

# 2021 Annual Report to The School Community



**School Name: Woodend Primary School (0647)**



- 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 04 April 2022 at 08:41 AM by Diana Ellis (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 08 April 2022 at 09:08 AM by Tim Bates (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

The text below provides an account of how the school was operating in term 1 prior to the impact of COVID and also the impact of COVID and changes to our programs, teaching practices, student motivation, connectedness and engagement.

Established in 1855, Woodend Primary School is at the base of Mt Macedon on the northwest side of the Macedon Ranges. We are a dual campus school, with an annexe at Karlsruhe seven kilometres north of Woodend. We continue to have a fluctuating enrolment profile. Despite strong competition from local Independent and Catholic schools, our enrolments have continued on an upwards trend. In 2016 our enrolment was 382. By the end of 2020 our school population had increased to 432 with a 460 students enrolled for 2021. This resulted in a re-structure and the creation of two new classes and further recruitment of staff. Our teaching and learning programs were supported by an EFT of 30.4. This included a Principal, an Assistant Principal, 18 classroom teachers providing for 17 classes, 6 specialist teachers providing French, Physical Education, Performing Arts and Visual Arts. 6 Education Support staff provided intensive and targeted programs for students deemed “at risk.” We also had one Library staff member and three office administration staff. We had 5 Koorie students enrolled and 6 students funded under the Program for Students with Disabilities. Teaching and learning programs were arranged around teaching teams in the Junior, Middle and Senior levels of the school. Our year 4 students attended our Karlsruhe Campus. In 2020 we had three year 4 classes. In order to accommodate all classes with equal time at our Karlsruhe Campus, the classes did thirteen week rotations between Karlsruhe and the main campus. Two classes at a time attended the campus for four days a week and returned to the main campus one day a week to participate in the Specialist learning programs. Whilst the priority was the delivery of the core curriculum, the students participated in activities integrated into the curriculum that focused on caring for the animals at the campus and a focus on sustainability that included caring for and maintaining the large vegetable garden. The students also participated in activities such as River Detectives and a community relationship with Land Care. The students participated in an activity program on Thursday afternoons that operated with the support of parents and community members. Most of the activities centred on planting, harvesting and cooking, as well as construction activities with volunteers from the Men’s Shed. As a result of COVID, students had a shortened period of time at Karlsruhe and therefore had limited engagement in planned community based activities. Our 2020 class structure consisted of four Foundation classes, three Year 1/2 classes, three Year 3 classes, three year 4 classes and four Year 5/6 classes. We offered a comprehensive specialist program with students engaging in Performing Arts, Visual Arts, Physical Education, French and Library. A before and after school program was offered daily through Bug a Lugs, an independent company. Private music tuition in keyboard, drums, guitar, violin, cello and trumpet was accessed by a number of students. In 2021 we continued to focus on the implementation of School Wide Positive Behaviour. The main priorities were embedding our school expectations and our school values (Be a Learner, Be Respectful, Be Responsible and Be Safe.) Our Curriculum work centred on improved teacher practice, focusing on priorities such as the implementation of our school wide instructional model, high impact teaching strategies, Peer Observation and Feedback and Learning Walks. All of our school improvement priority areas were underpinned by the Du Fours model of Professional Learning Communities in action. Our three Learning Specialists facilitated our Wellbeing, Literacy, and Numeracy Professional Learning Teams, aligning their work to our FISO priorities. Once we were impacted by COVID our teaching practices and programs were modified to support remote learning. With the impact of COVID and remote learning this meant a significant change to teaching programs and practices. In 2021 we were again heavily impacted by COVID and many periods of remote learning. Our teachers, students and parents transitioned quickly. This included the capacity of staff the delivery of learning programs for remote learning, including regularly uploading learning programs and activities to COMPASS and engaging in on line via Webex with parents, students and with their teaching team members for collaborative planning, staff meetings, professional learning etc. However by the end of the year the toll of repeated stints of remote learning was obvious. Students struggled with separation anxiety, school refusal, social conflict and a lack of motivation.

