

2021 Annual Report to The School Community



School Name: Glenroy Central Primary School (5542)



- 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 16 March 2022 at 08:31 AM by Joanne Money (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 25 March 2022 at 10:46 AM by Megan Hannan (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

Vision: To provide a safe, inspiring and challenging learning environment that promotes collaborative, engaged and curious learners who can achieve excellence by contributing positively as global citizens.

Our school values are curiosity, collaboration, character, citizenship and caring. We encourage our students and staff to be curious about the world and to ask lots of questions to build their knowledge. Our school is organised and structured to provide time and opportunities to collaborate and all teachers and integration aides are part of a collaborative teaching team within a learning community. All students are also placed in a three person collaborative team each year. There is a documented and clear set of teaching and learning protocols to ensure that the expectations are shared and consistent across the school. As part of our focus on inquiry we provide opportunities for students and staff to be creative and to think both creatively and critically about the world and their place in it. We want our students to be caring global citizens who understand their responsibility to each other and to the world around them. We want them to be kind, inclusive and respectful.

Glenroy Central Primary School is located on the northern edge of the City of Moreland in the North West Victoria Region. The school is located in Logan St Glenroy and opened on the current site in April 2012. The school consists of five buildings: an Administration building, Junior and Senior Learning Communities, a Visual Arts facility, a full sized Gymnasium/ Performing Arts facility and a kindergarten. In 2021, the enrolment was about 290 students. We have 23.9EFT teaching staff with a mixture of full time and part time staff. There are also 3 staff in the kindergarten that operates a four year old program on a rotational basis and a three year old group. We have 8.93 Education Support Staff, also a mixture of full and part time, who work in a variety of capacities including office staff, integration aides, a Library technician, IT support, speech therapist, a Primary Welfare Officer and a School Chaplain. We have no Aboriginal or Torres Strait Islander staff. An Out of Hours program is run in conjunction with the nearby catholic school Corpus Christi through Extend Australia that provides both before and after school care on the Corpus Christi school site.

The school is located in a disadvantaged community with a high number of EAL students. We have a multicultural community with 59% of our population being Arabic. Our most recent arrivals have included immigrants, asylum seekers and refugees from Pakistan, India and Nepal. We have about 69% of our families who are on Health Care cards and 82% who have a language background other than English.

Our school works in Learning Communities and is therefore very team focused. Each of the four Learning Communities (Foundation, 1/2, 3/4, 5/6) has an allocated team of teachers who are collectively responsible for providing programs that meet the needs of all students and for ensuring that all students reach their full potential. There are two Learning Specialists allocated to each of the Junior and Senior Learning Communities whose job is to coach, mentor and lead the teams in their Collaborative Teaching Teams and to provide exemplary practice for observing and coaching purposes. These two Learning Specialists are also members of the Leadership Team of the school - The School Improvement Team.

At Glenroy Central Primary School Numeracy, Literacy and Investigations form the core of our curriculum and our daily work. Oral language forms a major part of our focus and is the foundation for student learning. Student talk is encouraged and promoted across the curriculum in both structured and unstructured ways. Successful use of language is critical for student well being. An EAL teacher supports the students with limited English as well as the teachers with strategies and knowledge. Mathematics is the first session and Reading is the second session of every day across the school from Foundation to Year 6. These two sessions have clear structures that must be followed. Maths includes sessions based on Number, Tool Box and Problem Solving and covers the three strands of the maths curriculum – Number and Algebra, Measurement and Geometry, Statistics and Probability. The afternoon sessions consist of curiosity based Investigation topics that cover the other key areas of the Victorian Curriculum such as Science, History, Geography, Civics and Citizenship, Health, Economics and Business. Writing sessions are based around these Investigations and cover a wide range of text types. Grammar, Punctuation and Spelling are included in writing sessions with explicit sessions for these areas also done across the week. THRASS is used as the basis for our

spelling program.

The Tutor Learning Initiative was also implemented this year for those students who had fallen behind due to the remote learning program as part of the pandemic restrictions.

Our specialist programs consist of Physical Education, Performing Arts, Visual Arts, STEM and our LOTE is Auslan. Each Learning Community has four hours on one day per week for the specialist programs while the Collaborative Teaching Team from that community has planning time together. Auslan sessions are conducted in small groups across a given day for each Learning Community by a hearing impaired ESS member supported by colleagues. We are certified to take International students who are provided with appropriate year level programs and EAL support if deemed necessary.

