

# 2021 Annual Report to The School Community



School Name: Heatherhill Primary School (4802)



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

Attested on 18 March 2022 at 04:59 PM by Amanda McLean (Principal)

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

Attested on 28 March 2022 at 09:25 PM by Bart Firus (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Engagement

Student attendance at school

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Heatherhill Primary School opened in 1958 and has served the Springvale, Springvale South and Noble Park communities as a centre of educational excellence to the present day. The school staff are highly trained educators, well-equipped to provide high-level instruction, with high academic, physical, social, and emotional achievement expectations. Heatherhill Primary School is committed to providing a secure, caring and harmonious environment where students learn the knowledge, skills and values they need to contribute to and live happily in society. The school maximises each student's potential to achieve academic and social success and celebrates and embraces diversity.

The school is an integral part of the community, and the student population is culturally and linguistically diverse. School families speak more than thirty different languages. In 2021 Heatherhill Primary School had an enrolment of 185; new families from overseas and international students could not arrive due to the COVID-19 pandemic. High transience in the student population is also attributed to housing affordability, with families moving in and out of the area. Students are welcomed into the school community, and learning is continuous through a seamless whole school transition program. In 2021 the school had the equivalent of 19.57 full-time staff: 2 Principal Class Officers, 12.1 teachers and 5.47 Education Support Staff.

As a state government school, the school implements the Victorian Curriculum with a strong focus on building student literacy and numeracy skills to improve student learning achievement. Heatherhill Primary School has a whole-school instructional model underpinned by highly effective learning and teaching in best practice. Our teachers are committed to the best learning and teaching practice to build student capabilities to grow and thrive in an ever-changing global world. We are committed to providing a safe, inclusive and caring learning environment that develops the whole child; academically, socially, emotionally and physically. Students have the opportunity to develop their capabilities through the Visual Arts, Library, Italian, Physical Education, and participate in the annual whole-school concert. Students participate in the Department of Education and Training's Respectful Behaviours and School-wide Positive Behaviours Programs.

Values: As a school community, we agree to use the school's values in all interactions with staff, students, parents, and carers. Our school values are Respect, Trust and Doing Your Best.

The school has well-maintained grounds and buildings. There are two BER buildings housing our junior, middle and senior students. Our foundation students are housed in the school's main building. The school has a library, music room, Italian room, art room, and a hall for Physical Education and the Perceptual Motor Program. There are three playground equipment areas, two basketball courts, an outdoor table tennis table, cricket nets, a large oval, two large sandpits, a jumps pit and several play areas. Students can borrow bicycles and a wide range of sports and play equipment during breaks. The school also offers a Breakfast Club to support families with an early drop off that operates each morning during the school term.

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### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) priorities for 2021 was Excellence in Teaching and Learning: Building Practice Excellence and Curriculum Planning and Assessment. Our goal was to embed the Department of Education and Training's three priorities areas: Learning, catch-up and extension, connected schools and happy, active and happy kids.

In 2021, the School-wide Assessment Schedule was followed, and data was updated accordingly. Student assessment data was used to identify those students working below the indicative level for extra assistance through the Tutoring Program. The Tutor Learning Initiative template was used to monitor and track the progress of students selected in the Tutoring program. The Tutor Learning Initiative continued to be resourced and implemented in 2021. The Tutor worked

with targeted students through remote and flexible learning and face to face when students returned to school. The Tutor continued to work collaboratively with classroom teachers, sharing anecdotal records of student learning, discussing student data and effective classroom strategies and practices to support student learning.

In semester two, 2021, the school introduced the Student Learning Contracts to challenge and extend students working 12 months or more above the expected level. Students working above the expected level were identified, and individual Student Learning Contracts were developed from term three to extend them further. Identified students have continued to be supported by the speech pathologist to develop their language skills. Student Learning Contracts were shared with students and updated every three to four weeks. Student Learning Contracts have had a positive impact on moving students to become self-autonomous learners.

