

2021 Annual Report to The School Community



School Name: Clarinda Primary School (3336)



- 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 06 April 2022 at 09:28 AM by Robbie Mallett (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 07 April 2022 at 10:58 AM by Victoria Koutsoubos (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

Clarinda Primary School is located on the border of the City of Kingston and Monash Councils with a 2021 student population of 361 students on Census Day. The school is part of the Kingston Network of Schools in the South Eastern Victoria Region. The school's Student Family Occupation and Education index of 0.3287 has decreased from 0.3588 in 2020. We have straight classes in Foundation (Prep) and multi-age classes throughout the school.

At Clarinda Primary School, engaging students is our core business. Our school is family-orientated and provides a supportive yet challenging environment where quality teaching and high expectations in learning and behaviour continue to achieve excellent results. Our vision is that we promote an engaging, inclusive and supportive education that empowers students to become life long learners. Care, Achievement, Respect and Excellence are the values that support our students in their personal and academic growth.

Our students are expected to be active participants in their education and take appropriate responsibility for themselves as learners. We encourage all students to demonstrate a sense of optimism, responsibility, tolerance and inclusiveness in all their personal and social interactions. Clarinda's strong student welfare approach is reflected in the excellent responses to the Parent Opinion and 4-year average for Student Attitudes to School surveys. We value socially competent students who are aware of their responsibilities to the wider community. We offer all students, staff and families a strong sense of community. Our older students are actively encouraged to undertake social responsibilities through the Buddy system and School and House Captain opportunities.

The educational partnership embraced at Clarinda enables our students to develop and grow in a supportive environment dedicated to providing a stimulating, challenging curriculum that maximises the success of individuals and empowers students as life-long learners. We also provide additional support through the Literacy Intervention Program, English as an Additional Language (EAL) and Individual Learning Plans for those who are above and below the expected level. In addition, our school-based Chaplain and Psychologist provide vital student and community support. Occupational Therapy intervention for students with special needs have been addressed through the weekly "Bounce and Hit" Tennis Program.

The pedagogical focus is to provide an inclusive teaching and learning program, with teachers working closely together to best meet the point of need teaching. We identify individual student needs and customize the teaching strategies to improve the learning outcomes for all students. Our Primary Connections program which links Science with Literacy from Prep to Year 6 covers Physics, Chemistry, Biology and Earth Sciences. Our students are highly engaged in this very successful inquiry based program. Clarinda has an outstanding reputation in the community with exemplary specialist programs; Music, Art, Physical Education, STEM, Library and LOTE (Modern Greek) are the specialist areas that develop our students as well-rounded individuals.

The Greek LOTE program is strongly supported by the Greek Consulate, which provides a seconded teacher from Greece to work with our students. The LOTE program is recognised as the outstanding primary school program by the Greek Consulate. A variety of extra-curricular activities is available: Junior School Council, bi-annual performing arts concert and art show, choir, dance group, after school Greek lessons, drama, lunch time clubs, environmental program, out of school hour's music tuition as well as the Excel music program and sport. Interschool sports, swimming, annual camp, incursions and excursions are very popular features of the educational experience.

Our very popular LINKS and Stepping Up (pre-prep) transition programs for 3 and 4 years olds focus on numeracy and literacy skills that prepare the children for a very successful start to their education.

School Council employed Camp Australia to provide before and after school care for 2021. The caring, inclusive and dedicated Out of Hours School Care staff members ensure a safe and engaging program. The students enjoy a varied and comprehensive experience.

Our modern computer facilities enhance student learning opportunities and outcomes. Laptops, iPads, interactive

whiteboards/TVs, Ev3 Robotics, Spheros and other devices round out the resources available to our students. The laptop or iPad student ratio was less than 1:2.

The air-conditioned classrooms are bright and stimulating and the Hall complex enables a variety of activities. Outstanding sporting equipment and facilities, including extensive playing fields, basketball and netball courts, two cricket practice nets, a long jump pit, and football and soccer fields, have been built through grants and partnerships with community groups. Our students are enthusiastically engaged in the fully funded Sporting Schools Program and Kelly Sports both during class time and after school.

