

2021 Annual Report to The School Community



School Name: Viewbank Primary School (4892)



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

Attested on 24 March 2022 at 11:34 AM by Bill Kersing (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 27 April 2022 at 11:57 AM by Jason Hemingway (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

Viewbank Primary School is located in the suburb of Viewbank in the City of Banyule. The school site is spacious with well-maintained grounds and gardens and attractive views to the northeast hills of Melbourne. The school was opened in 1966 when the area was a growth corridor of Melbourne. In February 2016 we celebrated 50 years of education at Viewbank Primary School.

Viewbank Primary School is a welcoming and warm community hub, dedicated to cultivating a love of lifelong learning for all. Students, staff, and families are proud to be part of the school and are proactive in supporting the school in a variety of ways. Many families have attended Viewbank Primary School for generations and many teachers have strong familial and community connections with the school. We come together as a vibrant multicultural community, guided by strong, confident and supportive leadership. Members of the community work together with staff and students to create an attractive, well cared for environment from which the whole community can benefit. The leadership team ensures that the school facilities provide learning spaces and technological resources to cater for the changing needs of students and for teaching future-relevant content and skills. Staff at Viewbank Primary School are committed to prioritising high expectations and authentic relationships and maintaining consistent, high quality teaching practices, moving towards inquiry focused teaching across the school. Staff take collective responsibility for all students at the school. The students at Viewbank Primary School accept responsibilities within the school and community, which they take seriously. They are encouraged to take responsibility for their actions towards, and interactions with, other students, staff and community members. They are respectful, courteous, and reliable, and have high expectations of each other and their learning environment. Viewbank Primary School caters for the needs of as many students as the site will allow. The cap on our enrolments (675) reflects our school's ongoing popularity.

Enrolment at Census Date 2022 was 643.2. In 2022 the school operates 27 classes, with specialist classes in Physical Education, Visual Arts, Performing Arts, Japanese and STEM. More than 120 students take part in our privately funded Instrumental Music Program which includes singing, guitar, keyboard, woodwind, brass and string tuition. Intervention programs are run throughout the school in Literacy and Numeracy, with other enrichment programs including Lunchtime Chess Club, English as an Additional Language (EAL), Jiu Jitsu, health and human relations, house system, camping/excursion program, gardening club, Green Team, Junior School Council, Student Leadership, The Stephanie Alexander Kitchen Garden Program (Grade 3 and 4), Kinder – Foundation transition and Year 6-7 transition.

A proportion of students (3%) are the children of parents working in the Defence Forces. We employ the services of a Defence Services Transition Aide (DSTA) to ease these students into our school setting and to assist with the issues associated with transition and transfer.

In 2022 we have 43.81 equivalent full-time staff with a Leadership Profile comprising 3 Principal Class members, 1 Leading Teacher and 3 Learning Specialists. We have 20.15 Classroom Teachers (Range 2), 8.90 Classroom Teachers (Range 1), 1.35 Learning Tutors and 6.41 Teaching Support Staff. We do not have any Aboriginal and Torres Strait Islander staff. There is an excellent blend of experienced and less-experienced teachers, good gender representation, the capacity for quality mentoring and a spread of full time and part time teaching positions. There has been increased staff turnover in recent years, and the need for quality induction and training especially with graduate teachers.

The Before and After School Hours Program offers parents care facilities for two and a half hours before school and three hours after school. This accredited high-quality before and after school care program caters for 80 and 110 places respectively and is provided for by OSHClub.

Due to the pandemic of 2020-2022, we have not enrolled any new international students nor have we been able to continue our Sister School relationship with Doan Thiem School in Hanoi, Vietnam.

Parent and community involvement in the school is very much valued. As well as School Council and its committees, parents play a valued role in curriculum programs, camps and excursions, working bees and special events. Viewbank Primary School's values are Respect, Responsibility, Resilience and Kindness.

We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us.

We are responsible for doing the things we are supposed to do and accepting the results of our actions.

We demonstrate resilience by coping when things go wrong and bouncing back and by giving things a go and doing our best

We model and demonstrate kindness, and take every opportunity to help others that may be in need.