The whole school instructional model has continued to be implemented, as too are differentiation and targeted teaching at the point of need in all curriculum areas. Students who consistently participated in remote and onsite learning have shown at least one year's growth in English and Mathematics.

In English, teachers analysed student reading and viewing data to determine additional support for students through the Language Support, Repeated Reading, and the Tutoring Program. Moderation writing tasks were developed for students from foundation to year six to improve consistency in assessing student writing across the school. Writing tasks were moderated against the Victorian and EAL continua in whole-school professional learning.

In Mathematics, teachers used student data and formative assessment to differentiate student learning. Professional learning provided teachers with effective use of assessment tools to identify the students' areas of strength and next learning. Students completed their individual Maths Plus Homework books, differentiated to meet their learning needs.

Teachers continued to differentiate student learning in reading, viewing, and writing. Teachers developed individual Education Plans (IEPs) for students working below and above the indicative level and students on the Program for Students with Disabilities. Student IEPs and Student Learning Contracts are stored in the Sentral Portal. Plans were created, monitored, evaluated regularly.

The School Improvement Team meetings continued in 2021. Team Leaders worked collaboratively with their teaching teams to ensure learning and teaching aligned to the key improvement strategies in literacy and numeracy. Team Leaders worked collaboratively with their teaching teams to ensure learning and teaching aligned to the key improvement strategies in literacy and numeracy. Team planning continued to occur each week with attendance from leadership. Teams used dialogue and discussion to engage in data conversations to differentiate learning and plan sequential learning experiences targeted to the students' needs.

Whole-school professional learning continued during off-site and onsite learning phases, facilitated by educational consultants Vivien Smith and Anny Lawrence, leadership and teachers. Vivien Smith provided professional learning on the needs of EAL students in writing. Anny Lawrence facilitated professional learning by looking at the reading continuum across different phases of reading development of children. Team leaders continued to build their team's capabilities by facilitating breakout groups during professional learning sessions.

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## Achievement

Online and flexible learning continued at various times during the year. Online learning tools to support reading during remote learning include Sunshine Online and Oxford Owl. These online tools were part of students' daily reading and viewing tasks during remote online learning. Students at risk were invited to attend onsite and were supported by educational support staff online and onsite. The Tutor and specialist staff provided additional support online. Once the students returned to school in term four, the Repeated Reading Program was reintroduced to target students reading below the expected level.

Despite the COVID-19 pandemic and lockdowns, NAPLAN did occur in 2021. The percentage of students in the top three bands in testing for 2021 include: In Year 3 NAPLAN Reading 75% of students were in the top three bands,

above similar schools 66.7% and below the state average. In Year Five NAPLAN Reading 60% of students were in the top three bands, above similar schools 53.5% and below the state average 70.4%. In Year 3 NAPLAN Numeracy 46.9% were in the top three bands, which is below both similar schools 54.5% and the state average 67.6%. In Year 5 NAPLAN Numeracy 47.4% were in the top three bands, which above similar schools 44.6% and below the state average 61.6%.

Student Learning Gain is determined by comparing a student's current year result relative to the 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). Results in the top 25% are categorised as 'High', middle 50% is 'Medium' and bottom 25% is low growth. Results are for students who were in Year 3 (2019) and in Year 5 (2021). In reading the percentage of students with high growth were 23%, medium growth was 54% and low growth was 23%. In numeracy, the percentage of students with high growth was 25%, medium growth 58% and low growth was 17%. In writing, the percentage of students with high growth was 29%, medium growth 36% and low growth was 36%. In spelling, the percentage of students with high growth was 43%, medium growth 43% and low growth was 14%. In grammar and punctuation, the percentage of students with high growth was 29%, medium growth 43% and low growth was 29%. High student learning gain is above similar schools in all areas; reading 19%, numeracy 23%, writing 24%, spelling 33% and grammar and punctuation 26% respectively.

