

2021 Annual Report to The School Community



School Name: Hawthorn West Primary School (0293)



- 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 04 April 2022 at 12:59 PM by Glenys Williamson (Principal)

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

Attested on 07 April 2022 at 11:15 AM by Gabriella Lorenzetti (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

Hawthorn West Primary School is located in Melbourne's inner east in the City of Boroondara. Established in 1853, the school has a proud history of serving the local community.

In 2021, our Student Family Occupation and Education (SFOE) index was 0.0926 indicating a community with a higher socio - economic status advantage relative to many Victorian government schools.

At the February census, the school had a confirmed enrolment of 506 students: 282 female and 229 male students. We continued with a structure of 22 classes: Foundation - 4 classes, Grade1/2 - 7 multiage classes, Grade 3/4 - 6 multiage classes, Grade 5/6 – 5 multiage classes.

The school had a staff of 39.1 full-time equivalent (FTE) staff which comprised of:

- Principal Class: 2.6
- Leading Teacher: 2
- Learning Specialist Teacher: 2
- Learning Tutor:1.8
- Teacher Class: 18, Specialist Teachers: 5.3
- Education Support Staff: 7.4
- Aboriginal or Torres Strait Islander Staff: Nil

Hawthorn West Primary School is an inclusive community where students, staff and parents learn and grow together. The school values, Curious, Confident, Connected and Achieving Excellence, underpin our core purpose and drive the behaviours, attitudes and expectations throughout our learning community.

Our students are provided with rich learning experiences to inspire, challenge and support them to achieve their personal best and make a positive contribution to the world in which they live and are encouraged to think critically, set goals and become reflective and responsible learners and citizens.

The school's curriculum framework is based on the Victorian Curriculum and has a strong emphasis on Literacy and Numeracy.

The developmental nature of our learning programs ensure that students are taught the essential skills which are the building blocks for future learning success.

We offer a broad range of specialist programs across the school.

- Core Specialist Programs: Japanese Language, Music, Physical Education, STEM and Visual Art. The eLearning

program provides our students with access to a range of devices and is designed to equip students with the competencies they require for learning.

- Learning Support Programs: High Abilities Program (HAP), Literacy Intervention, Wellbeing Support
- Extra Curricula Programs: Buddies Program, School Camping Program, Student Leadership Programs (Junior School Council Group and School Captaincy Program).

Students at Hawthorn West also have a range of opportunities to develop their leadership skills and to participate in extra curricula activities during and outside school hours, including Aerobics, Chess Club, Choir, Junior Engineers, Junior School Council, Smart Art, STEM club, and STOMP dance programs.

At Hawthorn West, staff are committed to continuous improvement and maximising the experiences and outcomes for all our students, through the provision of consistent, detailed and high quality teaching and learning programs across the school and the setting of high expectations for all.

The school has established highly effective Professional Learning Communities (PLCs) where teachers and students learn together. Teachers are involved in cycles of continuous learning to build their capabilities to improve student

outcomes. They assess, analyse and monitor student learning data and use their collective knowledge, skills and expertise to work collaboratively on developing differentiated learning sequences to cater for the competencies of students.

At Hawthorn West, we prioritise opportunities for our teachers to continue to develop their knowledge, skills and understandings and as such, a comprehensive professional development plan is formed to support the ongoing learning of staff.

COVID 19, once again had a significant impact on our school community. During the year we pivoted from learning onsite to remote and flexible learning (RFL). An onsite program was provided for the children of essential workers and vulnerable students. Staff reviewed and refined the learning programs in response to the needs of their students. The RFL Program provided to our students was a blended model incorporating asynchronous and synchronous learning. Teachers continued their strong focus on teaching and learning, fostering student connections and monitoring the wellbeing of their students.

The HWPS Learning Hub (website), which provided a link between school and home, was extended. Students and families logged into the Google Classroom:

- for daily learning tasks
- to access links to small group focused teaching sessions
- to upload learning tasks
- to join class meetings.

In 2021, we catered for 7 students within the program for Students with Disabilities (PSD). All of these students made significant growth throughout the year as measured by the goals outlined in their Individual Education Plans.