During 2020 the school completed building works with the replacement of the Northern Classrooms under a government funded \$3.817 million project. During 2021 we commenced planning for a major capital works program funded to \$6.90 million.

Term 1, 2021 saw us undertaking our School Review from which we developed our next School Strategic Plan.

In 2022 we will continue to strive for improvement in student learning outcomes across the board, with our data continuing to be at or above like school groups and well above state means. A focus will be on increased student agency as well as a sustained focus on wellbeing and living our school values of Respect, Resilience, Responsibility and Kindness. We are prioritising:-

- English, particularly improving Writing and Speaking and Listening
- Mathematics, particularly improving measurement and geometry and statistics and probability
- Instructional model effectiveness, and consistency
- Assessment and data analysis to drive explicit teaching
- Student voice, agency, and leadership in classrooms
- Greater embedding of High Impact Teaching Strategies
- Greater feedback, teacher to student, student to teacher
- Expanded goal setting and self regulation
- Continued implementation of programs including School Wide Positive Behaviours (SWPB), the Resilience Project and Respectful Relationships.

Framework for Improving Student Outcomes (FISO)

The ongoing impact of the Covid pandemic in 2021 meant that there were a range of modifications and adaptations to school operations. Like all schools, we were in and out of lockdowns, and impacted by the pressures and uncertainties that were a direct result of the pandemic. Nonetheless, as a school we continued to demonstrate a high level of adaptability, and flexibility in the delivery of programs both face to face and remotely. Our 2021 AIP, like all schools, focused on the three priorities of “Learning, catch-up and extension”, “happy, active and healthy kids” and connected schools.

Our remote learning program operated even more effectively in 2021, with the experiences of 2020 enabling a solid base to implement and enhance our practices. We continued to use Webex and the Google Suite, with particular focus on Google Classrooms as a teaching platform and Google Drive as a means for teacher and team collaboration and planning. There were twice daily WebExes with classes and greater competencies across all groups – staff, students and parents. There was enhanced teacher collaboration within & across teams, greater consistency within year level teams and across the school and high connectedness to colleagues due to frequent Webex meetings to discuss work-related matters and/or connect in a personal way.

In the midst of the ordered chaos of yet another year of the pandemic, we did manage to complete our School review, with the panel meeting face to face during Term 1. As part of the review process, there was consensus in assessing our school against the FISO Continua of Practice. The FISO Continua of Practice for School Improvement (the Continua) assists schools to identify the specific areas of practice where they should focus their efforts for the greatest impact on improving student achievement, wellbeing and engagement – although it has already been noted that DET in acknowledging the pandemic directed schools to simply focus on the three system priorities of “Learning, catch-up and extension”, “happy, active and healthy kids” and connected schools. Nonetheless, after our Term 1 Self assessment as part of our school review process, we determined that we were embedding in all FISO dimensions with the exception of setting expectations and promoting inclusion where we felt we were embedding and moving towards excelling.

Achievement

Teacher Judgement Of Student Achievement and NAPLAN trends

Whilst teacher judgements at our school continue to be significantly below the State average for English (Years Prep to

6 by 5.2%) and Mathematics (Years Prep to 6 by 6%), the comparison with the Similar Schools average has us below by 2.4% and 2.5% respectively. This is not uncommon for our school. Teachers tend to be conservative in these judgements. It is an interesting contrast to the reported Reading (Year 3 and 5) and Numeracy (Year 3 and 5) data from NAPLAN. An analysis of the percentage of students in the top three bands places our school significantly above the State average in reading and numeracy for both Grades 3 and 5 in 2021 and somewhat above the Similar Schools average in Reading Year 5 (5.2%), Numeracy Year 3 (2.9%) and Numeracy Year 5 (5.7%) , with Reading Year 3 slightly below Similar Schools (1.3%). The 4-year average places us above or well-above State and Similar School averages. High Learning Gain, however, is below similar Schools for Reading, Writing, Spelling and Grammar but above for Numeracy.

Other Highlights Of 2021

Students responded well to self-directed and project-based learning tasks during the remote learning period. Many grew significantly in confidence and were able to self-pace, and take greater responsibility for their learning. Another year punctuated with remote learning, meant staff competencies developed rapidly in utilising online resources for content-delivery and assessment and consequently developing new ways of differentiating for students.

