2020 Annual Report to The School Community

THE **EDUCATION STATE**

School Name: Mount Eliza Primary School (1368)

- 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 2020 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 30 March 2021 at 11:12 AM by Kim Wheeler (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 April 2021 at 09:32 AM by Dean Charge (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

The About Our School section 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.

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).
  Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Mt Eliza Primary School (MEPS) is situated on the Mornington Peninsula approximately 50 kilometres from Melbourne.

MEPS aims to provide a dynamic learning environment that engages students to work to achieve their personal best in an atmosphere of mutual respect and cooperation. Respect, responsibility, resilience, connectedness and challenge are values that we promote through every aspect of school life.

The demographic is reasonably stable in Mt Eliza with most available land having already been established for housing. The school's population is predominantly Anglo Saxon or second generation European. The SFOE (Student Family Occupation and Education) index is 0.2035.

The school had a population of 556.2 students in 2020. Seven students are identified as having English as a Second Language (EAL). Four Koorie students attended MEPS in 2020; six students were supported by the Program for Students with Disabilities.
The school's staffing profile in 2020 consisted of an aggregate of 35.64 full time equivalent (FTE) positions of which 27.4 were teaching staff. The breakdown of our profile is as follows: Principal, Assistant Principal, Leading Teacher, 2 Learning Specialists, 18 full time teachers, 10 part time teaching staff, 7 part time integration aides, 0.8 Library Technician, 0.4 Kitchen Garden specialist, a FTE Business Manager and 3 part time office staff.

It is important to note that there was considerable change in terms of school leadership during 2020 with the previous Principal leaving to take a role with the Victorian Schools Building Authority (VSBA), and the Assistant Principal, Leading Teacher and Learning Specialist spending time covering both the Principal and Assistant Principal roles until the assumption of the new Principal in August.

In addition, 2020 saw students, staff and families impacted significantly by lockdowns due to the COVID-19 pandemic. This resulted in students learning from home; teachers implementing new technologies to connect and maintain the learning continuity as well as facilitating on-site learning for an average of 35 students.

2020 saw the fourth year of implementation for the Strategic Plan, with the next School Review planned for 2021.

Framework for Improving Student Outcomes (FISO)

In 2020, under the area of Excellence in Teaching and Learning, the major FISO focus areas (Framework for Improving Student Outcomes) included:
- Building Practice Excellence
- Curriculum Planning and Assessment
- Evaluating Impact on Learning and Evidence-based High Impact Teaching Strategies

The main focus in the area of Building Practice Excellence and Curriculum Planning and Assessment was on using the FISO improvement cycle to evaluate and refine our approach to the teaching and learning of Reading at Mt Eliza Primary School; and to develop the assessment (data) literacy of all staff at Mt Eliza Primary School. Based on the self-reflection against FISO in late 2019, the school decided to set a 2020 AIP goal based around improving teacher's data literacy, accessing Department of Education and Training (DET) resources to support whole-school developments. Professional Learning Community (PLC) reflections on how teams were progressing, continued throughout 2020. The plan was also to begin collecting evidence against our Strategic Plan and FISO in readiness for the 2021 whole-school review, however, this was hampered by the challenges of COVID lockdowns.

Teachers used the FISO improvement cycle to determine the efficacy of programs. They were continually tweaking their implementation and instruction to suit the needs of the online platform, their students and the changing circumstances.

At the end of 2020, the School Improvement Team (SIT) felt that it would be appropriate to keep the self-evaluation ratings the same as those for 2019 considering the disjointed year that had occurred; including the changes in leadership and an inability to completely address the FISO dimensions across 2020 due to COVID-19.

Achievement

Whole-school approaches around the effective teaching and learning of Mathematics, Reading and Writing have been established at Mt Eliza Primary School. The results of this work can now be seen in a variety of school-based data sets.

As a result of the pandemic, NAPLAN was not administered across Australia in 2020. Therefore, we do not have the results of this assessment from which to determine the achievement of Goal 1, and Goal 2 was partially met.

GOAL 1

- To reduce the percentage of students with low growth in NAPLAN to below 20% in Reading.
- To increase the percentage of students with high growth in NAPLAN to above 30% in Reading.

