2020 Annual Report to The School Community

School Name: Athol Road Primary School (5536)

- 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 2020 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 26 March 2021 at 06:24 PM by Ruby Toombs (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 April 2021 at 09:27 AM by Carmel Webster (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

The About Our School section 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.

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).
  Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Athol Road Primary School is located in the southeast corridor, approximately 28 kms from the Melbourne CBD. A wide range of culturally and linguistically diverse backgrounds is represented in the student body. Each student is respected as a unique individual who brings a wealth of diverse experiences to the learning space. In order to maximize the potential of each student, teachers focus on developing rapport and trust, not just between themselves and the students but amongst students. This creates a psychologically safe atmosphere which provides the security students need to experience the intellectual discomfort of new ideas and adjust their mental models to accommodate new, deep learning. The challenge, for teachers, is to strengthen and build each student's knowledge and skills in Reading, Writing and Mathematics while valuing their diverse cultural backgrounds. Leadership is committed to balancing the high expectations it has for all its learners for academic progress with its commitment to supporting student self-esteem, self-efficacy well-being and a global mindset.

The school population comprises of 380 students: 49% male and 51% female, 85% of whom speak a language other than English at home. The student makeup comprises: 20 students on temporary visas, 17 funded through the Program for Students with a Disability Program and 2 overseas students whose learning is tailored to meet their emerging needs within the framework of the Victorian Curriculum. There are no students from refugee or Aboriginal or Torres Strait Islander backgrounds. 50% of families are eligible for the Camps, Sport and Excursions Fund payments. The 293 families represent 25 different cultures and speak 24 different languages. 25% of students live in single parent families while 2 are in Out of Home Care and 5 others live with relatives other than their parents. These factors contribute to the school's Student Family Occupation index of 0.7695.

The school employs 61 equivalent full-time staff comprising 2 Principal Class, 2 Administration staff, 3 Learning Specialists, 32 teachers (including 3 kindergarten teachers), 4 Kindergarten assistants and 18 Education Support staff, including Vietnamese and Cambodian aides who support the school's multicultural community. Other cultures represented in the school are supported through interpreters and access to translated information. A full-time Social Worker and 2 part-time Speech Pathologists support students and families. The school's pedagogical plan drives teaching and learning in flexible spaces through a comprehensive, integrated curriculum approach which emphasizes the building of strong literacy and numeracy skills. Every teacher is responsible for the learning and well-being of every student.

The school lives its vision of 'creating a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible'. The school's values of building Respect, encouraging Innovation, valuing Community and setting High Expectations foster a RICH learning environment where each individual is challenged to grow emotionally, intellectually and socially. Students are taught to work cooperatively with others, think laterally, make their own decisions and be responsible for their own learning and behaviour.

Athol Road Primary School operates as a Professional Learning Community with a commitment to continuous improvement. Teachers work collaboratively, in Professional Learning Teams, with a focus on improving student learning outcomes. Teachers are highly dedicated and have a collective commitment to all students. Personalised Learning underpins the teaching and learning whereby the individual needs, interests and learning styles of all students are at the centre of every decision made. The English as an Additional Language Companion is used to support and report on the learning of the large number of students with English as an Additional Language. Students commence Foundation with very low levels of language and steadily build through Years 1/2 but still enter Year 3 behind their English speaking peers. Completing the National Assessment Plan for Literacy And Numeracy (NAPLAN) in Year 3 is a significant challenge for these students. The school identifies oral language development as crucial in building strong literacy and numeracy skills. The development of a whole school Assessment Schedule provides clear direction for the collection of data to drive teaching and learning. Recognition that on-going teacher professional learning is the biggest determinant in improving student learning outcomes impacts significantly on School Council's budgetary decisions and the school's commitment to whole-school professional learning to build common understandings to ensure learning is personalised to meet the individual needs of both teachers and students.

Multi-skilled teachers, supported by strong leadership and a dedicated team of non-teaching staff, are committed to implementing a forward thinking, student focused curriculum which is engaging, challenging and sustainable. The curriculum is designed to foster curiosity and develop higher order thinking which allows students to solve problems, gain understanding and discover new meanings. Student Voice, Agency and Leadership is integrated in all aspects of student learning and the school environment. All students are valued and acknowledged as having unique perspectives on learning, teaching and schooling. Students are provided with opportunities to express their ideas and thoughts and actively shape their own education.