Teachers reviewed and updated the whole school Assessment Schedule. With the return to face-to-face teaching, students continued to be assessed to monitor student growth using tools: PM Benchmarking and PROBE, Magic Words, English Online, Letter/Sound ID and Essential Maths Assessment. Teachers collected student writing samples and developed rubrics to assess summative assessment tasks for units of inquiry.

Teachers participated in twice-weekly Professional Learning aligned with the Annual Implementation Plan priorities. Teachers presented year-level data during whole-school professional learning sessions in terms two and four. This provided an overall view of student achievement across the school.

In semesters one and two, the full Student Report format was used to show student progress and achievement. In semester one, Parent/Teacher Interviews were held to discuss student progress and achievement when lockdown restrictions were eased. COVID-19 protocols were implemented to ensure safety for staff and families in attendance.

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## Engagement

Student Attendance data for 2021 indicates the average number of absence days is 12.9, which is below both similar schools 18.7% and the state average of 14.7%. The attendance rate for each year level includes - prep 90%, year one 95%, year two 93%, year three 94%, year four 94%, year five 96% and year six 93% which is positive given the challenges of the COVID-19 pandemic.

Differentiation of learning activities for students to engage with learning was continued during remote online learning for literacy and Mathematics.

The senior school students had the opportunity to participate in a three day camp in Ballarat to connect with peers and develop independence and leadership skills.

The wellbeing team functioned well when onsite learning occurred, and wellbeing support continued during the lockdown. e.g. food delivery, phone calls, intervention, onsite learning for vulnerable students, essential worker families and funded children. Additional support is provided as required based on the needs of the families.

Collaborative writing and inquiry tasks were provided for middle and senior students to engage with each other and the content. The collaborative tasks helped facilitate student to student connectedness and student to teacher connectedness. Regular phone calls and follow up and home visits by leadership improved the connectedness to school. Due to the lockdown restrictions, the culminating inquiry events could not occur for parents and carers. Restrictions continued to limit parents' and carers' participation in 2021.

Continued to use Sentral Parent Portal to create and review students' IEPs each term and referred to them to monitor progress with parents at parent-teacher interviews. Introduction of Student Learning Contracts for students 12 or more months ahead; student learning contracts were uploaded to Sentral.

In junior school, the Teddy Bear's picnic was well attended by families in term one. One hundred days of Prep was celebrated with enthusiasm in term three, during the children's short time at school.

Teacher judgements of student achievement indicate 89.0% of students are at or above the expected standard in English and is above the state average of 86.2% and similar schools 76.7%. In Mathematics 79.2% of students are at or above the expected standard, slightly below similar schools 73.5% and below the state average 84.9%. Students participated in the Students Attitudes to School Survey (ATOS) in 2021 64% of students were positive regarding student voice and agency and 28% were neutral in their response.

Staff participated in the Staff Opinion Survey and 67% of staff were positive with regards to academic emphasis and 23% were neutral in their response, which is below the School Strategic Plan target of 85%. Parents participated in the Parent Opinion Survey and 88% of parents were positive with regards to student agency and voice which is above the School Strategic Plan target of 85%.

Eligible students in senior school participated in the Victorian Highly Able Program in English and Mathematics. Students completed modules with support from teachers.

The school has continued to build capabilities in using digital technologies in the classroom, online and with families. The Sentral Parent Portal has shown increased use by the school, parents, and carers in 2021. There was an increase in the number of parents and carers signing up and accessing the Portal. The school moved from paper copies of Student Reports to electronic Mid-year Student Reports uploaded to the Sentral Parent Portal. Paper copies were available on request. Parents used the Sentral Parent Portal to book Parent/Teacher interviews for terms one and two.

School Council meetings were held using WebEx for several months during the lockdown. Professional Learning Meetings, School Improvement Team Meetings, Teaching Team Meetings and Staff Briefings were conducted online using WebEx or Skype for Business.

