

2020 Annual Report to The School Community



School Name: Flemington Primary School (0250)



- 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 28 May 2021 at 01:21 PM by Amanda Williams (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 offline by School Council President and processed by Daniel Belic (SPOT Admin) on 28 May 2021 at 01:35 PM

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

Flemington Primary School was established in the current buildings and location 1922, and is situated in the quiet residential area of Travancore in inner Melbourne. The school is set back from Mount Alexander Road behind majestic, heritage cast iron gates and the school oval, and is bounded by the laneway, Flemington Street, Cashmere and Mangalore Streets and the Royal Children's Hospital Mental Health Unit. Situated in spacious grounds, the main red brick building overlooks a pleasant tree and shaded courtyard flanked by a number of other buildings. The current student enrolment is 355 students with the majority of our students drawn from the immediate localities and the local government area of Moonee Valley. Flemington Primary School does receive enrolments from International students and they are supported by the Western English Language School. Flemington Primary School has outstanding teachers with specialist teachers, instrumental music teachers, generalist teachers and educational support staff. We have 25 fulltime staff but none were of Aboriginal or Torres Strait Islander background in 2020. Our guiding philosophy is based on equity of access and high expectations that all children will learn and achieve their full potential. We anticipate that all children will leave Flemington Primary School with a love of learning, a strong sense of self-worth, confidence, independence, risk-taking skills and self-discipline. High expectations for learning and behaviour are linked to respect for the rights and responsibilities of all members of our community. Interwoven with this philosophy and aims are the school values of Be Safe, Be Kind, Be Respectful and Be Ready to Learn with the overarching goal of BE YOUR BEST! Our Mission is ... We will provide learning opportunities in supportive and collaborative learning environments. Our Vision is... Students will realise their full potential, contributing to our school, our community and our world.

Framework for Improving Student Outcomes (FISO)

DET priorities: Learning, catch up and extension, healthy and active kids and connected schools.

Goal One: To improve learning growth and achievement in literacy

1. Learning, catch-up and extension priority.

- Establishing a whole school approach and implementation of the tutoring program.

- Collaborative Learning Teams will work in vertical structures to ensure that all students who require support and catch up can be supported/extended.

- Build data literacy of all staff to monitor and assess student learning growth.

2. Embed the school's instructional models and consistent approaches to the teaching and learning of literacy.

- Embedded and consistent use of all FPS instructional models for Reading, Writing and Numeracy.

- Consolidate staff knowledge and teaching pedagogies of literacy.

- Continue to work with the School Improvement Partnership with Strathmore North PS to design purposeful learning environments incorporating explicit teaching through intentional text selection and differentiated instruction that targets decoding strategies.

3. Strengthen professional learning through coaching, peer observation and feedback in relation to evidence based High Impact Teaching Strategies (HITS)- feedback, goal setting and explicit teaching.

- To implement a whole school approach to observations, feedback and coaching to improve practice.

- To establish a whole school approach to establishing high quality learning goals for teachers and students.

4. Continue to improve the data literacy of all staff through PLCs to strengthen the capacity of teams to undertake the monitoring of data to inform teaching and learning.

- To develop the data literacy of all staff at FPS to inform student improvement practices.

- To embed data inquiry cycles as a part of the PLC process/ CLT structure.

Goal Two: To develop the school as a positive and supportive learning community.

1. Happy, active and healthy kids priority.

- Student Wellbeing and Engagement Learning Specialist will lead a whole school approach and focus on building and supporting a happy, active and healthy community .
- To fully embed zones of regulation and school wide positive behaviour programs.
- To launch the Respectful Relationships program.
- Continue to collaborate with the Flemington Education Plan to build priorities and initiatives that support community wellbeing.

2. Connected schools priority.

- Embed a school-wide approach to inclusive and respectful communication and understanding at FPS.
- Build and strengthen knowledge around cultural inclusion and inclusive practices.
- Connect and strengthen FPS community links.

3. Build students' understanding of how using their voice in an authentic capacity can have positive impact in their school and their learning.

