

2021 Annual Report to The School Community



School Name: Ballam Park Primary School (5005)



- 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 30 April 2022 at 04:35 PM by John Mace (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 30 April 2022 at 04:58 PM by Michaela Keating (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

School Profile

Ballam Park Primary School (BPPS) is located on the Mornington Peninsula approximately 30 kilometres from the Central Business District of Melbourne. It is in parkland behind Ballam Park Reserve, bordered by McClelland Secondary College and close to Naranga Special Development School and Ballam Park Pre-School, all of whom we work closely with as part of our community of practice.

The school includes five main buildings, extensive and beautiful grounds which we hope to continue to develop into some workable vegetable gardens and sensory areas with three separate adventure playgrounds, two basketball and netball courts and an oval. There are two undercover outdoor areas for student recreation and a hall where we hold assemblies and can be used for indoor PE sessions. Our staffing comprises two principal class members, one Learning Specialist, a full time Business Manager, Administration Manager nine full time classroom teachers, two x part time classroom teachers, one x full time tutor and four part time tutors. The part time tutors also worked as specialists.

As well as tutoring, our specialist teachers taught Visual/Performing Arts, STEM (Science, Technology, Engineering, and Maths), Japanese and Physical Education (PE). BPPS had four integration staff, and Wellbeing Support Officer.

Vision: We aim to provide a stimulating and positive environment where every student strives towards their personal best; academically, socially and physically. We value respect, responsibility, kindness and safety.

Mission: Ballam Park Primary School's mission is to provide students with the best possible foundation in life through a well-rounded education.

Objective: Ballam Park Primary School's objective is to ensure all students leave our school with a practical understanding of the curriculum.

Values: Ballam Park Primary School's values are kind, safe, respect and responsible. Whole school behaviour expectations have been developed around the school values. (Refer to the Student Engagement and Wellbeing Policy)

- Enrolment Profile

A total of 217 students were enrolled at BPPS school in 2021, 101 female and 116 male. We have 24 PSD students that are supported with ES support within the classroom, modified tasks to ensure they are able to access the same curriculum as their peers. Currently, in Flexible & Remote Learning, we have allocated an ES staff member to contact each day to work through tasks, and break down their learning for the day. This can range from 30 minutes to 1.5 hours a day. All students on the PSD program have an Individual Learning Plan specifically in each curriculum. Four percent of students had English as an additional language and seven percent were Aboriginal or Torres Strait Islanders.

- 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.

Ballam Park Primary School's SFOE band value is: High.

- Parent Satisfaction Summary

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the Parent Opinion Survey.

Parent Satisfaction: School percent endorsement of 62.1% is significantly lower than the State average (primary schools): This being 81.8%

- School Staff Survey

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the School Staff Survey.

School Climate: School percent endorsement of 38.8% is significantly lower than the State average (primary schools). This being 75.8%

- BPPS staff have high expectations, a skill set to develop positive relationships and a strong moral purpose to the school. Our staff are dedicated and provide our student population with engaging classes and programs that are both successful and enriching. Building the capacity of every staff member is paramount to establishing quality teaching.

The continuance of the spread of COVID-19 in 2021 and subsequent remote learning containment strategy necessitated a focus on developing remote and flexible curriculum programs and teaching and learning strategies and support for students and parents. It was agreed that class teachers work from home. Specialists and emergency teachers were employed to be onsite to supervise those children who were considered vulnerable or were children of essential workers.

As a result of the pandemic, many of our well-being programs faltered and staff needed to adapt quickly to the new direction education was heading. Staff became adaptable and communication was a vital component.

Students, staff and families were impacted significantly by lockdowns due to the COVID-19 pandemic. Students once again were learning from home and teachers implemented new technologies to connect and maintain the learning continuity as well as facilitating on-site learning for an average of 50 students. The program evolved even further from periods of remote learning as class-based programs to those providing more targeted individual student support. In addition to curriculum content, this required extensive use of digital technology and a focus on maintaining positive relationships. Upon students' return, the school sought to monitor and assist with strategies to improve student well-being, re-establish community connections to the school and resume school-based curriculum programs in an onsite environment.