During 2021, we continued to develop the school's facilities:

- The DET funded Inclusive Playground was completed.
- Refurbishment of our Library to create a more open and flexible space for our students to enjoy with a range of book displays and shelving options. A new meeting room for staff and parent use was incorporated into the space.
- Installation of a semi - commercial kitchen in the Multi Purpose Room (MPR).

Hawthorn West is a welcoming school and has a strong commitment to fostering partnerships with parents and families. Parent and community engagement is highly valued and encouraged. In 2021, COVID 19 once again impacted on opportunities for parents to connect and involve themselves in the life of the school. Our School Council continued to be highly active during this time with a sustained focus on school improvement.

Framework for Improving Student Outcomes (FISO)

2021 was the third year of our 2019 – 2022 School Strategic Plan (SSP).

Due to the impact of extended school closures, the Department of Education set school improvement priorities for 2021.

Priority Goals and Actions:

- Building Practice Excellence: Learning Catch Up and Extension
 - o Introduction of the Tutor Learning Initiative to support our At Risk (Tier 3) students in Literacy, Numeracy and Wellbeing. Learning data informed the selection of students and the development of the programs. Our tutors worked 1:1 or with small groups of students teaching them at their point of need.
 - o Classroom teachers supported our Tier 2 students with additional targeted sessions.
 - o Provision of a structured High Abilities Program for identified students in Years 3-6. Students participated in sessions through Virtual Schools Victoria and were also involved in several school based enrichment sessions.
- Health Wellbeing: Happy, Active and Healthy Kids

- o Daily check ins and check outs with class teachers during remote learning
- o Explicit Wellbeing focus incorporated in weekly planning
- o Vulnerable students received additional support
- o Focused 'Return to Onsite Learning' program
- o Refined Kinder to Foundation and intra school transition program
- Connected Schools: Building Communities
 - o Parent Education Programs: Families were provided with numerous resources and invitations to webinars in the following areas to build their understanding and capacity which included virtual evenings with Michael Grose, Dr Justin Coulson and Cyber Safety Parent Evening (Cyber Safety Project) as well as virtual Kinder to School Transition sessions.
 - o Continued to extend the role and focus of the Community and Fundraising Sub Committee
 - o Active Class Representative program: termly meetings with class reps
 - o Newsletter focused on celebrating student achievements and highlighting school programs
 - o Reaffirmed our School Values: Student feedback informed the design process and graphic representations of our school values 'Curious, Confident, Connected, Achieving Excellence'. Visual imaging is now reflected on our website, Student of the Week certificates and wall graphics.
 - o Updated website

The commitment, flexibility and responsiveness of staff ensured that we could continue our focus on the FISO initiatives by modifying some of the identified AIP actions and professional development plans to suit remote and flexible learning.

- FISO Initiative 1: Excellence in Teaching and Learning – Building Practice Excellence

We continued to have a strong focus on teacher collaboration in 2021. Teachers were provided with time during the school day to collaborate in their teams, when onsite and during remote and flexible learning, with an emphasis on the following:

 - o Curriculum: What do we want our students to learn?
 - o Assessment: How will we monitor student learning?
 - o Planning: How will we respond when some students do not learn
 - o Planning: How will we extend the learning for our students who are already proficient.

During remote and flexible learning, teachers focused on ensuring:

 - o clear structures and learning expectations were in place for students and families
 - o a consistent approach to teaching and learning across the school
 - o connections were maintained with students and families via a range of platforms including Google Classroom, WebEx, HWPS Learning Hub and Compass
- FISO Initiative 2: Excellence in Teaching and Learning - Curriculum Planning and Assessment

Two Leading Teachers were appointed to lead, model and provide feedback to staff to improve teacher knowledge and ensure consistency in teaching across the school specifically in Literacy and Numeracy. Their work focused on:

 - o Developing the 2021 Professional Learning Plan
 - o Liaising with consultants to plan and facilitate staff Professional Learning in Literacy- Reading (Mardi Gorman) and Numeracy - Open Ended Problems (Michael Minas)
 - o Leading the Literacy and Numeracy curriculum teams and developing a school wide action plan which ensured that whole school practices and non - negotiables in Literacy and Numeracy were clearly observable in planning documentation and classrooms.
 - o Continuing to build staff knowledge and confidence to effectively collect, monitor and analyse student learning data.
 - o Continuing to build staff knowledge and skills to use data to develop sequences of learning
 - o Ensuring the whole school lesson structure was evident in online lessons with clear and measurable Learning Intentions and Success Criteria, enabling and extending tasks.
 - o Ensuring online programs and resources supported remote and flexible learning

Our staff reported increased communication within teams and throughout the school, greater collective efficacy

and a strengthening of trust.