Home-school relationships are very important. Parent Satisfaction and feedback indicate that the close connections we have established are highly valued. We deeply appreciate the caring support our parent community gives to the students and staff. While teachers are central to our students' education, they are but one part of the team with parents encouraged, at all times, to communicate with teachers and school management on issues that are of interest or concern to them.

The school had 29.28 full-time equivalent staff: 2.0 Principal Class, 21.52 teachers (including 2 Learning Specialists and 1.8 Tutors) and 5.76 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

1. Excellence in Teaching and Learning – Curriculum Planning and Assessment

Due to Covid-19, we feel that the school was on a journey further into the Embedding stage of FISO. Leadership had resourced the building of practice excellence to facilitate a whole school professional learning model. Staff were provided with the opportunity to participate in peer observations through the strategic allocation of the learning specialist and the principal class. Staff would observe colleagues and complete a school designed audit on the Reader's and Writer's Workshop Model. In addition, the learning specialist formulated an induction booklet outlining the expectations of the school's literacy model. The learning specialist would meet regularly with all staff to evolve their practice. The school allocated funding towards the purchase of a Swivel to record instructional practice to enhance professional learning to improve student outcomes. Regular, timetabled sessions with new staff was allocated to build teacher practice in the school's Literacy Model.

2. Professional Leadership – Building Leadership Teams

Due to Covid-19, we feel that the school was on a journey further into the Embedding stage of FISO. The learning specialist has been instrumental in driving the curriculum planning and assessment in literacy across the school. In 2019 six instructional leaders were trained in the Professional Learning Communities (PLC) model. This has allowed for the continuation and consistency of PLC's in 2021. A particular focus for the PLC's has been the unpacking of data from the Reader's and Writer's Workshop Model. Staff have used their conferring journals as an assessment and reporting tool. In the second half of 2021, the PLC Instructional Leaders and the 2 Learning Specialist completed additional PLC coaching. Through strategic resourcing, our professional learning with an educational consultant (Danny Hyndman) and Bastow training, has prioritised the use of the Improvement Cycle to inform all curriculum planning and assessment.

Achievement

The school undertook its Pre-Review Self-Evaluation (PRSE) in 2021. All of the Targets were set for the conclusion of the 2017-2020 Strategic Plan. Due to the impact of Covid-19, the school undertook the Priority Goals set by DET.

Teacher Judgement

English

The percentage of students achieving at or above the expected level was 85.8% which is below the state average of 86.2% and above similar schools average of 85.1%

Mathematics

The percentage of students achieving at or above the expected level was 77.9%, which is below the state average of 84.9% and similar school average of 83.3%.

NAPLAN

Reading - Year 3

84.8% of Clarinda students performed in the top 3 bands, where the state average was 76.9% and the similar school average was 76.1%

Reading Year 5

74.1% of Clarinda students performed in the top 3 bands, where the state average was 70.4% and the similar school average was 69.1%

Numeracy - Year 3

73.5% of Clarinda students performed in the top 3 bands, where the state average was 67.6% and the similar school average was 65.0%

Numeracy - Year 5

69.1% of Clarinda students performed in the top 3 bands, where the state average was 61.6% and the similar school average was 59.9%

NAPLAN Learning Gain

With our dedicated and personalised approach, learning gain represents student progress relative to their starting point. In the case of NAPLAN this is the difference between a students Year 3 2019 and Year 5 2021 achievement. Our students achieved a greater percentage of high gain relative to similar schools in all areas.

Reading - 25% of Clarinda students displayed high gain where the similar schools percentage was 25.

Numeracy - 33% of Clarinda students displayed high gain where the similar schools percentage was 27.

Writing - 28% of Clarinda students displayed high gain where the similar schools percentage was 23.

Spelling - 17% of Clarinda students displayed high gain where the similar schools percentage was 25.

Grammar and Punctuation - 22% of Clarinda students displayed high gain where the similar schools percentage was 27.

