

2021 Annual Report to The School Community



School Name: Laburnum Primary School (4863)



- 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 28 April 2022 at 07:12 PM by Kim Dray (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 29 April 2022 at 07:36 AM by Matt Hall (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

Laburnum Primary School was established in 1964 and is set in an attractive bushland setting which flows naturally into the parkland of Blacks Walk, part of Blackburn Creek. The grounds are approximately 2.8 hectares in area. As a result of the 2018 School Review, and with community input, the school's vision and values were renewed. Our vision is Learn - Thrive - Contribute and the school's values are Respect, Integrity, Resilience and Curiosity.

Laburnum P.S. is a child safe school, and all staff are expected to play an important role in ensuring a child safe environment. The school's child safety practices, including the child safety code of conduct, can be found on the school website under Our School/Planning and Policies, or by contacting our office. Staff selection processes involve a rigorous background check and teaching staff are required to have current VIT registration.

The current enrolment is 703, organised into 32 classes, with 44 teaching staff, 3 principal class and 12 education support staff. The staff Full Time Equivalent is 50.10, with a mix of experienced and newer-to-the-profession teachers in each team. There is one staff member who is known to identify as Aboriginal and Torres Strait Islander. Due to ongoing enrolment pressure, enrolment restrictions are in place.

The school is culturally diverse, with 25 community languages. The Student Family Occupation and Education (SFOE) index of 0.1350 has remained relatively stable over the last four years. The proportion of students with a language background other than English (LBOTE) is 58%. Currently, 47% of students have English as an Additional Language (EAL) and speak another language at home, and this percentage is increasing. The backgrounds of students reflect the cultural and social diversity of the local community, which has been significantly broadened over the last five years.

Laburnum Primary School is accredited under the Department of Education and Training's CRICOS registration. Although there are minimal numbers of students enrolled in the International Students Program each year due to enrolment pressure, the school continues to enjoy a well-regarded reputation locally and abroad.

Our students enjoy outstanding facilities, including air-conditioned classrooms with wireless technology. The school is well-maintained and core buildings have been extended and modernised. Some relocatable classrooms assist us to manage enrolments, and these are well-blended into the existing provision. School facilities include a stadium sized hall, a modern community centre, a contemporary resource centre, a heritage listed performing arts centre, Visual Arts room, Out of School Hours Care Centre, a school-funded STEM Centre and extensive play areas. Playgrounds include a synthetic grass oval, shaded areas and marked court areas. Many of the school improvements are due to the ongoing support of the community, through active fundraising. The school has a long history of improving student learning resources and facilities through locally-raised funds.

Laburnum P.S. has worked to develop rigorous expectations and support structures to provide consistent high-quality teaching and learning practices. The school strategic plan is the foundation of the staff professional learning plan. Laburnum is a Victorian Professional Learning Communities (PLC) school, and teachers plan and work collaboratively to assess, monitor and track student achievement. Teachers participate in Peer Observation, mentoring and induction programs.

The school has an established leadership team that works together with teachers to support and emphasise school-wide consistent approaches to wellbeing and academic learning. The priorities raised by the pandemic and Remote Learning resulted in one more-narrowly focused School Improvement Team during 2021, reflecting the state-wide priorities goal of Learning and Wellbeing.

The school's curriculum framework incorporates the Victorian Curriculum, with a strong emphasis on English and Mathematics. An extensive, rich professional learning program improves student learning through increasing teacher knowledge and skills. This is highly valued by our staff.

Specialist programs include Literacy Intervention, Music, Visual Arts, Physical Education, Library and Languages

(Spanish). The eLearning program is designed to equip students with the essential competencies for learning in the 21st century using a range of devices. These include iPads, netbooks, 3D printers and large screen technologies.

A broad enrichment program usually includes a range of extra-curricular offerings, including an extensive music tuition program and Science-based activities. Year 4, 5 and 6 students have the opportunity to participate in school camps. The student leadership program includes Junior School Council and captaincy positions for Year 6 students. A formal student leadership program is taught in Years 5 and 6. Across the school, we operate a Buddies program and Peer Mediation program, utilising trained Year 5 student mediators. Although these programs were impacted by COVIDSafe restrictions, the school has modified or postponed these as needed.