Due to the disruption related to COVID-19 in 2020, this goal was no longer relevant in its specificity, particularly in relation to NAPLAN data which was not available in 2020. Having said that, there has been significant focus across the school in Literacy, particularly in the consolidation of a whole school approach to Reading using the CAFE approach, Writing using the VOICES approach and in Spelling through deliberate attention to the MSL program. Shared language and clarity of terminology has been a priority, and discussion at a team level supports that this is now a feature of professional conversation. The FISO improvement cycle continued to frame the work of Priority Teams, even though this work was interrupted due to COVID. Leaders have encouraged teachers to continue to develop their practice through the provision of expert Professional Learning provided by Lyn Watts earlier in the year and subsequent data discussions between the Literacy Priority Team Leader and Lyn Watts to develop pre-tests in Writing so that planning and teaching focused on 'point of need'. This had a significant impact on practice across the school, as evidenced in the Term 4 Writing Moderation session organised by the Literacy Priority Team. Development of 'I Can Statements' in Writing was trialled by teachers in Term 4 to assist them in assessing and reporting on Writing progress.

Reading instruction was supported through the development of Mentor Texts at each year level; this enabled teachers to target skills and strategies through their explicit instruction sessions. During online learning, great care was taken to ensure that instruction in Reading and Mathematics was tailored to suit a digital mode. The Literacy Priority Leader provided modelled lessons as well as videos to her students and teachers. These resources assisted teachers to feel more comfortable about the implementation of literacy sessions online during a period where everything was new and uncertain.

Teachers further developed their understanding of the Professional Learning Community (PLC) approach during their Curriculum Day in Term 2 where they unpacked 2019 NAPLAN data with DET Consultants. This analysis was then followed up in Literacy Priority meetings with a focus on particular needs/trends that had been identified. Data tracking of students was ongoing throughout the year, with teachers completing specific data trackers prior to students returning to onsite learning in Term 4. This information supported the planning and implementation of curriculum in Term 4 and highlighted the students for whom we needed to pay particular attention either in terms of learning, catch-up and extension or those who had disengaged. Our instructional approach was adaptive to the students' needs, evidenced in planning documents and observed by the Principal during informal classroom observations.

The use of Essential Assessments continued to play an important role in assessing students' understanding in both Literacy and Numeracy. This assessment tool was used by teachers as formative and summative data, particularly useful during online learning where tracking knowledge and understanding was more challenging. With no NAPLAN in 2020, overall growth in student achievement was identified through teacher judgement (see student reports) and PAT (Progressive Achievement Test) achievement data. Staff unpacked this data in conjunction with student work samples to determine growth.

GOAL 2

- We will self-assess against the FISO document from 'evolving' to 'embedding' in the Priority area of 'Excellence in teaching and learning'; Dimension area: 'Evaluating impact on learning'; Section: 'The school builds assessment literacy' and 'The school connects student assessment with learning'.

Assessment Literacy was a focus of 2020, however, the disruption of COVID-19 significantly impacted our school's ability to completely address this goal. Whilst teachers are becoming increasingly more confident in the use of the FISO cycle to improve practice, further professional learning in this area with our PLC consultants had been planned but did not occur. Our staff consistently collected data; a greater focus on 'analysis' and 'synthesis' is our next step. Since NAPLAN did not occur last year, it was important to identify additional assessment tools that would determine achievement. On the appointment of the new Principal, the school began to implement the ACER Progressive Achievement Testing (PAT) as a normed summative assessment. It was decided to administer the Early Years assessments at Foundation level and PAT Reading and Mathematics as well as the ACER General Ability Tests (AGAT) for Grades 3 - 6. This ensured a whole school approach using a consistent assessment tool, providing objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas. Team Leader professional development was undertaken to ensure that staff were confident and competent in the use of these assessment instruments. This will be ongoing.

