

# 2021 Annual Report to The School Community



**School Name: Chandler Park Primary School (5533)**



- 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 30 April 2022 at 10:28 AM by Jo Hillman (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 06 May 2022 at 02:19 PM by Chantelle Persichetti (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

Chandler Park Primary School is a friendly and caring school aimed at providing a quality service to families and an outstanding education for children. Our motto 'Pride in Excellence' supports our vision of children, achieving to their potential; extending and enabling them to thrive and achieve in all aspects of their lives. Our mission is to ensure that students are at the centre of everything we do and we seek to provide the best possible education for our learners and a broad range of career opportunities for our staff. The school offers specialist programs in Physical Education, a Language Other Than English (Mandarin), Visual Arts, STEAM (Science, Technology, Engineering, Arts and Mathematics) and Performing Arts. Literacy, Numeracy and Student Wellbeing are priorities for our school, with information technology being intrinsic to all our programs. As children bring a variety of experiences and learning needs to school, we provide a wide range of challenging and flexible programs enabling them to develop as happy, knowledgeable, optimistic, creative and resilient learners who will always do their best and strive for excellence. We have a safe and inclusive learning environment and we expect every student to uphold the values that underpin the management and teaching practices at our school. They are:

Collaboration – being friends, caring for each other and working together

Respect – For self, for others, for property and environment.

Resilience – trusting in ourselves, having a go and not giving up

Innovation – to use initiative and imagination to create something new.

At Chandler Park PS we are focused on ensuring all staff are collaborative, innovative and apply progressive teaching and learning approaches which will prepare students for their future. In developing engaging learning spaces, Chandler Park focuses on creating a safe, supportive and orderly learning environment and implementing whole school approaches that build resilience and respectful relationships. Staff endeavour to provide students with diverse and personalised learning experiences that foster technology rich practices and students are given various opportunities to express their views, ideas and concerns. Our values of Respect, Resilience, Collaboration and Innovation underpin our actions and interactions. They are espoused by all members of our community and assist the students in developing a strong sense of self and an ability to contribute positively to our world. At CPPS we are focused on individual student growth in literacy and numeracy, to develop students' creative and critical thinking skills and strengthen student voice in their learning. We have a strong emphasis on continuing to develop the capacity of all staff; with a specific focus on building the leadership skills across the school. Our student wellbeing programs continued to focus on ensuring students feel safe and supported in their learning both remotely and face to face. In Term 4 after remote learning concluded, staff worked industriously to re-establish connections for students to their school, peers and teachers.

Due to the COVID pandemic and school lockdowns the CPPS community again moved to remote learning during Terms 2 and 3, returning partway through Term 4, resulting in approximately 20 weeks of the 2021 school year offsite. During remote learning staff utilised Compass, WebEx, teacher created and sourced instructional videos and Seesaw, and some explored the use of Google Classrooms. Staff again worked collaboratively to refine their capacity to use the hardware and software they had available to them to implement their classroom curriculum effectively. Staff planned in teams to implement an effective online teaching and learning program using both synchronous and asynchronous practices.

In 2021, CPPS's enrolment declined slightly, with 485.6 (at the August census) students and 21 classes. The slight decrease was largely attributable to fewer international students coming into the country as a result of the travel restrictions created by the pandemic and fewer families migrating to Australia for the same reason. In 2021, the staffing profile was 1 principal class, 1 assistant principal class, 1 leading teacher, 2 learning specialists, 27.2 teachers, and 15.6 support staff (administration and classroom). In 2019 whilst the school's Student Family Occupation and Education Index (SFOE) also remained consistent at .4692 the school ICSEA (Index of Community Socio-Educational Advantage) remained consistent at 986, CPPS was ranked at the 39th percentile in 2021. There were five students enrolled at CPPS (1%) with indigenous backgrounds and 59% of students were EAL learners. In 2021 there were 22 students supported through the PSD program, which equates to 4.5% of our school population. In 2021 CPPS had four international students enrolled across various year levels.

The facilities at the school include permanent classrooms for 17 classes and relocatable (Mod 5) classrooms for 4 classes. There is also a full sized gymnasium for sport and community use, with a modern canteen and utility space for parents to meet as part of the design. Other dedicated classrooms include a performing arts room (music), visual arts studio (art), LOTE classroom (Mandarin), STEAM classroom (science, technology, engineering, arts and mathematics). A Before and After School Care program is operated on site by Theircare, a registered care provider. The grounds are spacious and include a variety of play areas, established trees and gardens, space for organised sports such as basketball and soccer, and an all-weather playing field and track.