Framework for Improving Student Outcomes (FISO)

The school's Annual Improvement Plan priorities were again impacted by COVID-19. As in 2020, the school deliberately focused on key areas that would have the greatest impact on improved student outcomes during remote learning. LPS used the 2021 Statewide Priorities Goal, encompassing:

- Learning, catch up and extension priority
- Happy, active and healthy kids priority
- Connected Schools priority

These allowed us to continue to adapt our chosen FISO dimensions and key improvement strategies to focus on the areas of:

‘Excellence in Teaching and Learning’:

- Collaborative Professional Learning, involving reflection and feedback focused on student outcomes and improving teaching practice. Our Professional Learning Communities (PLC’s) structure reflects the school’s goals and targets.
- Staff Professional Learning was informed by the collection, analysis and evaluation of student data. Teams of teachers routinely use evidence of student learning progress in a cycle of inquiry to evaluate the effectiveness of their current teaching practices. School professional learning is ongoing and a valued part of the culture of the school. School leaders facilitate opportunities for staff to learn from each other and model continuous learning in their own practice.
- The expectation is that student needs and interests inform curriculum planning and teaching. A sequential curriculum plan is regularly monitored and evaluated by PLC teams to ensure consistency.
- The school develops teacher knowledge of high-impact strategies and provides opportunities for teachers to observe and discuss best practice. Staff welcome, and are responsive to, thoughtful and constructive feedback.
- The school provides students with targeted feedback relative to their learning goals to progress each student's learning.

‘Professional Leadership’:

- The leadership team at LPS leads school improvement and professional learning. A whole-school professional learning strategy and calendar supports the school’s identified FISO improvement strategies.
- School leaders clearly articulate the school vision and values and work with staff to review and improve their teaching, including using observation, feedback and coaching. They review student data and guide and drive professional learning in data analysis, supporting teachers to assess the effectiveness of their instructional practices.

‘Positive Climate for learning’:

- The school values positive and productive relationships with students that build motivation and engagement. Regular opportunities for sharing and celebrating student and school achievements builds pride and connectedness, especially after Remote Learning.
- School policies, programs and practices are inclusive and respectful of difference. The school has a culture of high expectations, with school values and vision explicit in all policies, eNews and guidelines. These are shared with the community. School staff and leaders have clear expectations of student behaviour and develop targeted interventions for students and cohorts to support pro-social and self-regulating behaviours. The school actively values conflict resolution with its restorative approach.

‘Community engagement in learning’:

- The school collaborates through its Community of Practice with other schools, and with external partners, to create a networked learning community.
- LPS fosters communication and meaningful partnerships with parents and carers, building on our Community Engagement strategy. The school has clear processes for responding to parent concerns and these are accessible to all parents on our website. The school provides information to parents/carers about how they can support and monitor home learning effectively and encourages parents/carers to talk with their child about what they are learning at school and actively engage in home learning activities where possible.

Achievement

The school was recognised by the DET Regional Director, Mr Terry Bennett, for the exemplary manner in which we applied and implemented health and safety strategies to ensure our school remained COVIDSafe. This recognition as a High-performing COVIDSafe school reflected our preparedness and implementation of strategies to minimise the risk of viral transmission onsite. Families and staff have been supportive of the effective adjustments made to promote health and safety and keep the school open for students.

To support the Tutor Learning Initiative (TLI), we continued the Targeted Teaching model, utilising our skilled teachers with expertise in English and Maths. The TLI tutors supported identified students and worked with targeted groups of students and teachers in their classroom. The Targeted Intervention model is an evidence-based approach relying on regular assessment. This preserves what students can already do and introduces next steps in their learning, aligning well with our Professional Learning Communities (PLC) planning model.

The school has successfully worked on improving students' basic Literacy and Numeracy skills. The PLC and Targeted Intervention processes have supported all students academically. A renewed focus on Spelling was again postponed due to Remote Learning.

Tracking of Individual Learning Plans (ILPs) across the school continued and was aligned with an individual TLI focus where possible. The TLI program was tracked and monitored to map students' learning growth. Given the expertise of our TLI team and engagement of classroom teachers, our students benefitted with many students moved 'off' the TLI list.