Consistency of teaching practice, curriculum programs and assessment to monitor achievement and inform next steps in learning remained key approaches to meet individual student needs and improve learning.

Our school ensures the diverse needs of all students are catered for in the planning, implementation and evaluation of all activities.

Staff were required to adapt continuously throughout the year, not only with digital technology, remote and flexible teaching and learning and monitoring the well-being of students and families, but in addition, significant staffing changes. A part time class teacher left early term 2. This meant our Learning Specialist was required to replace that teacher in the classroom two days per week. The Assistant Principal also gained a position elsewhere and commenced work in term 2. The Chaplain moved out of the region.

This left the school without an Assistant Principal for term 2. It was agreed that the staff member teaching STEM move from the Tutoring team to work with the Well-being support officer to continue some responsibilities of the former Assistant Principal. These changes had a significant impact on the leadership, management and strategic goals of the school.

The Department of Education's values underpin how we interact with colleagues, learners and families, members of the community, suppliers and government. We are all required to uphold and demonstrate the Department's Values in our work. This is reflected at Ballam Park Primary where we have a shared responsibility to uphold these values.

Whilst Covid inhibited BPPS fundraising, the school was able to push on to raise money for priority areas in the school. One such fundraiser being the raffling off of a signed Collingwood jumper. BPPS conducts fundraising events throughout the year that involve our school community. In the past we have held trivia nights, breakfast mornings for both the mother's/special friends and father's/special friend's days, Bunnings' sausage sizzles, working bees, raffles and numerous other fundraising events.

The year 2021 saw huge gains and changes to the school and to changes to staffing for 2022.

Framework for Improving Student Outcomes (FISO)

In 2021, Ballam Park Primary School's Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams. This included:

KIS 1.a

Learning, catch-up and extension priority

All students to have a benchmark assessment for Literacy (Reading & Writing) & developed goals to ensure they make 12 months growth (or their personal benchmark)

KIS 1.b

Happy, active and healthy kids priority

Develop the BPPS Wellbeing process, actions, outcomes & whole school approach to social-emotional learning

KIS 1.c

Connected schools priority

All students will have a learning goal (each Semester) to ensure connectedness to their school and community

To support implementation of these KIS, the Learning Specialist focused on a coaching role to improve pedagogy and

professional practice for staff faced with a new learning model during remote and flexible learning. Some positive gains in the School Staff Survey showed clear evidence of their impact, with additional evidence gathered through peer observations and learning walks and recorded as part of 2021 AIP monitoring. This showed positive changes in teacher practice and student learning outcomes.

We have successfully implemented our Learning Specialist program to develop teacher capacity and a collaborative team structure, where a major focus has been providing rich learning opportunities to other staff by delivering high quality professional learning based around the High Impact Teaching Strategies.

Achievement

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socio-economic 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

School percent of students at or above age expected standards: NDA

Similar Schools average: 77.8%

State average: 86.2%

Mathematics: Years Prep to 6

School percent of students at or above age expected standards: NDA

Similar Schools average: 75.8%

State average: 84.9%

- 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: | 60.0% | 53.5% |
| Similar Schools average: | 66.3% | 67.0% |
| State average: | 76.9% | 76.5% |

Reading

- Year 5

| | | |
|------------------------------------------------|-------|-------|
| School percent of students in top three bands: | 53.6% | 52.1% |
| Similar Schools average: | 57.5% | 58.0% |
| State average: | 70.4% | 67.7% |

Numeracy

- Year 3

| | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 36.0% | 47.8% |
| Similar Schools average: | 56.7% | 58.5% |
| State average: | 67.6% | 69.1% |

Numeracy

- Year 5

| | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 26.7% | 35.0% |
| Similar Schools average: | 46.9% | 46.8% |
| State average: | 61.6% | 60.0% |

Learning Gain

Year 3 (2019) to Year 5 (2021)