The school's multicultural diversity flavours all school programs and provides a background for teaching tolerance, understanding and respect. The building of supportive, caring relationships is the school's core building block and central to every aspect of school life. Every person involved in the school has a responsibility to understand the specific role they play individually and collectively to ensure that the well-being and safety of all students and young people is at the forefront of every decision made, with particular attention paid to the cultural safety of Aboriginal children, children from culturally and linguistically diverse backgrounds and children with disabilities. The school has zero tolerance for child abuse and is committed to providing a child safe environment where young people feel safe and their voices are heard about decisions that affect their lives. The school has a strong focus on social and emotional learning to build student resilience and develop positive mental health.

The focus of every staff member at Athol Road Primary School is on shaping students' lives to reflect a greater hope, confidence and promise than the students brought to the learning space when the year began so that they become confident decision-makers who appreciate and value diversity in themselves and others.

The school houses an on-site Early Learning Centre incorporating a 5 star playgroup and 3 and 4 year old kindergarten programs which offer 6 hour and 15 hour programs respectively.   Both kindergarten programs are staffed above required ratios. The Playgroup focuses on the development of self-confidence through experiences that stimulate the senses, develop fine and gross motor skills and facilitate the development of emerging language and social skills. The indoor, outdoor play based kindergarten programs allows children to explore and experience success in order to build self-esteem and develop confidence and a positive attitude to learning. The employment of a Kindergarten Foundation Liaison Officer has supported a seamless transition to school and a strong link with the local community.

Framework for Improving Student Outcomes (FISO)

Athol Road Primary School delivered on the school's Key Improvement Strategies as identified in the 2020 Annual Implementation Plan:
• build mathematics and literacy leadership across the school
• build the capacity of teachers to connect student assessment to student learning
• Empower students to take responsibility for their learning to become independent and self-directed learners
• Partner with families to support wellbeing

However the onset of COVID 19 resulted in the school having to modify some of the associated AIP actions and professional development to suit remote learning. As a highly multicultural community where oral language is a main focus for teaching and learning, the school had to work strategically to minimise disadvantage for CALD students where there was limited home support because English was not the home language. This required ongoing, regular teacher interaction with students and parents leading to stronger home/school connections and greater understanding of student learning which supported the school's AIP goals in ways not previously predicted.

PLC practices and processes, central to the school's operation, minimized the remote learning challenges for teachers who used the improvement cycle to strengthen feedback practices and goal setting, whilst continuing to build upon successful explicit teaching strategies. The use of Seesaw (F – 4) and Google Classroom (Year 5 – 6) delivered a flipped learning approach with PLTs focused on enhancing explicit instruction, ensuring learning tasks were differentiated and there were layers of support, such as voice instructions and videos to help students understand their lessons and how to practise and apply the skills taught. This increased independence and student ownership of their learning.

Teachers used Google Meet to deliver targeted teaching and collect student learning data to inform planning: a valuable process that built the confidence of teachers to understand student strengths and needs, without the usual support of benchmark assessments and standardised tests. It also developed teacher capacity to capture student thinking using online platforms.

Throughout remote learning, professional learning was delivered online with a strong focus on the wellbeing needs of staff, students and parents/carers, building staff capacity to deliver   high quality Literacy and Mathematics learning in a remote setting.

A strongly embedded wellbeing structure supported the school, through online meetings, to implement a coordinated, collaborative approach to ensure the ongoing health and safety needs of students and families were met. These included parenting support and advice around behavior management, anxiety, home routines and family conflict. Families were supported with Food Boxes prepared and distributed on an ongoing basis throughout remote learning and beyond.

Achievement

The 2020 Annual Implementation Plan focused on students attaining high quality learning outcomes in Reading and Mathematics.

In Term 2019/2020The school was selected to participate in DET's Year 5 Reading Prioritisation Project which was focused on accelerating the Literacy learning of students identified as working in the top two bands according to previous Year 3 NAPLAN data. This focus continued throughout remote learning with students engaging in high level discussion and individual inquiry projects related to literacy learning. It was identified that students in the target group needed to work on using direct evidence from the text to support their comprehension and reading responses. A small group of students who were already using this skill quickly demonstrated growth and a degree of mastery and were guided to move beyond and extend their learning.

