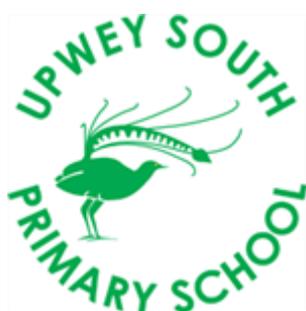


# 2021 Annual Report to The School Community



**School Name: Upwey South Primary School (4894)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 29 March 2022 at 05:50 PM by Damien Kitch (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 30 March 2022 at 02:28 PM by Rachel Morrissey (School Council President)

## How to read the Annual Report

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### 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.

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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### School context

#### Location Profile:

Upwey South Primary School is located at 91 Morris Road, in the south-eastern suburb of Upwey. The school has a large geographical footprint with plenty of space for students to play and engage in an environment which is reflective of the Dandenong Ranges area. On-site buildings encompass a school gymnasium, Lifelong Learning Centre, two classroom buildings, and the heritage listed Griffiths Homestead- with the homestead being dedicated to hosting 3MDR 97.1FM under a joint-user agreement with School Council. The school shares a boundary-line with the Dandenong Ranges Childcare Centre/ Kindergarten, and is within walking distance of Upwey South Preschool, which is also located on Morris Road.

#### Educational Philosophy:

Our School's Educational Philosophy is underpinned by our Guiding Principles, which are:

##### • Evidence-Based Learning

We deliver evidence-based learning for our students by actively engaging in professional learning, maintaining up-to-date assessment data, accessing reliable sources of professional information, utilising the School's Data Centre to document achievements, actions, and evidence through school-wide data tools.

##### • Consistency

We work as a school-wide team of professionals to provide consistency in daily routines and structures for our students.

##### • Predictability

The actions of the adults in our school are predictable, compassionate, calming, and supportive at all times.

##### • Orderliness

We provide our students with an orderly learning environment, which is free of clutter, reflects current student achievements, and promotes a collective responsibility for shared learning spaces.

##### • Reinforcement of desirable learning behaviours

We work hard to acknowledge on-task learning behaviours, and encourage students to regulate their learning through the Berry Street Educational Model.

##### • Responsiveness

We act promptly to support all students, staff, and community members, through providing timely information. We take action with a positive mindset, informing relevant others of our actions, and promoting a collective responsibility for student learning.

Teaching and Learning Programs across the school are facilitated through our school-wide instructional model, the Gradual Release of Responsibility. Our academic curriculum is supported by a strong social-emotional learning culture, which is based upon the Berry Street Education Model, and School Wide Positive Behaviours for Learning.

### Overview of the School's 2021 profile:

In 2021, a total of 235 students were enrolled at the school at February census; 49% female and 51% male. The total enrolment distribution was Foundation- Year Two 47%, and Year Three- Year Six 53%. The student population is drawn from Upwey and local suburbs, with many families travelling from surrounding areas to attend the school.

The School's Student Family Occupation Education (SFOE) Index was 0.2361, with a state average of 0.4142. In the state of Victoria, a school's socio-economic profile is based on the school's SFOE, which is a demographic rating from 0.0 to 1.0; which takes into account parents' occupations, language background, financial status, professional qualifications, and education.

Possible socio-economic band values across Victoria are: Low, Low-Medium, Medium, and High. Upwey South Primary School's SFOE band value is: Low; which means that the equity funding provided to the school from the Victorian government is minimal; this is due to an enrolment base with perceived high levels of language, educational and family backgrounds.

The 2021 staffing profile consisted of one principal-class member, thirteen classroom teachers (one class with a temporary job-sharing arrangement), two tutors, and four specialist teachers. The teaching staff were supported by four Education Support staff; comprised of two Integration Aides, one Business Manager, and one Office Manager.

The overall staffing profile in Full-Time Equivalent (FTE) was represented as 17.3. Across the community through Remote Learning and on-site learning, a common theme from families and staff was the high levels of positive connections between students, staff, and families. The staff are actively supported by a professionally conducted School Council, Parent and Teacher Association (PTA), and Student Leadership Team, who work collaboratively to focus upon continuous improvement of the school learning environment.