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 32% | 48% | 20% | 20% |
| Numeracy: | 29% | 61% | 11% | 20% |
| Writing: | 40% | 40% | 20% | 18% |
| Spelling: | 23% | 58% | 19% | 18% |
| Grammar & Punctuation: | 38% | 58% | 4% | 16% |

This data reinforces the positive gains made in development of high quality instructional practice during the pandemic. Student learning data does not reflect any significant negative impact during the period of remote and flexible learning. The data shows that the percentage of students in the top three bands in numeracy in both Year 3 and Year 5 has dropped slightly below the 4 year average, however this was to be expected given the strong focus on the use of manipulatives during mathematics instruction, and the difficulty in utilising the necessary resources whilst teaching online.

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: | 11.4 | 16.0 |
| Similar Schools average: | 19.4 | 17.5 |
| State average: | 14.7 | 15.0 |

- Attendance Rate (latest year)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 94% | 97% | 92% | 91% | 94% | 94% | 96% |

It was important to establish attendance as a consistent priority throughout 2021 for both academic and wellbeing development.

BPPS did this by -

- maintaining high expectations for students to attend every session, every day.
- intensive support through the wellbeing team to make regular contact with non attendees and with vulnerable families.
- administration team maintaining attendance data and communicating regularly with class teachers to address attendance concerns
- integration aides and teachers targeting support based on student point of need
- integration aids and teachers maintaining strict communication protocols to follow up on student absences
- class teachers maintaining engaging high quality lessons throughout remote and flexible learning
- leadership facilitating continued regular online staff meetings, PLT meetings etc. to ensure minimal disruption to the teaching and learning program.

It is paramount to maintain communication with the community so all families felt engaged and belonged to an institute.

Wellbeing

WELLBEING

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: | 55.2% | 65.2% |
| Similar Schools average: | 75.4% | 76.4% |
| State average: | 79.5% | 80.4% |

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: | 61.0% | 66.4% |
| Similar Schools average: | 76.5% | 77.1% |
| State average: | 78.4% | 79.7% |

Behavioural expectations: Ballam Park Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

The school provides an approved curriculum framework differentiated to meet student needs. Throughout the school, classes are grouped according to Victorian Curriculum levels with teachers working together for curriculum planning and professional development.

Student wellbeing and engagement has also been supported through our:

Chaplaincy Program – develops programs and liaises with students and families

Resilience, Rights and Respectful Relationships - a program that provides comprehensive lesson plans for all levels of schooling to support the topics of emotional literacy, personal strengths, positive coping, problem-solving, stress management, help-seeking, gender and identity, and positive gender relations.

The 'Man Box - is another initiative that the school has adopted. The Man Box is a structure, something that boys learn at an early age that they need to fit in to. The central premise of the Man Box is that if you don't fit in, you're not a "real" man, and not being a real man carries a heavy social price. Some of these beliefs, such as condoning the use of violence, are always wrong; others, such as acting strong, can sometimes be useful but at other times lead to problems (for instance when bottling up negative emotions). This research-based program goes hand in hand with RRRRs.

School Wide Positive Behaviour (SWPB) - a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPB assists schools to improve social, emotional, behavioural and academic outcomes for children and young people

The school found that student learning was negatively impacted by the behaviour of some students in some classes. There was inconsistency in the application of student behaviour guidelines. There is a need to develop teacher capacity to empower all students to reach their full potential. There is a commitment to the school's vision and values being evident in disposition and actions.

The school needs to explicitly teach concepts around respectful relationships and ensure the community is part of this learning. The effectiveness of behaviour management, student wellbeing and safety practices need to be evaluated

and updated. The school will continue to work further with parents/carers and families to develop students' social and emotional skills in self-managing their behaviour.