- FISO Initiative 3: Professional Leadership - Building Leadership Teams

In 2021, we continued our emphasis on building the capacity of our leaders, however some of our initial goals were modified due to COVID. Regular weekly meetings were scheduled with our leaders focusing on leading the teaching and learning across the school and sharing ways to support students, families and members of their PLC. Our leaders were involved in GROWTH Coaching sessions with facilitator Gray Ryan. These sessions focused on developing a team coaching approach to Team Strategy Development, Goal Setting and Strategy Implementation.

- FISO Initiative 4: Positive Climate for Learning - Setting Expectations and Promoting Inclusion

This initiative continued to be a key focus for our school in 2021. Student wellbeing and connectedness was at the forefront of our work with staff constantly innovating on ways to connect and engage students with each other and the learning. Students were provided with a range of opportunities to provide feedback about their learning through the Google Classroom, WebEx meetings and one on one sessions with their teachers. Social connections and wellbeing was fostered through small group virtual meetings and videos developed by staff and our school leaders.

Building staff knowledge and understandings of School Wide Positive Behaviours Support (SWPBS) and Respectful Relationships programs were a focus for our Professional Learning, however, there were limited opportunities for translation into the classroom. Teachers continued to develop and implement wellbeing lessons based on the SEARCH framework in response to the needs of their students.

Throughout 2021 our Students Leaders planned different ways to connect with their peers via WebEx, recorded videos and school assemblies. Unfortunately, there were few opportunities to pursue student leadership programs and lunchtime activities during 2021. We look forward to prioritising these important opportunities in 2022.

Achievement

In 2021 we continued to work on our strategic plan goal of maximising the learning growth in Literacy and Numeracy for each student despite shifting to periods of remote and flexible learning due to the Covid-19 pandemic. We continued to adapt and refine the delivery of a teaching and learning program established in 2020 to support student learning from home. Teachers continued to utilise Google Classroom to deliver lessons and assess student work, as well as WebEx to conduct virtual focus-teaching groups with students in reading, writing and numeracy.

Our student achievement data continued to demonstrate that our students operate at a high level. Our 2021 Victorian Curriculum teacher judgements indicated:

- 96.8% of students are working at or above the expected level in English, compared to similar schools at 95.2% and the state average of 86.2%.
- 97.6% of students are working at or above the expected level in Mathematics, compared to similar schools at 95.4% and the state average of 84.9%.

Hawthorn West Primary School has continued to demonstrate strong NAPLAN results when comparing the top two bands of achievement in Year 3 and Year 5, consistently outperforming the State and students from similar schools.

Our commitment to improving teacher practice in reading by developing and implementing an agreed instructional approach has had a significant impact on our reading data, indicated by:

- 85% of Year 3 students achieved in the Top Two bands compared to 78% for similar schools
- 73% of Year 5 students achieved in the Top Two bands compared to 63% for similar schools
- 37% of Year 3 – 5 students achieved high growth compared to 28% in similar schools

In 2022 school will continue to strive to ensure that all students achieve a minimum of 12 months learning growth in every school year from Foundation through to Year 6. This will be achieved by:

- Monitoring the learning growth of all students in Literacy and Numeracy
 - Providing additional, targeted support for students requiring Tier 2 and Tier 3 intervention
 - Developing teacher knowledge and skills to effectively collect, analyse and moderate student data
 - Developing teacher knowledge and skills to use data to plan targeted sequences of learning.
-

Engagement

Student engagement was vital during remote learning and student's online attendance was monitored daily. Those students who were identified as not engaging with remote learning were closely monitored by classroom teachers and the Wellbeing leader.