Future Directions in 2022

With the completion of our School Review at the end of term 1, 2021, our future directions and strategies in terms of student achievement are quite clear and can be summarised as follows:-

- *Build the data literacy of staff to analyse and utilise data to plan for point of need student learning and to monitor learning growth.
- *Establish/support staff to embed the use of data walls for numeracy to inform targeted planning
- *Establish a targeted support program for students involving a literacy intervention program, Mathematics Intervention program, the Tutor Learning Initiative (TLI) program and extension via VHAP and Maths Olympiad
- *Develop a whole school understanding of Professional Learning Communities (PLCs) and what this looks like in learning.
- *Develop a whole school understanding of the Victorian Curriculum for Speaking and Listening
- *Research and determine a set of effective tools for the assessment of Speaking and Listening for both student learning and reporting processes
- *Continue to develop the Writing Moderation folders and exemplars
- *Continue writing moderation within and across teams
- *Develop and implement a consistent approach to teaching writing across the school
- *Develop a whole school understanding of the Victorian Curriculum for Statistics & Probability; and Measurement & Geometry
- *Peer observation with a focus on integrating number concepts with Statistics & Probability; and Measurement & Geometry

Engagement

The data contained in the performance report indicates a very high rate of attendance for Viewbank students which has been consistent over the measured four year period. Our students missed on average 8.7 days in 2021, which was down on the 9.1 days recorded in 2020 for our school. Similar schools absence rates for 2021 were 10.2 days and 14.7 across the State. Over the last four years the data is even more 'compelling' for our students with an average of 10.3 days per year absence per student as compared to 11.8 for similar schools and 15.0 across the State. Our student attendance has consistently improved over the last four years. Attendance rates in 2021 were at 96% for Grades 1,2,3, 4 and 6, and only marginally lower for Prep and Grade 5 at 95%. Strategies we use to ensure attendance include

diligence in following up absences, with phone calls home for unapproved absences, letters from the Principal class encouraging conversations with, and support of, parents to use the partnership to improve attendance and then, of course, engaging programs and opportunities where students can thrive.

A number of students at Viewbank PS who previously experienced challenges in terms of their engagement continued to connect strongly with the opportunities for agency during the remote learning period. Regular WebEx meetings during lockdown appealed to these students as a different vehicle for being heard, whilst working remotely seemed to actually suit some students more than the conventional social classroom model.

In 2021 and 2022 we are continuing to support and emphasise student engagement during the transition back to onsite learning. This is seen in an increased emphasis on support programs such as the Resilience Project, MiniBoss and others, as well as additional support programs such as the Tutor Learning Initiative. Our Fresh Start program at the start of 2022, as well as Circle Time and increased focus on goal setting are ways we are focussing on engagement in addition to adherence and emphasis on our Student Voice, Leadership and Agency strategy. Student feedback on learning is an integral part of what we do. 3 way conferences, self evaluation, classroom conferences, learning intentions, success criteria, the development of class norms, IEPs and circle time are some examples of student feedback. We are embedding our School Wide Positive Behaviour Support (SWPBS) system across our school in 2022, with high standards of behaviour naturally leading to better engagement. Linking in to our school values, we have developed positive behaviour matrices for classroom and non-classroom settings, with a 'Bee Reward System' ultimately leading to individual and school wide rewards. Planned other directions for 2022 include establishing a Student Voice and Agency Professional Learning Community (PLC) with each year level PLC representative working collaboratively to create age-appropriate frameworks (based on the school's original 'Learning to Learn' document, created by the Year 6 PLC, in consultation with expert consultant Dr Jeni Wilson).

Wellbeing

The two measures contained within the school's performance summary relating to wellbeing are:-

Student Attitudes to School – Sense of Connectedness, and Student Attitudes to School – Management of Bullying. With the first measure, our 2021 school percent endorsement was at 79.2%, marginally under both the State figure (79.5%) and Similar Schools figure at 80.3%. Having said that, these are marginal results (differentials of 0.3% and 1.1%).