As stated earlier, Respectful Relationships and School Wide Positive behaviours are in operation across the school. The school had developed and distributed the Ballam Park Behaviour Management Flowchart. In addition, the Setting the Climate Program was implemented over the first two weeks of Term 1 which provides time for teachers and students to build relationships, as well as visit and explicitly teach the classroom expectations and school values linked to the Positive Behaviours for Learning. Although Breakfast Club was unable to commence due to COVID-19, the school was able to distribute food parcels to students and families in need. This ensured that the school remained connected with families. Every Friday the Wellbeing Team met with the Department of Education's Social Service Specialist to discuss planning and actions of students/families who were considered vulnerable by the Department of Education's Operational Guidelines.

The Wellbeing Team will continue to develop the Wellbeing Action Team (RRRR & PBL) to be clearly focused on building whole school consistent evidence-based student wellbeing approaches. Review, develop, implement and monitor consistent whole school evidence-based wellbeing approaches throughout the school. Continue to Implement Rights, Resilience & Respectful Relationships Program throughout school.

Evaluation and analysis of our wellbeing data shows that our future focus for improvement will be on supporting students to:

- learn to build positive coping skills, self-regulation skills and resilience
- develop positive relationships with their teachers and peers
- improve social-emotional competence

Teachers will:

- teach Positive Behaviours of Learning matrix explicitly and develop strategies to reinforce positive behaviours
- be proactive in a preventative way
- use Ballam Park Primary School Behaviour Flowchart that is published and embedded into practice across the school, minor and major behaviours, follow-up procedures and reporting incidents

Leaders will:

- engage with trauma specialists and SSS to provide training
- Support and facilitate the Positive Behaviours of Learning approach and ensure its consistency across Foundation to Grade 6
- engage in high quality training and ongoing coaching

Whilst work will continue with Respectful Relationships and School Wide Positive behaviours, there is a small percentage of severe behaviour that needs further investment in other strategies. The Berry Street Education Model is one such model that will fit under the Respectful Relationships Framework.

This future learning will be targeted through the further development of the Ballam Park Primary School Wellbeing Hub throughout 2022.

Finance performance and position

Ballam Park Primary School is committed to providing an educational experience that supports learning for the 21st century for all students. The school has demonstrated transparent accounting processes to ensure targeted expenditure to optimise student learning growth and provision of a safe and engaging environment. The School Council, supported by the Business Manager and finance sub-committee, have shown diligence to, and applied the appropriate governance processes.

At the end of the 2021 school year, we had approximately \$400,000.00 left in our account. All of this money will be allocated in the following ways:

\$80,000.00 for much needed roofing repairs that has been identified and funded by DET.

\$200,000.00 to cover staffing costs due to a drop in enrolments and due to the fact that we have a high number of staff Classified at Range 2. This also places a strain on the school's Student Resource Package.

The rest of the money is set aside to be used for programmes that we have been funded for but were unable to use due to COVID-19 including Swimming (\$9,000.00), Koorie Funding (\$12,000.00), Respectful Relationships (\$8,000.00) and Chaplaincy (\$70,000.00) Also included is almost \$22,000.00 that can only be used for Camps, Sports and Excursions. In 2021 one group of students was able to attend camp but our second camp was cancelled due to COVID-19. We had some successful fundraisers including Easter raffle, Mother's Day breakfast and we were fortunate to have a signed and framed Collingwood jersey donated to be raffled which raised \$1200.00. Our fundraising monies have been set aside for improvements to our playground. Due to our low socioeconomic status, we receive some additional equity funding that was distributed among various budgets for supporting students in accessing the curriculum, tailoring educational programs suitable for all and for supporting students in crisis including those in Out-Of-Homecare. The school bulk purchases Essential Learning Items and invoices families. Our family repayments for 2021 was close to 65%, leaving the school with a shortfall that is covered from DET funding. Overall, the school remains in a balanced financial position with budgets in place, clear guidelines are followed and internal controls monitored.

For more detailed information regarding our school please visit our website at

<https://ballamparkps.com.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 217 students were enrolled at this school in 2021, 101 female and 116 male.