Reading and Mathematics Data Trackers were used in Term 4 to support the return to onsite learning. Teachers identified students on the continuum, ensuring that subsequent learning was at their point of need. The assessment schedule was reviewed and modified in light of the disruption to Terms 2 and 3. This was well received by staff and assessment data was uploaded to the school's portal, Sentral, for easy reference. A variety of additional data has been used to determine progress and inform practice including but not exclusive to: Essential Assessment, high quality school-based tests and summative inquiry assessments. The Report format was also modified by the Leading Teacher to better reflect the learning foci in Semester 2 and to ensure that the information is purposeful for parents.

During grade level team meetings, teachers regularly engaged in conversation about student learning based on a variety of data sources as part of their PLC discussions. Students were also provided the opportunity to share feedback on learning and assessment through the Student Attitudes to School Survey and PIVOT Survey, the data of which will drive future planning.

Moving forward in 2021, the school is well placed to reconnect with external professional learning partners that were halted during 2020, to extend staff curriculum knowledge and practice. Our Priority Teams focusing on Literacy and Numeracy will continue, building on the significant work in 2020. Expanding the leadership team to include two Priority team leaders in each of these areas will provide opportunities for teachers to diversify leadership skills and capacity. The PLC journey will continue and the staff will be working collaboratively at a school level to improve student outcomes. It is anticipated that the Writing 'I Can Statements' will be finalised, with a view to adding them to the suite of Learning Ladder outcomes on Sentral, which provides parents with ongoing reporting. With NAPLAN returning in 2021, the school will be able to triangulate its student data with PAT assessments and school based testing to determine the effectiveness of its programs.

Engagement

Student engagement at Mt Eliza Primary School continues to remain at a high level when judged by the student attendance results (on average 95% attendance), which was elevated during Terms 2 - 4 as a result of the lockdown restrictions. During this period, the relatively small number of absences were predominantly due to issues related to families not being able to access the online resources and/or students unable to engage with the online learning model. In these cases, students were offered the opportunity to attend school in person. In general, the school employs a variety of strategies to monitor, track and follow-up student attendance issues. In 2020, there were a small number of long-term absences that required support from DET resources such as Student Support Services (SSS).

From observation and discussions with a variety of community members, it seems that the adoption of the SeeSaw platform was key to developing consistency and engagement across the school during the lockdown period, in terms of how resources were shared with children and families, how lessons were developed and presented, and how student

work was shared for feedback and/or marking.

Focusing on student motivation, staff were encouraged to bring joy to the day - "Nothing without joy" (Loris Malaguzzi). Some ways included:
- Promotion of self-motivation by giving students the opportunity to learn about things that really inspired them
- Facilitating relaxation exercises - breathing, yoga and mindfulness
- Sharing jokes or encouraging students to 'show and tell' the family pet
- Embracing the presence of technology and discovering some new ways to use technology in education that engaged students. The Grades 5 and 6 teams did this well by introducing 'Wacky Wednesdays', a student choice program developed in response to student feedback. The Grade 3s also introduced a 'gaming-style' competitive framework to 'switch things up' later in the term as interest began to wane.

In 2020, a focus on receiving and acting upon 'student voice' was continued, with the administration of the Pivot survey for students and teachers in grade 3-6. This provided all teachers, including specialists in 2020, with specific feedback from students which could be used by staff to form a classroom discussion and action plan. Student voice was also encouraged when investigating whole-school events or activities, seen particularly in the Student Representative council (SRC) and Mt Eliza Environment Team (MEET) initiatives.

Restrictions on site meant the school having to be creative in rethinking plans for Prep 2021 Transition. During Terms 3 and 4, Zoom School sessions were held regularly to provide children and families with the opportunity to meet teachers and the Principal in an informal manner. Later in Term 4, small groups of 10 children attended formal transition sessions at school. Feedback from families was extremely positive.

Much of the work as educators happens in teams. Teamwork plays a critical role in schools, and while many staff found themselves physically isolated, it was important for Leadership to ensure that the collaborative work with one another continued despite the challenges. In the first few weeks in the role, the new Principal met with each staff member and discussed fundamental questions related to purpose, people, process, and pride; including:

1. MEPS team purpose?
- How our purpose may have changed over the course of the year, and how it had stayed the same
- What were our goals, and how we would measure success in this new environment
- We realigned the meeting structure to ensure that there were purposeful moments with which to connect, collaborate and share practice. Weekly staff meetings were reintroduced so that everyone could connect in some way, albeit in a digital format.