Professional Learning Community (PLC) meetings have been embedded in the meeting schedule on a weekly basis, ensuring all staff are aware of the priority placed on them. PLCs have also been supported through weekly Collaborative Planning meetings, with a range of formative assessment tools for Literacy and Numeracy (second half of the year) being introduced through meetings which were then implemented in classrooms and analyzed during PLC..

Staff continued working in PLCs during Term 1 and Term 4 this year (during Term 2 and 3 adjustments were made to the meeting schedule due to Remote Learning). In Term 1 staff continued to implement a range of new formative assessment tools (supported by the Learning Specialist and Literacy PLT meetings) in their classrooms. Teachers worked with their PLC teams to assess this data and plan changes to their classroom practice based on the individual needs of students. In Term 4, staff focused on moderating and formative assessments in order to build consistency with marking, and on growing their collaborative planning skills, including beginning to build habits around using formative assessment data to plan 'in the moment' teaching.

We are pleased that we continue to see a shift in teacher mindset towards staff putting their focus and energy into things that impact teaching and learning. Teachers are eager to use designated non face-to-face meeting time for planning and discussing formative assessment wherever possible.

Teacher capability in Literacy has been a focus through 2021. Regular Literacy PLT meetings have been centered on

reviewing the Reader's and Writer's Workshop model of instruction and introducing new forms of formative assessment which can be used in classrooms and analysed during Professional Learning Community meetings. All classroom teachers participated in a 'book club' to undertake professional reading across 2020 on the area of Reader's Notebooks as tools for teaching and assessing, with the school purchasing a copy of 'Notebook Connections' by Aimee Buckner for each teacher. Through PLT meetings they also explored the use of Writer's Notebooks which complemented this learning, and many engaging discussions were had around new learning and the trialing of new practices.

A Learning Specialist (LS) was employed in 2021 to oversee the Numeracy program in the school. The LS has completed numerous hours researching and working with the Educational Improvement Leader (EIL) reviewing data sets and researching a model to implement in the school during 2022.

The recent staff opinion survey reflects 100% positive response to Collaborate to Plan Curriculum, 86% positive response Plan Differentiated Learning Activities and 86% positive response Use Data for Curriculum Planning.

On the Parent Opinion Survey, parents rated their Satisfaction with the school at 80.7% thus confirming that their children's needs are being met to a high degree.

Our Program for Students with Disabilities displayed student's progress at satisfactory or above in achieving their learning goals. The students were ably supported by the Education Support staff, our Chaplain, onPsych psychologist and the Fundamental Motor Skills program.

The Teaching and Education Support staff at our school is to be highly commended for their dedication, skills and commitment to our community. They have successfully established and maintained an excellent education environment in which all students are expected to achieve. The Parent Opinion Surveys reflect their high level of confidence in their teachers.

Due to the restrictions of COVID-19, the school will continue to resource the allocation of Learning Specialist (Literacy and Numeracy) during 2022. The focus for the Learning Specialist will be to continue to build on the foundation of work laid during the 2017-2020 Strategic Plan. They will continue to drive change through the improvement cycle to enhance teaching and learning of Literacy and Numeracy.

The Learning Specialists will continue to work with our Literacy Consultant and the Education Improvement Leader (EIL). Curriculum days and in-house consulting days with teachers have been planned to help teachers evolve their best practice in the Readers and Writers Workshop model for Literacy and the Proficiencies and Applications for Numeracy. Reflecting on the Staff Opinion Survey, we feel that staff still require support in further developing their data literacy and professional learning through peer observations and feedback

Engagement

Although this dimension is not directly related to our AIP for 2021, it indirectly influences our daily interactions. Student voice and agency are embedded into our school through the Reader's and Writer's Workshop Model, Play is the Way, Respectful Relationships and the Junior School Council. Students have been able to influence the curriculum by meeting with their classroom teachers during staff planning sessions. Senior students participate in three-way conferences during the mid-year reporting cycle. Students can track and measure their own learning growth through tools such as the Guttman charts. Junior School Council members are elected via an application process and peer voting.

