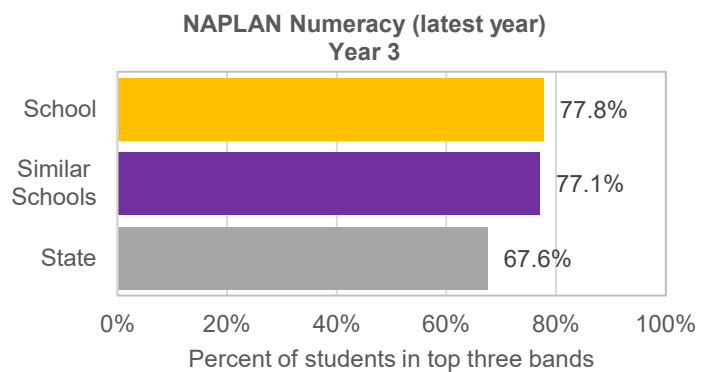
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.1%	86.1%
Similar Schools average:	79.4%	76.2%
State average:	70.4%	67.7%



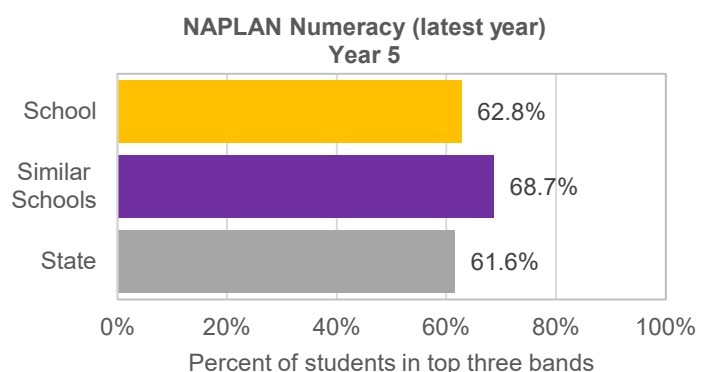
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	78.0%
Similar Schools average:	77.1%	78.2%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.8%	65.4%
Similar Schools average:	68.7%	66.9%
State average:	61.6%	60.0%



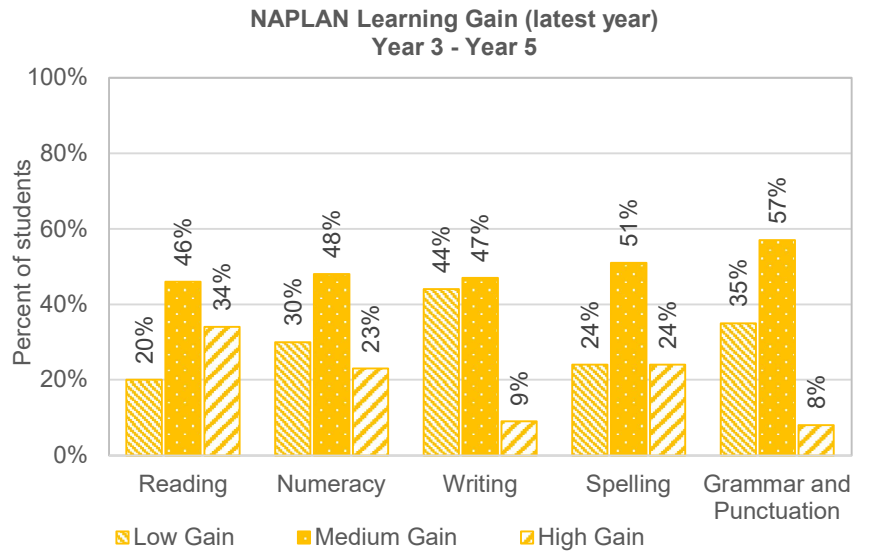
ACHIEVEMENT (continued)

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:	20%	46%	34%	28%
Numeracy:	30%	48%	23%	21%
Writing:	44%	47%	9%	25%
Spelling:	24%	51%	24%	24%
Grammar and Punctuation:	35%	57%	8%	26%