2. Who's on our team, and what are our roles and responsibilities?
- During remote learning, roles needed to adapt, responsibilities needed to be redistributed, and new perspectives needed to be brought to the table.
- The school was responsible for students learning from home as well as those onsite. Having a candid conversation about how team members' efforts should be reallocated and how different duties needed to be assigned was critical to team success, particularly when there were changes to the team's purpose, such as reallocating the Specialist team to the onsite supervision of students.

3. How does our team work together?
- Whilst also being responsible for the students who were on campus each day, staff had to go about the business of developing relationships with students and parents using an online model.
- Even teams that previously had strong, explicit norms, working agreements, systems, and structures needed to rethink how they worked together at a distance.

4. How does our team take pride in its work?
- As a Leadership/School Improvement Team (SIT), we considered the rituals, traditions and cultural elements that were likely to build a positive team culture and instil a sense of pride and belonging.
- Our leadership team started every meeting by sharing celebrations and/or appreciations for the work of other team members.
- Wellbeing buddies were also assigned to 'check in' on peers.

Wellbeing

The health, wellbeing of students and staff was at the heart of all decisions during 2020, particularly as the community adapted to remote learning. As a school, we were guided by the Department's extensive supports, guidelines and recommendations. The leadership team collaboratively developed ways to motivate and support staff, including the adoption of 'wellbeing buddies' and weekly check-ins. At staff meetings, teacher well-being and stress-management techniques were a feature of the discussions. Leadership recognised and acknowledged challenges and ongoing hurdles and made adjustments to staff expectations accordingly.

The Wellbeing Priority Team shared online modules on wellbeing and resilience strategies that were endorsed by accredited education authorities. Where necessary, we were able to enlist the support of school psychologists and counsellors who have complementary and specialist skills.

School Administration staff contacted families in Term 3 to find out how the students and parents/carers were traveling during lockdown. Positive feedback quotes were gathered about our staff from families and this was shared widely as an acknowledgement and appreciation for the incredible work done under challenging circumstances.

Student Support Group meetings continued to be held each term for all Out of Home Care students, Koorie students, students funded through the Program for Students with a Disability (PSD) program and other high risk children. Our focus on vulnerable students continued to be targeted during the lockdown period, and these students were closely monitored. Teachers regularly checked in with students and their families in small groups and/or 1:1. The regular support team meetings continued during this period with specific focus on how these students were coping and putting measures into place if there were concerns. A number of vulnerable students attended school in person during this time, so we ensured that they had regular teaching staff (our Specialists and ES staff) for consistency. Regular communication with their classroom teacher occurred so that the work these children were doing was productive.

Throughout the year, the Wellbeing Priority Team met at least three times a term to work on improving this important area in our school. A notable achievement included Respectful Relationships training for key staff, planning and implementation across the school. This work was acknowledged by the Department. School connectedness data from the Students Attitude to School Survey showed that 81% of our Grades 4 - 6 students feel a strong sense of connectedness to the school, with 15% neutral and 4% not having a positive response. This remains an area of future focus.

On the return to school in Term 4, it became apparent that a number of students were significantly impacted by the lockdown. A number of students indicated that they had "forgotten how to be a good friend". There was a deliberate focus on wellbeing during Term 4 and transition sessions, particularly for the Prep to Grade 2 students, included play-based activities that encouraged collaboration, communication and friendship building. Attitudes to School Survey data regarding bullying indicated that 36% of students felt that bullying had been treated unfairly in the past. In Term 4, students were held to greater account for inappropriate behaviours which resulted in an increase in Resets, in-school and formal suspensions, where appropriate. A formal review of all wellbeing policies and processes was planned for 2020, however, this was postponed to 2021. This was done to enable greater time for the whole school community to provide feedback about our approaches and to ensure that the Wellbeing and Engagement Policy, and its accompanying protocols and procedures, meet the changing needs of our learning community.