The school community are also supported by the State Schools Breakfast Program and the Dandenong Ranges Emergency Relief Service (DRERS), who provide a weekly breakfast and healthy food program for students.

The School Council outsource the provision of an Out of School Hours Care (OSHC) Program, which includes before and after-school care, and a school holiday/ vacation care program. The extensive vacation care program also caters for students from surrounding schools. This program is hosted in the school's modern Lifelong Learning Centre, encompassing a double- kitchen, large learning space, and extensive student gardens with easy access to playgrounds and shaded hardcourts. Daily attendance at the OSHC Program in 2021 has continued to grow, with the service being delivered by through TheirCare ( <https://theircare.com.au/> ) on a five-year contract, which commenced in Term Two 2021.

In 2021, the demographic of the school continued to positively shift, with increasing enrolments in the Early Years (Foundation- Year Two) allowing the school to continue offering a balance of straight year level classes (FoundationYear Two) and composite classes (Year Three- Year Six).

Following the impacts of Remote Learning, the school made the staffing decision in 2021 to make a financial contribution towards the Tutor Learning Initiative (TLI) to focus on targeting students who may be perceived at-risk following the impacts of Remote Learning. This financial contribution was achieved through combining the 2021 Year Five/Six cohort into a two-class model, within the structure of a temporary 11 class model constituting: 2 x Foundation classes, 2 x Year One classes, 2 x Year Two classes, 3 x Year Three/Four classes, 2 x Year Five/Six classes. In 2022, with additional funding support the school has reverted back to a 12-class model, with the re-addition of a third Year Five/Six class.

At the conclusion of 2021, the school's strong commitment to applying an evidence-based Literacy Curriculum was recognised, with the school being selected as one of only ten schools Australia-wide to take part in a three-year research trail with Macquarie University (MaqLit) which is focussed upon improving Australian Literacy achievement data in the middle and upper years of primary school.

The 2021 classroom structure was complemented by each class engaging in specialist programs, constituting the delivery of: Visual Arts (60 mins per week), Performing Arts/ Music (60 mins per week), Health/ Physical Education (60mins per week), Japanese (40 minutes per fortnight).

In 2021, the school successfully pivoted to deliver its curriculum through a structured Remote Learning Program, upon which many local schools modelled their rollout.

As a community-minded school, extra-curricular learning throughout 2021 continued to be enriched through learning partnerships with: Victorian State Schools Sporting Programs; Victorian State Schools Spectacular; 3MDR 97.1FM (radio broadcasting program); John Monash Science School (Big Science Little Scientist and Mathematical Minds enrichment programs); Groove Foundations Music Tuition (tuition lessons, Glee Club, public performances).

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## Framework for Improving Student Outcomes (FISO)

Guided by the framework of the school's current Strategic Improvement Plan (SSP) 2018-2022, Upwey South Primary School has committed to undertaking considerable steps to focus upon continuous improvement across the school, which covers all three major pillars of a school community, being; students, staff, families and the wider community. This cycle of continuous improvement has been based upon Three Tiers of Sustainable School Improvement, being: Tier One- Structures to drive Behaviours; Tier Two- Behaviours to drive Practice; Tier Three- Practice to drive Culture.

In 2021, within the constraints of Remote Learning, the school continued to embed Tier Two curriculum improvements, making considerable inroads into building staff capacity in the area of Early and Middle-Years Literacy (evidence-based), resulting in marked improvements in academic achievements (refer to Achievements Section). With the continued impact of Remote Learning having been considered by the School's Leadership Team, the school moved toward professional learning which was 'scenario' based; which is to say "If Scenario A,B,C happens, then the school will pivot the curriculum learning to Rollout A,B,C". This strategic approach to delivering the curriculum enabled the school to promptly pivot in and out of Remote Learning with a seamless connection across expectations for students, families, and staff.