- Students and teachers will understand and value student-teacher collaboration with teaching and learning.
- Development of whole school vision for student voice and agency at FPS.

Achievement

In 2020 FPS continued to work towards its goal of maximising the learning and growth in literacy with a particular focus on writing. FPS continued to work towards the Annual Implementation goals in this area despite being in a lock down and working remotely for the majority of the 2020 academic year.

The associated goals in this area that we worked towards as a teaching staff:

- Document and embed the Writer's Workshop model.-Whilst the planned writing development using the pedagogy of scaffolding literacy was postponed due to COVID-19, FPS did embed the Writer's Workshop Model. This is now evidenced in all planning, documentation and teaching observations.
- Revise and apply all reading strategies.-FPS focused on Guided Reading, observations of guided reading practices

and targeted focused professional learning has been delivered. The SIP team has also focused on reading practices in F-2. At the beginning of the year coaching also focused on guided reading practices.

-Participate in professional dialogue and learning around reading strategies and writing with a focus on Scaffolding Literacy and the work of Misty Adoniou.- This was postponed due to COVID-19 and has been rescheduled to 2021. In hindsight, this was a benefit for the school as it allowed FPS to continue with professional learning of the Reading workshop.

-Document in weekly planners and observations demonstration of a greater consistency of use of the Writer's Workshop and reading strategies consistently across the school. The workshop instructional model is used in weekly planners and is used to guide teaching. A huge focus has been on reading this year. We believe that there is a common use but not consistent yet across the school. This work will be embedded in 2021 to demonstrate consistency across the school. This will be achieved through coaching, observations and peer feedback.

-Establish learning goals in collaboration with students for Reading and Writing and be able to discuss them.- Conferencing happened across the school in 2020. Whilst goals were established this was not always being done in a collaborative manner with students due to the challenge of remote learning. Inclusion of student voice will be an area of focus in 2021. Teachers and students will also be able to articulate their goals and what they are doing to reach/achieve their goals.

-Achieve pedagogical Professional Development Plan goal in reading- Whilst all collaborative learning teams had this goal in 2020. It was compromised due to remote learning and was not been achieved with fidelity. All the same, every staff member at FPS was able to articulate that Reading is a goal and an area of professional learning and development for FPS.

-Improve knowledge about reading practices in the school to improve reading outcomes.- Outcomes are still to be determined. Our assessments so far indicate that teachers are able to articulate why some students have not progressed and have also seen some very high growth.

Students :

-Spend more time on task reading texts.-This is still a work in progress and after a COVID year teachers have observed that sustainability in reading has declined. A focus on independent reading at the beginning of the year will assist us to revisit this goal.

-Self select and read a wider range, quality and quantity of texts.-This focus began at the beginning of the year and will continue in 2021. In 2020 FPS invested substantial funds to improvement our take home readers and classroom libraries. Whilst in Remote Learning, students were accessing a lot of challenging and varied texts. COVID restrictions did challenge our ability to get texts into the school and catalogued due to staff and our volunteer team not being allowed onsite.

-Provide feedback from students that they are engaged and confident as readers and reading a greater variety of texts.- This was partly achieved but again was interrupted due to remote learning. This work will remain a focus for 2021.

-Feedback to teachers that students are more confident with text selection and why students have chosen a particular text.-This was partly achieved but again was interrupted due to remote learning. This work will remain a focus for 2021.

In 202 FPS continued to work towards its goal of embedding the agreed upon instructional model and consistent approaches to the teaching and learning in each of the domains of Numeracy.

The associated goals in this area that we worked towards as a teaching staff:

Leadership:

-To ensure that GANAG is being consistently implemented across all year levels visible in planners and teaching.-The GANAG model was consistently seen in planners and used in teaching by all collaborative teaching teams.

Teachers:

-Document in planners lessons that align with GANAG and incorporate HITS and implement in their teaching of Numeracy the GANAG instructional model incorporating HITS.- Teachers demonstrated evidence that they continued to implement HITS in their planning and teaching. In addition, teachers understand the components of the GANAG instructional model and where HITS correspond. Teachers continue to document in their planners lessons that align with GANAG and incorporate HITS and ensure that students are engaging in rich, differentiated numeracy tasks that align with student learning goals. In 2021 staff will continue to conference with students to establish individual learning goals in Numeracy.

