

2021 Annual Report to The School Community



School Name: Narre Warren North Primary School (1901)



- 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 02 March 2022 at 10:26 AM by Connie Vandervoort (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 10 March 2022 at 09:15 AM by Rachel Brightwell (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').

School Council President's Report – 2022 AGM

2021 was my seventh year as part of the Narre Warren North Primary School Council, my sixth year as President and 2021 was my last year at Narre Warren North Primary School, with my youngest starting Secondary School in 2022. I am so proud to have been a part of the school council over the years and in particular bringing the "Buddy Bench" initiative to our school and hope it is around for years to come.

The impact of covid with lockdowns reduced this year and kids finally returned to school for the majority of the time with our new covid normal, including more lessons outside and many adjustments by all, but the resilience shown by everyone has been astounding.

2021 saw our school undergo the Department's 4 year Review, this being the second review I have been part of in my time as School Council President. This was a 3 day process, all carried out online, which made for interesting days, but really highlights the incredible amount of work that goes into the preparation of learning processes for our children and the commitment of the teaching staff and faculty. The Review is overseen with members of the Department, a couple of Principals from neighbouring primary schools and our school leadership team, together with Kristy and Connie. I would have to say I was absolutely blown away by the standards our school adheres to and the level at which the Department rate our school and the preparation for our Strategic Plan put in place by Connie. I wish I was able to accurately convey everything I was able to see and hear during this Review, but don't think I would ever do it justice for the effort, dedication and care the leadership team, teachers and support staff put into helping our children be the best version of themselves they can possibly be.

For the 6th year in a row we proudly had 100% of students complete the Premiers' Reading Challenge and as a school, with periods of remote learning and lockdown, this is an outstanding achievement.

Narre Warren North Primary School has continued the focus on high expectations of staff, students and parents and that is evident in the expressed expectation displayed in classrooms and behaviour matrix that has been set up with consultation with the children.

As School Council President I have the honour of chairing the monthly School Council meetings attended by devoted and focused parents along with the dedicated teachers, all of whom are volunteering their time. Zoom continued to be our norm for these meetings last year, and throughout all the turmoil, all councillors should be commended for their willingness to be on School Council and attend these meetings. I would also like to add a special thank you to Rachel for being our Vice President and Ros for being on Finance in 2021, without this level of support from parents, these committees wouldn't be possible.

We are very lucky at Narre Warren North Primary School to have a very committed and dedicated Principal in Connie. She knows all of our children, their personality traits, good and bad, and really wants them all to succeed and achieve the most growth and development they possibly can. Not everyone would be privy to some things that go on behind the scenes, but I know Connie and she has always gone above and beyond to push our children and teachers to reach their full potential. Whilst not all see the personal side of Connie, the empathy, caring and nurturing way she supported everyone through 2021 has made a massive difference to so many teachers and in turn her looking after the teachers, helped them support our children, which will be ongoing.

As parents we are not always going to agree with decisions made by our school, but knowing the people driving those decisions only every have the best interest of our children and the school at heart means they will always have my unwavering support.

Lastly a big thank you to my fellow Councillors, Teachers, Staff, Parents and of course the students of Narre Warren North Primary School for their support and focus throughout 2021. I would like to specifically thank our Principal Connie vanderVoort for her tireless contribution to the school and the community and for her personal support throughout the year. I would also like to thank our two major School Council Sub-committees being the Parents' and Friends' Club led by Sarah Dillon and the Finance Committee, led capably by Ros Slater, for their ongoing dedication and support to the school.

I wish the entire school community all the very best for 2022 and beyond and I know Narre Warren North Primary School will continue to thrive with an amazing School Council working tirelessly in the background to achieve greatness, with the help, support and guidance of Connie.



Cathy Maher

School Council President

Narre Warren North Primary School

About Our School

School context

2021 has been another eventful year at Narre Warren North Primary School. Despite the continuing challenges presented by COVID, the school continued to provide excellent educational opportunities for all students, with many key events modified to be delivered in a COVID safe manner.

In 2021 staff and students in the Junior School moved into the new buildings. A room dedicated to Science was also erected onto our school grounds.