In 2021 various improvements were made throughout the school; this included the installation of a shade sail structure between the relocatable buildings (current Years 5 & 6 learning spaces) and the installation of new play equipment near the Wattle Building, specifically designed for the Years 1 and 2 students. 2021 also saw the establishment of a permanent LOTE (language other than English) teaching space in the Wattle Building.

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## Framework for Improving Student Outcomes (FISO)

In response to the long periods of remote learning in 2020, DET set the focus of the 2021 Annual Implementation Plan (AIP), identifying a universal set of FISO dimensions and priorities, which applied to each school in the state. These were:

- CURRICULUM PLANNING AND ASSESSMENT (CPA)
- EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE (BSP)
- BUILDING COMMUNITIES (BC)

Within each dimension, the Department set the following key improvement strategies:

KIS 1 - CURRICULUM PLANNING AND ASSESSMENT (CPA): Learning, catch-up and extension

KIS 2 - EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE (BSP): Happy, active and healthy kids

KIS 3 - BUILDING COMMUNITIES (BC): Connected schools

All targets included tangible measures utilising NAPLAN data, school wide standardised assessment data, Teacher Judgements data, attendance data and Student Attitudes to School Survey data. The targets were growth-related to ensure that all students were being challenged and continued to make strong gains in all aspects of their school life.

The AIP articulated a number of actions and strategies targeted at addressing the DET Key Improvement Strategies which aligned with the school's strategic plan. These were:

KIS 1 CURRICULUM PLANNING AND ASSESSMENT (CPA)

- \* to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support (Tutor Learning Initiative [TLI])
- \* to establish PLC / PLT structures to support teacher collaboration and reflection to strengthen teaching practice
- \* to plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. The Whole School Instructional Model, EAL curriculum and Mathematics Curriculum)
- \* to implement a STEAM program to engage and develop student's capacity to be critical thinkers, use higher order thinking skills and connect and use their knowledge to a range of different contexts through open ended tasks that provide multiple entry points.

KIS 2 EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE (BSP)

- \* to redefine and establish a consistent tired approach to wellbeing across the school community including the implementation of the Respectful Relationships program across all levels of the school and the development of a whole school wellbeing model
- \* to implement classroom routines to ensure outdoor learning, exercise and proactive self-care practices are incorporated in the teaching and learning program
- \* to increase physical education weekly time allocation - as a part of the specialist program
- \* to broaden the range of supports offered by the learning support team

KIS 3 BUILDING COMMUNITIES (BC)

\* to increase the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach.

The return to remote learning for a large proportion of the year again in 2021 altered the actions, activities and outcomes identified for the three Key Improvement Strategies. These changes were enabled by narrowing down to what was achievable within the COVID-19 environment.

For KIS 1 (Learning, catch-up and extension), the resulting focus of our work was:

- building the leadership capacity of the the principal class and middle leadership to improve student learning outcomes
- developing consistent language and understanding about the work of professional learning communities (PLCs)
- developing an agreed teaching and learning model
- developing an agreed whole school and team level assessment schedule
- implementing the STEAM program and Tutor Learning Initiative

Changes to the actions and activities associated with KIS2 (Happy, active and healthy kids) included:

- increasing the weekly time allocation for physical education lessons
- providing additional coaching/sports activities for students in Years 5 and 6, to build confident and capacity
- implementing the Respectful Relationships curriculum
- broadening the range of support services offered by the learning support team

Changes to the actions and activities associated with KIS3 (Connected Schools) was the most affected by the COVID-19 restrictions as most had relied on all members of the school community being onsite. Our work primarily focused on:

- monitoring engagement data to identify students at risk of disengagement and/or poor attendance and developing case-by-case approaches to support students and their families

As the school was in its final year of its current strategic plan (2018-2021), there was also significant work done to prepare for its school review.

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## Achievement

### KIS 1

Over the course of this year an agreed whole school instructional model was developed and evidence of its early implementation is evident in teaching and learning across the school (specifically, in planning documents and classroom practice).