To support student engagement during remote learning, all students were provided with daily check in and check out sessions with their classroom teacher that were focused on building connections. Students who appeared disengaged received regular phone check ins, hard copies of learning materials or a modified learning program. Devices were loaned out to families upon request. Vulnerable students were able to attend on site learning during remote learning and onsite attendance was made available to those parents experiencing hardship during remote learning.

Literacy intervention was provided for students working below the expected level. The extra support was provided onsite for students and moved to a virtual platform during remote and flexible learning. This involved:

- Classroom teachers providing Tier 2 interventions, such as extra small group and 1:1 reading and spelling sessions
- Learning Tutors providing Tier 3 interventions, involving weekly phonological awareness and phonics sessions

Whole school events continued to be an important feature of our school and designed to build connectedness. With the majority of our planned school events impacted due to COVID-19, students were still able to participate in a virtual cross country, camp and disco. Whilst there were limited opportunities available for students to pursue their interests during remote learning, our aerobics team, the Arrows, and our Sing West choir continued with virtual practices via WebEx.

Our average number of student absences in 2021 (8.7 days per student) was below similar schools (10.3) and the state average (14.7). The four-year average of absence days (10.6) was also below similar schools (11.5) and the state (15.0).

Wellbeing

The wellbeing of students, staff and parents continued to be a key priority for Hawthorn West during 2021. The school's leadership team met on a weekly basis to ensure structures and supports were in place to support everyone's wellbeing. Managing teacher workload throughout 2021 was a key undertaking for the school to ensure that teachers were well placed to support both the learning and wellbeing needs of students.

A variety of wellbeing initiatives were implemented to support student and teacher wellbeing in response to the COVID-19 pandemic and the introduction to remote learning. These included:

- Weekly wellbeing WebEx sessions offered by classroom teachers
- Wellbeing 'Tuning In' at the start of all WebEx's
- Daily student 'Feelings' check ins using Google Forms
- Phone calls to support at risk students
- Visible Wellbeing choice board

Teachers continued to undertake professional learning related to School Wide Positive Behaviour Support (SWPBS)

and Respectful Relationships. Whilst there were limited opportunities to extend the implementation of these programs throughout 2021, the focus on Visible Wellbeing continued with teachers using the SEARCH framework to create meaningful learning opportunities for their students. A success indicator document was created to accurately plan for and reflect on student social and emotional learning.

The 'I CAN' Network was engaged to mentor neurodiverse students and their siblings. The program aimed to empower people on the Spectrum and other neurodiverse learners to have an 'I CAN' attitude and inspire their peers with their big imaginations.

Autism, R U Ok? Days and NAIDOC week were acknowledged across the school. Students participated in a range of activities to build their knowledge and understandings.

Our Year 4 to 6 students completed the Student Attitudes to School survey in 2021 showing significant growth in student positive responses in each of the categories.

- 83.9% of Years 4 to 6 students indicated a strong sense of connectedness, compared to similar schools at 77.6% and the state average of 79.5%.
- 87.6% of Years 4 to 6 students indicated strong management of bullying, compared to similar schools at 76.9% and the state average of 78.4%.

Finance performance and position

At Hawthorn West Primary School all financial decisions are based on the premise of providing the best educational experience for all our students. An annual budget outlining expenditure for the year was presented to School Council for approval.

In 2021, the implementation of the School Strategic Plan and Annual Implementation Plan was supported by committing funds to professional learning and resources whilst ensuring we maintained an overall surplus. The vast majority of our revenue was through the Student Resource Package (SRP), State and Commonwealth Government Grants, Sporting Schools Grant and locally raised funds. The Locally Raised Funds consisted of school fees and a small number of fundraising initiatives such as icy pole sales and the Lapathon.

The careful management of the school's funds in 2021 was vitally important for mitigating the potential losses over the course of the year. Throughout the year, the Finance Committee continued to meet on a regular basis to carefully monitor the challenges that impacted on the school's finances.