Narre Warren North Primary School is in the City of Casey. In 2021 our school had an enrolment of 392 students. We are capped at 400 students and are zoned. There were 17 grades in operation. 6% of students had English as an additional language and 1% were Aboriginal.

At our school we work as a supportive learning community where all students are motivated and challenged to take responsibility for their own learning. The school motto is 'We Can', the aim being for all children to reach their full potential. Our school community values Honesty, Persistence, Resilience, Respect and Responsibility. Our school's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to live in a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.

Literacy and Numeracy continued to be an important focus at all levels of our school. The development of knowledge and skills through an Inquiry Learning approach was also highly valued. A comprehensive eLearning program supported classroom programs. In 2021 students in Grades 1 to 6 had 1-1 access to chromebooks which was very beneficial in supporting remote learning. Students in Grades Prep had access to iPads and Chromebooks.

Specialist programs in 2021 were provided in Visual Arts, Physical Education, Science and Languages Other Than English (Auslan) face to face and during remote learning. Performing Arts was taught in classrooms (onsite and online when possible). Our school has a Program for Students with Disabilities, catering for a range of students with special needs. A Literacy Support/Intervention Program (Mini Lit and Macq Lit) supported students who were at risk, a Tutoring program was established as part of the Department's TLI Program and Integration aides supported funded students and those at risk during remote learning.

To support and enhance the curriculum, the school offered a variety of programs and opportunities to develop and showcase individual student interests and talents. Although COVID prevented our school from running our usual additional programs (Family Life, Life Education, Perceptual Motor Program, Student Leadership and Sporting Programs, Camps, Swimming, Interschool Sport, School concert, Talent Quest, Choir, Excursions and Incursions, Parent Education Programs, Buddies, Show Day and Clubs), we were able to make some adaptations to ensure our students had as many additional learning opportunities as possible.

Student Wellbeing is recognised as vital for productive learning. A comprehensive Social Emotional Learning (SEL) program based on the school values was in place (both through onsite learning and remote learning). The continuation of a whole school Behaviour Management Program provided consistent expectations and understanding across the school. A Chaplaincy Program ran two days a week to support our school community and played a key role in helping children cope with the challenges and stresses of life and the Resilience Program was implemented throughout the school. Mindfulness and Ready to Learn also continued to be a focus in 2021. Student Leadership programs, including School Captains, House Captains and Junior School Council, were highly valued. School Leaders, throughout remote learning, facilitated online assemblies.

A Pathways to Prep Program provided pre-school children with a smooth, enjoyable and secure start into a school based environment (especially after not attending kindergarten for a large amount of time due to COVID). This program ran for 5 weeks in Term 4 (in small groups) and was a huge success.

2021 was Narre Warren North Primary's School Review year where we saw the conclusion of 2018 - 2021 School Strategic Plan and the beginning of a new Strategic Plan for 2022 - 2025.

Narre Warren North Primary School had 29.6 equivalent full time staff - 2 Principal Class, 21.6 Teachers and 6 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

Narre Warren North Primary School had clear goals and targets that supported agreed FISO priorities. In 2021, staff at NWNPS focused on four FISO initiatives.

Building Practice Excellence:

In 2021 the school's priority was to embed the LATAR Maths instructional model and to build teacher capacity to effectively teach Maths. We focused on implementing and consolidating the LATAR instructional model and provided teaching staff opportunities to improve their teacher practice. Our Professional Learning Communities (PLC) play a vital role in ensuring consistency of the instructional model. Teaching staff regularly observed other teaching staff to develop each other's professional practice. Our school participated in the Numeracy Community of Practice with the intention of continuing this in 2022. In 2022 our intent is to build on current practices to further improve teaching and learning at Narre Warren North Primary School, particularly in Numeracy.

Curriculum Planning and Assessment

The continuation and monitoring of the CAFÉ Reading program was a focus for Narre Warren North Primary School in 2021. The SCRIPTS Writing program was reviewed and adjusted according to school needs. Staff continued to consistently use the CAFÉ Reading Program both whilst on site and through remote learning. With many new staff beginning our school in 2021 they were supported in their understanding of school programs through our extensive Induction program and PLCs.