ENGAGEMENT

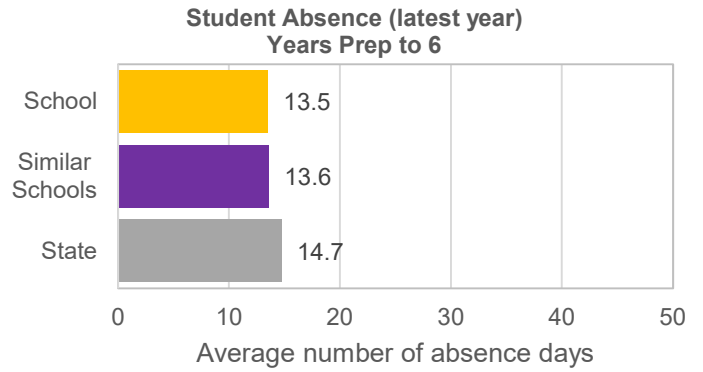
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.5	14.3
Similar Schools average:	13.6	13.9
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):	93%	93%	93%	94%	95%	93%	93%

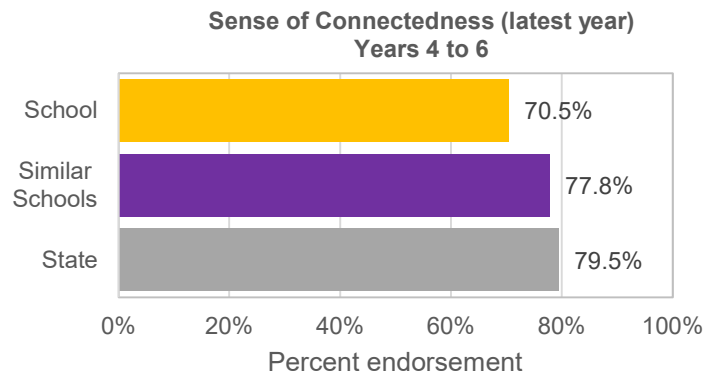
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	70.5%	70.4%
Similar Schools average:	77.8%	77.6%
State average:	79.5%	80.4%

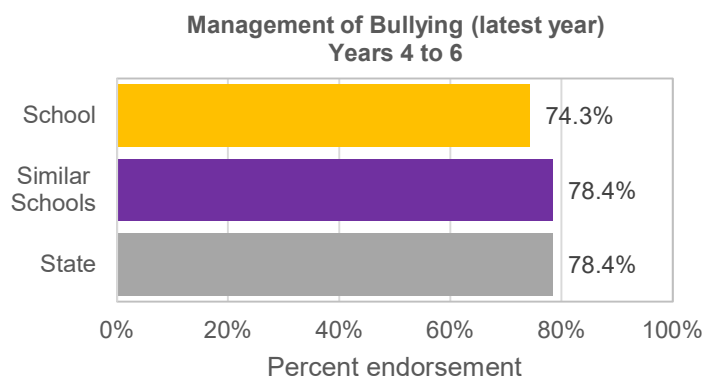


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	74.3%	74.7%
Similar Schools average:	78.4%	79.0%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,602,628
Government Provided DET Grants	\$348,222
Government Grants Commonwealth	\$3,750
Government Grants State	\$39,648
Revenue Other	\$9,664
Locally Raised Funds	\$167,232
Capital Grants	\$0
Total Operating Revenue	\$3,171,143

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,197
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,197

Expenditure	Actual
Student Resource Package ²	\$2,691,625
Adjustments	\$0
Books & Publications	\$249
Camps/Excursions/Activities	\$77,444
Communication Costs	\$4,736
Consumables	\$65,414
Miscellaneous Expense ³	\$4,938
Professional Development	\$3,331
Equipment/Maintenance/Hire	\$72,679
Property Services	\$98,688
Salaries & Allowances ⁴	\$14,718
Support Services	\$166,841
Trading & Fundraising	\$3,967
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,336
Total Operating Expenditure	\$3,228,966
Net Operating Surplus/-Deficit	(\$57,822)
Asset Acquisitions	\$14,101

- (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	\$169,065
Official Account	\$41,845
Other Accounts	\$0
Total Funds Available	\$210,910

Financial Commitments	Actual
Operating Reserve	\$74,675
Other Recurrent Expenditure	\$2,266
Provision Accounts	\$0
Funds Received in Advance	\$4,520
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$60,000
Asset/Equipment Replacement < 12 months	\$6,100
Capital - Buildings/Grounds < 12 months	\$30,858
Maintenance - Buildings/Grounds < 12 months	\$32,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$210,918

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.