Refinement of an agreed whole school and team level assessment schedule and data sets was completed. The whole school assessment schedule was reviewed by staff and paired back to reduce instances of over testing, removal of duplicated assessments and to provide a balance of formative and summative tasks. Changes to the implementation of whole school PAT assessments has meant that year level cohort data can be collated and used to identify cohort growth more accurately each year and allow for whole school and individual student tracking to occur with greater consistency.

Teachers' and PLTs' use of data and moderating assessments as part of the improvement cycle to identify students' point of need (PON) is emerging in some teams. Further work in this area is required moving forward into 2022 and beyond.

Leaders and teachers have identified that further focused work is required to build teacher capacity to understand, set and use a diverse range of formative assessment tasks that allow for triangulation capturing tools/outcomes, observation of process and student thinking/conversation.

The whole school STEAM program was launched with all year levels attending classes in Terms 1, 2, & 4. While the program was disrupted by remote learning, curriculum development and teacher practice has continued to be built and refined over the course of the year. Student engagement with STEAM has been high and further work to connect classroom learning and real world experience will require further focus in the years to come.

Tutoring Learning Initiative (TLI) data (including DET specified and classroom data set) was collected and reviewed as part of the ongoing cycles undertaken over the course of the year. Remote learning disruptions affected the students identified for this initiative. In particular, engagement with tutoring during remote learning in Term 3 was an issue for students with low attendance/participation.

The school review identified that further work on teaching and learning at point of need (PON) is required. Teacher confidence and capacity to identify student learning needs accurately and provide students with the opportunity to work at their PON using differentiated resources, support students to understand and experience success, celebrate the acquisition of knowledge and know what their next steps are to progress their learning, is required.

## KIS 2

PLTs worked collaboratively to identify cohorts' needs in relation to the RRRR modules and social and emotional learning needs. Key staff in each PLT attended training for Modules 7 & 8 to support the building of teacher knowledge and confidence. A consistent tiered approach to wellbeing across the school community and the development of a whole school wellbeing model continued to support students, families and staff over the course of a disrupted year.

Classroom routines to ensure outdoor learning, exercise and proactive self-care practices were highlighted and incorporated in the teaching and learning program. This included an increase to physical education weekly time allocation as a part of the specialist program and additional sport time, circle time and zones of regulation for students in Years 1 & 2.

Broadening the range of support services offered by the learning support team. Recruitment of a qualified social worker (0.4 FTE) was completed after several rounds of advertisement, however the impact of the role was adversely affected by COVID-19 lockdowns and health issues of the successful applicant.

Attendance data remained constant, however the leadership team identified that past coding of absence was inaccurate and the data is likely to be skewed.

Improvement to students engagement was not evident in the AToSS data and was confirmed by student focus group feedback during the school review completed in Term 4. This was especially true for the Year 5/6 cohort who identified a lack of challenge and choice in their learning.

## KIS 3

While work on this priority began in Term 2 (led by the substantive AP) much of the broader work was placed on hold due to remote learning interruptions and the AP's departure to a new school at the beginning of Term 3.

The school continued to build links and provide support to families in the following ways:

- \* student device loans for remote learning
- \* food parcels and home visits to ensure wellbeing and connection for at risk families
- \* at risk students attending on site for additional support during remote learning
- \* A modified kindergarten to Prep transition program
- \* A modified Year 6 to Year 7 transition program
- \* All staff engaged in daily student/family wellbeing checks during remote learning, with ES staff allocated to individual vulnerable students to provide a greater level of support
- \* During remote learning, specialist teachers were attached to PLTs to provide additional opportunities for learning (e.g. additional guided reading sessions) and teacher support

While the school worked to ensure that all families engaged through the Seesaw family portal, further work to ensure all families are connected is required moving forward.

CPPS had 22 students funded under the PSD program. Staff and families work collaboratively to create an inclusive learning environment for students. The supports to help engage students with their learning program include termly SSG meetings with teachers, ES staff, families, external specialist such as speech therapists, OT. During the meetings the team discusses student's individual success and their goals for future learning. Each of the students has an individual education plan that tracks the growth and development of the students learning, social and emotional

development and physical development (such as fine motor and gross motor skills). All students receive support from ES staff in the classrooms daily.