To support transition back to school, the school allocated additional resources to the Tutor Learning Initiative (TLI) to support additional learning needs of children. Approximately 90 children attended the initiative in 2021 with a focus on Literacy. Three staff members were employed on a part time basis.

Student engagement was fostered through a strong sense of belonging, inclusiveness and the differentiated curriculum. An excellent and extensive suite of extra-curricular activities has further supported student engagement. Library Club, Choir, Drama Club, Chess Club, Fitness Club and a range of sporting equipment available to students

during breaks foster cooperation, teamwork and positive relationships. The Physical Education and Sport program has provided opportunities for our students to compete at higher levels. The Sporting Schools program has proved to be very popular and was well attended throughout the year.

The annual camp for Year 5/6 students was able to continue with the guidance of DET COVID-19 restrictions. The camp did provide a great opportunity for students to reconnect friendship in an exciting and challenging outdoor environment at Ace-Hi Ranch on the Mornington Peninsula.

Our whole school approach to student management focused on respect for community values and engagement with learning in our classrooms. Our underlying values of respect, inclusiveness and endeavour support our successful student engagement. Students from Year 1-6 formed the Junior School Council and met twice a term to feed up and feedback to peers. During 2021 restrictions, we continued to implement Play is The Way via WebEx and online activities. We use guided play, classroom activities and an empowering language to continue to develop, improve and entrench the personal and social capabilities of students.

Students from Grades 4, 5 and 6 participated in the Attitude to School Survey. 97% of children felt a Sense of Connectedness, 94% Effective Classroom Behaviour and 95% Stimulated Learning.

Of particular note is the way in which our students with disabilities are accepted and supported by the student community. Care for those with special needs ranks very highly with their peers. Over many years, we have developed our highly successful PSD program that generates significant funds to support students and staff. Given our well-recognised program, families continue seeking us out from far afield.

The school has continued to educate and inform the community about the importance of attendance at school via Newsletters (whole school/class), Facebook, Class DoJo and letters sent directly to parents to explain their child's absence. The school averaged 14.6 days of absence compared to the state's 14.7.

Wellbeing

Clarinda Primary School is a highly multicultural community where it celebrates and embraces diversity. The school draws on the knowledge and support of the community with diverse cultural and linguistic backgrounds to develop class and school programs. We continue to offer Greek enrichment for students, we are supported by the Greek Consulate and two seconded teachers. We also offer two streams of Greek for mother tongue and non-mother tongue speakers. Historical data suggests that our students are connected to their learning, have effective strategies to manage bullying and feel a sense of pride in their learning environment. 96.9% of students endorsed the Management of Bullying. A locally funded School Chaplain provides student wellbeing support twice weekly and a psychologist from Onpsych attends once a week. In addition, the Play is the Way program and Respectful Relationships operate across the school to support student and community wellbeing. Clarinda Primary School provides an inclusive learning environment to support students who may be vulnerable, or require reasonable adjustments and students on the PSD program.

During Remote Learning from Home, survey data suggested that parents were appreciative of the level of support and contact offered to their child. Effective communication methods such as: Phone Calls, WebEx video conferencing, COMPASS and ClassDojo all provided a connectedness to learning and improving student outcomes. Staff developed an internal Website for students and parents to access daily instructional lessons. Student Support Group (SSG) meetings provide an opportunity for a partnership in learning and wellbeing. The school has built positive relationships with community organisations such as, Kingston Council, Onpsych, SSS, Salvation Army, DHHS, Orange Door, ELMHS, Bunnings and local kindergartens and child care centers.

Finance performance and position

Clarinda PS continues to maintain an outstanding financial position. Clarinda PS was able to achieve a surplus in 2021 due to strategic staffing arrangements that ensured we could provide a staffing profile that catered for the needs of all

students, in particular, the Equity Funding allocation of resourcing towards Literacy Intervention.

The 2021 Tutor Learning Initiative (TLI) allowed for around 90 children to access the program in Gr 1/2, Gr 3/4 and Gr 5/6. The school committed additional funding to ensure a full school year of additional support to those students impacted by the pandemic. The initiative will continue in 2022 with the school committed to an overspend to support the learning needs of children from Gr 1-6.