4 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

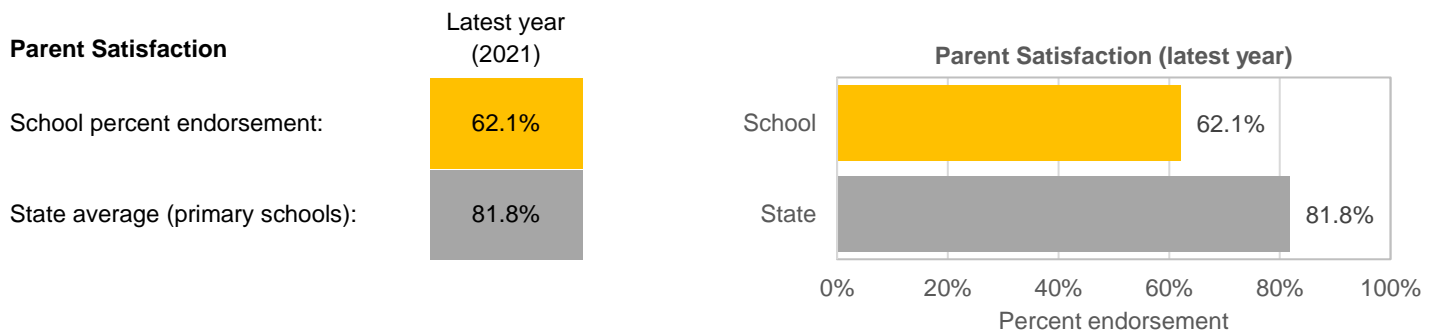
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

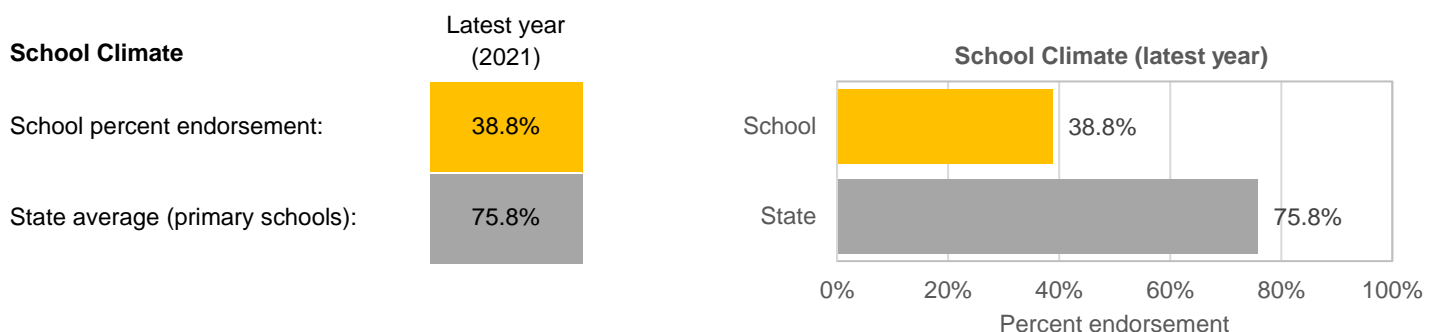


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

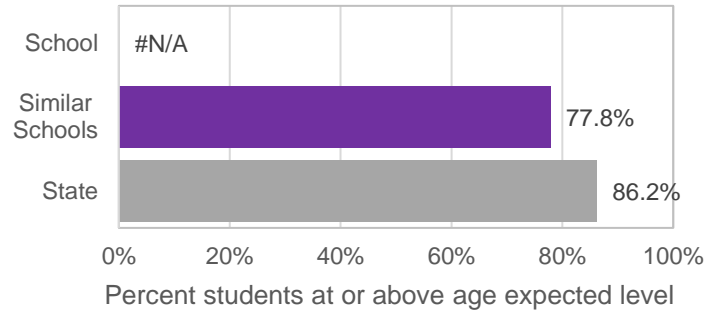
Similar Schools average:

77.8%

State average:

86.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

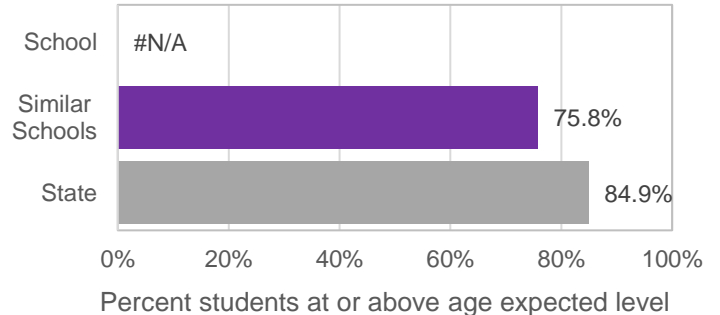
Similar Schools average:

75.8%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



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.

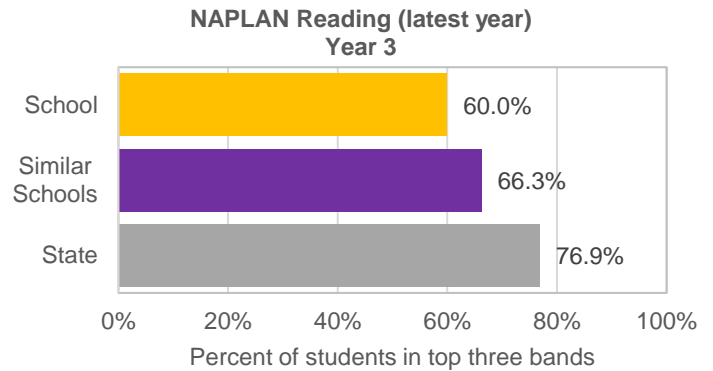
NAPLAN

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.

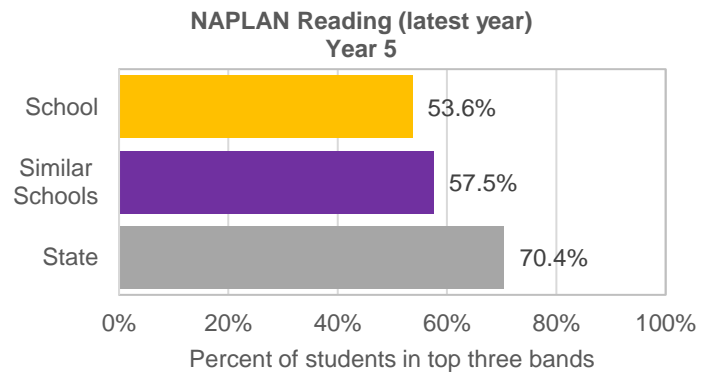
**Reading
Year 3**

| | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 60.0% | 53.5% |
| Similar Schools average: | 66.3% | 67.0% |
| State average: | 76.9% | 76.5% |



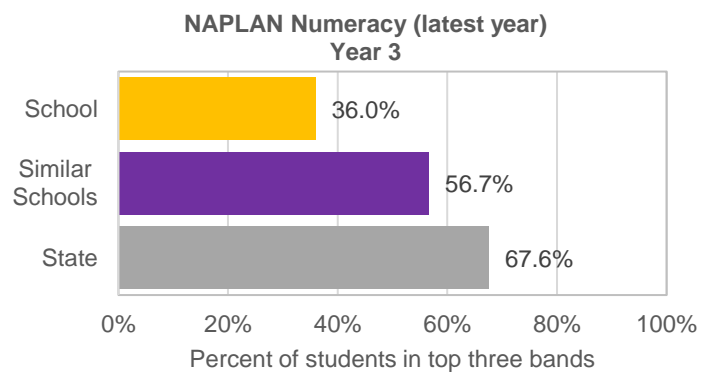
**Reading
Year 5**

| | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 53.6% | 52.1% |
| Similar Schools average: | 57.5% | 58.0% |
| State average: | 70.4% | 67.7% |