Health and Wellbeing

2021 was another year that proved we needed to have a strong focus on building social skills, emotional resilience and positive mental health and wellbeing in all of our students. Our school prides itself on our wellbeing programs. Teachers continued to do an excellent job at ensuring this was a focus through remote learning and upon returning to school. Student health and wellbeing is a school priority and continues to be a focus in 2022.

Empowering Students and Building School Pride

Building teacher capacity to understand both Student Voice and Agency and developing Student Voice and Agency across the school was a focus for 2021 and will continue to be a focus in 2022.

Due to remote learning in 2020 and 2021 our school will need to focus on consolidation and embedding school processes and procedures already in place including the implementation of the school's instructional models in English and Mathematics; and wellbeing programs that are seen as a priority.

In 2022 our intent is to implement DET's 2022 priority goal but ensure that our own priorities in our new strategic plan are incorporated as part of the actions. As part of the DET wellbeing focus our school will strengthen the partnership between staff, students and parents to create a shared responsibility for student inclusion and wellbeing. In student learning our focus will be to improve student learning outcomes in Literacy and Numeracy with a specific focus on differentiation, responsive teaching, tutoring and intervention programs. To improve student engagement our school will be implementing an Inquiry learning approach to promote student agency in learning including enabling authentic student agency to provide opportunities for student to collaborate and make decisions around their learning.

In 2022 we will be continuing the implementation of the Professional Learning Communities (PLC) Program with a focus on improving teacher practice. We will use the PLC matrix to identify areas that require strengthening. There will be a focus on building teacher capacity to differentiate teaching to ensure challenge and progress for every student.

This will include participation in peer observations (live and video) and the provision of explicit feedback on Instructional practices. Teachers' capability to utilise a range of assessment strategies and responsive teaching to teach to students' point of need will also be a focus.

Achievement

At Narre Warren North Primary School, teachers engage in the rigorous analysis of systemic and school-based assessment data. Student progress and achievement is regularly monitored through the implementation of a range of assessments in accordance with the Whole School Monitoring and our Professional Learning Community (PLC) practices. The analysis of a wide range of data drives classroom practice by enabling teachers to differentiate their teaching to target the specific needs of small-groups and individuals.

Teachers at Narre Warren North Primary School are driven by a personal commitment to ensure every student is to achieve their potential through learning successfully. This is achieved through data informed practices, where the leadership and teaching staff work together to collect and use quality data to identify points of need, set targets for improvement, monitor improvement, and evaluate impact. Student performance data is collected and is analysed at a whole-school, cohort and individual level.

It is pleasing to know that even though it has been a difficult year, Narre Warren North Primary School has continued to produce consistently good results. Data collected by our school demonstrated our students continued to make growth but also allowed us to see where we can improve in 2022 in the area of teaching and learning. Grade 3 Naplan results are both higher than the State and Like Schools in Reading and Numeracy. Gr 5 results in Reading are higher than the State and Like Schools in Reading but are below in Numeracy. Numeracy is a focus for 2022.

The 2021 Annual Implementation Plan focused on maintaining PLC structures to support teacher collaboration and reflection to strengthen teaching practice; embedding consistent approaches to formative assessment for Mathematics, Reading and Writing to inform targeted planning; building teacher capacity to effectively teach Writing; intervention for students identified as making no growth and developing and implementing the LATAR instructional model.

To develop this priority we strengthened and built consistency and quality of teaching practice across the school. The use of consistent student assessment data to inform teaching for differentiation was implemented. Essential Assessment was consistently used to help teachers differentiate learning and promoted teachers to take responsibility for individual and cohort growth in Reading and Number.

Information Communication Technologies (ICT) was integrated across all areas of the curriculum and was regularly used during remote learning by students.

In 2022 the Student Learning focus will be further supported by:

Using PLCs to collaboratively plan learning with a focus on open ended investigations for differentiation and meeting the needs of all students, particularly in Mathematics.

Using the PLC structure, classroom observations and the FISO improvement cycle to focus and strengthen teaching practice.

Implementing Responsive Teaching and Assessment practices.