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### Framework for Improving Student Outcomes (FISO)

In 2021, whilst we continued with our school priorities of Wellbeing and improving student outcomes in Literacy and Learning we also focused on the DET priorities of increased physical activity and Student Wellbeing and Academic

Achievement (closing the gap or the Catch up priority). Our main FISO priorities were Excellence in Teaching and Learning and Positive Climate for Learning. In Excellence for Teaching and Learning we continued to focus on developing and implementing consistent whole school curriculum planning documents that were adopted across the whole school. Every year level throughout the school planned and taught one dedicated whole school Inquiry topic per term. Building Practice Excellence continued as a priority and our work centered on the High Impact Strategies and greater consistency in teacher practices, including consistently using and visibly displaying Learning Intentions and Success Criteria. Our success was also underpinned by a consistent whole school approach to the implementation of the teaching and learning models developed for Mathematics, Writing and Reading. Through the Learning Walk process, regular feedback was provided to whole staff and individuals about their practice, including targeted strategies for improved practices. Our focus on Peer Observation and Feedback was impacted by remote learning and staff not being in attendance onsite. Our second FISO priority focused on a Positive climate for Learning. Our priorities focused on empowering students, building school pride, a culture of high expectations and promoting inclusion. The bulk of our work centered on embedding School Wide Positive Behaviour practices. Our professional development plans for 2021 prioritised Numeracy and Literacy. We were able to hold our Maths Curriculum Day onsite. The sessions were delivered face to face by a consultant from the Math's Association of Victoria. The focus was Differentiation. The feedback from staff was that the day was highly successful and the sessions helped to build their understanding of how to effectively plan differentiated learning sequences and how to use enabling and extending prompts. To cater for the DET priority around supporting students to catch up lost learning we implemented the TLI initiative. At the beginning of the 2021 year we used teacher judgment data from the 2020 end of year reports to identify all students who were at risk academically. a high percentage of students were identified as "At risk". These students received targeted intervention through our Intervention program in P-2 implemented by our Education Support Staff. We employed two new staff to run the tutoring program for at risk students in Years 3 -6. One program for literacy and one for numeracy. Data and student progress was reviewed regularly and communicated to class teaches and parents. This feedback was used to update Individual Learning Plans. To support the DET focus on increased Physical Activity we implemented Wellbeing Wednesday and Fresh Air Friday. These days ensured students were engaged in a range of activities that supported their emotional and social wellbeing and promoted physical activity. All our specialist teachers provided comprehensive weekly activities for French, Physical Education, Performing Arts and Visual Arts. Parents found these activities a welcome relief from trying to teach the formal learning activities for Literacy and Numeracy. Towards the end of the year all of our PLC Leaders completed the PLC Training Modules. The delivery was online which was not ideal however the learning provided many opportunities to build leadership understanding and skills for implementing effective PLC's and inquiries at a school level.

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## Achievement

in 2021 Woodend Primary School remained committed to ensuring all students had the opportunity to develop their academic, artistic, physical and social skills in a safe and caring environment. We continued the focus on enhancing students' wellbeing by promoting the importance of each individual's self-esteem, resilience, sense of community and belonging. We continued the focus on fostering growth mindsets and implementing Berry Street trauma informed strategies. With the impact of COVID and remote learning this meant a significant change to teaching programs and practices. This included continuing to build the capacity of staff to deliver programs for remote learning, including regularly uploading learning programs and activities to COMPASS and learning to engage in on line via Webex with parents, students and with their teaching team members for collaborative planning, staff meetings, professional learning etc.

In 2020 we conducted several surveys to seek parent feedback about the learning programs and communication from the school during remote learning. Many parents communicated that they were feeling overwhelmed with all the different communications and the amount of work they were trying to manage with a number of children and whilst also juggling their own work. Many students struggled without the level of support and explicit teaching they would normally receive at school. In 2021 we continued to be mindful of the feedback. We made adjustments such as all learning tasks for that each year level got sent out in one communication rather than different communications from class teachers and the Learning Specialists. We refined the program to three days of formal learning for Literacy, Numeracy and Integrated studies, one day of Specialist Programs called Fresh Air Friday and a wellbeing focus with social and emotional learning and mindfulness in our Wednesday program called Wellbeing Wednesday. Once we had made the