Every year the LPS Assessment Schedule is reviewed and updated. It details the assessment tools used at each year level in every term from Prep - Year 6 in English and Mathematics, in addition to the informal notes and observations taken by teachers. LPS teachers plan and analyse our agreed assessments with their PLC teams to:

- identify what students can already do and the next steps in their learning
- evaluate students' learning against the curriculum or their individual goals
- identify learning gaps, or student mastery of learning (pre-tests and post-tests)
- compare and rank students in relation to one another.

To further support students with English as an Additional Language (EAL), the Primary Curriculum Coordinator of Blackburn English School (BELS) worked in a part time capacity at LPS during Terms 1, 3 and 4. This provided a wonderful opportunity to build a connection between the two schools, exchange skills and focus on how LPS teachers can best support students to develop proficiency in English.

Students who received funding under the Program for Students with Disabilities access targeted programs to address their individual needs.

In 2021, we transitioned smoothly to and from Learning from Home, at extremely short notice. Staff were well-prepared with Learning Packs sent home with students in anticipation of Remote Learning. The familiarity with, and the strong support for, our 2020 Remote Learning platforms, resources and Webex schedule provided a solid foundation. This was strengthened during 2021, based on feedback from staff, students and parents, with support provided for families and staff who were new to the school.

With the reintroduction of Webex Essential, Webex Plus, Webex Check-in and Webex Extra, we continued our Learning from Home program with half-classes or smaller groups/individuals, based on the advice of Virtual Schools Victoria. This ensured all children were visible to each other on the screen and could contribute during online classes.

Online specialist classes and Google Classroom for Years 4 - 6 were again utilised and we scheduled Intervention, STA (Speech Therapy Assistance Program) and Play Therapy online sessions. The communication channel continued to be based on the LPS website, including all relevant LFH resources and passwords, allowing for translation to cater for our linguistically diverse community.

As indicated in the School Performance Report, LPS retained its 2019 'Influence School' status in Reading and has now added Numeracy, Engagement (Attendance) and Participation (which refers to NAPLAN, student and staff surveys) as 'Influence' areas. We believe this reflects the emphasis placed on these areas both after 2020 Remote Learning and throughout 2021.

2021 NAPLAN results were similar or higher to the school's previous best results (in 2019). When compared to other schools, our students scored 'significantly higher' in 11 of the 12 areas; and scored 'higher' in the 12th area (Year 3 Grammar & Punctuation). In Reading, Writing, Spelling, Numeracy, Grammar and Punctuation, 96 - 99% percent of LPS students scored higher than the National Minimum Standard.

The tracking of our Year 5 students showed that our school:

- exceeded the expectations for the numbers of students who have made High Growth since 2019; and
- exceeded the expectations for the numbers of students who have made Low Growth since 2019, with very few students in this category.

Not only do we see our community working together as paramount in promoting success for all students, we also view connections with other schools as opportunities to collaborate and learn from each other to continue to strengthen planning and teaching practice.

Engagement

Transitioning between remote learning and onsite schooling in 2021 school offered challenges to our LPS community. Despite these, both students and staff demonstrated their developed skills in Learning from Home with continuity of regular programs and approaches, incorporating Webex online sessions. The school utilised previously successful strategies to promote engagement, including:

- our expected behaviours matrix, reflective of our school values in Webex meetings
- targeted group Webex sessions
- individual student check-ins and
- online specialist programs.

Loan devices were again rolled out throughout Learning from Home (LFH) periods, ensuring accessibility to learning for all members of our school community.

Gaining valuable community input into the format of the LPS LFH pages via a 'pulse check' questionnaire meant that our learning platform continued to evolve to cater for the needs of diverse families. Laburnum Primary School is one of the 12 Victorian Primary Schools showcased as an example of 'extraordinary work' by the Digital Learning Services Unit. Providing DET with full access to our LFH planners, tasks, resources, LFH eNews and surveys, the Department was particularly interested in how our staged approach to implementing LFH had evolved over time and catered for our culturally and linguistically diverse community.

The school maintained 100% registration of parents on our Sentral Learning Management system, a silver lining from lockdowns. This platform continues to enable effective and responsive communications between staff and families.