Students:

-Understand the different components of GANAG.-This was completed and unpacked in the first 20 days inclusive of following lessons.

In 2020 FPS continued to work towards its goals of strengthening professional learning through coaching, peer observation and feedback in relation to HITS-High Impact Teaching Strategies with a focus on feedback, goal setting and explicit teaching.

The associated goals in this area that we worked towards as a teaching staff:

- Teachers at FPS understand and value the FPS Student Centred Coaching Model, peer observation, Principal class observations and instructional rounds as a driver for improvement of teacher practice.- In 2020 Instructional rounds were challenging to implement due to COVID and staff working remotely during the time of year when Instructional Rounds would be implemented.
- Teachers to seek and apply feedback to improve their practice.-Teachers continued to work towards this goal even during remote learning. It was different to what was originally planned but still evident. eg feedback on instructional clips for remote learning
- Consistent coaching model throughout the school eg FPS Student centred Coaching.- Whilst othe FPS coaching program commenced at the beginning, it did not continue during remote learning.
- Teachers to identify areas of improvement and teacher growth as evidence in their Professional Development Plan.- The whole PDP process changed for some teachers as they chose the alternative PDP goal put forward by DET as some chose the original PDP model and some chose the alternative remote learning model offered.
- Improvement in teaching practice via feedback and self evaluation through coaching, Principal observations, instructional rounds and peer observations.- Partially achieved but again compromised due to COVID.

In 2020 FPS continued to work towards its goals of setting expectations and promoting inclusion by fully implementing School Wide Positive Behaviour -SWPB

The associated goals in this area that we worked towards as a teaching staff:

- Consistent implementation by staff of processes to support SWPB.-The language of SWPB and our school values are used by staff. The conversations around punitive reinforcements have diminished.
- Established roles and responsibilities of staff to support structures and actions that will support student and staff wellbeing and a safe and orderly environment.- This was achieved via first 20 days, wellbeing lessons in classrooms and delagtaed time for this.The Wellbeing Leader supplied targeted supports.

Engagement

Flemington Primary School students are engaged and connected to our school and there are initiatives, programs and supports in place that build student resilience and engagement. In 2020 FPS focused on KIS related to the FISO dimension of building a positive climate for learning with a focus on empowering students and building school pride. Targeted teachers and Leadership participated in professional learning with the Quaglia Institute about student voice and agency. The learnings from this PD will be further unpacked as a whole school in 2021. Teachers, where possible, sought student input into units of work and then demonstrated for students where their input had been incorporated. This was described as "You said" and "We did". This was showcased in the Year5-6 Learning Precinct where students worked in focus groups with a lead teacher to co-design the space and expectations for the year in Term 4 of 2019 to be implemented in 2020. The result was a Learning Precinct that was better looked after by the students who took responsibility and ownership of this learning space.

Despite COVID and a remote learning program, students participated in student-parent-teacher conferences where they articulated their learning goals, what they achieved with their learning and what strategies they were working on to achieve their goals and a variety of strategies to assist them in working towards their goals. Teachers have now embedded their knowledge of the development and use of proficiency scales that unpack and define the curriculum standard and the success indicators at each level. This has supported teachers in their work with students as they co create learning goals during conferencing sessions. In addition, fund raiding money from the Parents and carers was used to purchase high quality conferencing tables and stools to support the conferencing and goal setting process.

In 2020 the Student Representative Council was highly engaged meeting on Webex and designing weekly activities for students to engage in at home such as dress up days, drawing competitions, scavenger hunts. All activities were

inclusive and considered students who may not have had resources in their home. The student leadership team also continued to meet on Webex and created virtual assemblies that were shared with our community.