Ongoing formative assessment of student reading responses and journal entries for both onsite and remote learning provided the basis for feedback to students. Teachers used the improvement cycle to analyse the effectiveness of feedback given to students and refined their approaches to ensure that feedback was provided as an opportunity for students to set their own goal (scaffolded by the teacher where required) incorporating work to achieve this goal with subsequent lessons and learning. Opportunities for goal setting, self-reflection and online video conferences were provided by the teacher to support students at their point of need.

Students were guided to engage in continuous, effective cycles of reading and respond to texts. Student agency and voice were a key in this process as students created the language around their goals and applied this to their own chosen reading book and to researching their own information report topic of choice.

Despite the COVID-19 pandemic impacting the scope of the work anticipated at the start of 2020, students demonstrated growth in expressing their comprehension. However, oral language responses during 1:1 online reading conferences did, in some cases, show stagnation. In follow up and conferences, students self-reported that that they were not talking to others as much as they would at school and that they were not communicating orally in English as they would at school, as English is not the primary language spoken at home for a large percentage of our students. Remote learning provided many challenges for teachers, students and parents; however, there were also many opportunities to build knowledge and skill, particularly use of ICT tools and developing student agency in learning.

As part of the continued participation in the 'Maths Collaborative, an initiative of the Maths Association of Victoria (MAV), teachers focused on building students' Maths vocabulary to develop their reasoning skills. They created a scope and sequence of Maths language across all domains, identifying the vocabulary to be introduced at each year level. Feedback from teachers indicated that students were using more technical language in their explanations of tasks. Teachers unpacked the Maths achievement standards from the Victorian Curriculum for their year levels, identifying the non-negotiable skills and knowledge that students needed to attain by the end of the year. Teams of teachers identified some 'milestone' tasks that demonstrated these capabilities. On completion of this audit, teams

were able to ascertain which skills and understandings individual students needed to develop.

Owing to COVID-19 restrictions, the regular testing program was interrupted with NAPLAN not being conducted. However, some formal testing was conducted during remote learning, such as the Essential Assessment number-based testing. Reading assessments were conducted online via Google Meets and WebEx platforms. In addition, teachers designed a range of tasks to capture students' thinking using online platforms to assess the knowledge and skills of students. In Term 4, the return to onsite learning, the assessment schedule for English and Mathematics went to schedule ensuring teachers used diagnostic and teacher judgements in student assessment and reporting.

A key focus in building teacher capacity, both in remote and onsite learning, was the analysis of data being used to inform teacher practice. Teachers developed their understanding of the 'triangulation of data' ie. ensuring that three types of data were considered – tools/outcomes, observation of process and learning conversations.

In what was an unprecedented period in the life of education, it is pleasing to note that there has been a number of learning gains. In Reading the following percentage of students showed growth of 'greater than' or 'equal to' 12 months in 2020: Year 1 – 48%, Year 2 – 52%, Year 3 – 77%, Year 4 – 60%, Year 5 - 76%, Year 6 – 69%. In Maths: the following percentage of students showed growth of 'greater than' or 'equal to' 12 months in 2020: Year 1 – 54%, Year 2 – 66%, Year 3 – 77%, Year 4 – 60%, Year 5 - 50%, Year 6 – 67%.

Whilst disruption to the normal learning program in 2020 resulted in some students not making the expected growth, the employment of 2 experienced teachers to deliver the 2021 DET Tutoring Program will greatly assist the school to support identified students to 'catch up' in Reading and Maths.. In addition, the school's commitment to staffing with its highly collaborative culture and low student to teacher ratio puts the school in good stead to continue and maximise student learning for all students in 2021.

Engagement

The primary focus for 2020 has been empowering students to take responsibility for their learning to become independent and self-directed learners. Student Voice, Agency and Leadership continued to evolve across the school in 2020 as teachers and students developed their skills and understandings in teaching and learning in a remote context. The implementation of Student Voice on a whole school level was led collectively by the Assistant Principal, Student Voice Coordinator, Student Voice Teacher Representatives from each learning space, Social Worker, Welfare Worker, Student Leadership, Student Voice Council and Peer Mediators.