Parent Information evenings, parent/teacher meetings, Camp information, school tours and Student Support Groups all formed a part of our continued communication and support opportunities, with these conducted virtually. Use of Webex meetings with families also supported identified students in their transitions to and from remote and onsite learning.

The LPS Parents Group was showcased by Parents Victoria, and then DET, for their wonderful efforts in maintaining connections with the school community during 2021. During a very challenging time for students, families and schools, our Parents Group was proactive in promoting community wellbeing and engagement.

The Term 4 return to onsite learning was welcomed by our community, students, staff and parents, and enabled us to progress with our 2022 Student Leadership Program. Clear, consistent, positively stated and reinforced whole school expected behaviours through our LPS matrix supported calm, predictable and safe classroom environments to maximise engagement and participation of all students. School Wide Positive Behaviour Supports (SWPBS) will continue to be a focus throughout 2022.

Some modifications to the DET School Operations guide allowed us to conclude our Year 6 students' schooling experience at LPS with an outdoor graduation. This event highlighted student voice through committees, such as those planning decorations and the dance presentation.

Although Student and Parent Surveys were optional in 2021, the school conducted both. The Student Attitudes to School survey was offered to students from Years 4 to 6 upon students' return from Remote Learning. The survey contained useful mental health questions designed to inform schools of the impacts of Remote Learning on student wellbeing. While the response rate to the Parent Opinion Survey was very low, the school gained some useful information about the effects of COVID-19 from students and their families. The school is mindful of the reduced reliability and validity of survey data, especially 'similar schools' data, as a consequence of schools having a choice about administering the surveys, as well as more flexible timing for these.

The school has established and effective processes to address student attendance concerns, in line with our Attendance Policy.

Wellbeing

Wellbeing has continued to remain a critical focus at Laburnum Primary School. Having registered as a Respectful Relationships school, the Resilience, Rights and Respectful Relationships teaching resources provide opportunities for all students to experience an evidence-based social and emotional learning curriculum.

Working with leading experts in their fields, staff undertook professional learning to further develop strategies and approaches to engage students, both onsite and during remote learning. The multi-tiered system of support lens enabled us to provide academic and wellbeing supports for classes, targeted groups and individual students. Social skills programs for identified students across year levels have featured strongly throughout 2021, in response to the limited social interactions of children throughout 2020 lockdowns. This will continue to remain a focus across the school in 2022.

Student Leadership during 2021 was adapted to address student wellbeing in initiatives led or facilitated by students, including online assemblies and student awards.

The school will continue to use the 'Clever Classrooms' research to set up classrooms that are conducive to learning. We plan to further strengthen our primary preventions practices and functional behaviour approach in 2022. There was 100% staff support for undertaking School Wide Positive Behaviour Supports (SWPBS). Ongoing professional learning should also support our interactions and relationships with all students and positively impact their wellbeing and academic growth.

The school continued its Bullying Prevention programs and events during 2021, achieving a four-year target in this area through consistent and sustained messaging. Although technologies were an important tool during LFH, students highlighted the need for the safe use of technologies. This was a trend that emerged across many school settings during Remote Learning. As a result, we will increase school-wide programs in cyber safety during 2022.

Finance performance and position

The school's history of successful fundraising was again disrupted in 2021 due to COVID-19. Despite our commitment to significant priority projects, these were unable to proceed. All school maintenance tasks were completed, including some unplanned work on replacing classroom windows to increase air flow due to COVID-19.

The school is in a surplus due to: financial commitments, challenges in recruiting highly-qualified applicants for senior positions and an inability to have works quoted or completed due to the COVID-19 restrictions. The 2021 surplus reflects funds committed for the following projects:

- Year 1 playground area - a current priority project
- Running track replacement - a current priority project
- Student Excellence (Victorian High Ability Program)
- Swimming in schools (some funds carried forward)
- Replacement of classroom furniture
- Replacement of air conditioners
- Rollout of new classroom carpet
- Upgrading of ICT/Audio visual equipment
- Shade Sail and landscaping of school grounds
- Play Therapist

Extraordinary expenditure items included ICT and Audio visual Equipment \$42,341.00, new classroom air conditioners \$6,605.00, replacement of classroom carpet \$9,650.00, new audio visual system in Hall \$41,523.74, Shade Sail \$22,150.00, replacement of classroom windows \$34,056.00, repairs to an office \$7,960.00.