Financial performance and position

In 2020 we had a reduction in enrolments from 587 in 2019 to 556.2. This can be attributed to the ageing population in Mt Eliza, and also the reduction in immigration and the reduced movement between suburbs and states due to the Covid-19 pandemic. This reduction in student enrolments had an impact on our Student Resource Package (SRP) both in our staffing budget and also the cash budget. In addition, the school carried forward a planned staffing deficit of $155,809 from 2019 (where changes were made to our staffing profile to have a Leading Teacher out of the classroom for a year). This deficit was to be taken out of the 2020 quarterly grant. However due to Covid repercussions, a part of this deficit was also carried over to 2021. Further to this, we also had a planned $65,000 deficit for the 2020 school year – to be taken out of the 2021 Quarterly Grants. We have allocated cash reserves to cover these deficits and the impact they have on our cash budget.

The school has a highly experienced staffing profile of which over 87% of classroom teachers in 2020 were at a Classroom Teacher Level 2 plus a Leading Teacher and 2 Learning Specialists (all in the classroom) and 12.4%, or 3.4 FTE staff, at Classroom Teacher Level 1. This has had a considerable impact on our staffing budget as we are funded per student regardless of how many staff we have at the highest salary level. Also due to our low Student Family Occupation Status and English as a Second Language we receive a very small amount of Equity Funding which is utilised as efficiently as possible to have a positive impact on student outcomes.

As we are all aware, 2020 was certainly a unique year and whilst certain sources of local fundraising was greatly reduced such as PTA and hall hire again due to Covid 19, there were savings in utilities and other expenditure which was favourable for our cash budget.

The school has worked closely with its OSH provider, Camp Australia, in renegotiating their contract to add an additional revenue stream. Increased enrolments in this program will also provide the school with potential increased revenue in the future. Camp Australia is collaborating with the school to develop its program and further engage the community.

In light of the 2020 financial situation, the school leadership team and staff have considered ways in which we can reduce expenditure whilst also maintaining our exceptional programs and innovative approaches into 2021.

For more detailed information regarding our school please visit our website at
https://mtelizaps.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 563 students were enrolled at this school in 2020, 254 female and 309 male.

2 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) which takes into account parents' occupations and education.
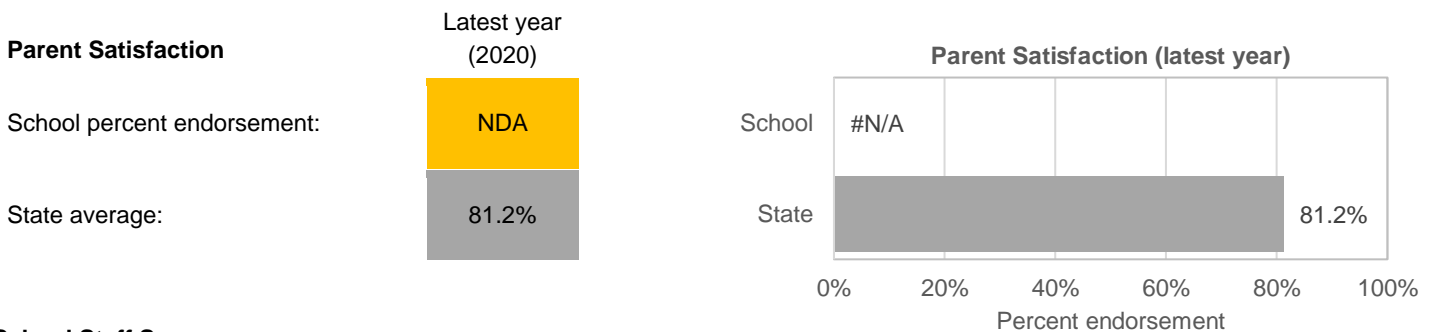
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.
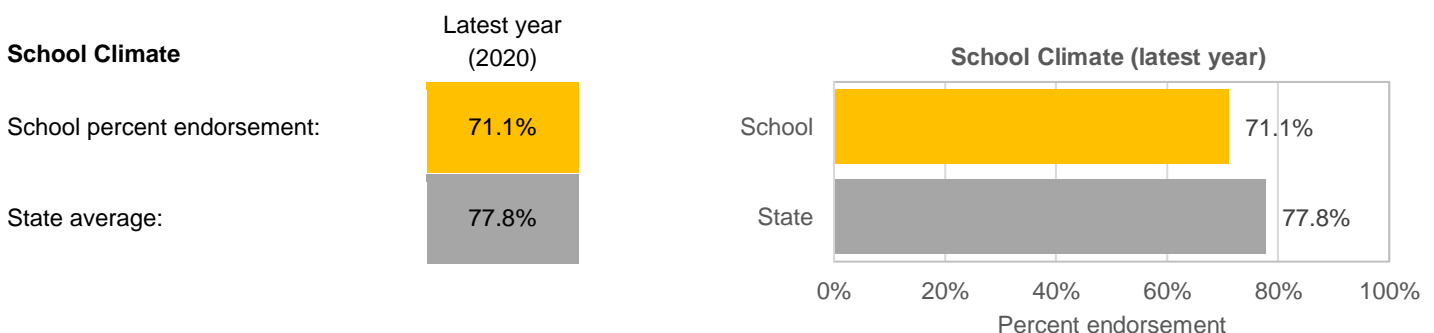
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)