Increased student agency was displayed when working online and increased as both teachers and students gained confidence in the online environment. Teachers and students continued to find new, creative ways to use SeeSaw and Google Classroom to, not only, capture student learning but also to drive the learning and improve students' ability to reflect and set goals.
During remote learning teachers worked collaboratively with students to build understanding, knowledge and skills around effective decision making, actively seeking student feedback on learning and teaching. Teachers and students worked together to formulate learning goals and student work samples were used as part of lesson summaries and feedback tools. In a number of online activities, students were able to choose between various options, select learning activities and choose how to present their work. In some cases students worked with teachers to devise the learning activities.

Students had opportunities to guide discussions in their Google Meets/Webex meetings and in the senior years, students led the 'break out' rooms for small group discussions. Students actively participated in decisions that related to their learning and provided feedback to teachers on their teaching practice. Students had the opportunity to give feedback on the fortnightly reflection posts about how the learning was progressing and what was/wasn't working well.

Students also participated in virtual incursions and had the choice and voice to decide which virtual activities and experiences they wanted to explore further. They completed reflective writing pieces at the end of each unit of work, outlining their achievements, challenges and personal goals.

Student leaders led virtual school assemblies and students, across the school, contributed and provided input in the content and delivery.

Wellbeing

The primary focus for 2020 was on building partnerships with families to support wellbeing. Whilst the whole school action plan in engaging families with the Be You Framework and Respectful Relationships was challenging to implement due to COVID-19 restrictions in planning family events, the work still continued with teachers, with the focus on reaching families as a general audience and targeting specific families with greater needs.

Mental health and wellbeing of staff, students and their families became an ongoing focus in the remote learning context with an increasing need as the year progressed. The school social worker provided counselling, support and information to parents and children online and/or via phone. Some parents and children had online appointments for one-off consultations while others had ongoing sessions during remote learning. The main issues included assisting parents to manage the challenges of remote learning, behaviour management, anxiety, home routines and family conflict.

The school speech pathologists and integration aides continued to deliver speech and language support via Webex meetings during remote learning and engaged parents in being active participants.

Support Group meetings for Students with Disability, Out of Home Care and highly vulnerable students were held during remote learning via phone or Webex. Opportunities to connect parents/carers to the school through family events and activities were limited due to COVID-19. Parenting in Australia – a Parenting Program with weekly sessions was changed from an onsite course to an online course. This was scheduled to begin on 31st July but unfortunately had to be cancelled due to lack of numbers.

Professional learning for staff in Be You and Respectful Relationships continued during remote learning with planned actions implemented successfully. The wellbeing committee were very proactive and consistently held online meetings throughout the remote learning period. This ensured a coordinated, collaborative approach in the implementation of the Be You and Respectful Relationship initiatives across all Professional Learning Teams.

In 2020 the following actions in the Be You action plan were implemented:
•	A whole school protocol was developed with all staff briefed in identifying and responding to wellbeing concerns
•	Staff completed relevant Be You professional development online learning modules
•	Staff received training in and commenced the delivery of the Life Skills Go social and emotional literacy program
•	Student Voice, Agency and Leadership was evident across all year levels in program planning, implementation and evaluation
•	Peer Mediators were trained in how to deliver social and emotional support and assistance to students in the playground

In 2020 the following actions in the Respectful Relationships action plan were implemented:
•	Staff attendance at RR professional development training
•	Development and implementation of RR communications strategy through school newsletters, articles, website, poster displays
•	RR commitment statement endorsed at School Council
•	Family violence support protocols for staff and students/families established
•	Relevant school policies and procedures were updated to include RR principles
•	Staff implemented the RR curriculum using the RR resources
•	Family violence risk and management plans documented on Sentral

While 2020 was a challenging year for everyone, the strategies put in place by the school supported staff, students and

parents/carers to negotiate their way through the challenges with students at the centre of all decisions.

Financial performance and position

Athol Road Primary School is in a good financial position due to strong, strategic financial management by School Council, resulting in a surplus which is targeted at supporting a number of major school projects in 2020 and beyond. Effective financial management allows School Council to maintain low parent payments while ensuring that the educational needs of students are not compromised and maintain a very sound financial position.

The 2018 - 2022 School Strategic Plan and the 2020 Annual Implementation Plan continued to provide the framework for School Council allocation of funds to support school programs and priorities. The school received funding through equity funding, chaplaincy program, child care subsidies, sporting schools, School Readiness funding for the kindergarten, DET COVID payments and several small grants to support specific programs.