Whilst our fundraising plans were significantly disrupted in 2021 due to COVID-19, we were still able to complete a range of projects including:

- implementing a robust staff professional learning program to support teacher development and improve student learning outcomes
- increasing the number of support staff who assist children with additional learning needs
- redevelopment of the school library
- upgrading digital technology infrastructure
- upgrading iPad charging stations across the school
- installing a semi commercial kitchen in the Multi Purpose Room (MPR)
- installing a new piece of playground equipment (Gibbon Swing)
- repairing all windows in the main building to enable adequate ventilation
- commencing work to upgrade the Conversation Pit

In 2022, we will continue investing in the school by:

- increasing our fleet of digital learning devices – laptops, iPads
- maintaining and further developing the school's gardens and landscaping, including construction of our Sensory Garden

- installing shade sails over the Senior Playground
- installing new reverse cycle air conditioners in ground floor classrooms
- decommissioning existing gas heaters
- completing the Conversation Pit project
- completing works to upgrade the pathway adjacent to the Conversation Pit
- replacing fire alarms and sensors in the main building
- engaging consultants in Literacy and Numeracy to support staff professional development
- providing coaching for the leadership team to build the leadership capabilities of our middle leaders.

Continued responsible management of resources will enable the school to achieve the goals set out in the current Strategic Plan and provide the key resources and supports to enhance the learning opportunities and facilities for staff, students and the Hawthorn West Primary School community.

We look forward to 2022 as we continue to further improve the teaching, learning and recreational facilities throughout our school.

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 509 students were enrolled at this school in 2021, 281 female and 228 male.

8 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).

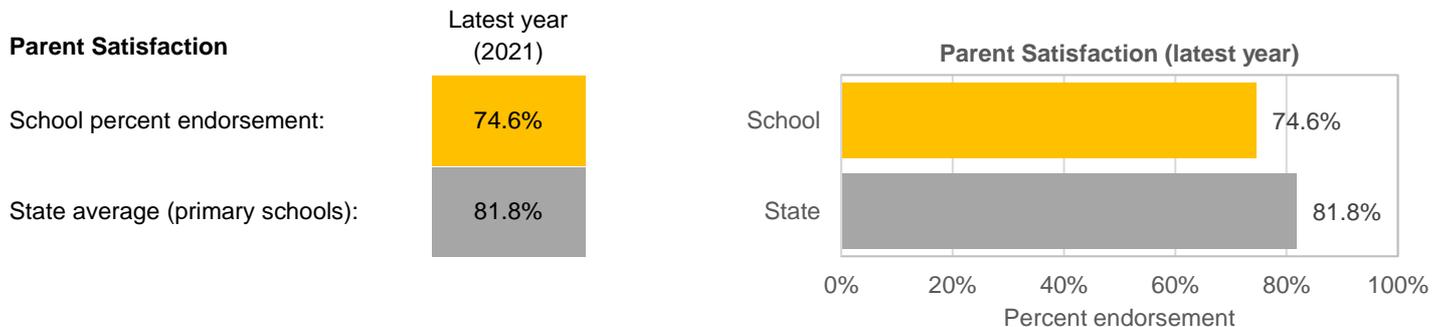
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

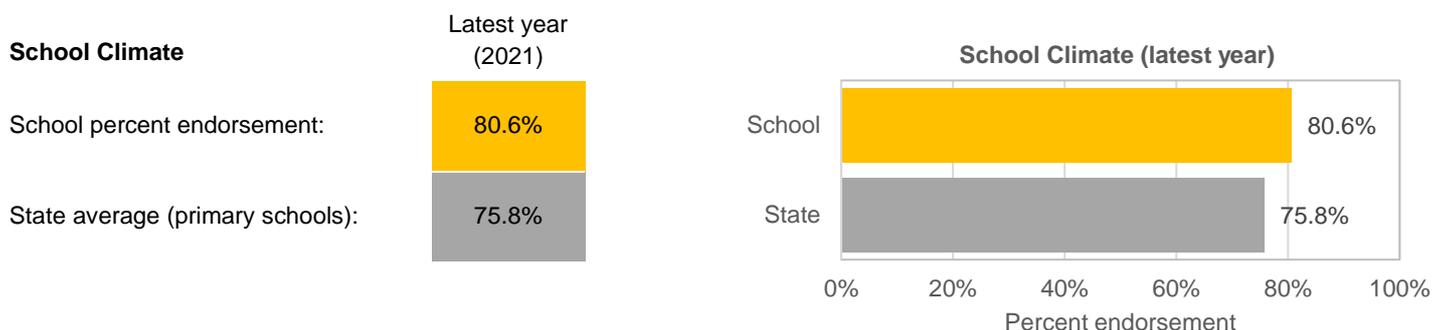


School Staff Survey

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:

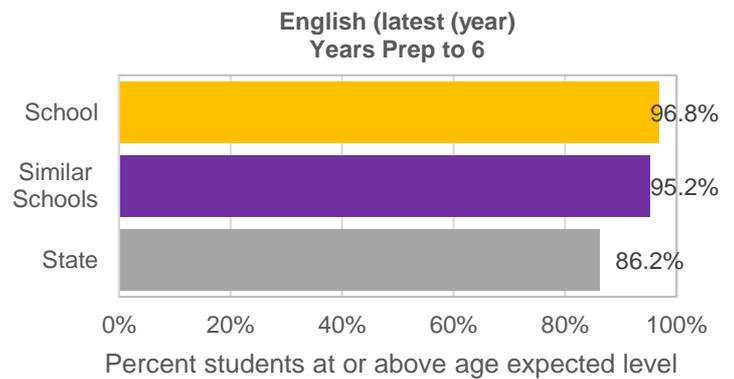
96.8%

Similar Schools average:

95.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

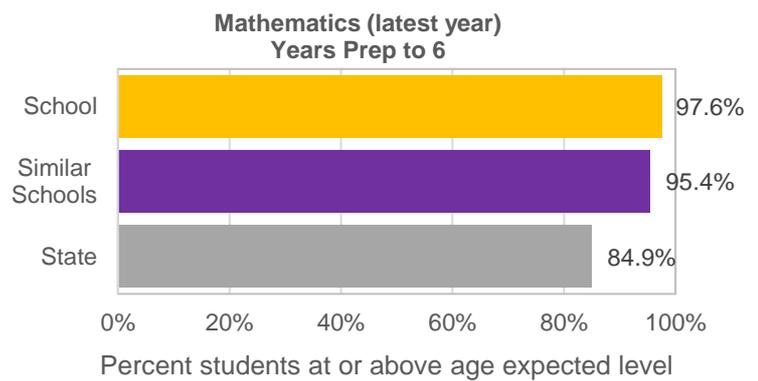
97.6%

Similar Schools average:

95.4%

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.

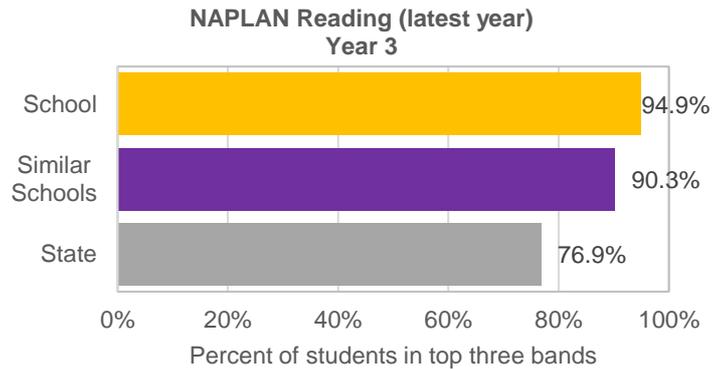
NAPLAN

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.

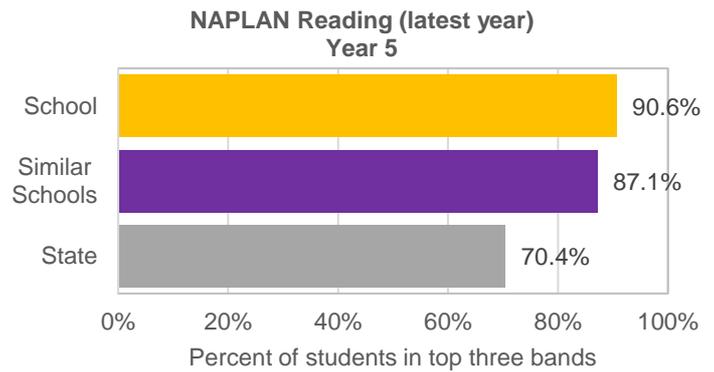
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.9%	93.3%
Similar Schools average:	90.3%	90.0%
State average:	76.9%	76.5%