School	#N/A
State	81.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	71.1%
State average:	77.8%

School Climate (latest year)

School	71.1%
State	77.8%

Percent endorsement

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
(2020)

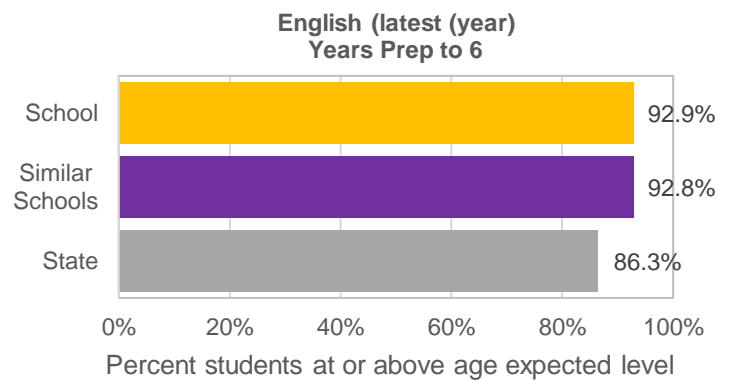School percent of students at or above age expected standards: **92.9%**

Similar Schools average: **92.8%**

State average: **86.3%**

**English (latest (year)
Years Prep to 6**

School — 92.9%
Similar Schools — 92.8%
State — 86.3%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level

**Mathematics
Years Prep to 6**

Latest year
(2020)

School percent of students at or above age expected standards: **93.6%**

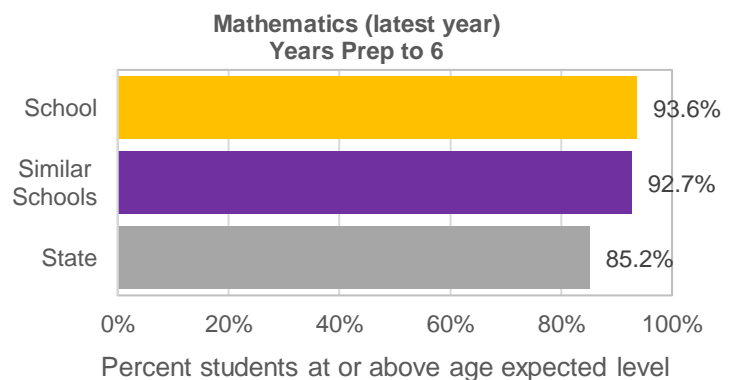Similar Schools average: **92.7%**

State average: **85.2%**

**Mathematics (latest year)
Years Prep to 6**

School — 93.6%
Similar Schools — 92.7%
State — 85.2%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result 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).