Framework for Improving Student Outcomes (FISO)

In 2021 the priorities were set by the Department of Education and were focused on Learning Catchup and Extension Priority, Happy, Healthy and Active Kids as well as Connected Communities. This was in anticipation that the year would be less interrupted than 2020 and that the pandemic was behind us. This, of course, turned out to be incorrect. We established a targeted support program in Literacy and Numeracy (Tutoring Program) through funding provided, across years 1 to 6 and tracked the progress of those students identified.

We maintained PLC structures, both online and onsite, that supported teacher collaboration and reflection on teaching practice with a priority on curriculum 'essentials' in reading, writing and number. These were led by the two learning specialists and focused on adapting practice to online forums.

Our intended review of current assessment practices to embed consistent approaches to formative and summative assessments was delayed because of interruptions to working onsite. Assessment practices were constantly reflected upon and modified as needed to maximise the effectiveness of programs as we moved in and out of lockdown. Assessments also had to be adapted to online platforms and consistent feedback to students through these platforms was essential to keep students motivated and on track as much as possible.

We established an agreed approach to monitoring and responding to well-being concerns. This response process remained even when staff and students were working from home with students continuing to be referred to welfare staff and the welfare staff following up through phone calls and online sessions to ensure every child was supported. Staff working from home were also checked in on and by leadership as well as welfare staff and colleagues.

When students returned to school on Term 4 a big focus was on implementing a well-being program across the school that was focused on rebuilding relationships, self-awareness, self-management, problem-solving and social skills. We widened the capability of our online student management system Xuno and supported parents to access the system. The improved use of digital technology helped to strengthen and embed the school-wide approach to communication with families.

We introduced STEM as a specialist program to build digital technology skills of students across the school.

We were unable to enact our planned community activities that actively involve students and support social cohesion and peace both within and beyond the social community due to the restrictions that emerged because of the pandemic.

Achievement

As part of the Learning, Catchup and Extension priority the Tutor Learning Initiative was implemented and we had a number of teachers work with a range of students across our school in this program. Students were identified for placement on the tutoring program utilising a range of data related to reading, writing and number. Small groups were constructed based on identified needs and worked across five week blocks to build specific skills and achieve short term goals. Data indicates some students made significant progress when on program but interruptions made it difficult to cover as many students as first identified. A range of data was utilised to monitor and track student progress.

The tutors worked hard to continue during lockdowns with less success.

Over 2021, teachers worked hard on our goal of improving the percentage of students working above level writing but the disruption to programs because of the pandemic continued to make this work challenging. Teachers adapted their practices to the online forums but found it challenging to keep students focused and on task as time went on. They continued to provide feedback on submitted written work but it was difficult to give explicit individual assistance to each child to fully support their writing development.

Our writing goal for 2021 was for the percentage of students Years 3 to 6 achieving above 'expected level' in Writing against the Victorian Curriculum to increase from an average of 18% to at least 20% with the overall result remaining at 18%.

Reading and Maths sessions worked well online but creating small groups for easier online management, particularly in the F to 2 area, meant many sessions each day for teachers to manage and keep up the momentum.

Our goal for the Junior Learning Community of achieving the minimum reading level appropriate for each year level increasing from 60% to 70% was achieved with 84% of Foundation students reaching Level 5, 77% of Year 1 students reaching Level 15 and 90% of Year 2 students reaching Level 20.

In Number we set a target for each year level that involved a percentage of students working at or above level. The target was met for Years 1,2,3,4 and 5.

- 85% of Foundation students working at or above level in Number - 83% achieved
- 85% of Year 1 students working at or above level in Number - 96% achieved
- 80% of Year 2 students working at or above level in Number - 96% achieved
- 75% of students in Year 3 working at or above the level in Number - 86% achieved
- 70% of students in Year 4 working at or above the level in Number - 76% achieved
- 80% of students in Year 5 working at or above the level in Number - 85% achieved
- 70% of students in Year 6 working at or above the level in Number - 69% achieved

Overall the school percentage for students working at or above the expected standards in English is 88.2% which is above both the similar schools average at 74.3% and the state average at 86.2%.

Overall the school percentage for students working at or above the expected standards in Maths is 91% which is above both the similar schools average at 70.8% and the state average at 84.9%.