School Council Contracts: Outside School Hours Care, Community Basketball Club hire of hall, school uniform supplier, Community Netball Club use of netball courts and a maintenance agreement for automatic doors. External providers hire classrooms for optional extracurricular programs in Chess and Coding.

Revenue included Parent Payments \$388,544.00 (including donations), Hire of School facilities \$104,344.00 and Interest Received \$5,153.00.

State or Commonwealth Government funding included grants for Swimming in Schools \$13,144.00, Equity Funding \$12,933.90, Equipment Boost for Schools \$2,500.00, Respectful Relationships Program \$4,000.00, Student Excellence Program (VHAP) \$13,567.00, and Sporting Schools Grants of \$6036.36.

For more detailed information regarding our school please visit our website at

<https://www.laburnumps.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 701 students were enrolled at this school in 2021, 316 female and 385 male.

46 percent of students had English as an additional language and 0 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).

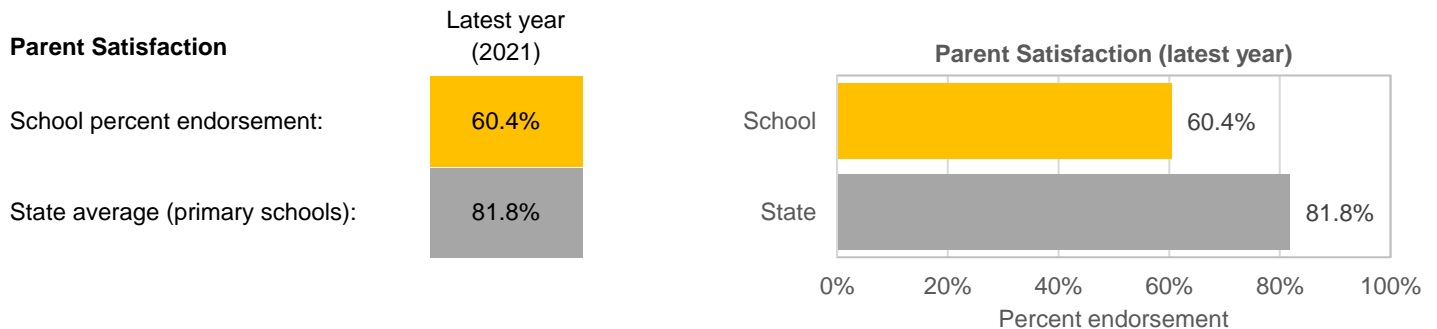
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

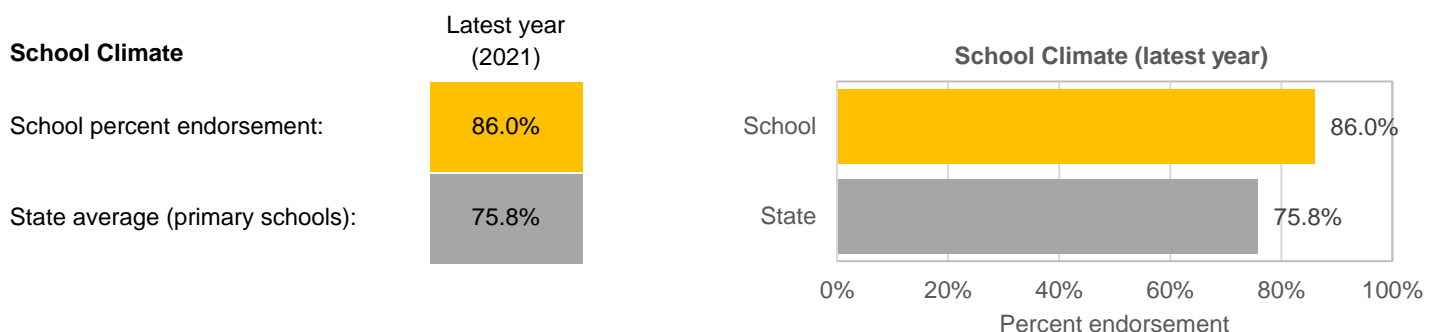


School Staff Survey

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:

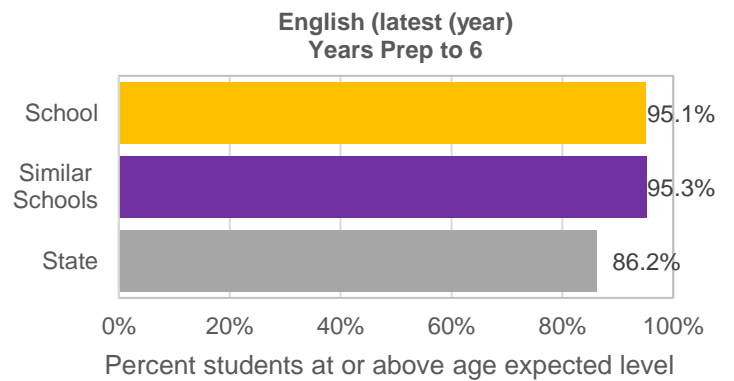
95.1%

Similar Schools average:

95.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

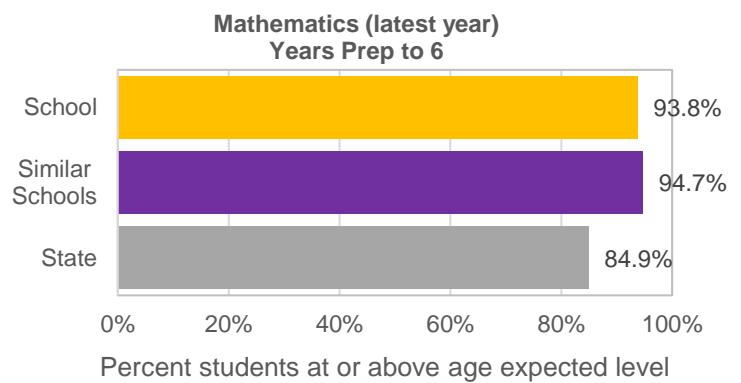
93.8%

Similar Schools average:

94.7%

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.

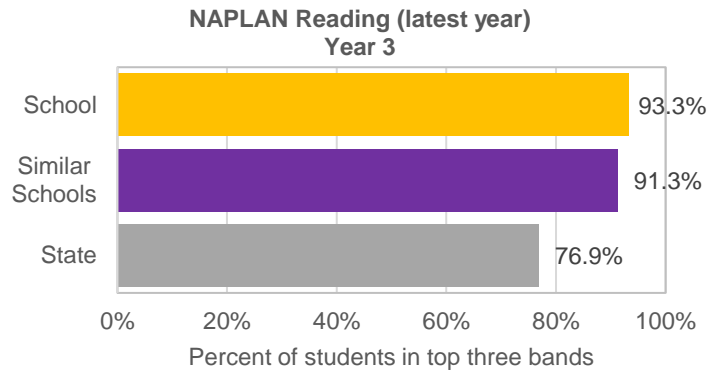
NAPLAN

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.

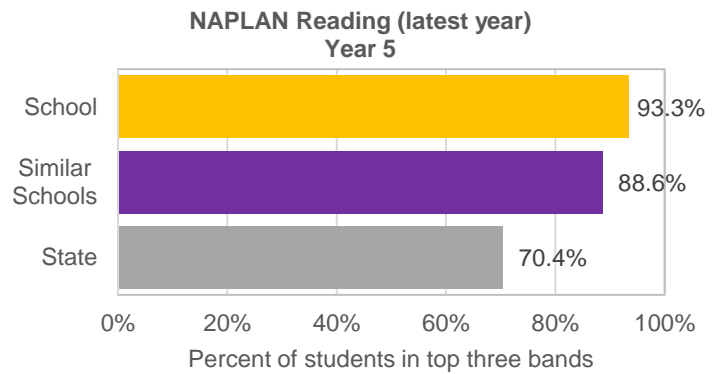
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.3%	92.7%
Similar Schools average:	91.3%	90.4%
State average:	76.9%	76.5%