Engagement

Students at Narre Warren North Primary School are motivated and engaged in their learning. The Student Attitudes to School Survey results and student forums indicate that students have a positive view of our school in terms of teachers, curriculum and peers and are similar to that of similar schools. Attendance at our school is better than the State and Like Schools.

Narre Warren North Primary School had a very good student attendance record in 2021 both online and at school. The majority of students participated in online teaching and learning activities while working from home during COVID. All absences were followed up by classroom teachers and/or leadership. When onsite parents were contacted for students who had 3 consecutive absences or for students who were often absent or late to school.

Empowering students and building school pride and connectiveness continued to be a major focus area for 2021. Students were given a voice in their learning process through negotiation and collaborative decision making; providing teachers with feedback on their learning; and increasing the use of peer / self-assessment in order to increase students' responsibility for their own learning. The capacity of teachers to communicate clear learning intentions against agreed success criteria and give explicit and timely feedback with students continued across the school.

The use of ICT through collaborative learning gave students scope to be more connected to their learning. It also enabled all of our students to engage in remote learning conditions successfully.

Enrichment/extension programs were continued for students working well above the expected level even when online through small group tasks and strategy groups. Flexible student groupings were implemented in Numeracy both at school and while learning remotely through Google Meet or Zoom. The Tutoring program was implemented for students making no growth or little growth. Sessions were held both onsite and at school.

Student Support Groups were established for all students on the Program for Students with a Disability, Koorie students and students in an out of home care situation. Individual Learning Plans were put in place for all these students as well as students working well above or well below their expected level or to assist in social emotional development. These were regularly developed and reviewed in conjunction with parents.

Participation of students in student leadership roles continued with a focus on student voice and active participation in school activities when onsite. School leaders were given responsibilities during the year. Student leaders ran assemblies remotely and the Junior School Council met online to coordinate social service activities.

In 2022 student engagement will be further supported by:

Developing and implementing a whole school Inquiry learning approach including a scope and sequence to improve engagement in learning.

Continuing to empower students to take responsibility for their own learning through increasing student choice and voice in Inquiry.

Reviewing team planning documents to identify where voice and agency can be included to enhance current teaching
Conducting 'walkthroughs' to improve teacher practice in voice and agency and maintain school-wide consistency.

Wellbeing

The school offers several wellbeing programs that provide opportunities for students to stay connected and engaged. We are fortunate to have a school Wellbeing Coordinator to oversee the student wellbeing programs and protocols. This is key in ensuring the best programs and supports are in place at Narre Warren North Primary School.

Positive teacher/student relationships are valued and fostered and are extremely important to us. The whole school focus on student wellbeing is aimed at taking a proactive approach towards student mental health and wellbeing. The school has positive relationships with outside agencies to ensure students have access to required services.

A goal for 2021 was to building social skills, emotional resilience and positive mental health and wellbeing in all of our students. This was particularly important during remote learning and was achieved through the development and implementation of consistent wellbeing approaches, including Ready to Learn online activities every morning via Google Meet or Zoom, mindfulness activities and the implementation of our Social Emotional Learning (SEL) program and The Resilience Project both face to face and online.

Students were empowered to take responsibility for their social interactions. Strategies implemented included

Restorative Practices, Circle Time, teaching students to have a positive mindset and Bonus Play across the school. During remote learning students, as well as Ready to Learn each morning and SEL lessons, participated in online Wellbeing days. On their return to school explicitly teaching the social skills to develop social and emotional competencies was a focus and a consistent approach to behaviour management was implemented.

Our school has a comprehensive program in place to accommodate school transitions. There is continuity in programs as students move through all levels of the school and leave at the end of Year 6. End of year transition activities were developed across the school over the last two weeks of Term 4. The Prep Transition program was held onsite for all students.

In 2022 student wellbeing will be further supported by:

Continuing the implementations of our SEL, Ready to Learn, Bonus Play and Mindfulness Programs.

Continuing the Resilience Project as part of our whole school approach to social and emotional learning.

Implementing Respectful Relationships Units 7 and 8.

Implementing a multi tiered approach to meet students' individual wellbeing needs.

Building staff capacity to be able to notice and respond to the wellbeing needs of students.