Similarly, with the second measure, our 2021 school percent endorsement was at 77%, less than the State figure (78.4%) and Similar Schools figure at 77.6%. Again, these are somewhat marginal results (differentials of 1.4% and 0.6%).

Survey data has been less reliable over the last two years and the performance summary notes "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."

What can be drawn from this data is that at our school, 79.2% of students feel connected and 77% feel bullying is managed successfully. Our challenge is to reach the ideal – 100% for each.

We continue to invest heavily in student wellbeing, and it goes without saying that this is crucial within a pandemic. Strategies and measures we have implemented and will continue to implement over 2021 and 2022 are detailed below. The Resilience Project (TRP) has had a significant impact on our students' sense of wellbeing and connectedness, especially during Remote Learning. We continue to implement the program with Wellbeing Journals purchased and used across the school with activities emphasizing Gratitude, Empathy or Mindfulness.

We have in place a range of measures to support wellbeing with referrals to external agency support where deemed necessary, counselling and other supports offered by classroom teachers and leadership staff, a well managed and implemented PSD program, a commitment to the Respectful relationships program and the aforementioned School Wide Positive Behaviour Support System which is fully operational in 2022. Our Tutor Learning Initiative Program focuses not only on Literacy and Numeracy supports but also wellbeing supports.

Proposed future directions and strategies include (as already mentioned) embedding our tiered social regulation / engagement model -Schoolwide Positive Behaviour Support (SWPBS) framework and building staff capacity to collect, analyse and respond to student wellbeing data

Finance performance and position

The Operating Summary Statement for 2021 once again reflects a year where students and staff worked remotely for significant periods of time during lockdowns because of Covid. As a consequence some of the 'normal' expenditure items as they related to utilities, grounds development, program budgets and the like were less than normal or not expended, leading to a higher than normal resulting bank balance at the end of 2021. Having said that, there was higher than normal expenditure in other budgets – casual replacement teaching being one example – as well as greater expenditure than normal to promote safety such as cleaning, personal protective equipment and the like. Staff absences reflected the need to test or isolate due to the pandemic, or to care for family members in addition to the mental health issues felt by some.

Equity funding remains very low at Viewbank PS, reflecting the level of socio and economic advantage afforded to families in this area. In terms of financial position, we ended 2021 with a bank balance of \$488K, with \$205K earmarked for projects including grounds development and a sensory playground on the school oval. In addition, reserves have been created for artificial turf replacement, as well as a contingency fund for unexpected or future costs that can reasonably be anticipated (e.g. major expenditures for water and drainage problems, reroofing of school building, replacement of deteriorating windows and frames, maintenance painting). The school commonly carries a balance in the vicinity of \$100K for such contingent expenditure. The school received \$45K for planned maintenance from the State Government, \$40K of which was carried forward for works in 2022. The School Council has also been financially prudent to ensure there are funds available to support our Capital Works Program, funded by the State Government, which commenced in May 2021. Almost \$7 million has been provided to enable the school to complete part of its master plan with the provision of eight new classrooms and Administration Building and the demolition of the existing Southern building and Art Room.

The school's Student Resource Package carries a small staffing surplus into 2022, which is necessary with a number of experienced teachers returning to Viewbank PS in 2023.

The school has entered into a contract with OSHClub for the provision of before and after school care and vacation care. In addition, a number of sporting groups including Eltham Wildcats Basketball Club, St Martin Panthers and Fireball tennis have entered into agreements with School Council for use of the school gymnasium outside of school hours for a fee per service.

Fundraising initiatives and therefore revenues were less than normal during 2021 because many normal activities were curtailed or cancelled due to Covid. The School Council agreed to waive one term's contract payment with the OSHClub because of underutilisation of the service due to Covid.

**For more detailed information regarding our school please visit our website at
www.viewbankps.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 657 students were enrolled at this school in 2021, 326 female and 331 male.