In NAPLAN, Year 3 Reading we had 71.4% of students working in the top three bands, above similar schools at an average of 66.8% but below the state average of 76.9%.

In NAPLAN, Year 5 Reading we had 72.7% of students working in the top three bands, above similar schools at an average of 56.2% and above the state average of 70.4%.

In NAPLAN, Year 3 Numeracy we had 70% of students working in the top three bands, above similar schools at an average of 53.4% and above the state average of 67.6%.

In NAPLAN, Year 5 Numeracy we had 66.7% of students working in the top three bands, above similar schools at an average of 45.9% and above the state average of 61.6%.

When the students returned onsite, well-being was a big focus. Many students had struggled to remain positive and most were very happy to be back onsite and mixing with their peers. Plenty of time was given to providing opportunities for students to interact with each other and rebuilding the relationships between staff and students as well as students and their peers. Welfare staff played a crucial role in helping students to return to more normal routines and they worked alongside other staff to ensure all students and staff felt cared for and to help restore a positive mind set.

Our PSD students have continued to make gains although remote learning was particularly challenging for many. The Integration Aides did a great job connecting with these students daily online, with all students continuing to build on their skills. They required resetting of their ABLES goals throughout the year to continue their progression through their individual learning journey. The speech therapist also conducted small group and individual work during the remote learning period to assist students to maintain skills.

For the future, we will continue to build on teacher practice through a specific professional learning program as well as focusing on the work of our Collaborative Teaching Teams and PLCs. We will work on the development of specific cycles for different writing text types in a continuum based on language features and also develop specific moderation practices and guidelines that will assist teachers to measure the student growth more specifically. We will also continue

to build our links between reading and writing specifically in the area of our Investigations topics. As always we will continue to review our work across the curriculum and the impact on different year levels and continue to adapt and modify to ensure a developmental continuum.

Engagement

Student attendance, a major indicator of student engagement, has continued to be a priority. It is always high on the agenda of the school with the understanding that there are a range of reasons that a student's attendance may be low. We focus on ensuring the programs delivered are specific to the needs of students and are engaging and supportive of student growth. The Attendance Committee met infrequently in 2021 because of a change of priority, staff working from home and the change of circumstances for students but the Welfare Staff continued to monitor and follow up all attendance both online and onsite. The average number of days absent per student continued to fall in 2021 and our four year average dropped from 12.1 to 10.2. This is better than the similar schools average at 17.9 and the state average of 15 absence days per student. Attendance rates at every year level were well above 90% ranging from 94% for Year 3s to 97% for Foundation and Year 1s. The number of unapproved and unexplained absences has also continued to drop across every year level due to a rigorous system of follow-up and support. This included daily parent contact to discuss reason for absences and to reduce unexplained absences. These have all been recorded utilising our student management system XUNO. The Welfare Team followed up the attendance of vulnerable students and worked with families to support attendance improvement. The Attendance Cup for Year Levels was also re introduced in Term 4 with weekly updates given at assembly. Term individual wrist bands are also given out in recognition of students with excellent attendance.

This year we continued to engage with our parents through our Student Management System Xuno. Teachers had daily contact with many parents during the remote learning period and partnerships with many families were strengthened positively through this continual contact. We look forward to continuing to strengthen our relationships through this communication process and enable parents much easier access to a direct line to the teachers. Parents spoke to teachers regularly also through online meetings and phone calls. The parent satisfaction with the school, as identified through the Parent Survey, continues to be above the state average at 88%.

Wellbeing

In 2021 we continued our work with our school values of the 5Cs - Curiosity, Collaboration, Citizenship, Character and Caring. Our focus in this area was built around the social and emotional well-being of our students and their understanding of how we can use our values to ensure our learning environment is respectful, inclusive and embraces the diversity of our community. The personal development programs were tailored for each specific cohort and utilised the data from surveys such as the Youth Resilience Survey and SEW-PAT survey (Social and Emotional Well-being assessment). These programs worked on social skills, attitudes and behaviour and assisted students to focus more successfully on learning and improving their outcomes. Our school modified the delivery of these programs through online forums and the priority focus leaned more towards maintaining mental health, connecting with peers and getting daily exercise. The welfare team and 'Care in Mind' counsellor also provided support to both staff and students. Families were encouraged to share their home activities and 'fun' activities focused on socialising and connecting were included in weekly online programs. In the return to onsite learning programs focused on assisting students to reconnect and support each other.