adjustments and people became more familiar with the expectations and routine, the feedback was more positive. In 2021 teachers were more confident in delivering remote learning via WebEx so there was a greater focus on having regular one on one or small group explicit teaching sessions via WebEx and also providing targeted, timely and explicit feedback. One of the big challenges continued to be technology and connectivity. The Woodend area is well known for poor connectivity. This impacted the capacity of many students to engage in on line learning. One of the problems was that some families had many students trying to work from one device or some families were trying to use smart phones as the nominated device. Many respondents said they had previous experience with video programs such as Zoom, Skype, Google Hangouts, WhatsApp, Teams and Facebook Messenger. Some of the respondents voiced concern about the amount of items work samples that needed to be uploaded and the amount of data and disk space on their computers, being used. We also made changes in response to this feedback. The other area that was challenging was ensuring our disadvantaged and vulnerable families were being supported and provided for adequately. This included producing hard copy packs of the learning activities and making them available or in many instances delivering them to the families. Another challenge was Assessment and Reporting. Whilst teachers had weekly tasks that were expected to be handed in, trying to assess students was particularly challenging as we did not know how much input parents had in the task. We implemented some whole school common assessment tasks that teachers used to moderate. These tasks were done again when students returned to school so that comparisons could be made. One other challenge was catering for the children who required on site attendance. The students on site were able to receive one on one or small group explicit instruction and support and in many cases we saw increased engagement and performance. At the end of the year, staff found report writing quite challenging as they felt they did not have enough valid assessments and data to make accurate judgments. Our 2020 Attitudes to School Survey results provided evidence that our students felt safe, connected and stimulated, demonstrating improved perceptions in all of the 19 survey components. 99% of students perceived that their teachers had high expectations for success for all students. 95% of students expressed that they felt a sense of Inclusion and lots of chances to be part of class activities. 99% of students responded that their teachers expect them to do their best. 96% of our students said they are happy to be at this school. 93% of students said they felt safe at this school and 96 % said it's ok to be different at this school. 96% of students responded that there was a teacher or adult at the school who believes they can be successful. 99% of students responded that their teachers set clear rules for classroom behaviour. In 2020 we did not have Attitudes to School Data. In the 2021 Attitudes to School Survey for students in Years 4 -6 the results were still quite strong. This may have been due to the survey being conducted earlier in the year as later in the year the ongoing impact of remote learning was very obvious with low self esteem and issues with attendance, engagement and motivation. In 2021 for the Sense of Connectedness factor our school percent endorsement was 89% compared to 79.6 % for similar schools and 79.5 % for the state average. The response to the Management of Bullying factor had 87.9% school endorsement compared to 80.7% for similar schools and 78.4% for the State.

Throughout remote learning all staff continued to access a range of on line professional learning opportunities related to our FISO priorities or to support the delivery of curriculum during remote learning. This professional learning included assessment and differentiation during remote learning. We also had a whole school curriculum day (online) with consultant Narissa Leung that focused on our writing priority and building staff capacity in their understanding of the 6 Writing Traits.

Our NAPLAN results demonstrated that 19% of our student cohort from Year 3-5 students had made high academic growth in Reading compared to 26% for similar schools. In Numeracy 17% had made high academic growth compared to 22% at similar schools. In Writing 14% of students from Year 3 -5 made high academic growth compared to 27% at similar schools. 20 % of our students made high academic growth in Spelling compared to 23% at similar schools and in Grammar and Punctuation 24% of our students made high academic gains compared to 23% at similar schools.

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## Engagement

### Engagement

Although most students participated in daily online learning, we noticed a distinct decrease in motivation and engagement as remote learning continued. As opposed to most years, our attendance data was not impacted as much as it was prior to COVID when large numbers of our families would take extended overseas holidays, however we did notice that student engagement in on line learning showed a dramatic decline as the year progressed. Students were either not attending sessions or were attending with cameras turned off. Our attendance data showed that the average



number of student absence days from Prep to Year 6 was 14.8 compared to 12.8 for similar school and 14.7 for the state average. As the year went on we had more and more parents requesting their children attend onsite learning. At the start of COVID we had around 12 -15 students a day attending on site learning. By the last round of remote learning we had between 60 and 70 students attending on site learning. This created problems with requiring teachers to be available to provide on site programs whilst also still providing on line learning programs for their own class. When students returned to school we found many students lacked motivation. During the last term we found it particularly hard to engage students in learning and students demonstrated increased fatigue/lethargy and many students struggled to complete work independently. Apart from the impact of COVID and anxiety levels, students in the MACEDON Ranges also had to deal with the devastating impact of a major storm cell in early June and then the very unusual occurrence of a very strong shake from an earth quake.