Finance performance and position

The amount of cash in the bank to be carried forward into 2022 is a result of reduced expenses and cancelled programs in 2021, e.g. staff professional learning, due to COVID and money set aside for the playground space.

Department Grants consisted of the school's Cash Grant, CSEF (Camp, Sport and Excursion Fund), Student Excellence Program and Commonwealth Grant for Sporting Schools. Locally raised funds included the Essential Items Contributions, canteen lease, camps, excursions and fundraising activities parents have paid for; and donations to the school's Building and Library Funds.

Salaries and allowances included payments for Casual Relief Teachers. Consumables included photocopying and classroom supplies. Other expenditure included furniture for the new buildings, library books and ICT equipment. Property and Equipment Services included Buildings and Grounds Works and Utilities costs. Miscellaneous expenditure included payments/refunds for camps, excursions and activities and fundraising expenses. Leased facilities and equipment included the Oval Lease and the photocopier lease.

For more detailed information regarding our school please visit our website at
<https://narrewarrennorthps.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 392 students were enrolled at this school in 2021, 185 female and 207 male.

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

Overall Socio-Economic Profile

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

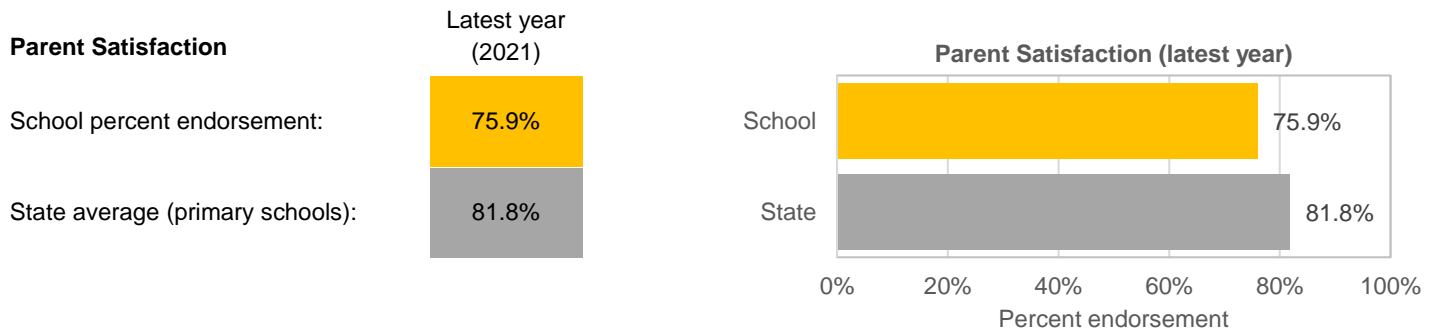
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

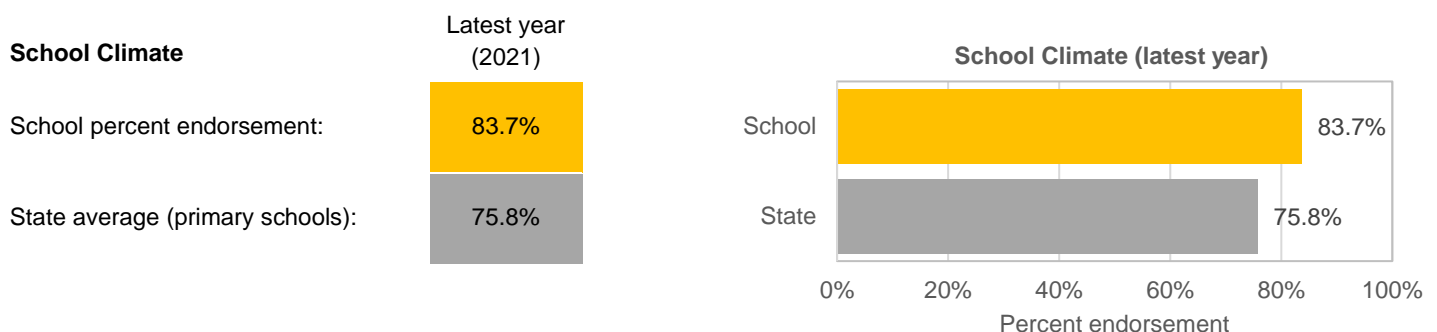


School Staff Survey

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:

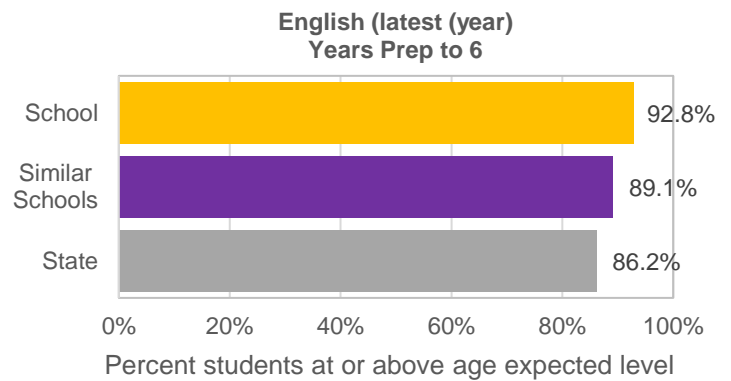
92.8%

Similar Schools average:

89.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

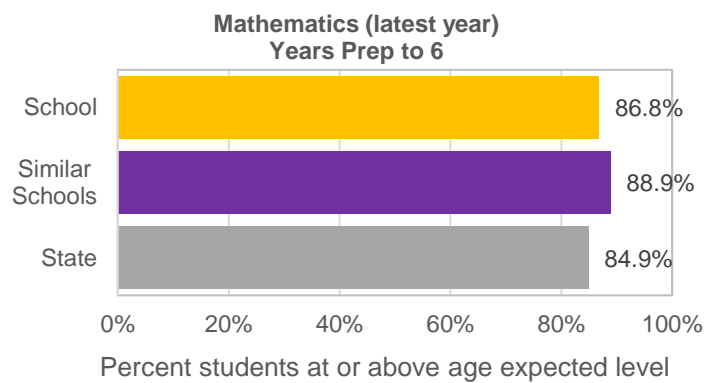
86.8%

Similar Schools average:

88.9%

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.

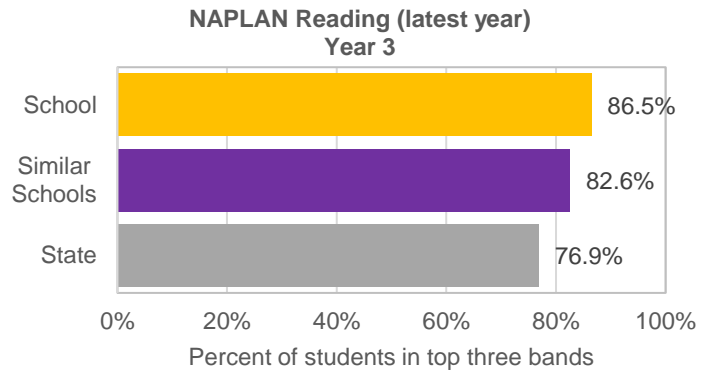
NAPLAN

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.

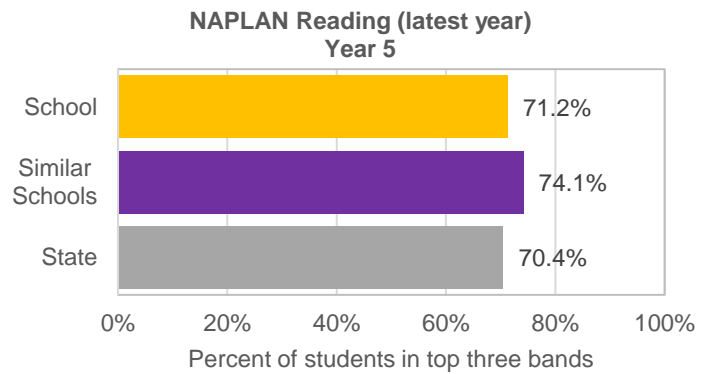
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.5%	84.9%
Similar Schools average:	82.6%	81.9%
State average:	76.9%	76.5%