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

Overall Socio-Economic Profile

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

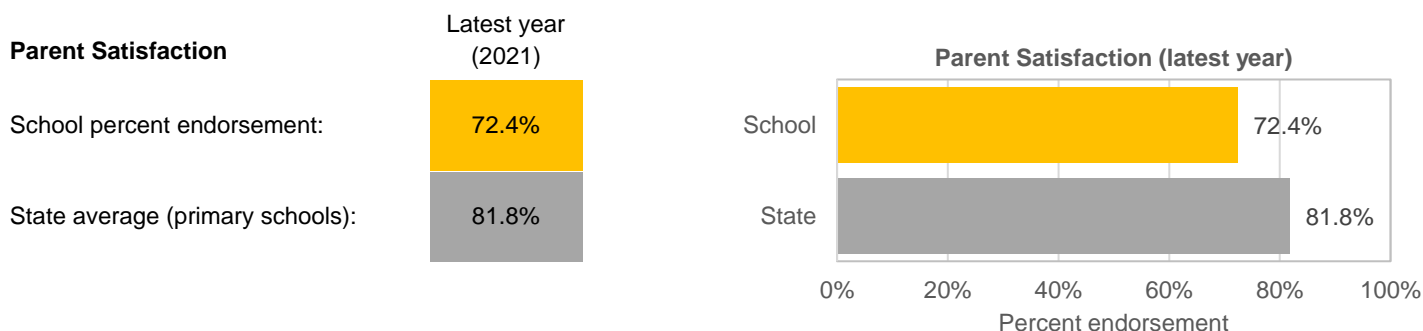
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

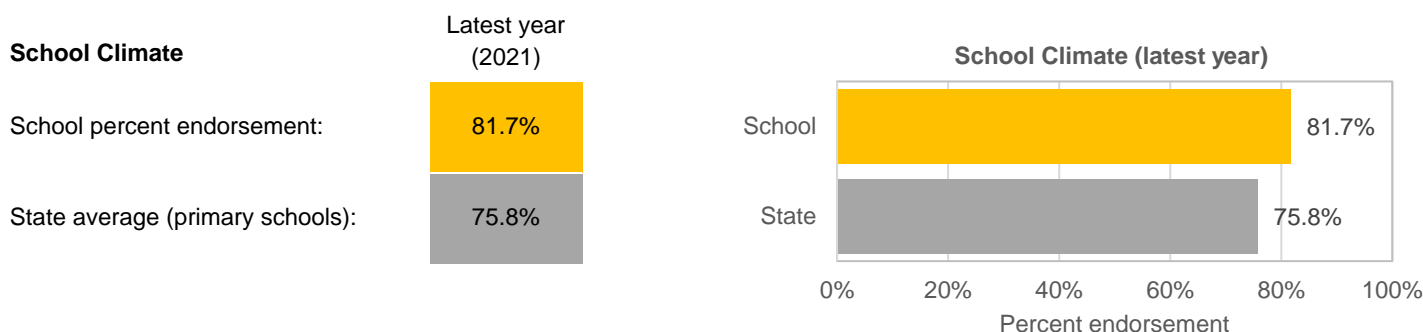


School Staff Survey

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:

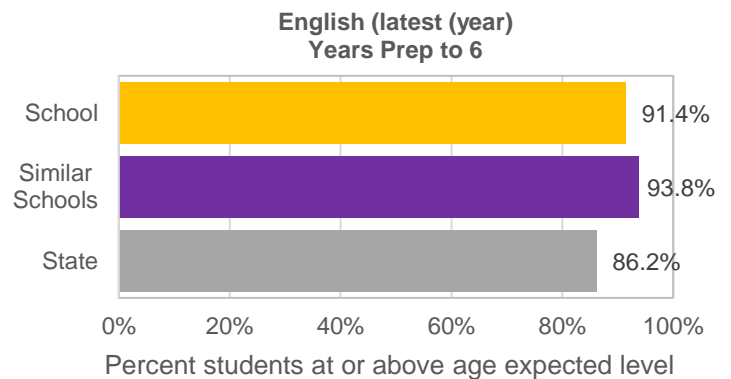
91.4%

Similar Schools average:

93.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

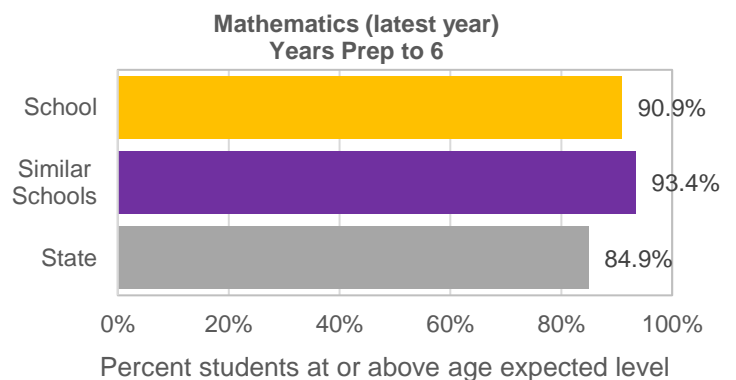
90.9%

Similar Schools average:

93.4%

State average:

84.9%



ACHIEVEMENT (continued)

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

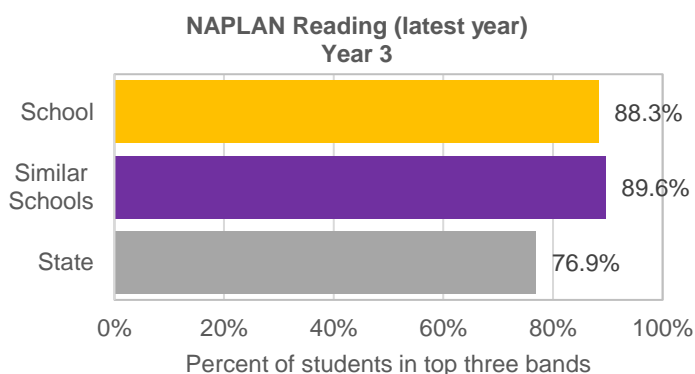
NAPLAN

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

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

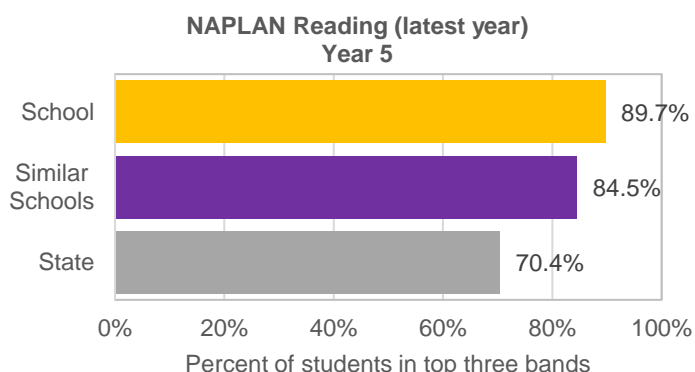
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.3%	88.9%
Similar Schools average:	89.6%	88.7%
State average:	76.9%	76.5%



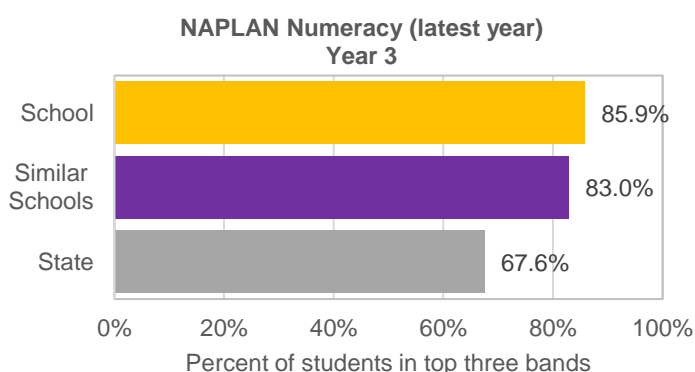
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.7%	86.7%
Similar Schools average:	84.5%	82.4%
State average:	70.4%	67.7%



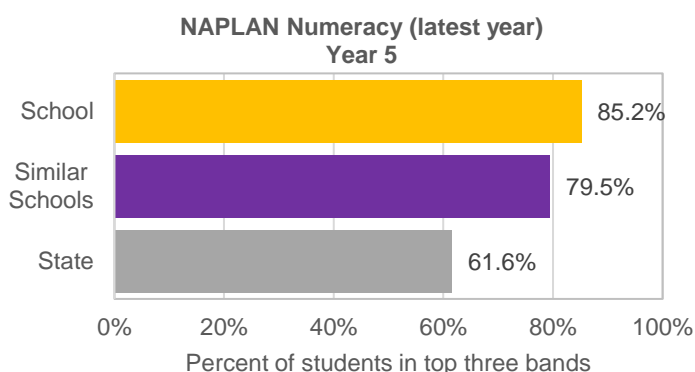
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.9%	87.8%
Similar Schools average:	83.0%	84.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.2%	78.9%
Similar Schools average:	79.5%	77.8%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