We also had a marked increase in school refusal, separation anxiety and behaviour from parents that suggested increased anxiety and stress as a result of COVID and dealing with remote learning, lockdowns and loss of employment. Although we started the year with a strong focus on high expectations and pride, student leadership and parent and community engagement, this quickly changed with repeated stints of remote learning. Our student leaders were unable to engage in roles such as leading parents on school tours, attending the GRIP Student Leadership Conference or events such as ANZAC Day. In the Year 5/6 Unit we still had Senior Unit On line Assemblies run by our Student Leaders and we also had whole school virtual assemblies. In between remote learning we were fortunate to still be able to hold a number of whole school events on site that helped to reconnect students and build morale. We had our annual events such as our Lap-a-thon, our whole school cross country and our whole school athletics day. We also had a whole school Olympics Day where we unveiled our new banners and mascots for our school house teams. Our Year 6 students were fortunate that they were able to have a modified Graduation at school with their parents in attendance. Our school leaders also attended the Remembrance Day Service at the local RSL. Despite lockdowns and remote learning we continue to build strong community links with community groups such as the R.S.L, Lions and Rotary Club and local church groups.

At the beginning of the 2021 year we used teacher judgment data from the 2020 end of year reports to identify all students who were at risk academically. a high percentage of students were identified as "At risk". These students received targeted intervention through our Intervention program in P-2 implemented by our Education Support Staff. We employed two new staff to run the tutoring program for at risk students in Years 3 -6. One program for literacy and one for numeracy. Data and student progress was reviewed regularly and communicated to class teachers and parents. This feedback was used to update Individual Learning Plans.

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## Wellbeing

At Woodend Primary School, during face to face and remote learning we continued to implement strategic programs to ensure the Wellbeing of all members of our school community was being addressed. Throughout the school, there was a strong wellbeing focus for students, staff and our families. We worked with a number of community agencies to provide extra support and intervention including Orange Door and Cobaw Services. Regular visits from the DET Psychologist, Speech Pathologist and Koorie Officer, supported the strategies and interventions that we were implementing. Regular Student Support group meetings were held for students deemed at risk so that goals for success could be developed and monitored. We continued to implement our School Wide Positive Behaviour Matrix and our Behaviour Management Flowchart. We encouraged students and their families to develop their own behavior expectations matrix to assist with remote learning. In the absence of face to face parent information sessions for prospective families, we delivered a number of information sessions for the parents via WebEx. These sessions were an hour each in duration with high levels of engagement. Throughout remote learning our intervention program continued to be implemented in a modified format with our Education Support staff working with students who were attending on site learning or via WebEx providing one on one or small groups. In response to feedback we further modified our learning programs and activities. Monday, Tuesdays and Thursdays were designated days to complete activities assigned by the class teacher. Wednesday became Wellbeing Wednesday with our Wellbeing Learning Specialist providing a range of activities to support wellbeing. Friday was designated as Fresh Air Friday where students could complete activities from the Specialist programs. During the second stint of remote learning we observed a greater number of students engaging in the specialist activities and a drop off in the class activities.