Semester One professional learning was focussed upon building staff knowledge of trauma-informed practices within the home and on-site environments, and was inclusive of working with educational professionals to build staff awareness of SLDs and how these can be catered for within the online environment; with a particular focus upon the delivery of Mathematics. This professional learning ran parallel to a focus upon evidence-based teaching and learning, with the school continuing to rollout the Macquarie University (MaqLit) Suite of Literacy to support a tiered model of intervention. The systematic-phonics program in Foundation- Year Two (learning to be great readers) was complemented by a Reader's Workshop model in Year Three- Year Six (reading to be great learners) which incorporated the Steps to Success (SOLO Taxonomy). As part of the Dandenong Ranges Network Cluster the school has also commenced a professional partnership with mathematics consultant Peter Sullivan.

The school continued to embed the Berry Street Educational Model (trauma-informed practice) to underpin the existing learning gains which have already been achieved through School-Wide Positive Behaviours for Learning (SWPBL). Through a focus upon consistency and predictability across learning environments, the school has successfully moved to Tier Three achievements of embedding practice to drive a strong school culture. Through clear Learning Intentions and Success Criteria within lessons, the culture of the school is to value "maximising on-task learning behaviours", hence complementing gains in academic learning.

The afore-mentioned combination, a concerted focus upon both curriculum learning and social-emotional learning, is tracked and monitored through the school's Teaching and Learning Data Centre, which is a dedicated professional learning space providing both digital and hard-copy visual representations of learning gains for all students.

A highlight for the school in 2021, was to be selected as one of only ten schools Australia-wide to partake in an evidence-based three year research trial with Macquarie University; with the focus upon delivering effective and evidence-based literacy in the middle years (Year Three- Year Six). The selection process for the field trial was open to schools across Australia, and involved a rigorous process inclusive of a demographic assessment. 2021 was the first

year of a three-year partnership during which the school will have unprecedented access to professional learning, data analysis support, and resourcing that will set students for success. In addition to the early years and middle years delivery of an evidence-based literacy program, the school moved to Word-Attack (Macquarie University) to address spelling across our Year Five/Six classrooms.

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## Achievement

Evidence of impact can be demonstrated through the NAPLAN mean scale scores outlined below (2017- 2021 impact of school vs state) for the 2021 cohort of Year Three students (who are in their second year of an RTI structure):

### Reading:

- 47 point school gain vs state gain of 6 points
- school 2017 (420) to 2021 (467)
- state 2017 (446) to 2021 (452)

### Writing:

- 27 point school gain vs state gain of 5 points
- school 2017 (407) to 2021 (434)
- state 2017 (428) to 2021 (433)

### Spelling:

- 40 point school gain vs state gain of 8 points
- school 2017 (395) to 2021 (435)
- state 2017 (423) to 2021 (431)

### Grammar/Punctuation:

- 31 point school gain vs state loss of 4 points
- school 2017 (421) to 2021 (452)
- state 2017 (450) to 2021 (446)

### Numeracy:

- 17 point school gain vs state loss of 7 points
- school 2017 (397) to 2021 (415)
- state 2017 (421) to 2021 (414)

For students who have taken part in the school's tutoring program, there has been an increased consistency in IEP templates and staff uploading of shared data sets which are made available to all curriculum and year level teams. This provided for fluid documents to be shared between the tutoring program and the classroom teachers via Google Drive during extended periods of Remote Learning. Universal phonics screeners of sensical and non-sensical words accurately helped to identify specific literacy needs and contributed toward the selection of students to take part in tutoring sessions.

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## Engagement

Throughout Remote Learning the school continued to maintain and build upon SWPBL expectations, and refined a curriculum delivery model based upon regular feed-forward surveys. The school's explicit focus upon staying connected with students and families resulted in an absence average of only 9.9 days absent across the Foundation-Year Six cohort.

In comparison to 2021 state averages, this placed the school in the **"influence"** sphere of the FISO wheel, meaning that the school can be asked to mentor other network schools in the areas of "student participation" and "student engagement".