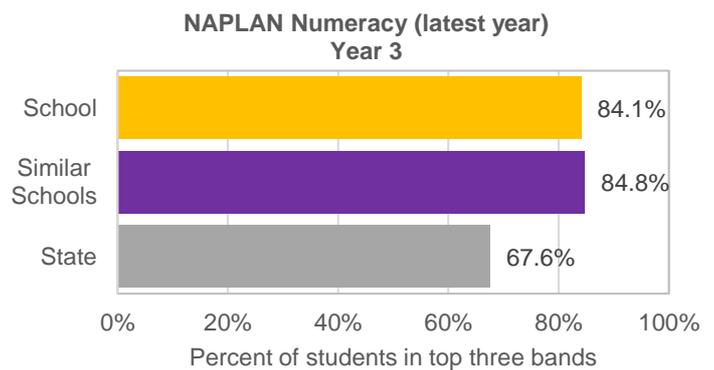
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.6%	83.5%
Similar Schools average:	87.1%	84.8%
State average:	70.4%	67.7%



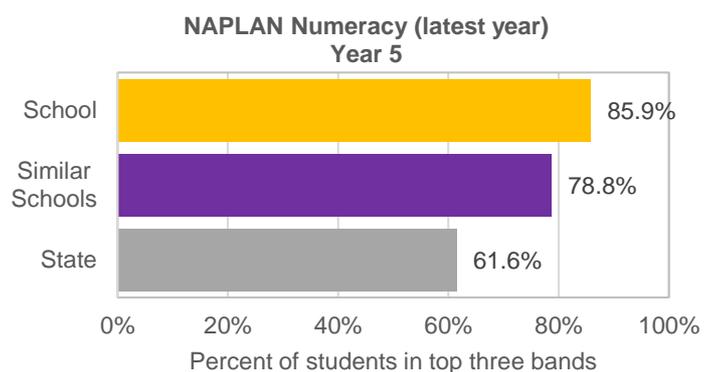
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.1%	92.0%
Similar Schools average:	84.8%	85.6%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.9%	86.2%
Similar Schools average:	78.8%	78.5%
State average:	61.6%	60.0%



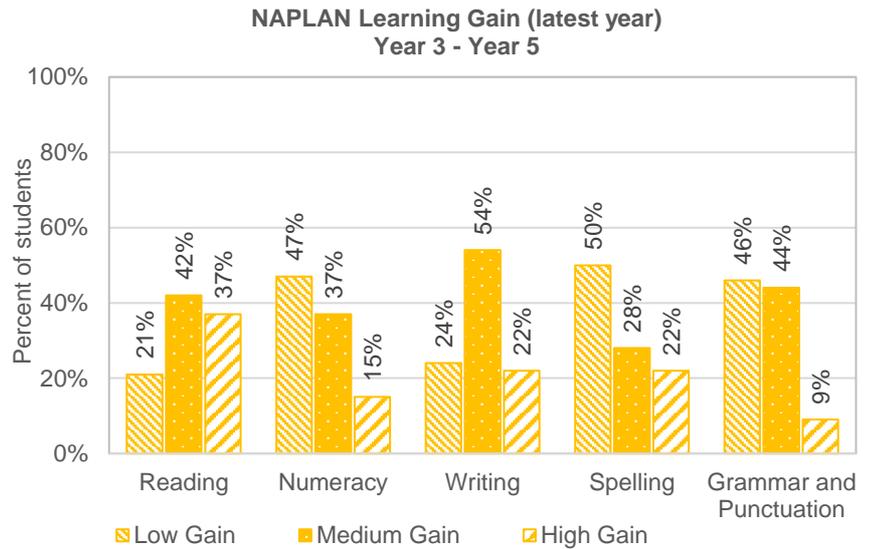
ACHIEVEMENT (continued)

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:	21%	42%	37%	28%
Numeracy:	47%	37%	15%	27%
Writing:	24%	54%	22%	31%
Spelling:	50%	28%	22%	27%
Grammar and Punctuation:	46%	44%	9%	26%