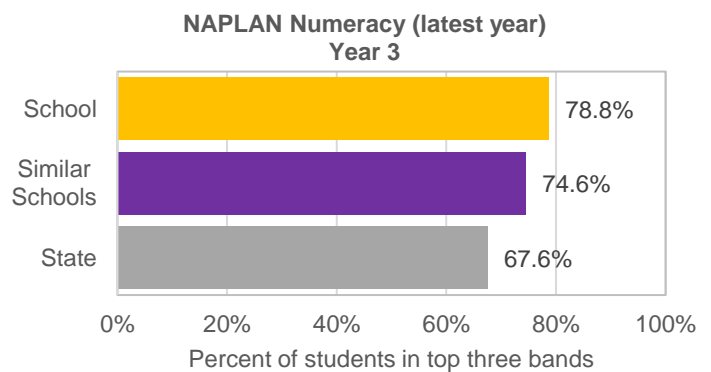
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.2%	71.2%
Similar Schools average:	74.1%	71.6%
State average:	70.4%	67.7%



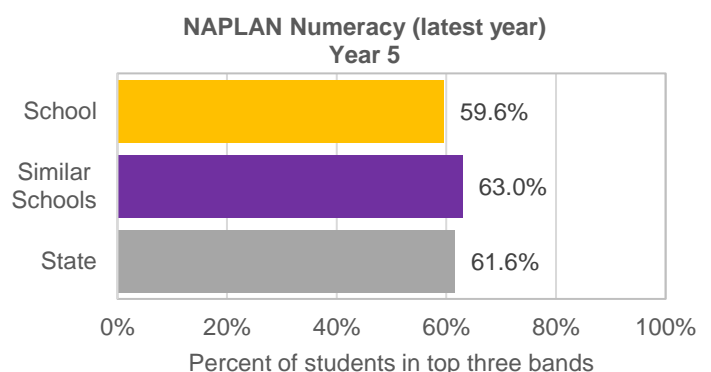
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.8%	81.1%
Similar Schools average:	74.6%	75.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.6%	63.4%
Similar Schools average:	63.0%	61.4%
State average:	61.6%	60.0%



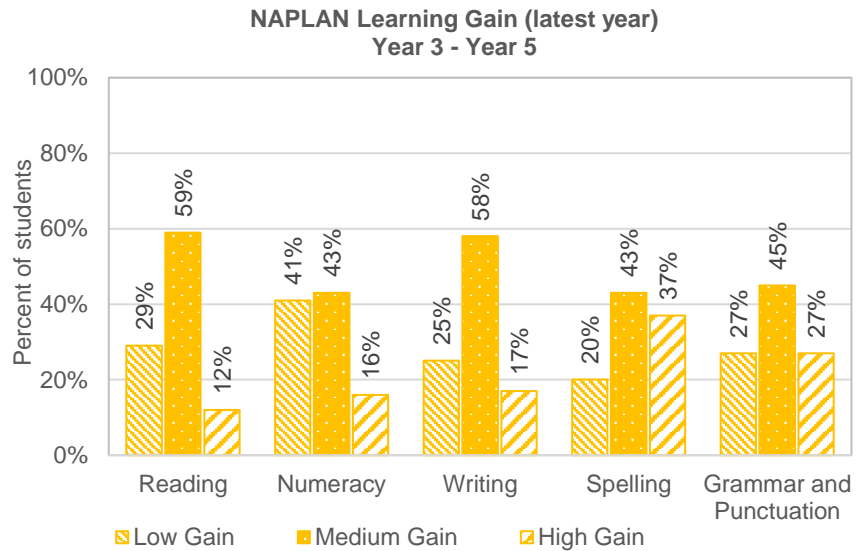
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	59%	12%	22%
Numeracy:	41%	43%	16%	19%
Writing:	25%	58%	17%	21%
Spelling:	20%	43%	37%	22%
Grammar and Punctuation:	27%	45%	27%	23%