The 2021 Parent Opinion Survey can be interpreted with statistical validity, with just under one-third of families responding which is well-above the network average. The 2021 Parent Opinion Survey showed overwhelmingly that the school engages in a high-level of professional communication, with the factor *"I am able to get the information I need through the school's regular communication channels"* returning 96% positive endorsement, 14 points greater than the state average.

The survey also showed a 92% positive endorsement in the factor *"This school always aims to improve the quality of education it provides"* and a 94% positive endorsement for the factor *"This school provides opportunities for my child to develop a sense of responsibility"*.

Overwhelmingly, parents felt that throughout the blended learning approaches of on-site and remote learning *"Teachers at this school expect my child to do his/her best"* with this factor receiving 94% positive endorsement.

For parents who did reach-out to the school for support in 2021, the following factors highlight the school's focus upon connections and relationship building: "I feel comfortable about approaching this school with any concerns I might have" 92% positive endorsement, and "This school takes parents' concerns seriously" receiving 94% positive endorsement.

When interpreting positive endorsements from the Parent Opinion Survey, it should be noted that non-respondents contribute to the balance of percentages across factors (hence a >90% positive response may have a remaining balance of up to 10% neutral for the referred factor).

Data from the 2021 Staff Opinion Survey showed a strong commitment to increasing professional capacity, responding and pivoting to community input, and supporting the school's Guiding Principals. A factor which went in a positive direction (against state trends) in the Staff Opinion Survey was "Staff in this school have trust in their colleagues and school leadership" 97% positive endorsement, which was 15 points above similar schools.

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## Wellbeing

Students came back to school from Remote Learning with some signs of social disengagement, and at times struggled to find the energy levels required to sustain concentration throughout the school day to a standard which had been seen previously.

Interestingly, the only school in the wider Regional area with Blue level SWPBS accreditation had lower ATSS results than USPS. Both USPS and the referred school are renowned for their positive education culture, and mentor network schools, yet both schools were the two lowest performing within the 'like school's data set within the Attitudes to School Survey (ATSS). However, both schools had overwhelmingly positive parent surveys- outperforming network schools. This juxtaposition has led the school and Region to re-examine the delivery of the ATSS and the timing of the survey coming immediately out of Remote Learning. Therefore, interpretations drawn from this data should be done in the context of the narrative behind the numbers.

A common theme taken from the ATSS was that students feel they do not "connect" with the school or their peers.

Whilst this could be a reflection of the timing of the ATSS being conducted (week following return of Remote Learning Round One-2021) it also seems to support anecdotal conversations which have occurred within small focus groups coming out of extended periods of remote learning.

The juxtaposition of these outcomes lead the school to recommit to conducting localised surveys in the F-3 cohort, and to conduct 'feed-forward' surveys with classroom teachers (these were conducted in Yr 3-4 2021 as a trial). Essentially these surveys are designed beyond the resources provided by DET, and provide students with the opportunity to write a 'teacher report card' in the format of a think board.

An action point from the afore-mentioned ATSS is that the school will be part of the 2022 Worksafe Yarra Valley Psychology "Let'sTALK Program" rollout, with preliminary 'entry data' collected in the final week of December 2021. The Let'sTALK Program is a framework which provides for structured conversations to occur between students-teachers and students-students regarding feelings of belonging and connection.

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## Finance performance and position

Through strong financial management over the last four years, the school was again able to deliver a surplus at the end of 2021 which meant that the school was able to make a financial contribution toward the statewide rollout of the Tutor Learning Initiative (TLI) scheduled for 2022 and revert back to a 12-class model.

In the second-half of 2021, the school was awarded an Inclusive Schools Capital Funding Works Budget to commence planning and building of inclusive outdoor learning spaces. Works for this project are being overseen by the Victorian School Building Authority (VSBA) with works to commence in mid-2022.

In 2021, the school made a number of significant investments in curriculum based resources to support the delivery of a systematic phonics program in Foundation- Year Two, and also progressively engaged in a number of health and safety works during the period of Remote Learning which would have otherwise been challenging to achieve with students on-site. The school also undertook a number of facility improvements across classrooms, to improve the daily learning environment for students. Following on from Remote Learning, the school made a significant purchase of classroom furniture for the middle years.