## Engagement

**KIS 2 - EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE (BSP):** Happy, active and healthy kids  
 Student absence decreased in 2021 to 15.7 days per student compared with 2020 where there were 16.0 days of absence per student. Data collected since 2018 shows a slight decline in the percentage of students with 30+ days absence per year, and improvement of 4% from 2020. In 2021, 12% of students had 30+ days' absence, equating to 60 students and of those, 23 had absences of 50 days or greater. Analysis of the data indicates that the few students in P-2 with high non-attendance was mostly attributable to chronic illness (of the child or a close family member). The reasons for non-attendance for older students is less clear and is more likely to have been related to dis/engagement. As was the case in 2020, the COVID-19 pandemic and the return to remote learning, affected student attendance. Staff worked to build family connections throughout online learning programs, regularly contacting families of disengaged students via 1:1 WebEx meetings and phone calls. The wellbeing leader worked with families to support reengagement (including home visits) for hard to reach students and regional and external staff (KESO, VACCA, DHHS, Orange Door) were utilised to connect with students and their families. The Learning Support team and teachers employed through the TLI continued to work with individuals and small groups of students throughout remote learning, however attendance was lower. Specialist teachers were assigned to PLTs to provide additional literacy support for students, particularly those at risk of disengaging; participation was inconsistent across the groups. Parents and carers were encouraged throughout remote learning to request onsite supervision for their children should they become vulnerable through disengagement. In 2021, the school saw a greater level of requests from parents as the lockdown period progressed. As the COVID-19 lockdowns throughout 2021 and the restrictions that were in place once students returned to on-site learning prevented students from working in mixed or multi-age group environments, staff focused on social-emotional wellbeing in Term 4, the school continued with its extended 'Step Up' transition program for students in Years Prep to 5, school assemblies recommenced for students and staff only and a whole school Colour Fun Run was held as a way to celebrate being back together. Staff worked to implement Seesaw effectively to support student learning during remote learning and to develop this tool as an online portfolio. Some staff in the senior classes experimented with Google Classrooms as another way to connect students with their peers and their teachers. Overall the student responses to the Attitudes To School Survey (AToSS) were positive and were close to the 2020 percentages of positive endorsement.

Self-Regulation & Goal Setting	2020 - 80.0%	2021 - 87.0%	A decrease of 1.0%
Student Voice & Agency	2020 - 71.0%	2021 - 80.0%	A decrease of 1.0%

Over the past five years, students' positive endorsement for the Self-regulation and Goal Setting factor have remained very consistent, however, Student Voice and Agency, whilst only changing marginally between 2020 and 2021, has seen a drop of 11% since 2019 (pre-COVID-19)

## Wellbeing

### KIS 2 EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE (BSP)

Staff have continued to develop their understandings and practice of the Respectful Relationships curriculum through professional learning for key members of staff (i.e. members of the Wellbeing Strategic Team) and the specific planning of lessons during PLT meetings. Teams have continued to monitor student engagement data regularly (i.e. attendance data) and develop strategies to support students and/or their families. Teachers made adjustments to continue to teach Respectful Relationships lessons remotely, targeting students' needs based on the evolving context and providing for students' wellbeing needs during the period (i.e. by facilitating connection with their teachers and

peers and monitoring their level of coping and/or psychological distress). During remote learning, teams ensured that there was time each week for students to engage with low tech tasks and activities one day per week. The Specialists' Team devised a weekly matrix of activities and tasks that incorporated each of their areas, for students and/or families to engage with. Activities and tasks were deliberately chosen to minimise screen time, increase opportunities for interaction with other members of the family, and increase opportunities for physical movement or exercise. Further refinement of the whole school Learn 2 Learn program made stronger links and connections with the school values. The program focused on the explicit teaching of the school values and unpacked the students' perspectives of these values and their associated behaviours. Upon the return to face to face learning staff implemented a modified Learn to Learn Program to address the need to re-establish the classroom structures that best support learning. There was an expectation that a Daily Circle Time was incorporated in each class, to support students to reengage with school and their peers and to identify any areas of concern/support.

The 2021 AToSS data for the resilience factor showed our students at the network and state average, with 8% indicating high resilience (68% of students reported normal to high levels of resilience) and better than similar schools by 2%.

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## Finance performance and position

Chandler Park Primary School completed 2021 in a financially sound position.

The Financial Performance and Position report shows a surplus of \$126,807.00 and this has been factored into 2022's budget as a part of the school's financial management processes.