The Student Council consisted of students in years three to six; meetings could only be held during onsite learning.

The lockdown hindered junior school teachers from visiting and building relationships with local kindergartens throughout the year. Despite this, in term four, visits were made to many kindergartens in the local area to meet and greet the kindergarten teachers and provide information to prospective parents. The students for the 2022 foundation class were able to attend three transition sessions, including the whole school Orientation Day in December.

At the end of the year, Year Six Graduation was once again delivered online; a professional company was engaged to stream the ceremony to ensure families could be part of the celebration.

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## Wellbeing

The school has a strong emphasis on Student Wellbeing. A range of programs operates under the umbrella of School-wide Positive Behaviours (SWPBS) to enhance student relationships develop resilience and student safety. This includes, and is not limited to, daily Breakfast Club, Respectful Relationships, Peer Mediation, and You Can Do It. Well-defined discipline procedures support students and staff and work cohesively with the SWPBS program. The first two weeks of the year are dedicated to the Learn to Learn program, which aims to develop positive learning communities and relationships. Students in year four participate in Peer Mediation training in preparation for years five and six when students perform duties as Peer Mediators. The teaching team's agendas have a student wellbeing focus each week. This, together with the monitoring and support for vulnerable students by the wellbeing team, help to ensure that students' emotional needs are met. When onsite, all classes are taught units from the Respectful Relationships suite of support materials. A Google Classroom page for student wellbeing was implemented throughout online learning.

The Whole School Transition Program supported the wellbeing of students. All students, including kindergarten students, participated in three transition sessions. Students in each year level transitioned to the next level and learned about the milestone events to look forward to when they move to the next year level. On the statewide Orientation Day (first Tuesday in December), students met their next year's teacher and class, including future students. The Kindergarten to School Transition Program included three one hour sessions (adapted to comply with COVID-19 guidelines) and one-half day as part of the whole school transition program.

At the start of the school year, students and staff engaged in the Learn to Learn unit of inquiry to build a positive learning community and a sense of belonging and connectedness. Students explored and developed the attributes of resilience, resourcefulness, self-responsibility and reflection individually and collectively.

Student Attitudes to School - Sense of Connectedness positively endorsed by students in years four to six is 84.0%, and is above both similar schools 81.7% and the state average of 79.5%. In regards to Management of Bullying 83.3% of students were positive in regards to how concerns and issues are managed and are above both similar schools 79.9% and the state average of 78.4%.

The assistant principal continued to support students and their families through the Breakfast Club Program. During Remote Learning, families were supported through the One Box program, and the delivery of Breakfast Club supplies to families in need. Once students returned to school, appropriate Breakfast Club foods were made available to students as needed.

All staff participated in CPR training at the start of the school year. Senior and middle school students also completed a first aid session as part of their Learn to Learn.

The school employs a speech pathologist who works directly with students and oversees a Language Support Program delivered by education support staff for many students. During remote learning, she developed activities for parents to use with students at home and worked with students who attended onsite.

The Department of Education and Training's educational psychologist supported and counselled staff, students and families and continued some emergency services as required during remote learning. Students identified as vulnerable attended onsite during online learning, with aide support. These students also were often provided with some meals or snacks.

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## Finance performance and position

Careful management of the school's funding ensured the school was in surplus, all financial commitments were met, school programs were appropriately resourced, and planning was in place to meet future needs. An extension of the roofline for Building C was completed, computer leases continued, and two storage sheds were replaced. The school received Equity Funding, which was used to employ teaching and education support staff and a part-time Speech Pathologist to ensure students were supported. Equity Funding was also used to provide professional learning for teaching and education support staff, pay for student specialists programs such as in the Visual Arts and Music, and purchase teacher resource materials for teaching literacy and numeracy. The Department of Education and Training used some of the school's 2020 surplus to fund the 2021 Tutoring Program initiative.

# 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 185 students were enrolled at this school in 2021, 103 female and 82 male.