By 2020, the percentage of parents giving positive endorsement of the following targets were: High expectations for success 86%, and reached 85%, Student motivation and support 75% and reached 76%, Confidence and resiliency 89%, and reached 76%, Stimulating learning environment 75%, and reached 67%, Student voice and agency 75% and reached 61%. It is of notice that in 2020 the Parent Opinion Survey results have decreased, however results from students and teachers have increased-significantly.

By 2020 the School Staff Survey giving positive endorsement of the following targets were: Academic emphasis 74%, and reached 66%, Collective efficacy 79%, and reached 77%, Collective responsibility 95% , and reached 95%. FPS ranked higher than the network schools in School Climate, School leadership. 100% of staff reported that they collaborate for teaching, receive professional learning targeted to improving thier capacity to teach Literacy and Numeracy and that they use data to inform curriculum planning.

By 2020 the Attitude To School Survey by students giving positive endorsement of the following targets were: Connectedness to school 85%, and reached 77% (equal with our network schools), Stimulated learning 85%, and reached 78% up from 64% in 2019. Learning Confidence 85%, and reached 85%, higher than the network of 75% and 1% higher than 2019. Self regulation and goal setting 90%, and reached 87%, higher than the network of 83% and 83% in 2019. Motivation and interest 85%, and reached 78%, higher than our network of 76% and 68% in 2019.

By 2020 he school's mean number of days absent, for Prep–Year 6 combined, Target: will be no more than the State mean of 20%. Achieved 12%. Flemington Primary School is committed to supporting students to be engaged and attend school every day. The allocation of a Learning Specialist-Wellbeing and Engagement allows a focus on the area of student attendance and engagement. The Learning Specialist-Wellbeing and Engagement tracks our attendance data and highlights certain days that student may not attend such as the end of the week, applying strategies to support attendance. Frequent messages and reminders in newsletters and curriculum overviews support our outlook and expectations regarding school attendance. Our friendly administration team also phone families to check that our students and families are ok when they do not attend school. Families are also supported with attendance through the creation of an attendance plan if required. This is created in conjunction with the Learning Specialist-Wellbeing and Engagement.

Wellbeing

In 2020 wellbeing was a key priority at FPS as identified in 2020 Annual Implementation Plan targets. Additional efforts were put into Wellbeing to support FPS staff and community during remote learning and lock downs.

Work continued with building capacity in teachers, staff and stidents with school wide positive behaviours. Targeted sessions continued when onsite and teachers received explicit training throughout the year on building relationships with stidents and strategies to support this work. 87% of students reported that they had an advocate at school, an increase from 80% in 2019. 83% reported that the school managed bullying effectively compared to 65% in 2019. 72% reported that their teacher demonstrated genuine concern for them compared to 62% in 2019.

The FPS community, inclusive of staff received a professional learning session with an external educational consultant about restorative practices.

The school engaged in additional training with DET consultant for School Wide Positive Behaviour with three modules to support staff wellbeing, to build staff resilience and managing emotions. Leadership implemented daily check ins and wellbeing tracking of all staff, structures to support daily check ins of teams and colleagues with each other plus allocated time for staff to spend time doing wellbeing activities. The Wellbeing and Engagement Learning Specialist created targeted wellbeing activities at a whole school level such as Mindful May and Joyful June.

A whole staff activity also included creating a film "Coz I'm happy" that was shared with our community.

Remote Learning surveys to community were also delivered to ensure that data was collected to track student wellbeing.

During the hard lock down in the holidays, additional webex sessions were offered by teachers and leadership to support students to connect and to also devise activities that could be done in the home. These ideas were shared via ClassDojo for all families.

All students were provided access to a device and internet as organised by FPS and every morning students were invited to connect with their teacher to ask any questions regarding concerns for their daily learning or their wellbeing. Teachers made themselves available for additional Webex sessions and could be contacted via Dojo for any student that required additional assistance or parental enquiries regarding their child's learning or wellbeing. Workshops delivered onsite in Oromoro on setting up for Webex and Dojo for families who required additional technical supports.

ESSS extra support was provided daily to students at risk via additional Webex sessions.

Smiling Minds wellbeing sessions were held twice during the afternoon on Webex for all students by the PE teacher.