The school's Joint User Agreement with 3MDR 97.1FM also continued to inject funds into the school's budget. This was combined with a newly signed user agreement with the out-of-school-hours-care provider (Their Care) which enabled the school to inject funds into the curriculum. The small amount of Equity Funding received was used to increase access for students to evidence-based learning.

**For more detailed information regarding our school please visit our website at**  
<http://www.upweythps.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 234 students were enrolled at this school in 2021, 116 female and 118 male.

3 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).

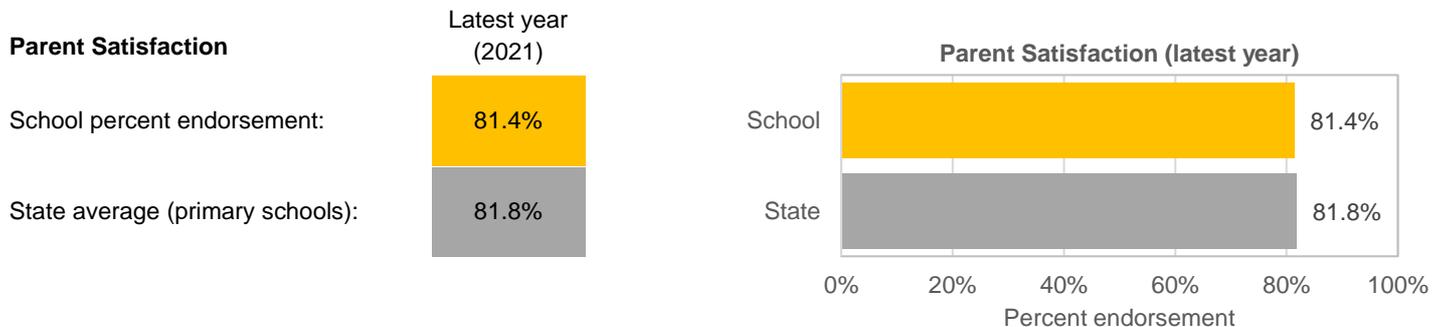
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

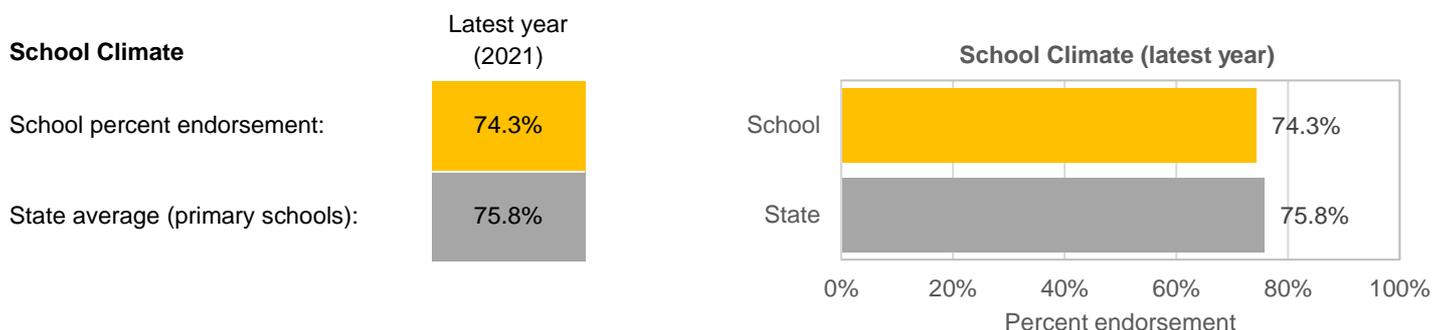


### School Staff Survey

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:

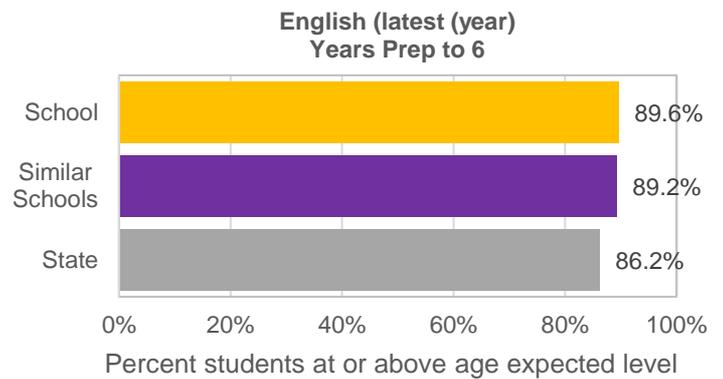
89.6%

Similar Schools average:

89.2%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

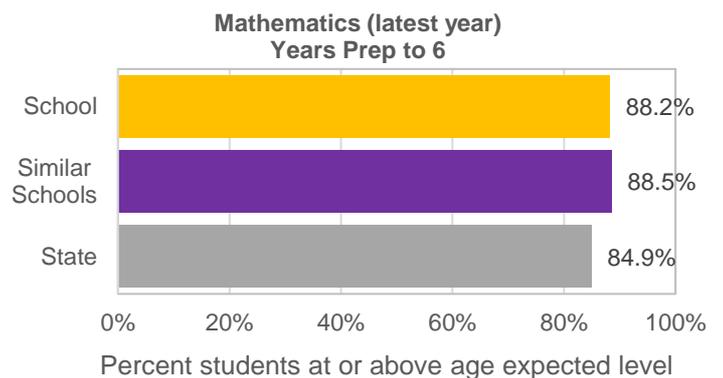
88.2%

Similar Schools average:

88.5%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

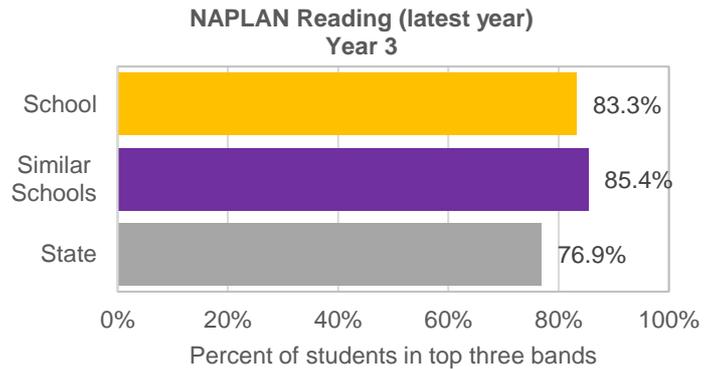
**NAPLAN**

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

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

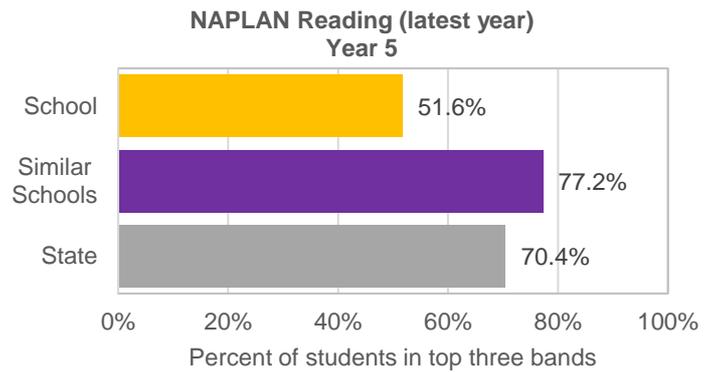
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.3%	78.4%
Similar Schools average:	85.4%	83.6%
State average:	76.9%	76.5%