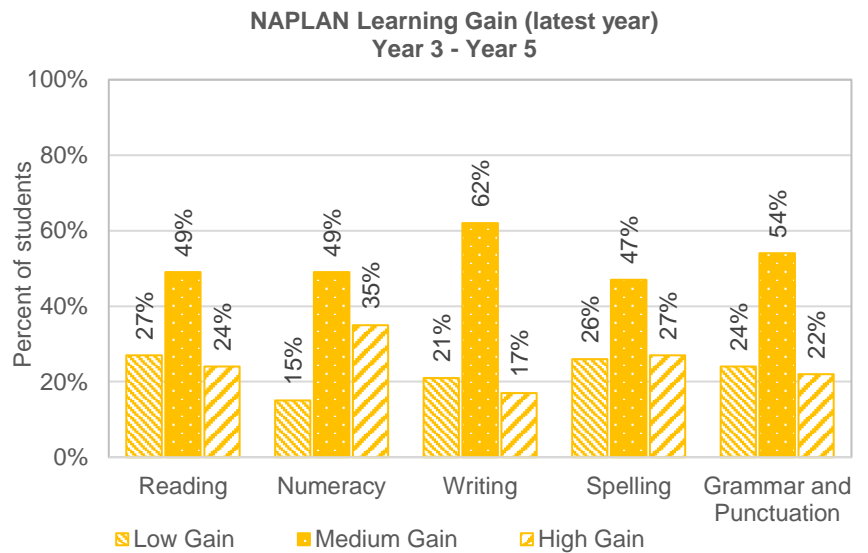
NAPLAN Learning Gain

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:	27%	49%	24%	30%
Numeracy:	15%	49%	35%	32%
Writing:	21%	62%	17%	30%
Spelling:	26%	47%	27%	29%
Grammar and Punctuation:	24%	54%	22%	33%



ENGAGEMENT

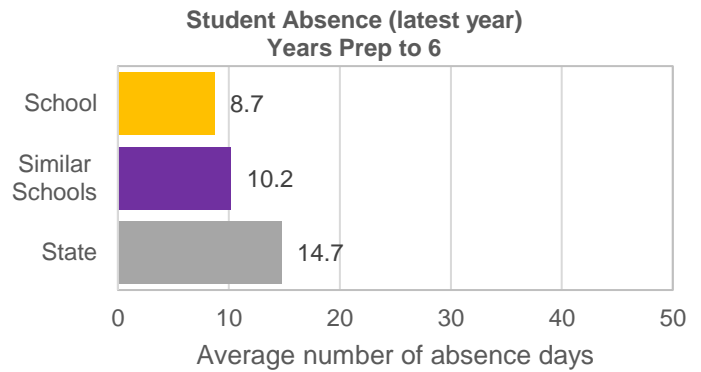
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	8.7	10.3
Similar Schools average:	10.2	11.8
State average:	14.7	15.0



Attendance Rate (latest year)