ENGAGEMENT

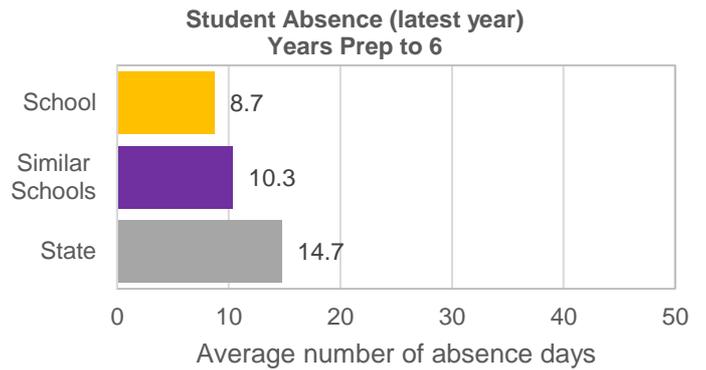
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	8.7	10.6
Similar Schools average:	10.3	11.5
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	95%	96%	97%	96%	94%

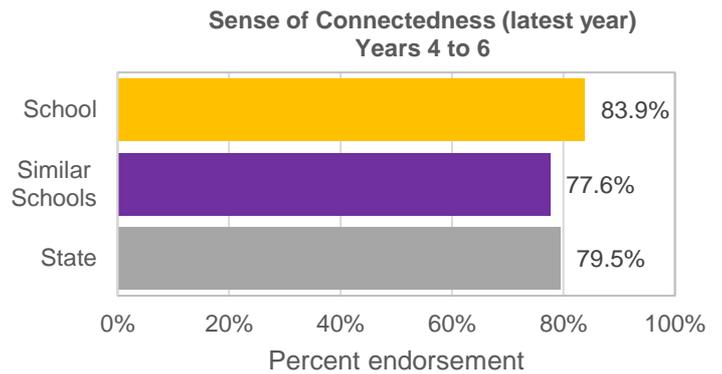
WELLBEING

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:	83.9%	83.3%
Similar Schools average:	77.6%	79.0%
State average:	79.5%	80.4%

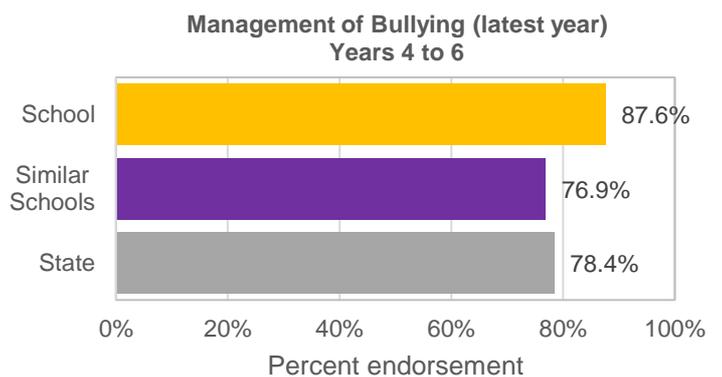


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	87.6%	87.9%
Similar Schools average:	76.9%	78.6%
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	\$4,121,012
Government Provided DET Grants	\$477,838
Government Grants Commonwealth	\$1,200
Government Grants State	\$7,400
Revenue Other	\$8,845
Locally Raised Funds	\$537,858
Capital Grants	\$0
Total Operating Revenue	\$5,154,154

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,616
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,616

Expenditure	Actual
Student Resource Package ²	\$3,934,237
Adjustments	\$0
Books & Publications	\$17,359
Camps/Excursions/Activities	\$152,304
Communication Costs	\$14,303
Consumables	\$118,217
Miscellaneous Expense ³	\$18,427
Professional Development	\$3,139
Equipment/Maintenance/Hire	\$147,662
Property Services	\$193,989
Salaries & Allowances ⁴	\$41,011
Support Services	\$201,292
Trading & Fundraising	\$22,089
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,629
Total Operating Expenditure	\$4,897,660
Net Operating Surplus/-Deficit	\$256,494
Asset Acquisitions	\$246,513

(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	\$350,931
Official Account	\$93,226
Other Accounts	\$104,295
Total Funds Available	\$548,452

Financial Commitments	Actual
Operating Reserve	\$132,530
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$2,175
School Based Programs	\$60,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds < 12 months	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$80,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$654,705

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.