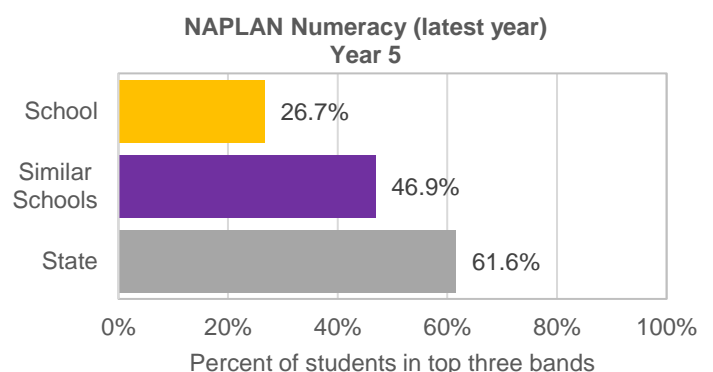
**Numeracy
Year 3**

| | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 36.0% | 47.8% |
| Similar Schools average: | 56.7% | 58.5% |
| State average: | 67.6% | 69.1% |



**Numeracy
Year 5**

| | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 26.7% | 35.0% |
| Similar Schools average: | 46.9% | 46.8% |
| State average: | 61.6% | 60.0% |



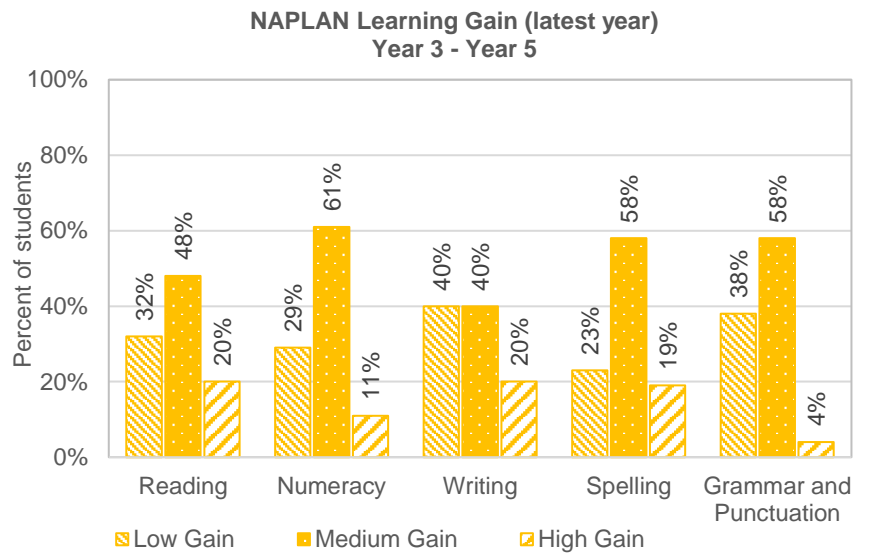
ACHIEVEMENT (continued)

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: | 32% | 48% | 20% | 20% |
| Numeracy: | 29% | 61% | 11% | 20% |
| Writing: | 40% | 40% | 20% | 18% |
| Spelling: | 23% | 58% | 19% | 18% |
| Grammar and Punctuation: | 38% | 58% | 4% | 16% |



ENGAGEMENT

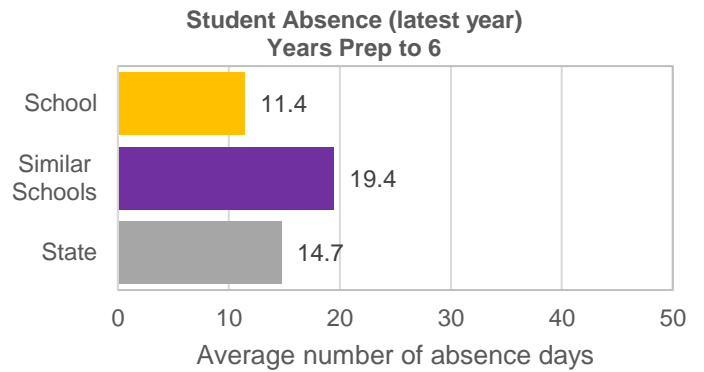
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 11.4 | 16.0 |
| Similar Schools average: | 19.4 | 17.5 |
| State average: | 14.7 | 15.0 |