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## Finance performance and position

We finished the 2021 year in a healthy financial position mostly due to the lack of expenditure as a result of many projects being put on hold due to COVID. We also did not have the high costs of services such as water, gas, electricity and waste disposal. Only a small portion of the allocated budget was spent on casual relief teachers. We did spend some of the allocated Bushfire Preparedness funding by getting gutters cleaned, trees trimmed and vegetation cleared. During 2021 we also completed some minor maintenance and outdoor projects such as installing two new sandpits. In our financial commitment summary there are a number of short term and long term projects planned works for the future including: updating furniture in the library and classrooms; repairing and replacing the roof on the administration building; painting the classrooms in the main classroom block and erecting display/soundproofing pin boards in each classroom, carpet and blinds for the classrooms, landscaping the terraced section of the school, replacing the playgrounds, installing a new shade sail over the playground. To cater for the increased enrolments we had two new classrooms installed, requiring quite a bit of site preparation in readiness for the relocatables. One major project was auditing of all of the teaching resources in the school and the physical resources such as furniture, photo copiers etc. As a result we discarded any old worn and damaged resources. In the areas of Literacy and Numeracy we made some large purchases in regards to teacher resource books for professional reading and we purchased a number of big books, levelled take home reading books and guided reading sets. In response to feedback from parents and students we also made some substantial purchases of outdoor furniture including picnic benches, seating and bike racks.

**For more detailed information regarding our school please visit our website at**  
<https://www.woodend.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 456 students were enrolled at this school in 2021, 218 female and 238 male.

2 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

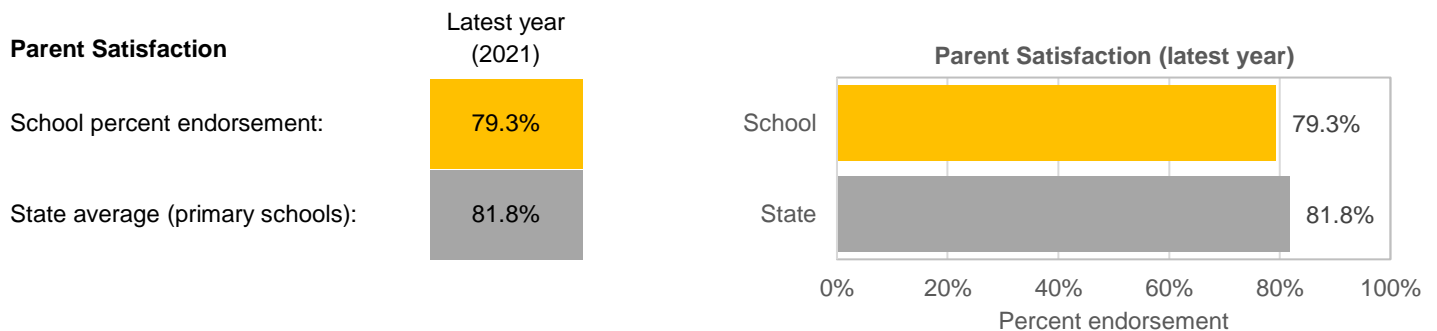
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

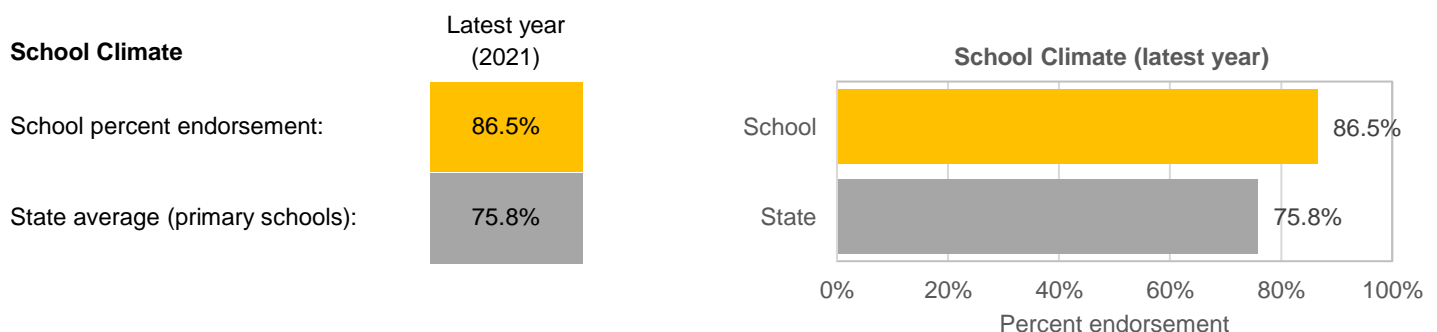


### School Staff Survey

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:

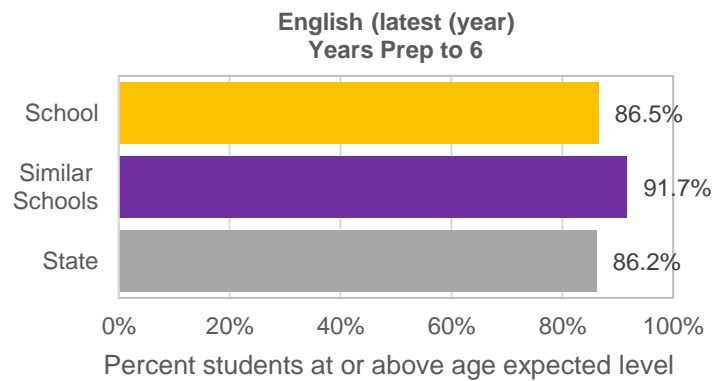
86.5%

Similar Schools average:

91.7%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

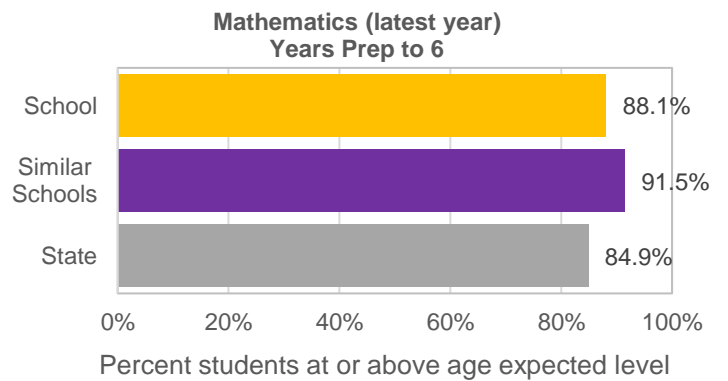
88.1%

Similar Schools average:

91.5%

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.

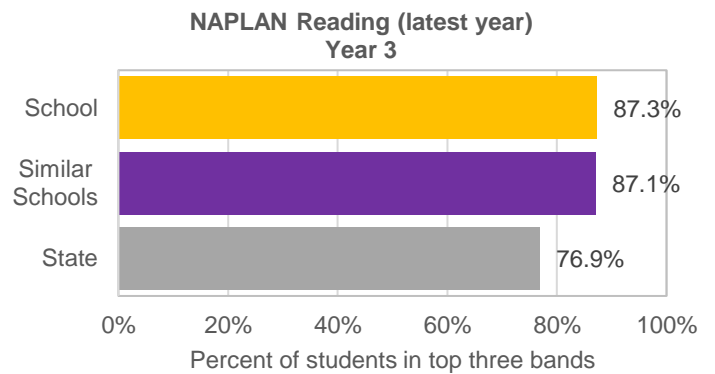
**NAPLAN**

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.

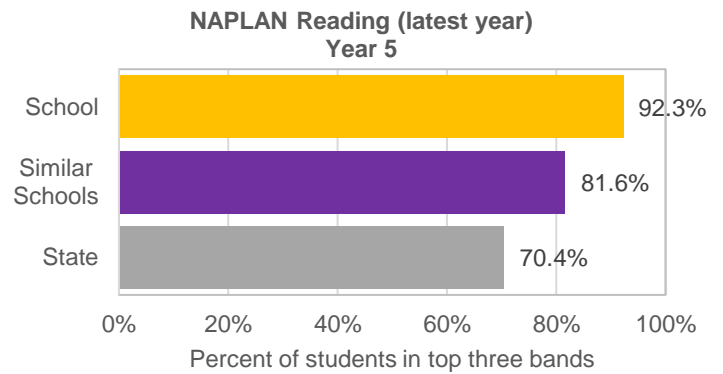
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.3%	89.8%
Similar Schools average:	87.1%	85.8%
State average:	76.9%	76.5%