Equity funding in 2020 contributed to:
•	employment of staff to address significant student learning and wellbeing needs and support teacher development
•	build the capacity of leaders to support teachers to make mathematics engaging and accessible to all students
•	build the capacity of teachers through targeted professional learning at point of need in Literacy
•	support students through a range of programs to build resilience, knowledge and skills
•	respond to the ongoing challenges of COVID: supplies, electronic sign in/out, Food Boxes, access to programs to support remote learning and the live streaming of Graduation

June 2020 saw the completion of the hall redevelopment: the creation of a state of the art primary school multipurpose learning environment including a stage with wings and curtains, dressing room, sound lock rooms, sound and lighting, heating and a lift - a huge expense to the school but one which was years in the planning, paid for by locally raised funds. This space enhances the school's performing arts and physical education programs and supports the running of a range of school events within the school community. The installation of air conditioning and storage facilities are planned for this new space in 2021.

2020 also saw the completion of the active, rustic, play space which provides a natural play environment for students across the school and the creation of a mini farm which allows the rotation of small livestock each term and exposes students to a range of different farm animals. These learning spaces further enhance student learning and extend the school's already strong Education Environmental program.

The Athol Road Primary School Kindergarten is managed by School Council through the school's CASES21 program and continues to produce a surplus which inflates the 2020 school surplus. The onsite kindergarten enjoys the luxury of lower costs compared to its standalone counterparts and so is able to provide excellent facilities, equipment and resources for the children who attend the service which is free to parents with a current Health Care Card (HCC) and at a low cost to parents who do not have a HCC. Because of its healthy balance, Kindergarten fees have not increased in recent years. The kindergarten program continued to operate throughout COVID but with significantly reduced attendance levels. In the latter part of 2020, due to COVID, the kindergarten programs were provided free with a percentage of parents taking up the offer.

The kindergarten has been able to use the savings to employ an additional educator thus becoming an above ratio staffed kindergarten and also cover 50% to the cost of the employment of the Kindergarten Foundation Liaison Officer. The large shade structure and garden enhancements planned for 2020 has been delayed due to COVID restrictions and will be carried out in 2021.

For more detailed information regarding our school please visit our website at atholroadps.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 380 students were enrolled at this school in 2020, 193 female and 187 male.

85 percent of students had English as an additional language and 0 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) which takes into account parents' occupations and education.
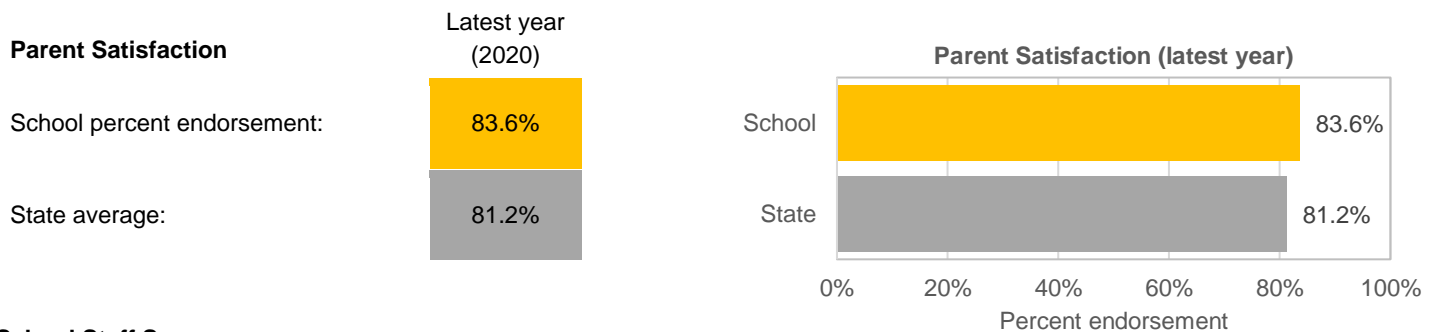
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
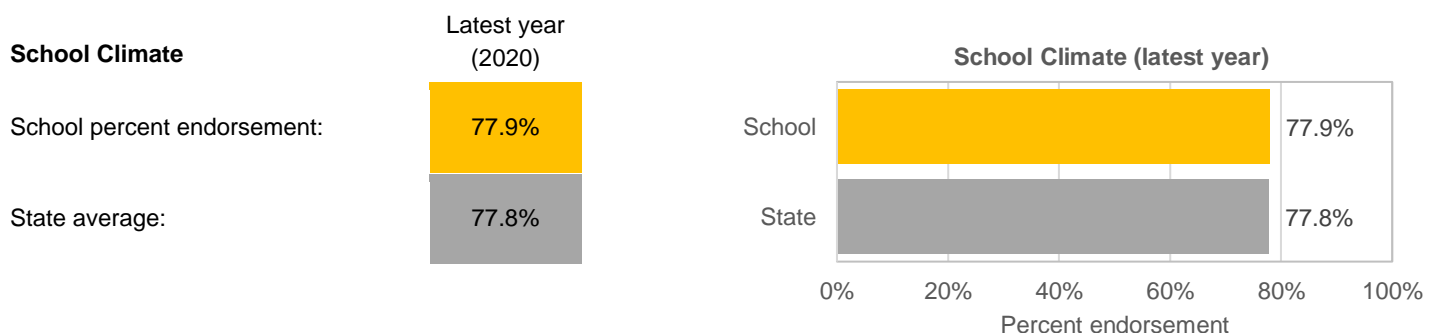
Parent Satisfaction	Latest year (2020)
School percent endorsement:	83.6%
State average:	81.2%