Attendance Rate (latest year)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 94% | 97% | 92% | 91% | 94% | 94% | 96% |

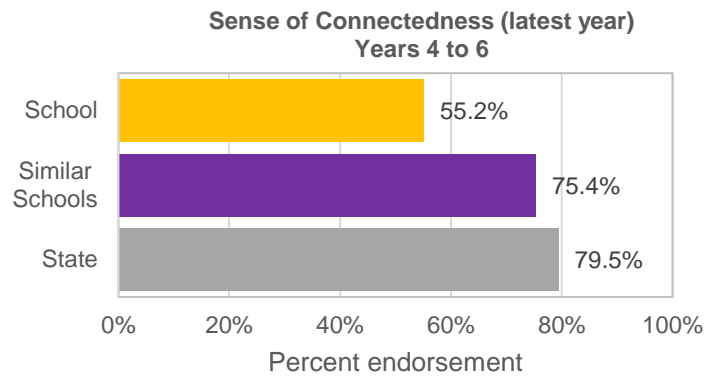
WELLBEING

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: | 55.2% | 65.2% |
| Similar Schools average: | 75.4% | 76.4% |
| State average: | 79.5% | 80.4% |

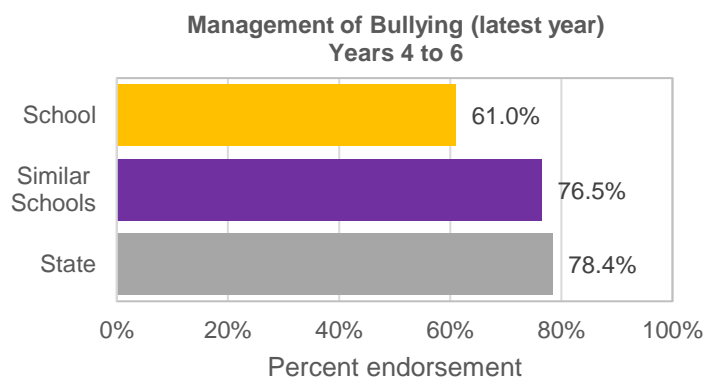


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 61.0% | 66.4% |
| Similar Schools average: | 76.5% | 77.1% |
| 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 | \$2,522,688 |
| Government Provided DET Grants | \$524,769 |
| Government Grants Commonwealth | \$2,300 |
| Government Grants State | \$0 |
| Revenue Other | \$12,189 |
| Locally Raised Funds | \$66,270 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$3,128,217 |

| Equity ¹ | Actual |
|-----------------------------------------------------|------------------|
| Equity (Social Disadvantage) | \$430,133 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$430,133 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,487,059 |
| Adjustments | \$0 |
| Books & Publications | \$2,739 |
| Camps/Excursions/Activities | \$34,618 |
| Communication Costs | \$3,645 |
| Consumables | \$44,827 |
| Miscellaneous Expense ³ | \$17,307 |
| Professional Development | \$12,674 |
| Equipment/Maintenance/Hire | \$92,782 |
| Property Services | \$130,453 |
| Salaries & Allowances ⁴ | \$21,745 |
| Support Services | \$143,953 |
| Trading & Fundraising | \$2,424 |
| Motor Vehicle Expenses | \$55 |
| Travel & Subsistence | \$0 |
| Utilities | \$22,499 |
| Total Operating Expenditure | \$3,016,779 |
| Net Operating Surplus/-Deficit | \$111,437 |
| Asset Acquisitions | \$0 |

- (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 | \$462,737 |
| Official Account | \$33,191 |
| Other Accounts | \$0 |
| Total Funds Available | \$495,928 |

| Financial Commitments | Actual |
|---------------------------------------------|------------------|
| Operating Reserve | \$68,332 |
| Other Recurrent Expenditure | \$3,712 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$27,000 |
| School Based Programs | \$204,500 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$50,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$173,800 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$527,345 |

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.