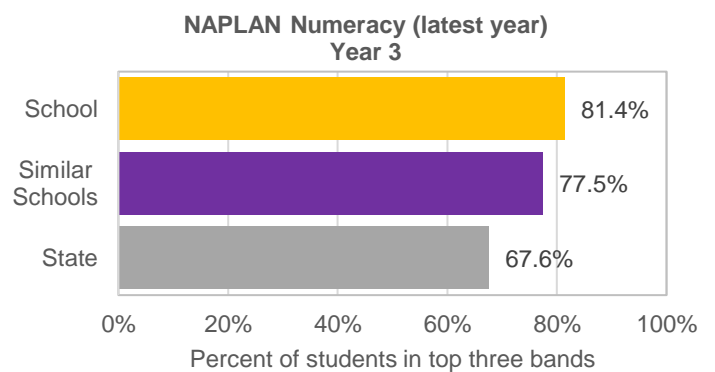
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.3%	82.1%
Similar Schools average:	81.6%	78.8%
State average:	70.4%	67.7%



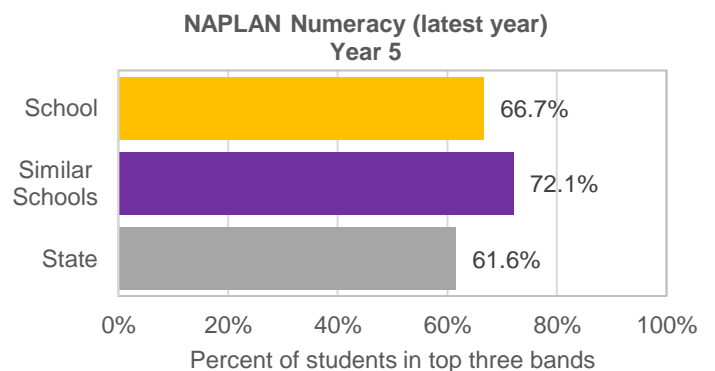
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.4%	83.2%
Similar Schools average:	77.5%	79.9%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	63.2%
Similar Schools average:	72.1%	69.4%
State average:	61.6%	60.0%



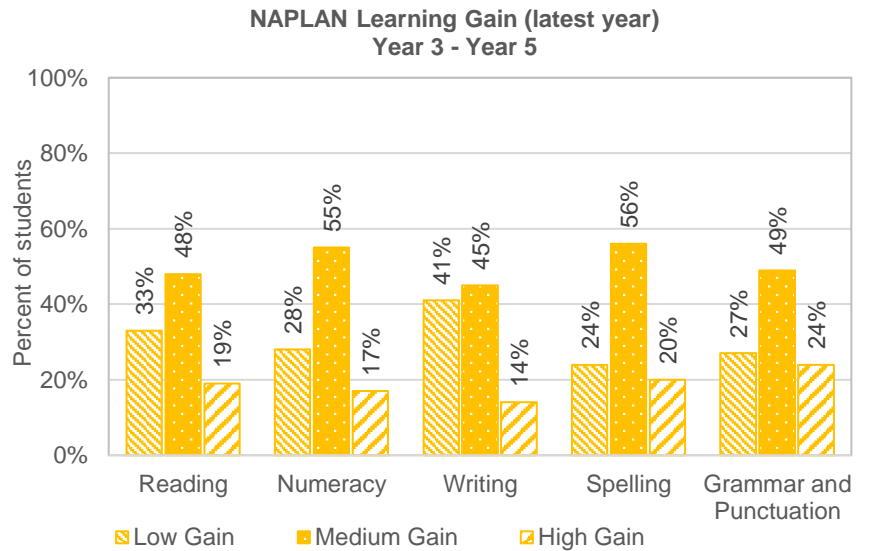
**ACHIEVEMENT (continued)**

**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:	33%	48%	19%	26%
Numeracy:	28%	55%	17%	22%
Writing:	41%	45%	14%	27%
Spelling:	24%	56%	20%	23%
Grammar and Punctuation:	27%	49%	24%	23%