The school utilised a new tier of funding from DET to support the Disability Inclusion Program. Additional funding will be available to support Tier 2 funding of students through the Chaplaincy program, Speech Pathologist and Profiles in 2022.

For more detailed information regarding our school please visit our website at
www.clarindaps.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 359 students were enrolled at this school in 2021, 185 female and 174 male.

42 percent of students had English as an additional language and 2 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).

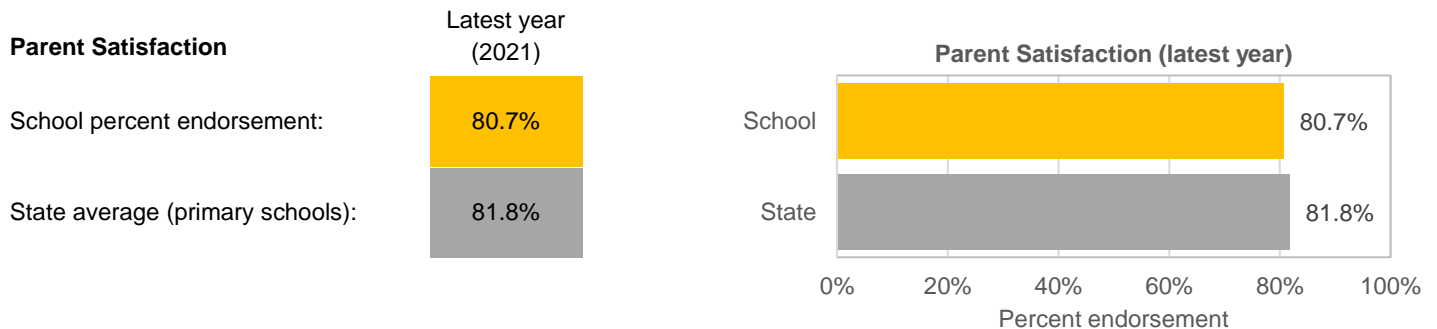
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

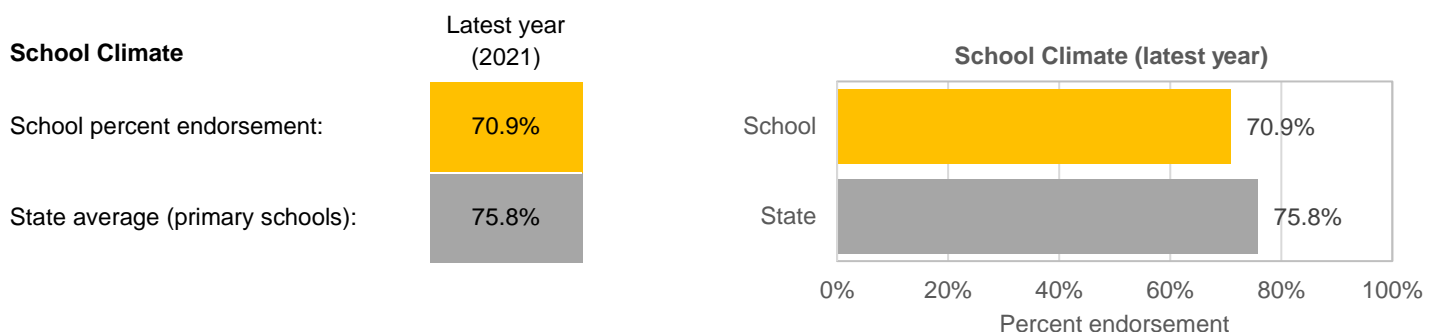


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

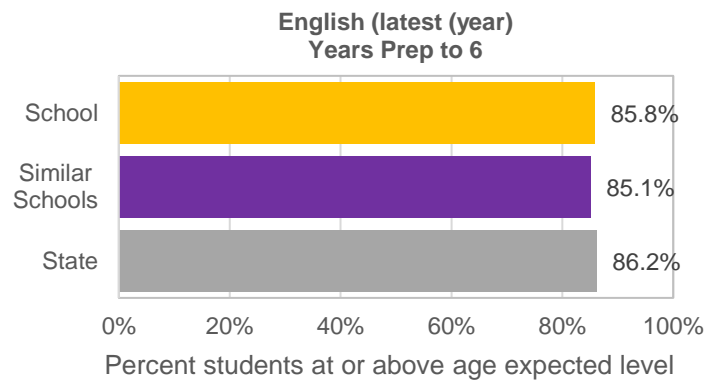
85.8%

Similar Schools average:

85.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

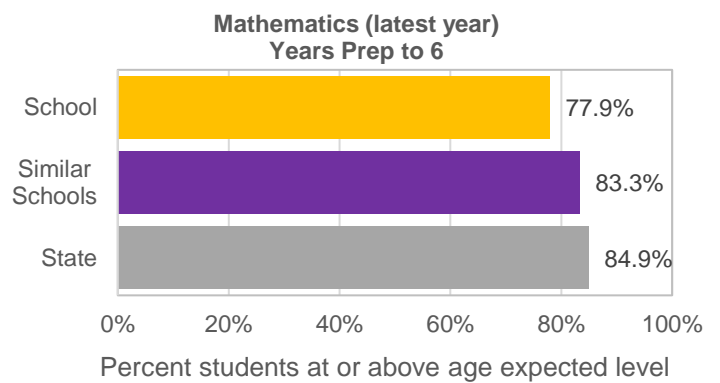
77.9%

Similar Schools average:

83.3%

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.

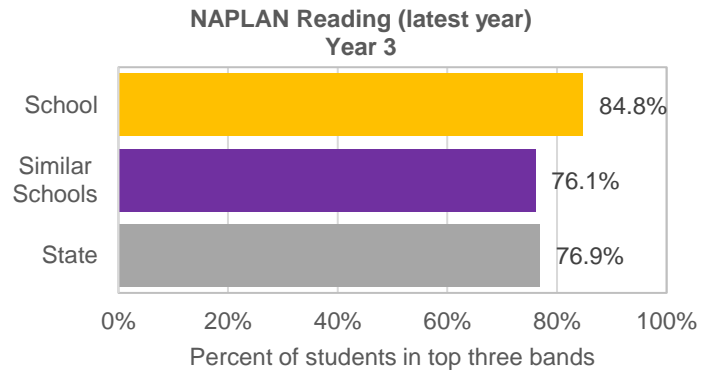
NAPLAN

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.

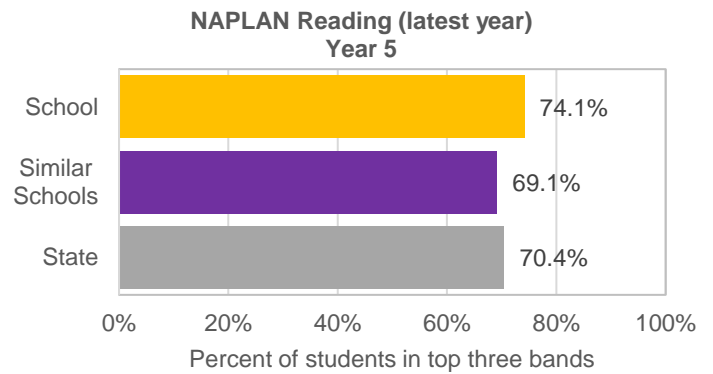
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.8%	81.7%
Similar Schools average:	76.1%	74.8%
State average:	76.9%	76.5%



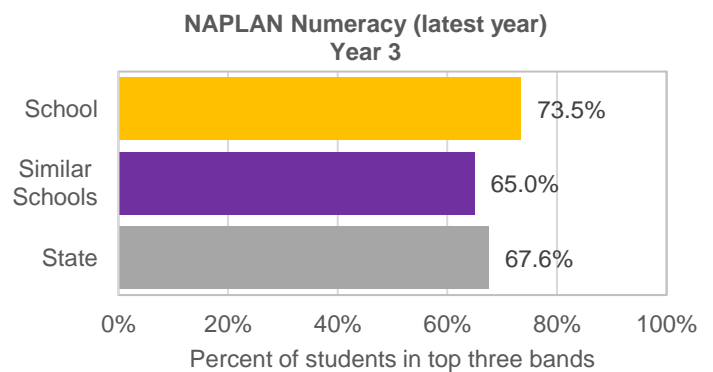
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.1%	71.5%
Similar Schools average:	69.1%	65.3%
State average:	70.4%	67.7%