Revenue received for the Camps, Sports and Excursions Fund (CSEF) and parent payment contributions for camps, excursions and activities was not fully utilised in 2021 due to COVID-19 restrictions. Unused funds remained in family accounts to be applied to 2022 parent payment, camps, excursions and activities where applicable. The Years 3-4 camp scheduled for 2021 was cancelled and parent payments were carried over for 2022 camp where appropriate.

Due to the school operating in remote learning mode for a large part of the year, only 68% of proposed expenditure for 2021 was spent. Additional expenditure above program budgets amounts was spent on increased sanitation and first aid products required to keep staff and students safe during the peak of the COVID-19 crisis. An additional \$1500.00 was spent for first aid products and \$2000.00 for sanitation needs (hand sanitiser, masks, gloves etc). Additional funds were spent on the Seesaw computer program and purchases of stationery and exercise books for remote learning needs of students.

Significant expenditure during 2021 related to upgrading our facilities was spent on our telephone system @ \$11,000.00, gym fence @ \$7,500 & playground equipment @ \$58,920.00. To upgrade our IT, we replaced interactive whiteboards in five classrooms at a cost of approximately \$20,000. We also moved to the provision of 1:1 devices for all students in Years 3 to 6, with the lease of 60 Chromebooks at a cost of The MAPPEN curriculum was also purchased to support teachers to implement an inquiry curriculum from Prep to Year 6 (approx. \$5000.00)

Chandler Park Primary School is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities and resources at the current high standard.

**For more detailed information regarding our school please visit our website at**  
[www.chanderparkps.vic.edu.au](http://www.chanderparkps.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 481 students were enrolled at this school in 2021, 234 female and 247 male.

59 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).

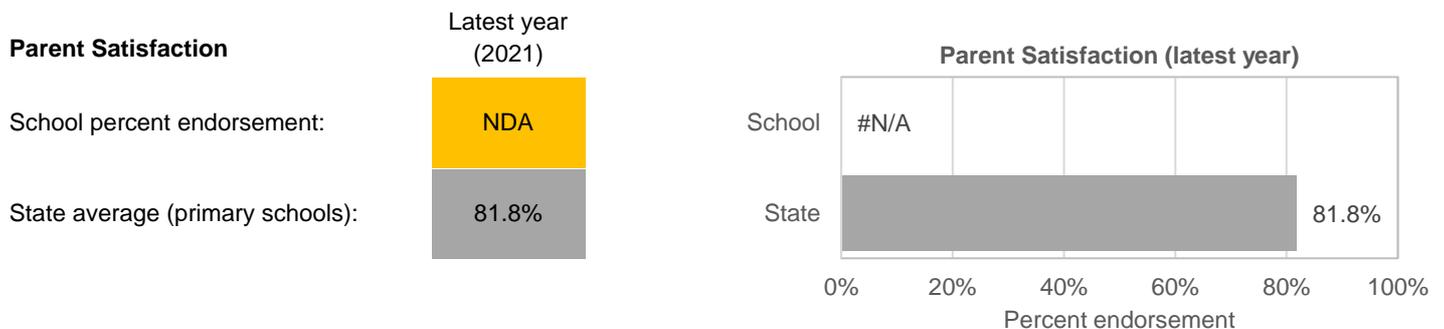
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### 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.

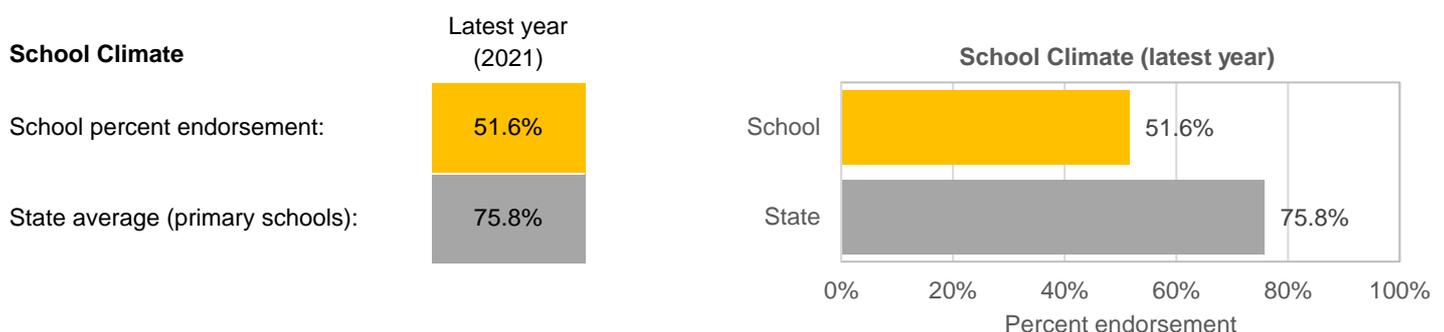


### School Staff Survey

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:

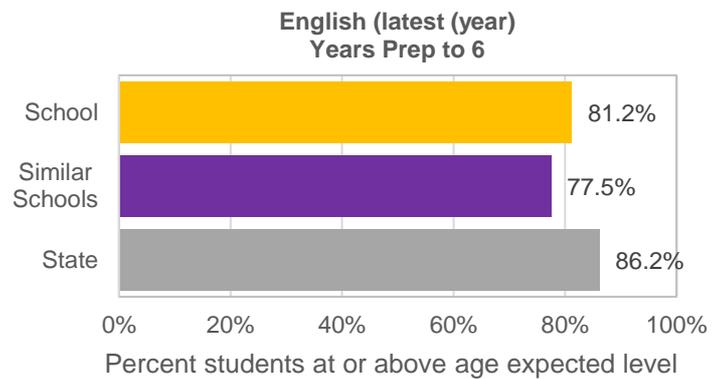
81.2%

Similar Schools average:

77.5%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

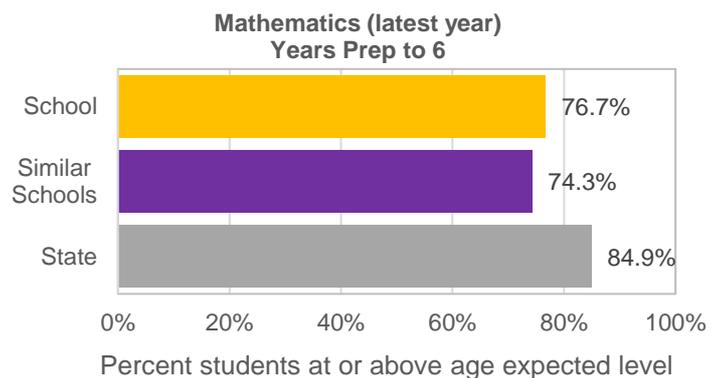
76.7%

Similar Schools average:

74.3%

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.

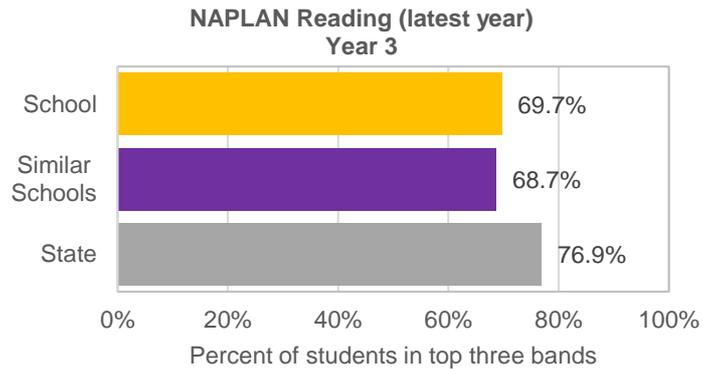
**NAPLAN**

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.

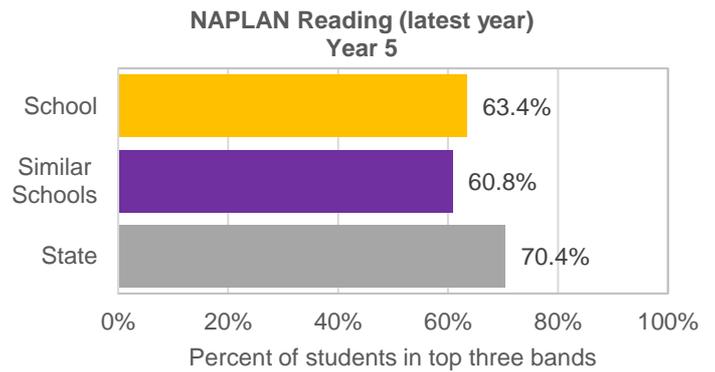
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.7%	67.5%
Similar Schools average:	68.7%	67.7%
State average:	76.9%	76.5%