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

### Overall Socio-Economic Profile

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

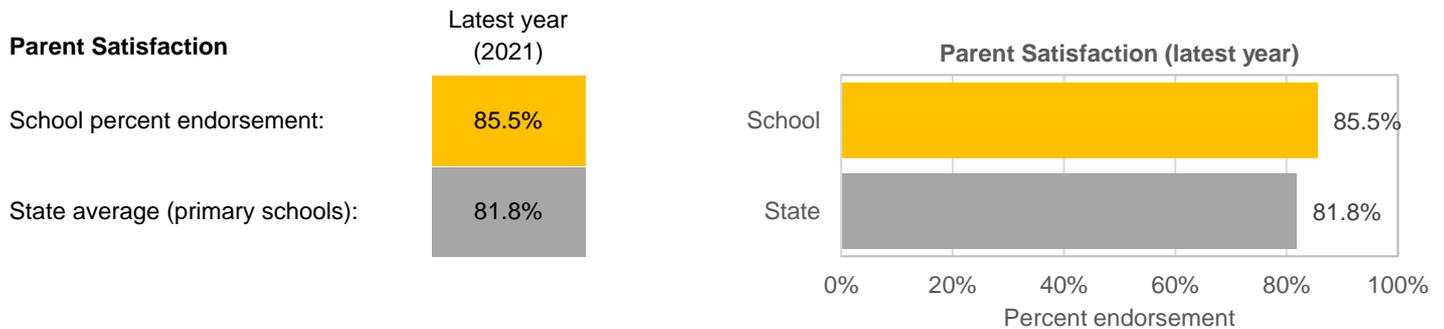
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

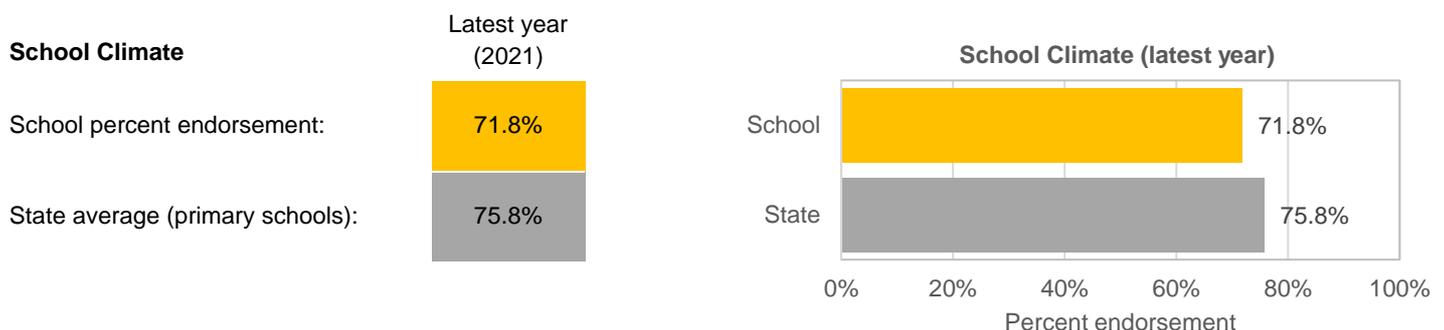


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

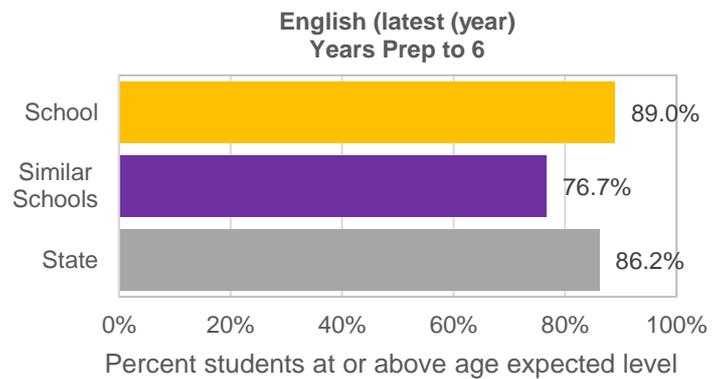
89.0%

Similar Schools average:

76.7%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

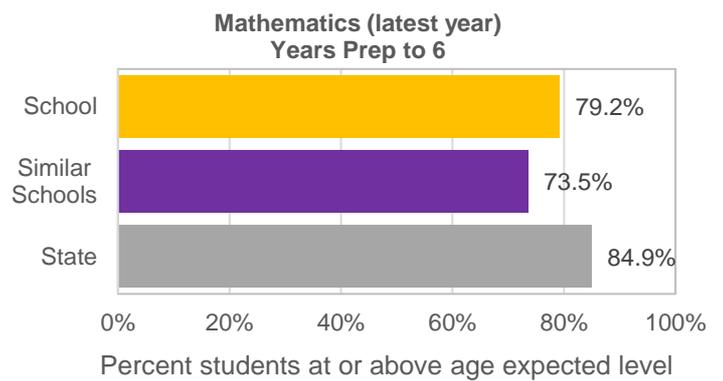
79.2%

Similar Schools average:

73.5%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

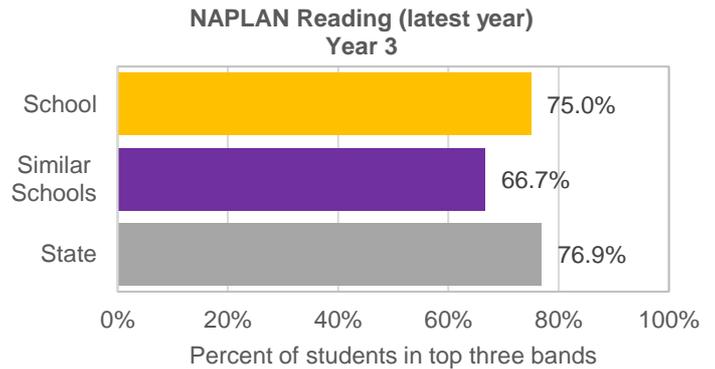
**NAPLAN**

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

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

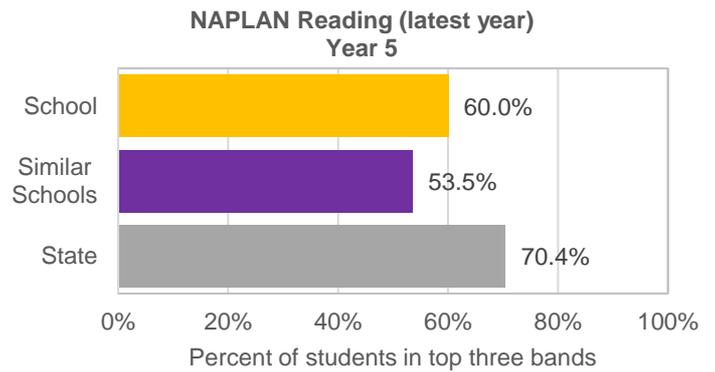
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	71.3%
Similar Schools average:	66.7%	63.5%
State average:	76.9%	76.5%



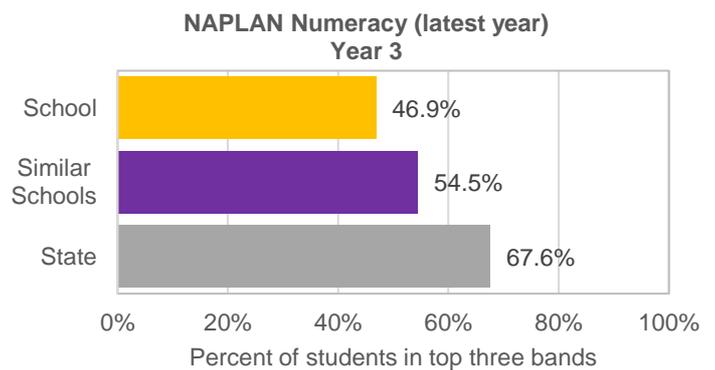
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	58.7%
Similar Schools average:	53.5%	50.9%
State average:	70.4%	67.7%