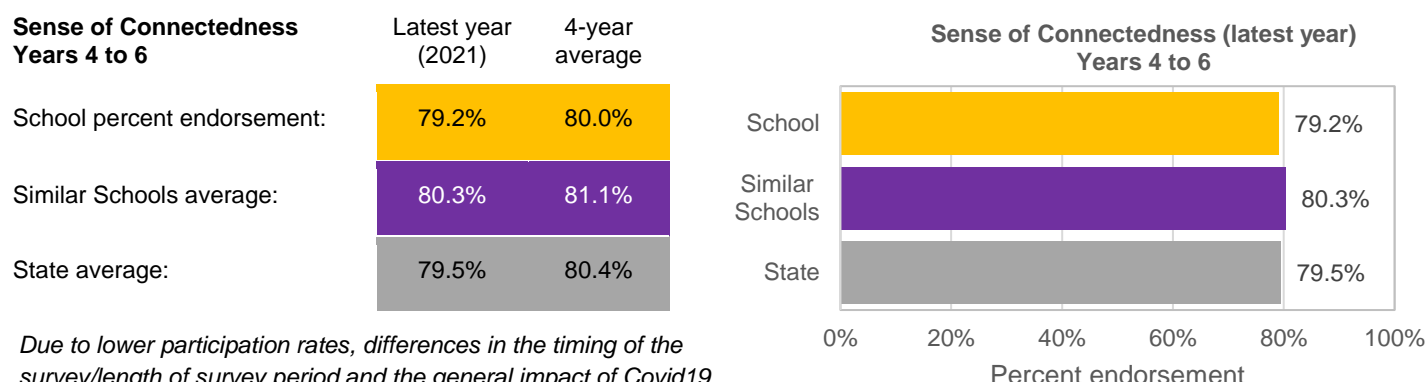
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	96%	96%	96%	96%	95%	96%

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

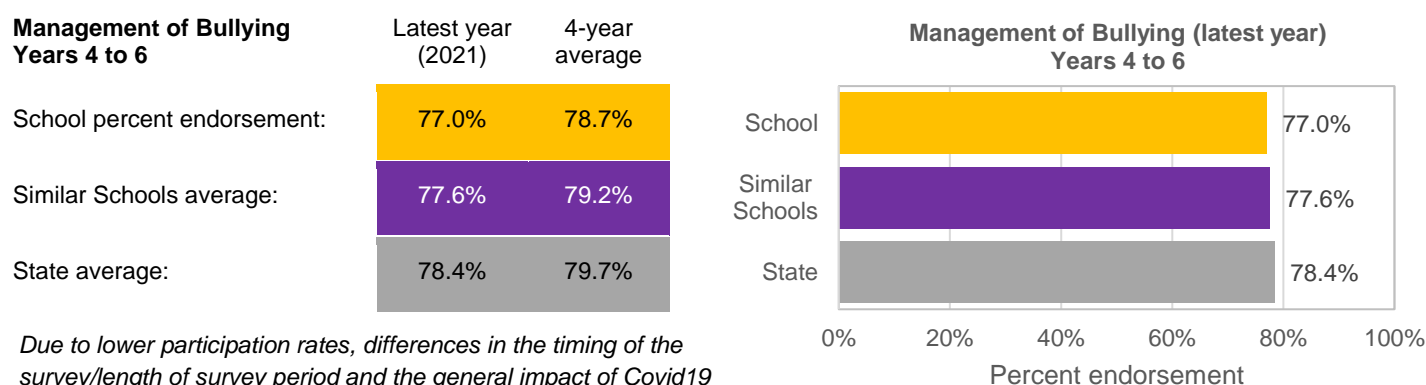
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



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).



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	\$5,045,855
Government Provided DET Grants	\$537,397
Government Grants Commonwealth	\$13,000
Government Grants State	\$45,000
Revenue Other	\$42,533
Locally Raised Funds	\$570,860
Capital Grants	\$0
Total Operating Revenue	\$6,254,646

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,085
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,085

Expenditure	Actual
Student Resource Package ²	\$4,945,224
Adjustments	\$0
Books & Publications	\$3,409
Camps/Excursions/Activities	\$194,816
Communication Costs	\$5,960
Consumables	\$141,568
Miscellaneous Expense ³	\$39,419
Professional Development	\$38,197
Equipment/Maintenance/Hire	\$91,686
Property Services	\$109,892
Salaries & Allowances ⁴	\$354,112
Support Services	\$52,467
Trading & Fundraising	\$18,734
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,073
Total Operating Expenditure	\$6,036,556
Net Operating Surplus/-Deficit	\$218,089
Asset Acquisitions	\$13,036

- (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	\$459,144
Official Account	\$24,968
Other Accounts	\$4,001
Total Funds Available	\$488,113

Financial Commitments	Actual
Operating Reserve	\$164,792
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$45,000
School Based Programs	\$160,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$469,792

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.