## ENGAGEMENT

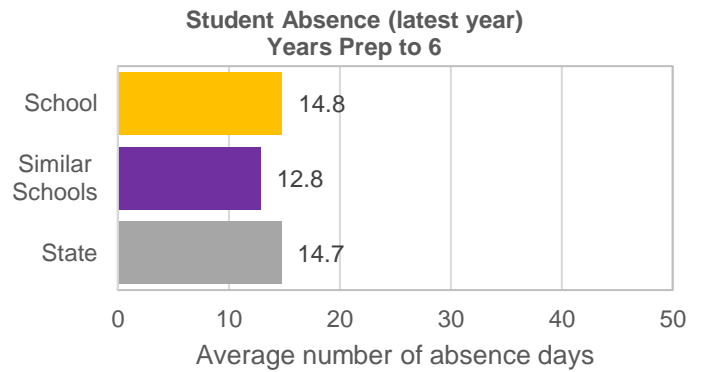
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	14.8	14.0
Similar Schools average:	12.8	13.4
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):	92%	95%	93%	93%	91%	92%	92%

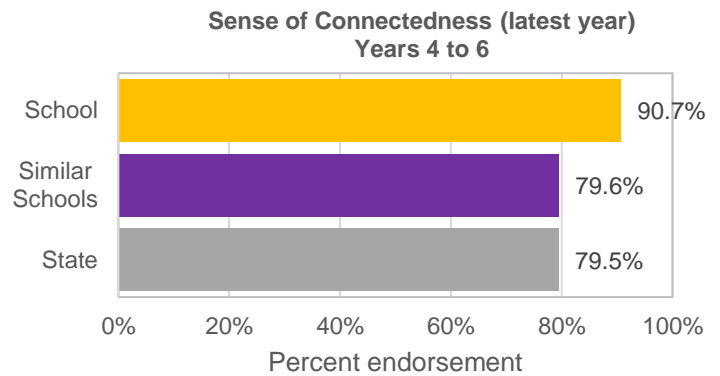
## WELLBEING

**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:	90.7%	89.0%
Similar Schools average:	79.6%	79.4%
State average:	79.5%	80.4%

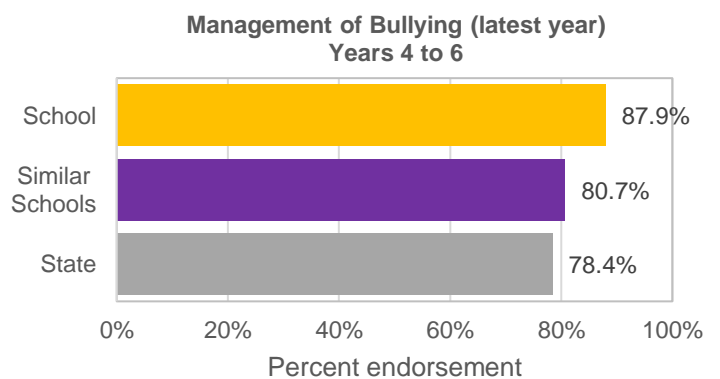


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	87.9%	88.2%
Similar Schools average:	80.7%	81.0%
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	\$3,615,378
Government Provided DET Grants	\$470,687
Government Grants Commonwealth	\$58,808
Government Grants State	\$0
Revenue Other	\$17,208
Locally Raised Funds	\$326,609
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,488,690</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,521
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$17,521</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,448,905
Adjustments	\$0
Books & Publications	\$1,934
Camps/Excursions/Activities	\$84,017
Communication Costs	\$4,547
Consumables	\$69,877
Miscellaneous Expense <sup>3</sup>	\$19,173
Professional Development	\$10,705
Equipment/Maintenance/Hire	\$74,290
Property Services	\$190,430
Salaries & Allowances <sup>4</sup>	\$129,902
Support Services	\$13,438
Trading & Fundraising	\$77,221
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,713
<b>Total Operating Expenditure</b>	<b>\$4,151,152</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$337,538</b>
<b>Asset Acquisitions</b>	<b>\$21,390</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	\$679,484
Official Account	\$9,029
Other Accounts	\$34,748
<b>Total Funds Available</b>	<b>\$723,261</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$95,812
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$38,136
School Based Programs	\$42,886
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,948
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$82,322
Capital - Buildings/Grounds < 12 months	\$257,000
Maintenance - Buildings/Grounds < 12 months	\$171,414
Asset/Equipment Replacement > 12 months	\$66,930
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$60,000
<b>Total Financial Commitments</b>	<b>\$833,448</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.*