Parent Satisfaction (latest year)

School — 83.6%
State — 81.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	77.9%
State average:	77.8%

School Climate (latest year)

School — 77.9%
State — 77.8%

Percent endorsement

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 (2020)
School percent of students at or above age expected standards:	92.9%
Similar Schools average:	75.3%
State average:	86.3%

English (latest (year)
Years Prep to 6

School — 92.9%
Similar Schools — 75.3%
State — 86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
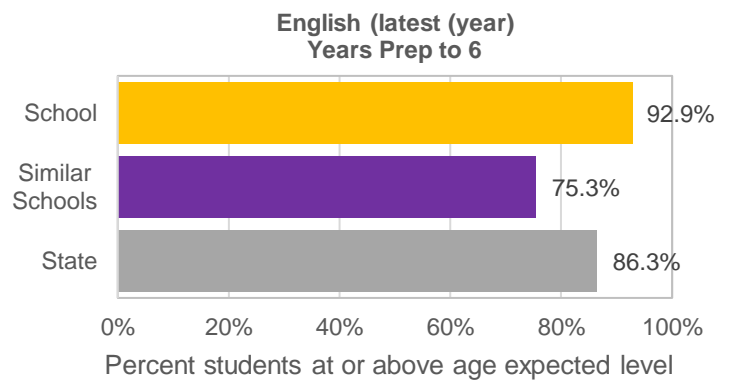
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	82.9%
Similar Schools average:	73.1%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School — 82.9%
Similar Schools — 73.1%
State — 85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
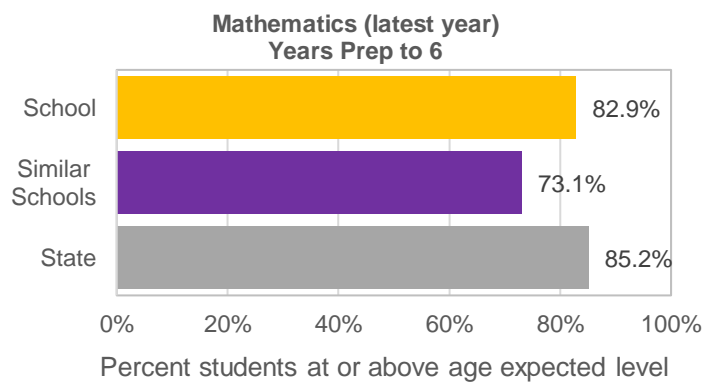
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result 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).