Students with additional needs were invited in for some small group sessions before stage 4 lock down. Some students who indicated difficulties in the Remote Learning #1 were identified and invited onsite for face to face teaching. This ended with stage 4 lock down.

Multicultural Education Aide and the African Community Liaison maintained communication with all families and identified needs/challenges. The Principal met with these supports weekly in Term 2 to discuss challenges and to identify solutions. In Term 3 Educational Support staff provided students with high EAL needs with additional Webex sessions.

At the end of Term 1 a meeting was held with the Director of Multicultural Affairs and Social Cohesion Fairer Victoria, a School Councillor, a Multicultural Education Aide, Assistant Principal, Wellbeing/Engagement Learning Specialist and Principal to discuss concerns and supports required for certain members of our community. Our concerns and suggestions were forwarded to local members of parliament and senior DET officials.

Two printers were purchased and then installed in residences of individuals who lived in the towers inclusive of internet connection, ICT support, paper and additional resources to support a part of our community that was in a full lock down was supplied and provided to families. During the tower lock down communication was maintained with targeted families and their communications were uploaded to Dojo. Videos were uploaded in Somali and Arabic to support families in the towers. Communications where supports could be obtained for those living in towers and locked down was provided.

Many of our planned activities as outlined in the the 2020 AIP such as the launch of the SWPB mascots were not undertaken due to remote learning and lockdown. These activities were postponed only and have been rescheduled for 2020.

Financial performance and position

In 2020, along with many Victorian schools, Flemington Primary School experienced a year like no other. COVID-19 made a significant impact on the schools SRP and cash budget. It saw a decrease in enrolment numbers and immediate steps were taken to ensure the school remained in a surplus. An active plan was implemented and is still on ongoing. FPS saw a decrease in the the number of students in the Program for Students with Disabilities and associated funding and staffing plus the number of generalist classes decreasing for 2021.

Flemington Primary School lost revenue through the unavailability of hiring out the schools facilities. The school continued to receive income through the Out of Hours School Care provider Camp Australia who ran an afterhours and

holiday program out of the school facilities. The school also hosts the Moonee Valley SSSO Network and their decrease in funds are also reflected in the above figures.

The school also operates an extensive Instrumental Music program, income and expenditure which is reflected in the above figures. In 2020 the Instrumental Music program ran a deficit.

The school participated in and ran minimal fundraising events in 2020 due to COVID-19.

Curriculum budgets were resourced in line with the School Strategic Plan, with continued emphasis on Literacy and Numeracy.

The School received it's last of income of Capital Grants Funds which was completed on Stage 1 of the Grounds Master Plan.

The School was approved a grant of \$1.2m from DET to complete Stage 2 & 3 of the Master Plan continuing in 2021 as a result of the school's involvement with the Flemington Education Plan-FEP.

For more detailed information regarding our school please visit our website at
<https://www.flemingtonps.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 387 students were enrolled at this school in 2020, 176 female and 211 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

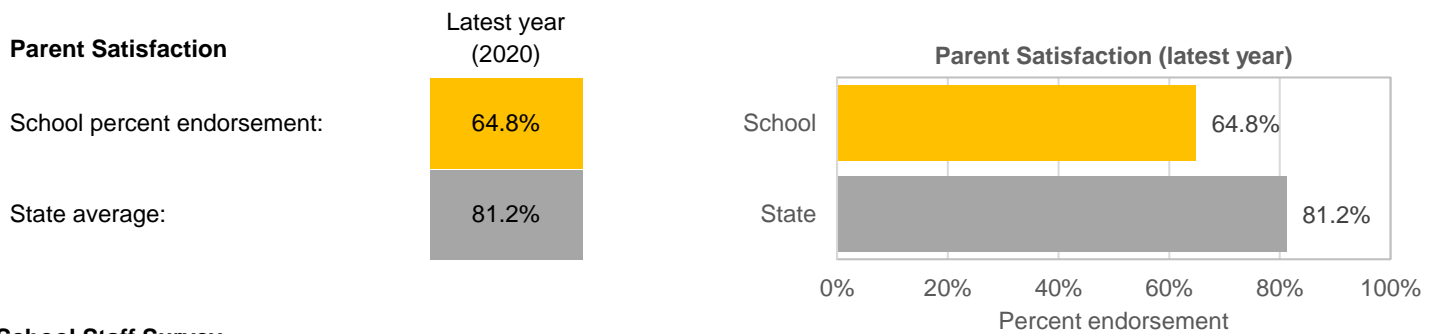
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