ENGAGEMENT

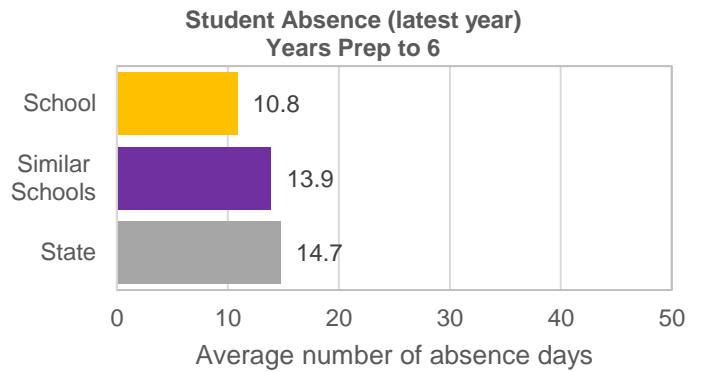
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	10.8	11.6
Similar Schools average:	13.9	14.2
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):	94%	95%	95%	95%	94%	95%	93%

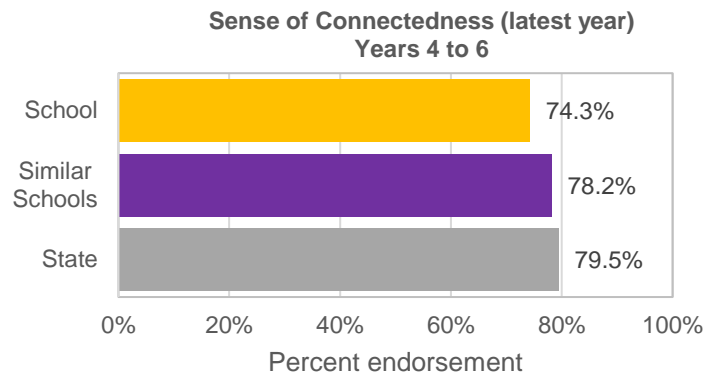
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.3%	74.3%
Similar Schools average:	78.2%	79.7%
State average:	79.5%	80.4%

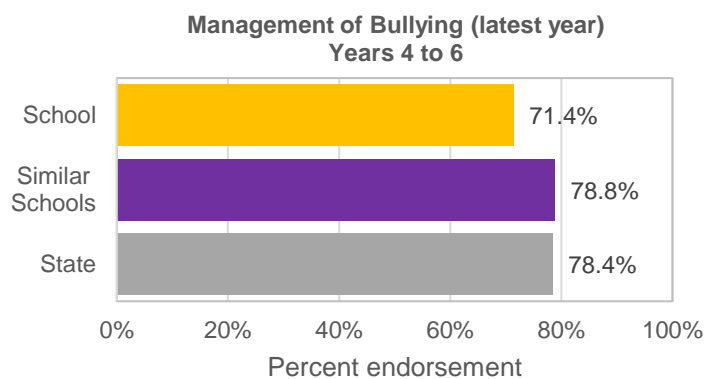


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	71.4%	74.1%
Similar Schools average:	78.8%	80.3%
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	\$3,480,859
Government Provided DET Grants	\$303,584
Government Grants Commonwealth	\$16,277
Government Grants State	\$0
Revenue Other	(\$6,655)
Locally Raised Funds	\$204,571
Capital Grants	\$0
Total Operating Revenue	\$3,998,635

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,393
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,393

Expenditure	Actual
Student Resource Package ²	\$2,964,824
Adjustments	\$0
Books & Publications	\$262
Camps/Excursions/Activities	\$34,532
Communication Costs	\$4,040
Consumables	\$84,095
Miscellaneous Expense ³	\$9,660
Professional Development	\$26,762
Equipment/Maintenance/Hire	(\$23,653)
Property Services	\$301,296
Salaries & Allowances ⁴	\$57,394
Support Services	\$51,839
Trading & Fundraising	\$11,535
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,798
Total Operating Expenditure	\$3,546,385
Net Operating Surplus/-Deficit	\$452,251
Asset Acquisitions	\$100,240

- (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	\$549,598
Official Account	\$35,334
Other Accounts	\$26,224
Total Funds Available	\$611,155

Financial Commitments	Actual
Operating Reserve	\$48,948
Other Recurrent Expenditure	\$8,317
Provision Accounts	\$0
Funds Received in Advance	\$66,084
School Based Programs	\$499,754
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$37,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$660,104

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.