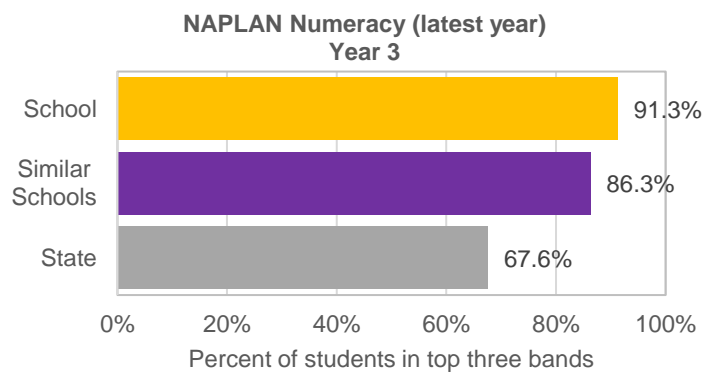
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.3%	88.7%
Similar Schools average:	88.6%	85.2%
State average:	70.4%	67.7%



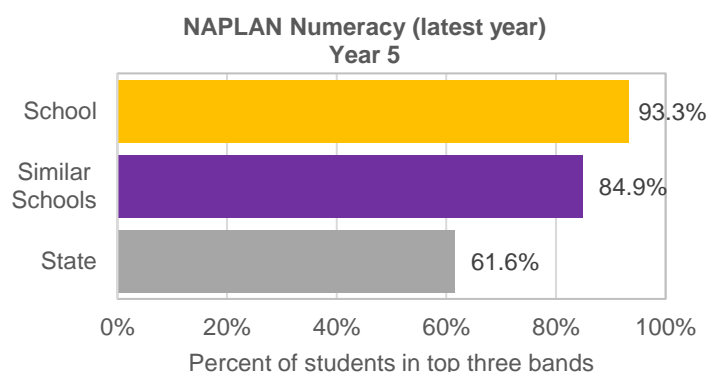
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.3%	91.2%
Similar Schools average:	86.3%	87.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.3%	87.0%
Similar Schools average:	84.9%	83.1%
State average:	61.6%	60.0%



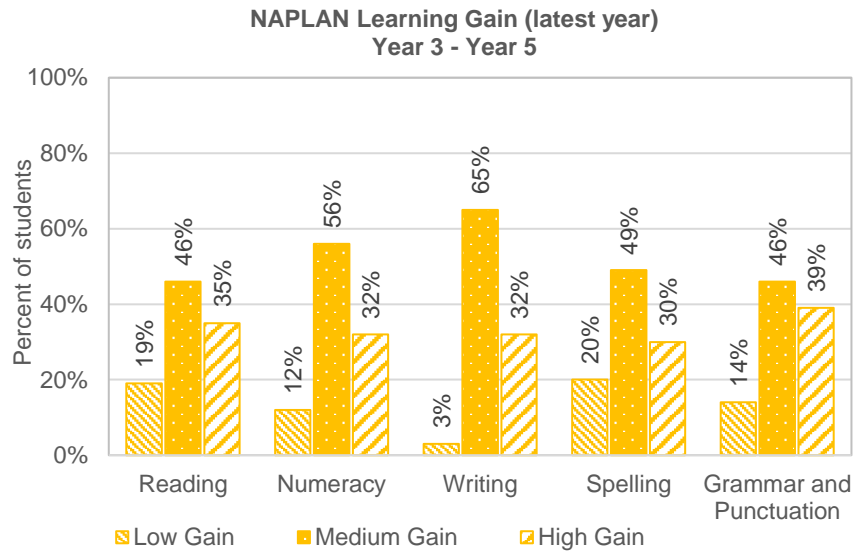
ACHIEVEMENT (continued)

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:	19%	46%	35%	33%
Numeracy:	12%	56%	32%	37%
Writing:	3%	65%	32%	37%
Spelling:	20%	49%	30%	32%
Grammar and Punctuation:	14%	46%	39%	38%