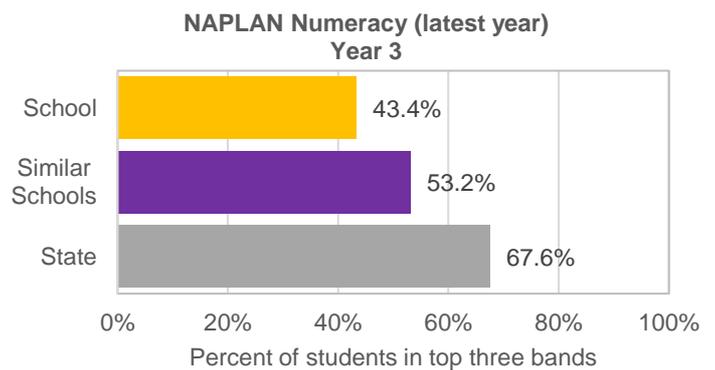
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.4%	64.1%
Similar Schools average:	60.8%	57.4%
State average:	70.4%	67.7%



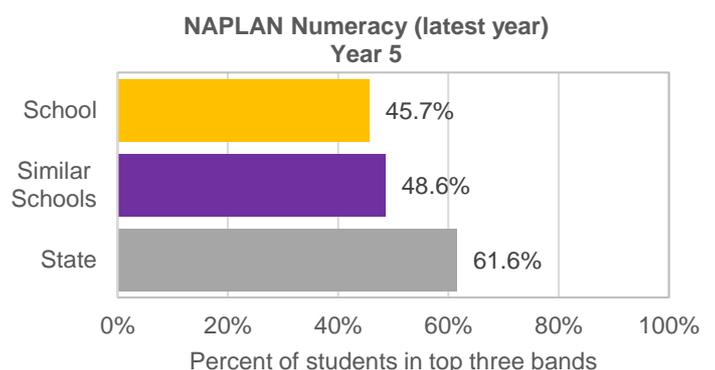
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.4%	46.0%
Similar Schools average:	53.2%	54.9%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.7%	55.0%
Similar Schools average:	48.6%	48.1%
State average:	61.6%	60.0%



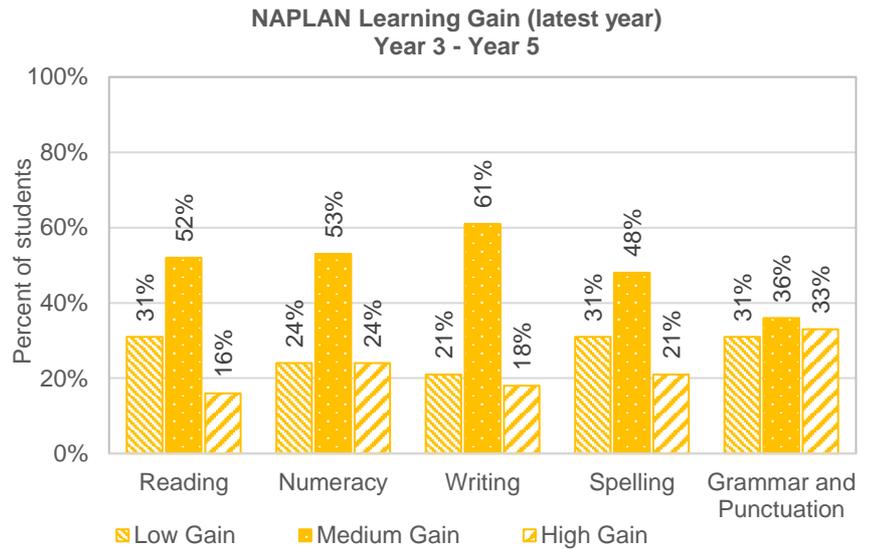
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	52%	16%	20%
Numeracy:	24%	53%	24%	23%
Writing:	21%	61%	18%	24%
Spelling:	31%	48%	21%	27%
Grammar and Punctuation:	31%	36%	33%	26%