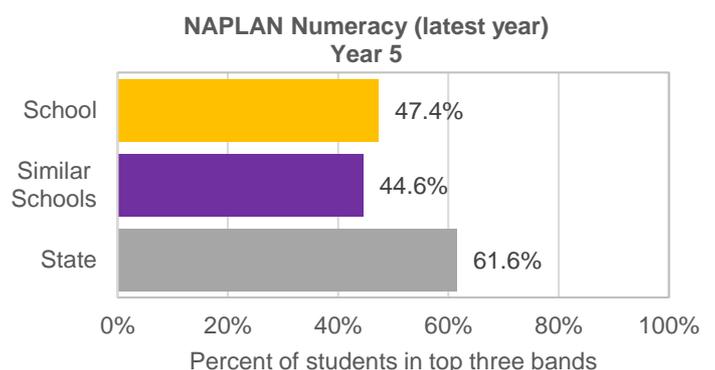
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.9%	50.0%
Similar Schools average:	54.5%	51.8%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.4%	53.3%
Similar Schools average:	44.6%	42.7%
State average:	61.6%	60.0%



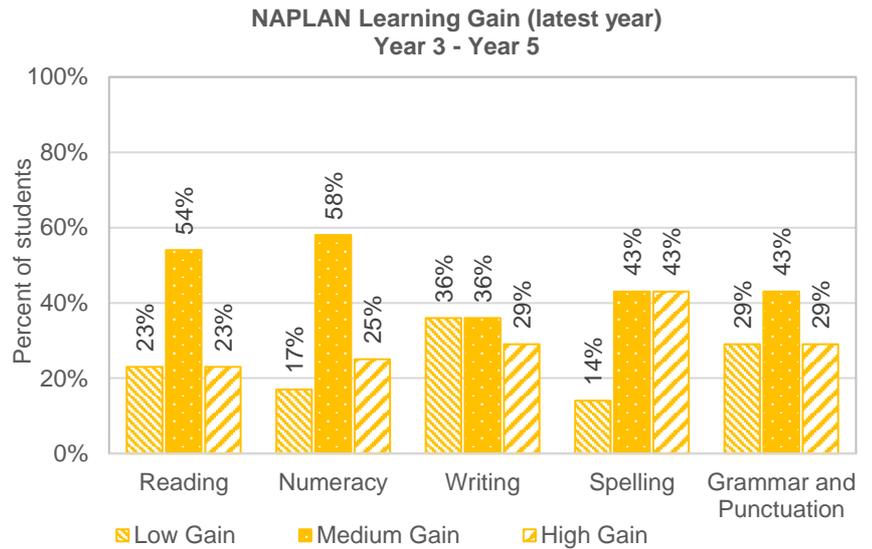
**ACHIEVEMENT (continued)**

**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:	23%	54%	23%	19%
Numeracy:	17%	58%	25%	23%
Writing:	36%	36%	29%	24%
Spelling:	14%	43%	43%	33%
Grammar and Punctuation:	29%	43%	29%	26%