Data indicates that students sense of connectedness to school decreased to 83.1% which is below our 4 year average of 93.6% but above similar schools at 80.7% and state at 79.5%.

Finance performance and position

Over 2022, we focused on a range of things that would assist with the pandemic including developing outdoor learning spaces, subscriptions to online platforms and providing supplies to students to use when working from home. We also took the opportunity to audit and replenish the library by purchasing many new books. After a major flood in the Senior Learning Community after a storm we had to clean out the drainage system that runs underneath the school, have carpet pulled up and then replaced as well as linoleum repaired in the wet areas. As part of our school maintenance program we repaired the asphalt across the school grounds. We received substantial equity funding and utilised this funding for support in a range of areas including low teacher/student ratios in Learning Communities, EAL, Library support, IT and Speech Therapy. We also topped up the money allocated for the Tutor Learning Initiative to ensure the program would support as many students as possible who had been impacted by the disruption to schooling. We continued to purchase technology equipment to support the development of our curriculum and for our remote learning programs. We were able to resource all programs to a high standard and provide the best education possible for all of our students.

We also received a Commonwealth Grant through the School Chaplaincy Program which allowed our students to have access to social and emotional support as part of our welfare program. We used some equity money to double the time fraction for our chaplain. This support is essential to ensure that all students can achieve their best and to provide as much support as possible to maintaining the well-being of students and their families during some very challenging times.

For more detailed information regarding our school please visit our website at www.glenroycentralps.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 292 students were enrolled at this school in 2021, 142 female and 150 male.

70 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).

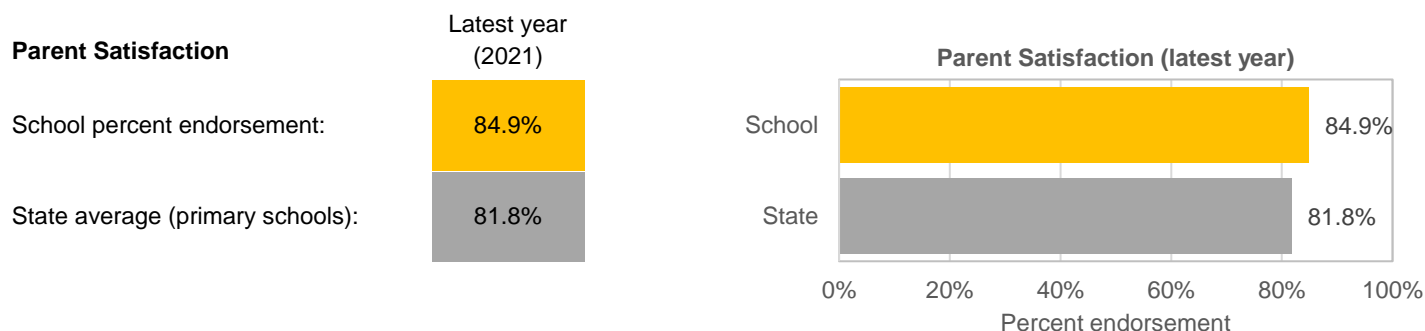
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

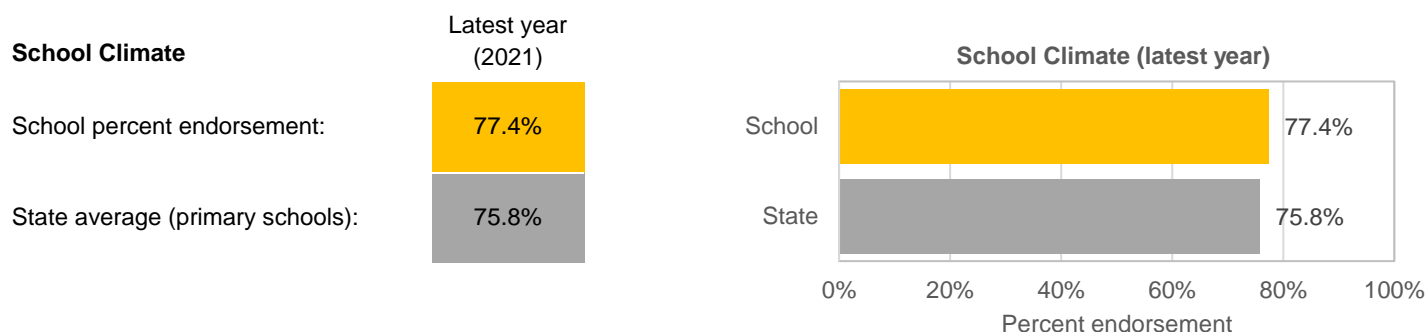


School Staff Survey

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:

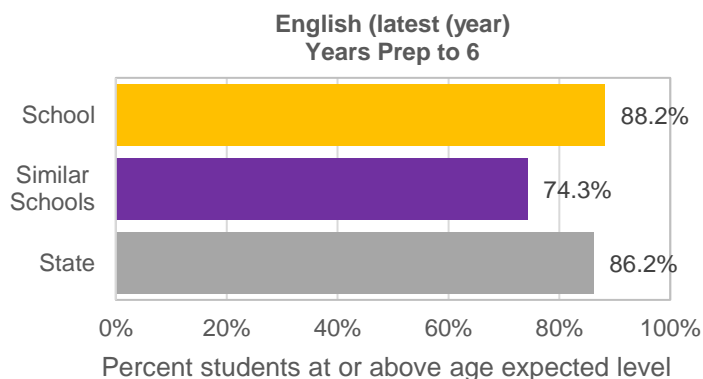
88.2%

Similar Schools average:

74.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

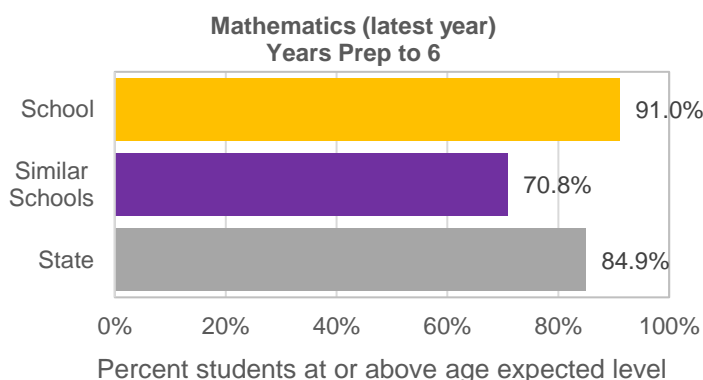
91.0%

Similar Schools average:

70.8%

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.

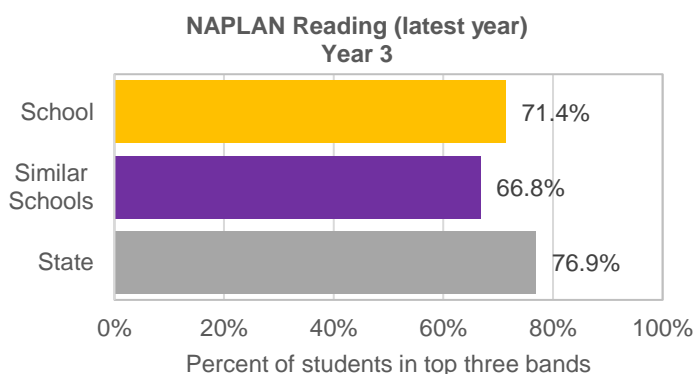
NAPLAN

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.

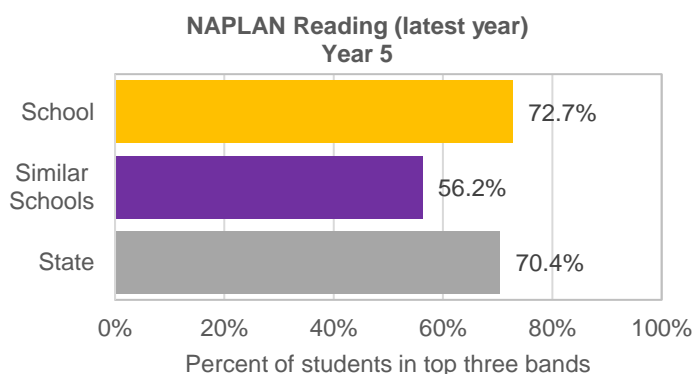
Reading Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 71.4% | 75.2% |
| Similar Schools average: | 66.8% | 63.7% |
| State average: | 76.9% | 76.5% |