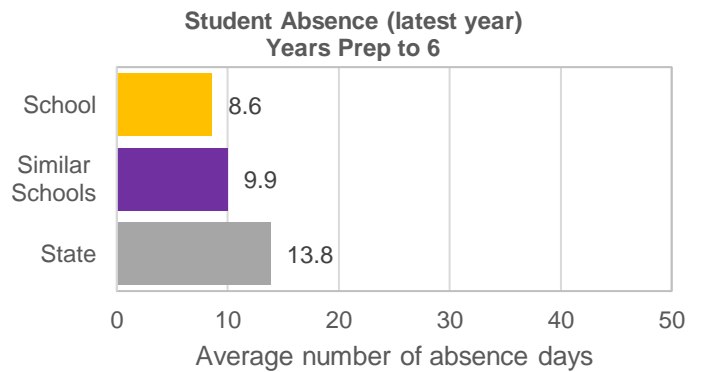NAPLAN tests were not conducted in 2020.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	8.6	12.5
Similar Schools average:	9.9	13.3
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	8.6
Similar Schools	9.9
State	13.8

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	96%	96%	95%	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.*
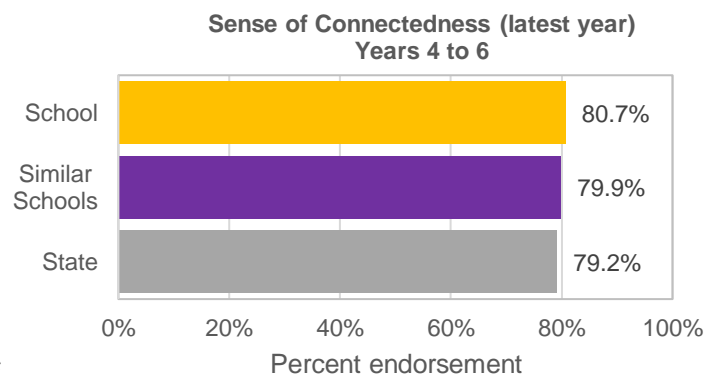
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.7%	76.8%
Similar Schools average:	79.9%	80.3%
State average:	79.2%	81.0%

Due to lower participation rates and differences in collection methodology in 2020, 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	76.3%	72.7%
Similar Schools average:	78.3%	80.5%
State average:	78.0%	80.4%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.
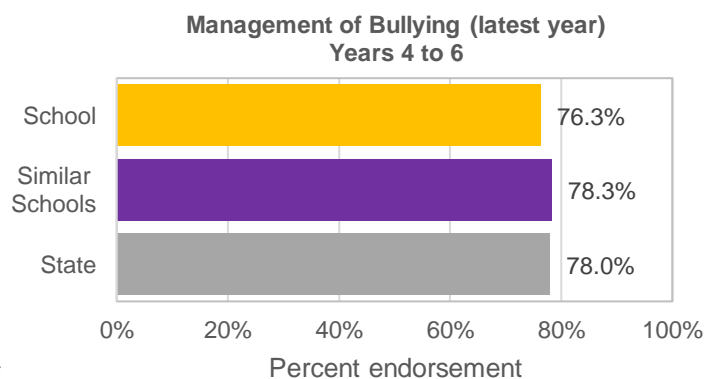
Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$4,054,085
Government Provided DET Grants	$384,266
Government Grants Commonwealth	$650
Government Grants State	NDA
Revenue Other	$72,747
Locally Raised Funds	$309,042
Capital Grants	NDA
Total Operating Revenue	**$4,820,790**

Equity [1]	Actual
Equity (Social Disadvantage)	$20,611
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$20,611**

Expenditure	Actual
Student Resource Package [2]	$4,115,224
Adjustments	NDA
Books & Publications	$1,521
Camps/Excursions/Activities	$88,268
Communication Costs	$6,169
Consumables	$126,169
Miscellaneous Expense [3]	$94,647
Professional Development	$10,847
Equipment/Maintenance/Hire	$98,867
Property Services	$102,443
Salaries & Allowances [4]	$215,467
Support Services	$36,648
Trading & Fundraising	$4,874
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$39,405
Total Operating Expenditure	**$4,940,549**
Net Operating Surplus/-Deficit	**NDA**
Asset Acquisitions	**NDA**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$328,295
Official Account	$46,335
Other Accounts	NDA
Total Funds Available	**$374,630**

Financial Commitments	Actual
Operating Reserve	$123,384
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$87,043
School Based Programs	$24,088
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$7,224
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$38,148
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$81,457
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$361,344**

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.