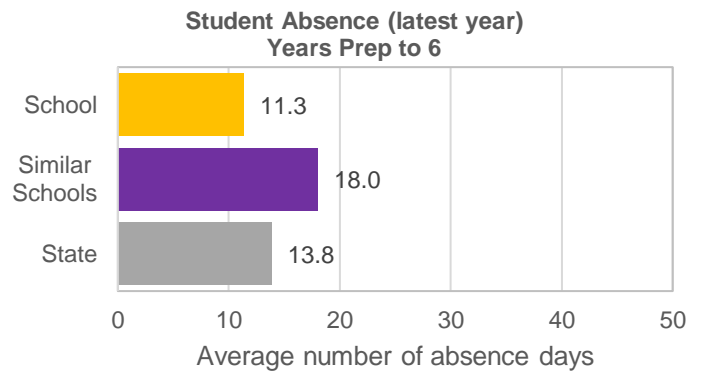NAPLAN tests were not conducted in 2020.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	11.3	11.3
Similar Schools average:	18.0	17.4
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	11.3
Similar Schools	18.0
State	13.8

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	91%	93%	95%	96%	97%	97%

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| **Sense of Connectedness Years 4 to 6**	Latest year (2020)	4-year average
School percent endorsement:	NDA	87.0%
Similar Schools average:	NDP	84.5%
State average:	79.2%	81.0%
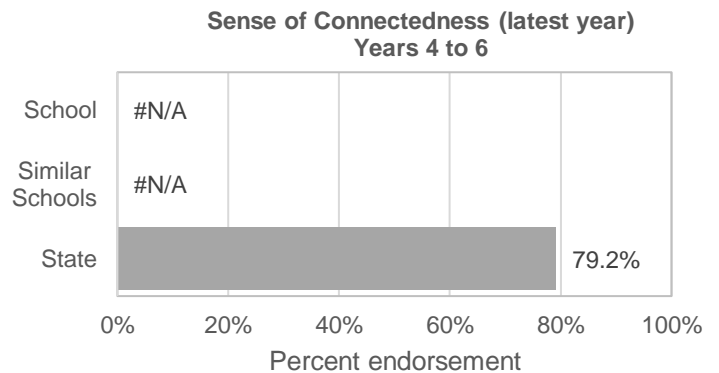
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.7%
Similar Schools average:	NDP	82.3%
State average:	78.0%	80.4%
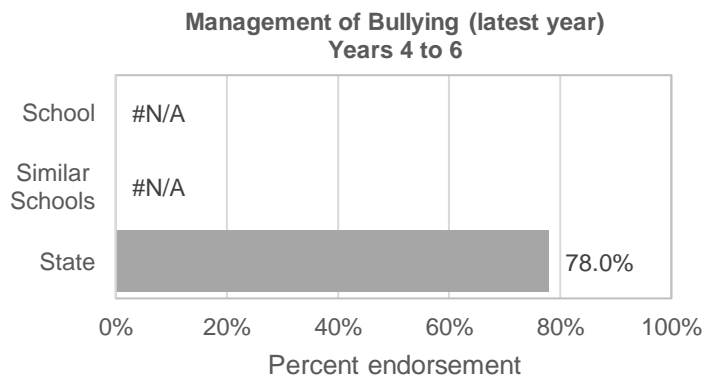
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

Revenue	Actual
Student Resource Package	$5,009,737
Government Provided DET Grants	$1,731,958
Government Grants Commonwealth	$34,415
Government Grants State	NDA
Revenue Other	$13,351
Locally Raised Funds	$174,038
Capital Grants	NDA
Total Operating Revenue	**$6,963,497**

Equity [1]	Actual
Equity (Social Disadvantage)	$1,023,708
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$1,023,708**

Expenditure	Actual
Student Resource Package [2]	$4,233,909
Adjustments	NDA
Books & Publications	$34,868
Camps/Excursions/Activities	$33,165
Communication Costs	$4,231
Consumables	$94,132
Miscellaneous Expense [3]	$26,428
Professional Development	$32,331
Equipment/Maintenance/Hire	$146,703
Property Services	$285,461
Salaries & Allowances [4]	NDA
Support Services	$339,765
Trading & Fundraising	$42,464
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$31,368
Total Operating Expenditure	**$5,304,826**
Net Operating Surplus/-Deficit	**$1,658,672**
Asset Acquisitions	**$933,606**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$1,430,652
Official Account	$83,847
Other Accounts	NDA
Total Funds Available	**$1,514,500**

Financial Commitments	Actual
Operating Reserve	$147,632
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$58,285
School Based Programs	$405,011
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$240,072
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$120,000
Capital - Buildings/Grounds < 12 months	$143,500
Maintenance - Buildings/Grounds < 12 months	$400,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$1,514,500**

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.