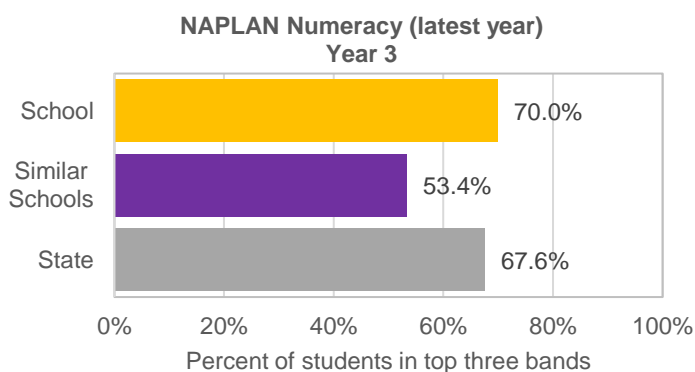
Reading Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 72.7% | 74.0% |
| Similar Schools average: | 56.2% | 51.9% |
| State average: | 70.4% | 67.7% |



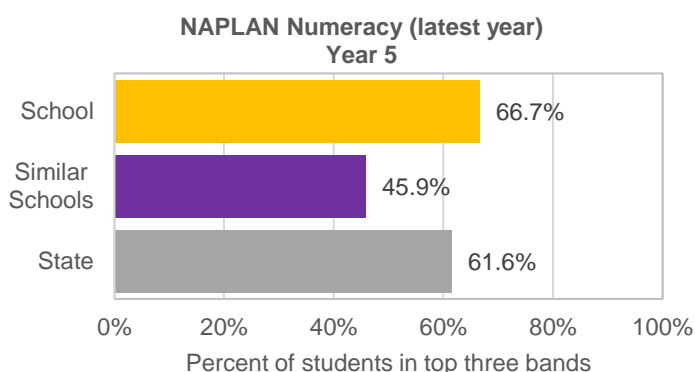
Numeracy Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 70.0% | 68.2% |
| Similar Schools average: | 53.4% | 51.5% |
| 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% | 68.0% |
| Similar Schools average: | 45.9% | 43.3% |
| State average: | 61.6% | 60.0% |



ACHIEVEMENT (continued)

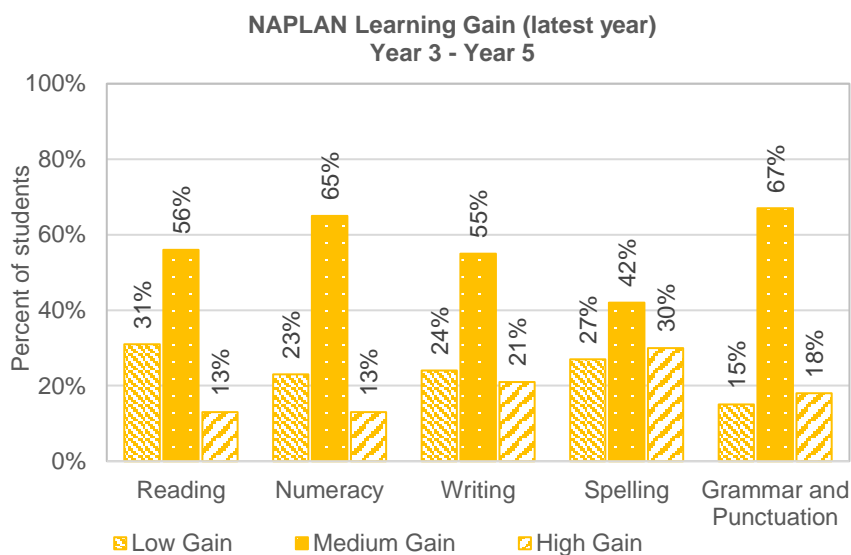
NAPLAN Learning Gain

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: | 31% | 56% | 13% | 18% |
| Numeracy: | 23% | 65% | 13% | 24% |
| Writing: | 24% | 55% | 21% | 25% |
| Spelling: | 27% | 42% | 30% | 33% |
| Grammar and Punctuation: | 15% | 67% | 18% | 25% |