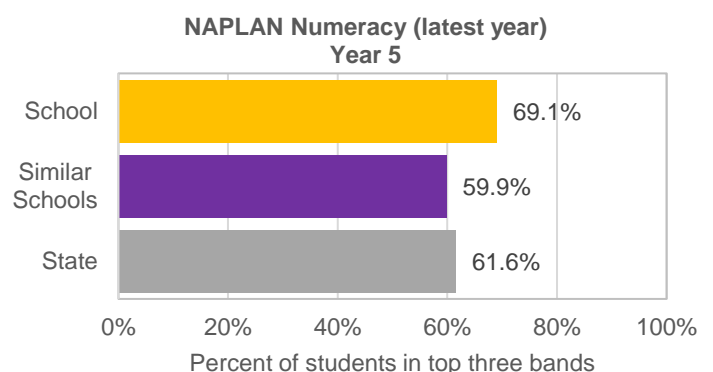
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.5%	74.8%
Similar Schools average:	65.0%	65.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.1%	62.0%
Similar Schools average:	59.9%	58.2%
State average:	61.6%	60.0%



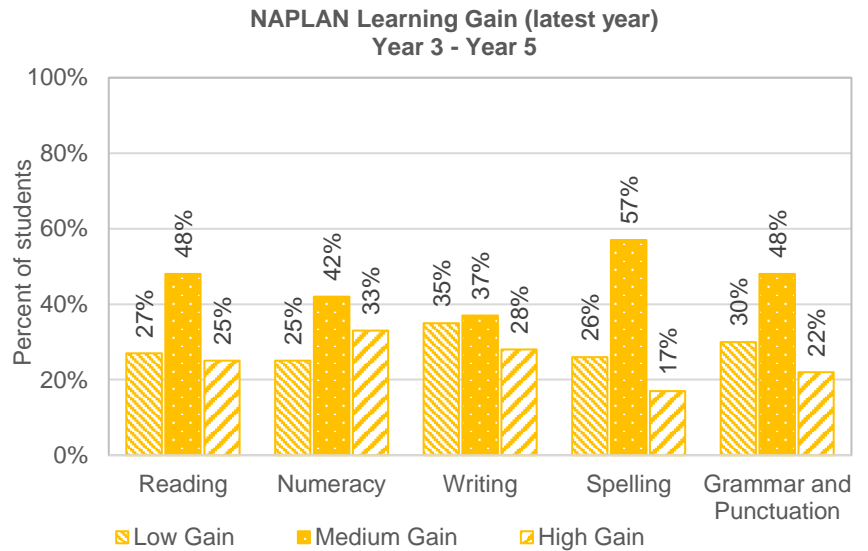
ACHIEVEMENT (continued)

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%	48%	25%	25%
Numeracy:	25%	42%	33%	27%
Writing:	35%	37%	28%	23%
Spelling:	26%	57%	17%	25%
Grammar and Punctuation:	30%	48%	22%	27%



ENGAGEMENT

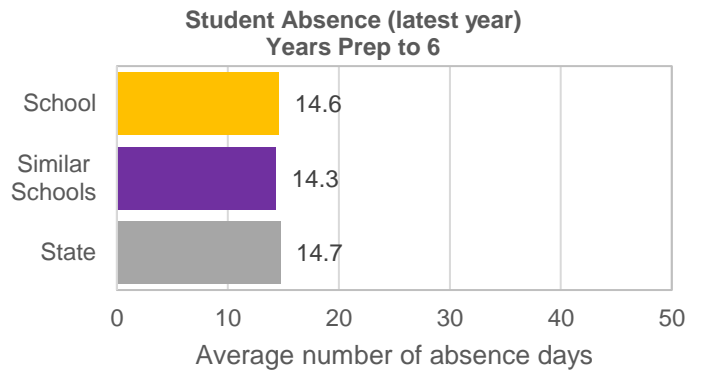
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.6	14.2
Similar Schools average:	14.3	15.5
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):	93%	94%	92%	90%	94%	94%	90%