ENGAGEMENT

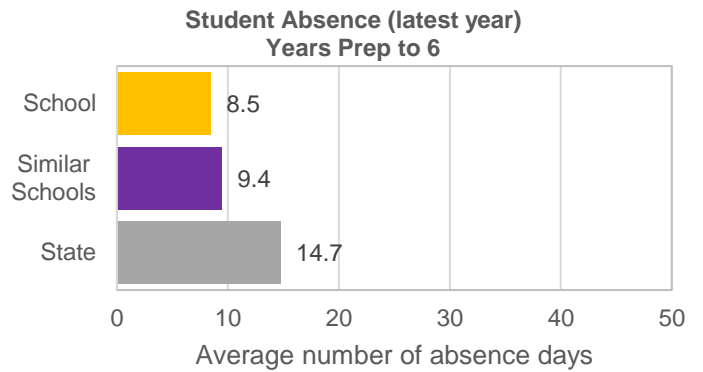
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.5	11.4
Similar Schools average:	9.4	11.7
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%	97%	96%	95%	96%	96%	96%

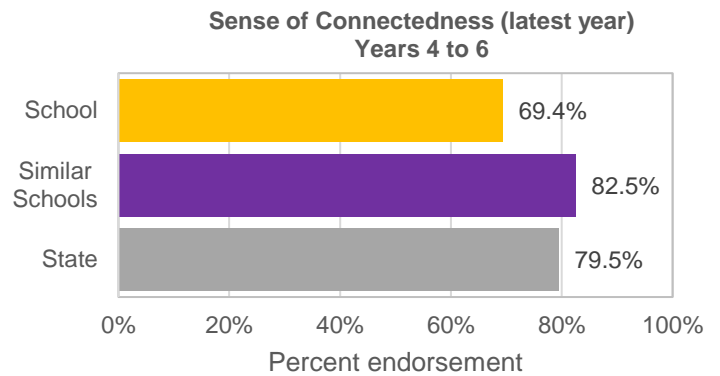
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	69.4%	72.9%
Similar Schools average:	82.5%	82.6%
State average:	79.5%	80.4%

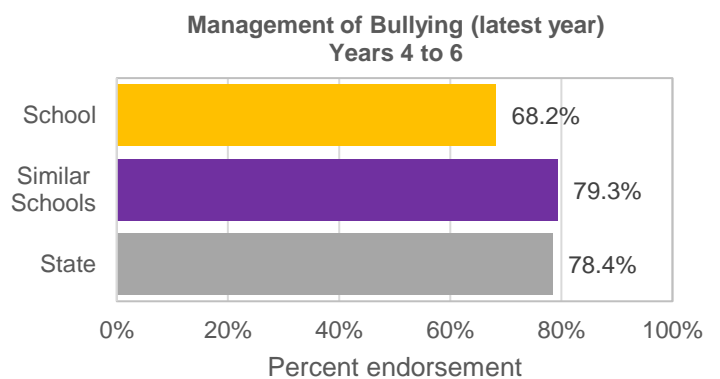


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	68.2%	75.4%
Similar Schools average:	79.3%	80.5%
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	\$6,014,031
Government Provided DET Grants	\$626,521
Government Grants Commonwealth	\$12,333
Government Grants State	\$5,505
Revenue Other	\$64,945
Locally Raised Funds	\$773,501
Capital Grants	\$0
Total Operating Revenue	\$7,496,835

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,942
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,942

Expenditure	Actual
Student Resource Package ²	\$5,500,242
Adjustments	\$0
Books & Publications	\$2,253
Camps/Excursions/Activities	\$86,513
Communication Costs	\$7,897
Consumables	\$122,733
Miscellaneous Expense ³	\$36,405
Professional Development	\$41,718
Equipment/Maintenance/Hire	\$96,822
Property Services	\$123,188
Salaries & Allowances ⁴	\$7,322
Support Services	\$259,937
Trading & Fundraising	\$16,075
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$50,978
Total Operating Expenditure	\$6,352,085
Net Operating Surplus/-Deficit	\$1,144,750
Asset Acquisitions	\$90,476

(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	\$2,263,731
Official Account	\$72,772
Other Accounts	\$43,869
Total Funds Available	\$2,380,371

Financial Commitments	Actual
Operating Reserve	\$123,636
Other Recurrent Expenditure	\$13,122
Provision Accounts	\$2,000
Funds Received in Advance	\$333,328
School Based Programs	\$217,176
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,228
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$255,894
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$411,700
Asset/Equipment Replacement > 12 months	\$315,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$486,000
Total Financial Commitments	\$2,380,084

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.