ENGAGEMENT

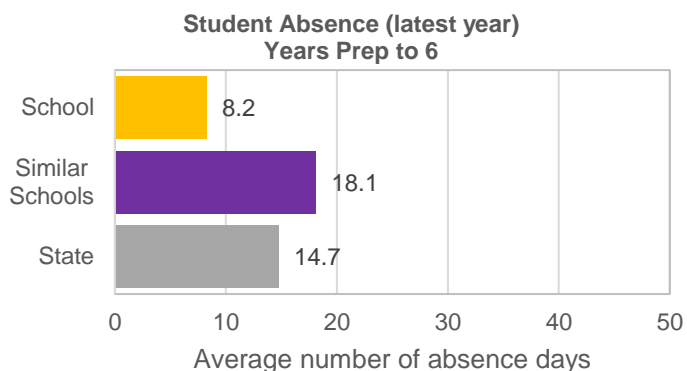
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 8.2 | 10.2 |
| Similar Schools average: | 18.1 | 17.9 |
| 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): | 97% | 97% | 96% | 94% | 95% | 95% | 95% |

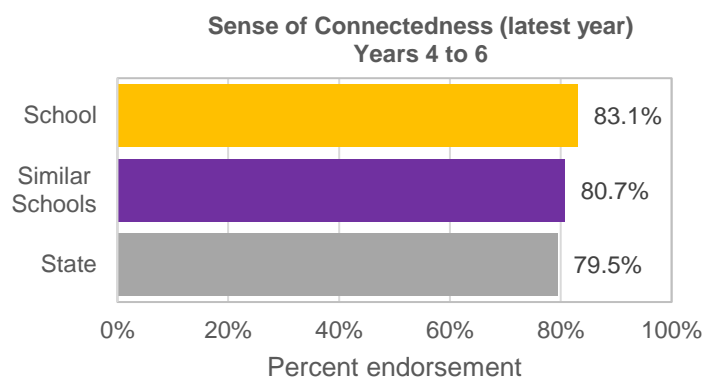
WELLBEING

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: | 83.1% | 93.8% |
| Similar Schools average: | 80.7% | 82.9% |
| State average: | 79.5% | 80.4% |

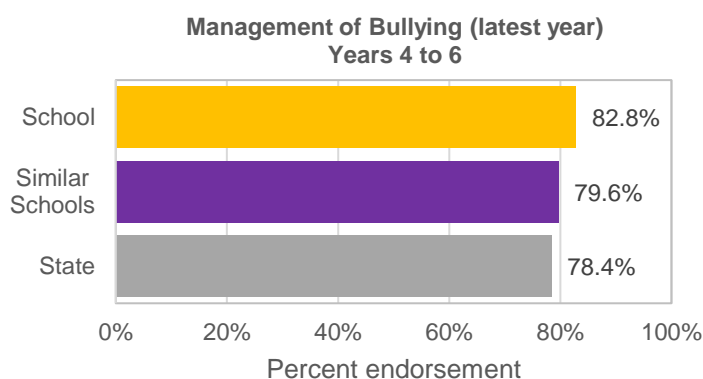


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 82.8% | 93.8% |
| Similar Schools average: | 79.6% | 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 | \$3,566,559 |
| Government Provided DET Grants | \$538,468 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$0 |
| Revenue Other | \$15,926 |
| Locally Raised Funds | \$42,337 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,163,290 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$562,764 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$562,764 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,311,113 |
| Adjustments | \$0 |
| Books & Publications | \$14,960 |
| Camps/Excursions/Activities | \$44,344 |
| Communication Costs | \$8,591 |
| Consumables | \$97,829 |
| Miscellaneous Expense ³ | \$3,455 |
| Professional Development | \$1,610 |
| Equipment/Maintenance/Hire | \$63,055 |
| Property Services | \$102,669 |
| Salaries & Allowances ⁴ | \$0 |
| Support Services | \$103,937 |
| Trading & Fundraising | \$14,365 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$33,308 |
| Total Operating Expenditure | \$3,799,235 |
| Net Operating Surplus/-Deficit | \$364,055 |
| Asset Acquisitions | \$12,616 |

- (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 | \$95,708 |
| Official Account | \$66,084 |
| Other Accounts | \$0 |
| Total Funds Available | \$161,793 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$70,447 |
| Other Recurrent Expenditure | (\$5) |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$10,345 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$70,000 |
| Maintenance - Buildings/Grounds < 12 months | \$11,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$161,787 |

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.