## ENGAGEMENT

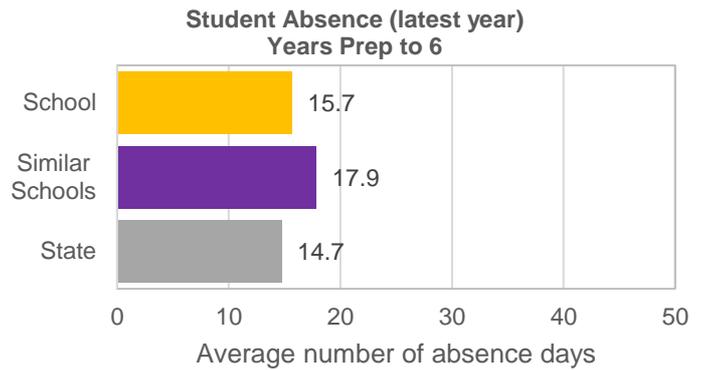
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.7	16.0
Similar Schools average:	17.9	18.2
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	93%	92%	91%	93%	93%	93%

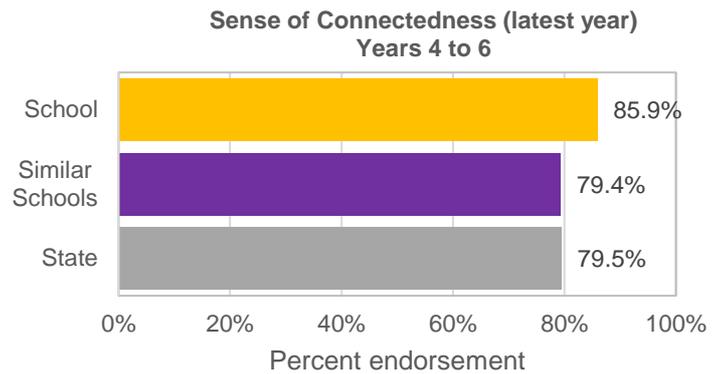
**WELLBEING**

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

**Student Attitudes to School – Sense of Connectedness**

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

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	85.9%	87.2%
Similar Schools average:	79.4%	81.7%
State average:	79.5%	80.4%

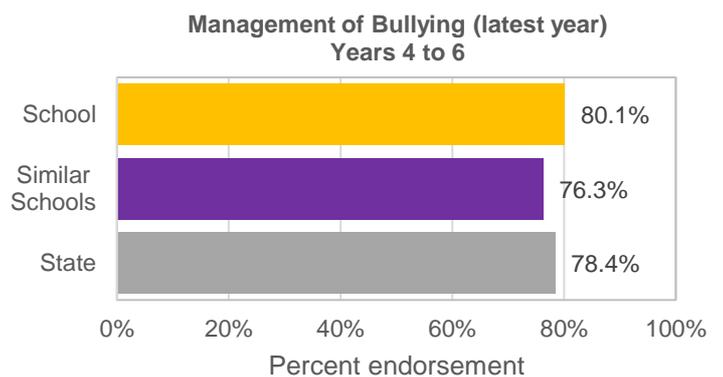


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

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

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	80.1%	83.8%
Similar Schools average:	76.3%	78.8%
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	\$4,903,351
Government Provided DET Grants	\$605,901
Government Grants Commonwealth	\$14,602
Government Grants State	\$31,997
Revenue Other	\$12,238
Locally Raised Funds	\$77,003
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,645,092</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$458,674
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$458,674</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,776,207
Adjustments	\$400
Books & Publications	\$800
Camps/Excursions/Activities	\$74,723
Communication Costs	\$5,106
Consumables	\$144,036
Miscellaneous Expense <sup>3</sup>	\$10,171
Professional Development	\$16,408
Equipment/Maintenance/Hire	\$156,753
Property Services	\$66,828
Salaries & Allowances <sup>4</sup>	\$174,057
Support Services	\$69,698
Trading & Fundraising	\$18,944
Motor Vehicle Expenses	\$1,932
Travel & Subsistence	\$0
Utilities	\$28,866
<b>Total Operating Expenditure</b>	<b>\$5,544,929</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$100,163</b>
<b>Asset Acquisitions</b>	<b>\$103,514</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	\$568,352
Official Account	\$73,971
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$642,324</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$118,973
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$197,638
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,162
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$25,000
Maintenance - Buildings/Grounds < 12 months	\$102,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$477,773</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.*