## ENGAGEMENT

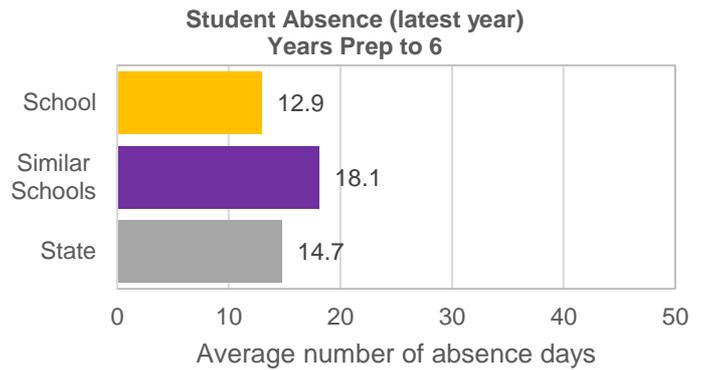
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	12.9	14.3
Similar Schools average:	18.1	17.7
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):	90%	95%	93%	94%	94%	96%	93%

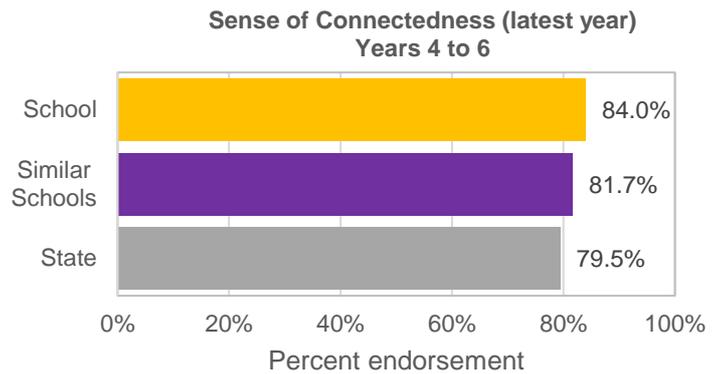
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	84.0%	88.3%
Similar Schools average:	81.7%	82.8%
State average:	79.5%	80.4%

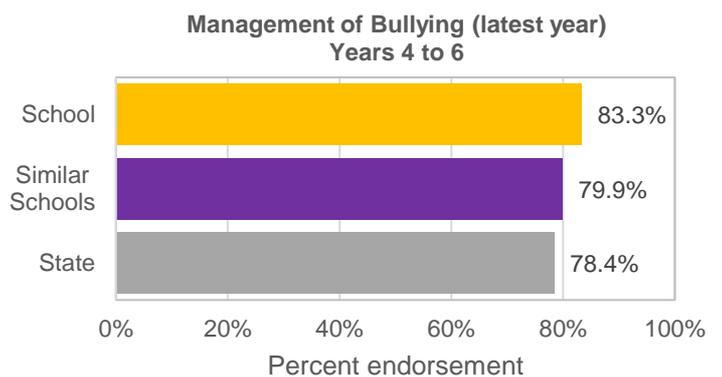


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	83.3%	89.4%
Similar Schools average:	79.9%	80.9%
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	\$2,288,281
Government Provided DET Grants	\$573,960
Government Grants Commonwealth	\$8,300
Government Grants State	\$3,348
Revenue Other	\$14,182
Locally Raised Funds	\$70,707
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,958,778</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$374,366
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$374,366</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,897,751
Adjustments	\$0
Books & Publications	\$3,420
Camps/Excursions/Activities	\$21,993
Communication Costs	\$3,880
Consumables	\$31,050
Miscellaneous Expense <sup>3</sup>	\$14,002
Professional Development	\$4,672
Equipment/Maintenance/Hire	\$128,334
Property Services	\$57,364
Salaries & Allowances <sup>4</sup>	\$382
Support Services	\$114,657
Trading & Fundraising	\$16,647
Motor Vehicle Expenses	\$36
Travel & Subsistence	\$401
Utilities	\$20,830
<b>Total Operating Expenditure</b>	<b>\$2,315,418</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$643,359</b>
<b>Asset Acquisitions</b>	<b>\$47,794</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$420,803
Official Account	\$32,655
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$453,457</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$61,525
Other Recurrent Expenditure	\$15,757
Provision Accounts	\$0
Funds Received in Advance	\$24,452
School Based Programs	\$37,923
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$63,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$250,800
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$453,457</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*