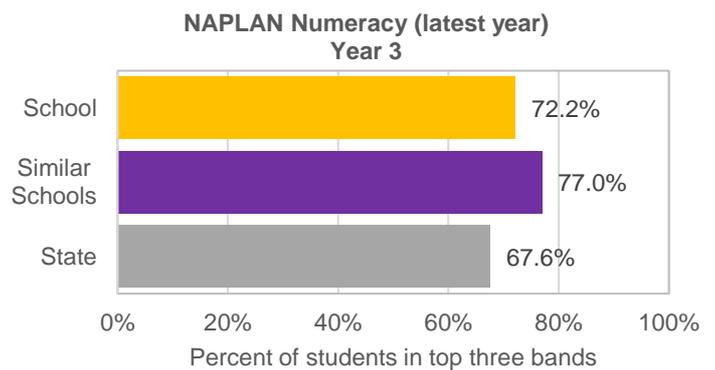
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.6%	61.8%
Similar Schools average:	77.2%	74.6%
State average:	70.4%	67.7%



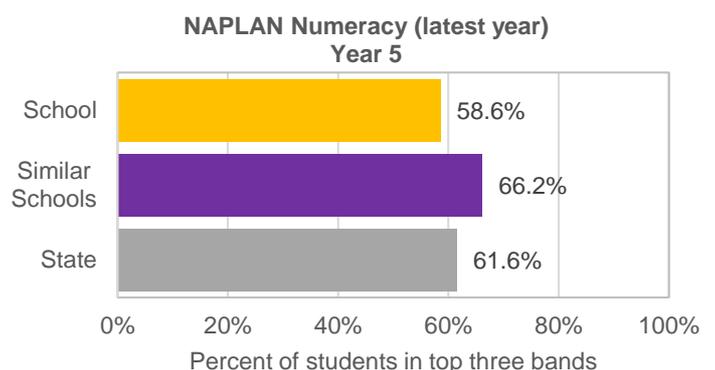
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.2%	68.3%
Similar Schools average:	77.0%	76.4%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.6%	61.6%
Similar Schools average:	66.2%	65.0%
State average:	61.6%	60.0%



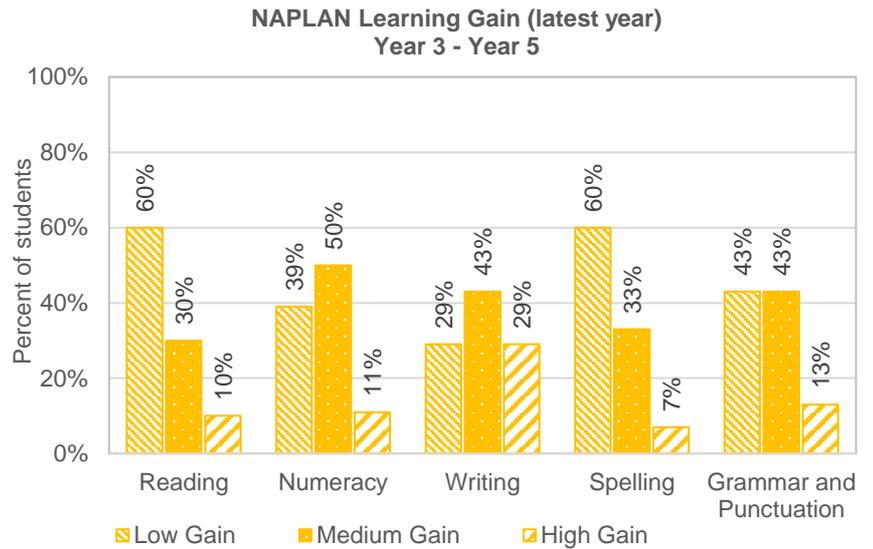
**ACHIEVEMENT (continued)**

**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:	60%	30%	10%	26%
Numeracy:	39%	50%	11%	22%
Writing:	29%	43%	29%	24%
Spelling:	60%	33%	7%	23%
Grammar and Punctuation:	43%	43%	13%	26%