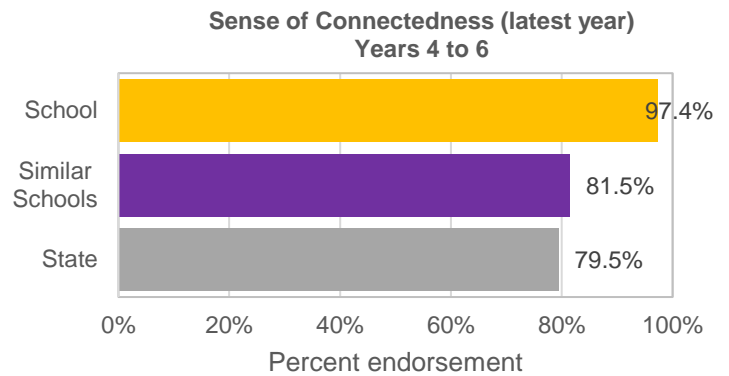
WELLBEING

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:	97.4%	98.3%
Similar Schools average:	81.5%	82.1%
State average:	79.5%	80.4%

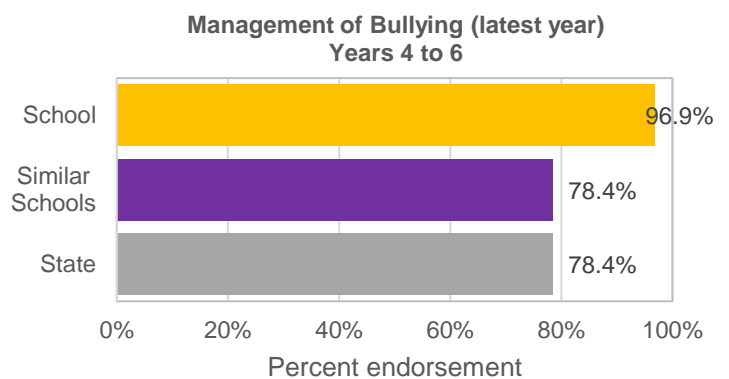


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	96.9%	98.4%
Similar Schools average:	78.4%	79.7%
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	\$3,200,753
Government Provided DET Grants	\$576,866
Government Grants Commonwealth	\$10,363
Government Grants State	\$0
Revenue Other	\$14,923
Locally Raised Funds	\$86,167
Capital Grants	\$0
Total Operating Revenue	\$3,889,071

Equity ¹	Actual
Equity (Social Disadvantage)	\$48,158
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$48,158

Expenditure	Actual
Student Resource Package ²	\$3,127,343
Adjustments	\$0
Books & Publications	\$6,313
Camps/Excursions/Activities	\$38,023
Communication Costs	\$6,147
Consumables	\$101,682
Miscellaneous Expense ³	\$41,630
Professional Development	\$7,337
Equipment/Maintenance/Hire	\$146,958
Property Services	\$92,329
Salaries & Allowances ⁴	\$145,626
Support Services	\$40,065
Trading & Fundraising	\$49,193
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,728
Total Operating Expenditure	\$3,829,372
Net Operating Surplus/-Deficit	\$59,699
Asset Acquisitions	\$41,839

- (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	\$744,311
Official Account	\$21,558
Other Accounts	\$0
Total Funds Available	\$765,869

Financial Commitments	Actual
Operating Reserve	\$103,948
Other Recurrent Expenditure	\$4,455
Provision Accounts	\$0
Funds Received in Advance	\$149,603
School Based Programs	\$38,144
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$11,889
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$310,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$112,392
Total Financial Commitments	\$805,431

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.