## ENGAGEMENT

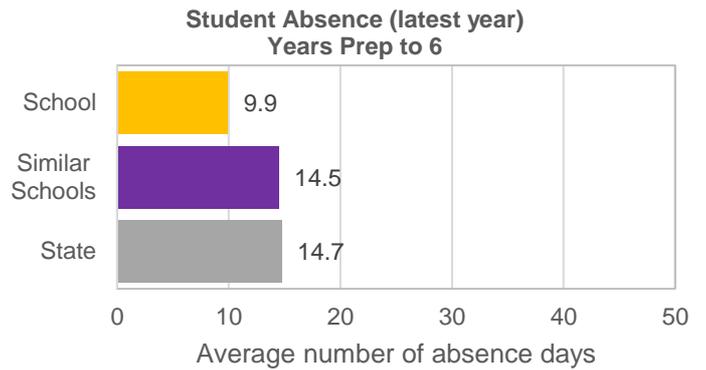
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	9.9	12.0
Similar Schools average:	14.5	14.5
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):	96%	96%	95%	95%	95%	94%	94%

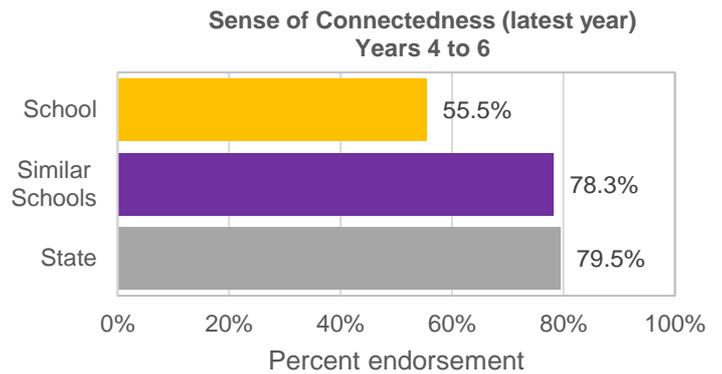
**WELLBEING**

**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:	55.5%	63.4%
Similar Schools average:	78.3%	78.9%
State average:	79.5%	80.4%

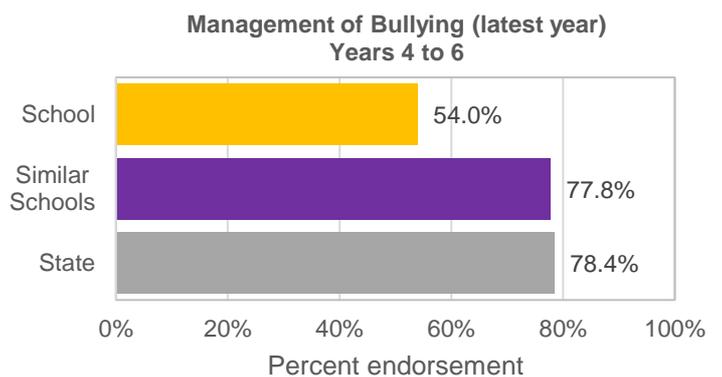


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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:	54.0%	61.3%
Similar Schools average:	77.8%	79.6%
State average:	78.4%	79.7%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,910,945
Government Provided DET Grants	\$266,575
Government Grants Commonwealth	\$20,510
Government Grants State	\$0
Revenue Other	\$33,910
Locally Raised Funds	\$180,998
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,412,938</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$11,035
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$11,035</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,891,253
Adjustments	\$0
Books & Publications	\$250
Camps/Excursions/Activities	\$31,607
Communication Costs	\$4,440
Consumables	\$85,076
Miscellaneous Expense <sup>3</sup>	\$10,892
Professional Development	\$4,763
Equipment/Maintenance/Hire	\$19,845
Property Services	\$68,499
Salaries & Allowances <sup>4</sup>	\$54,466
Support Services	\$55,553
Trading & Fundraising	\$9,065
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,907
<b>Total Operating Expenditure</b>	<b>\$2,267,616</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$145,322</b>
<b>Asset Acquisitions</b>	<b>\$12,155</b>

- (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	\$355,347
Official Account	\$27,847
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$383,195</b>

Financial Commitments	Actual
Operating Reserve	\$54,092
Other Recurrent Expenditure	\$40,428
Provision Accounts	\$0
Funds Received in Advance	\$2,300
School Based Programs	\$30,760
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$31,024
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$60,800
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$221,904</b>

*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.*