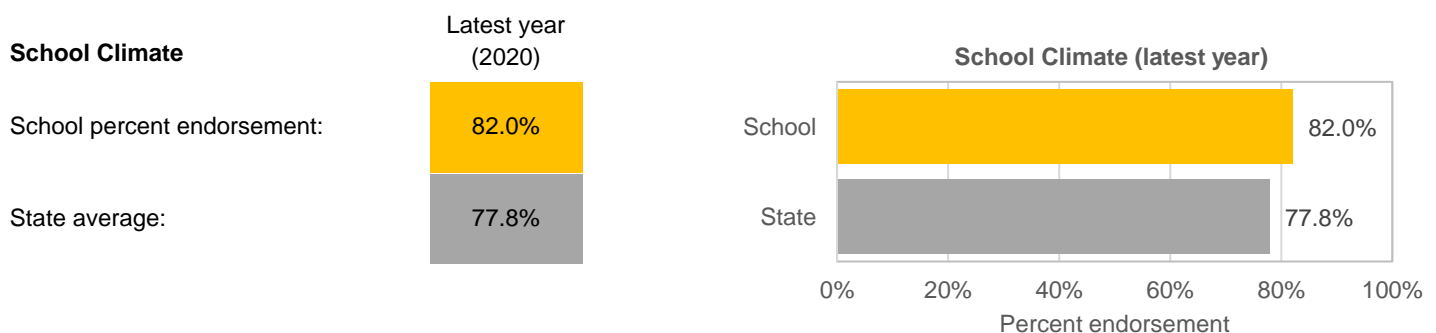


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

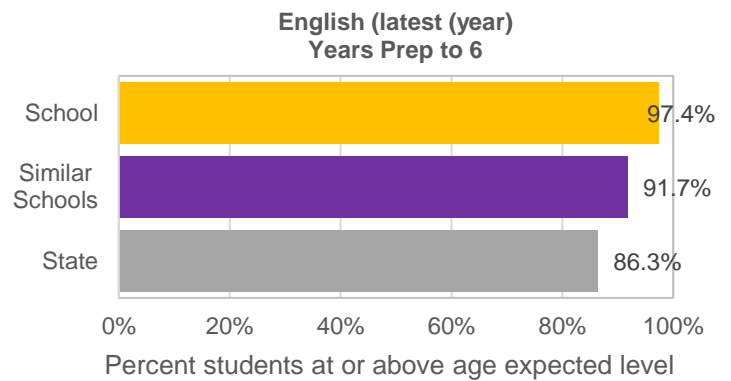
97.4%

Similar Schools average:

91.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

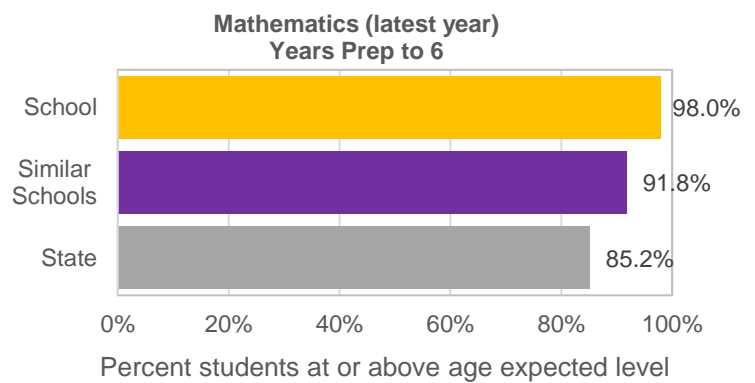
98.0%

Similar Schools average:

91.8%

State average:

85.2%



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

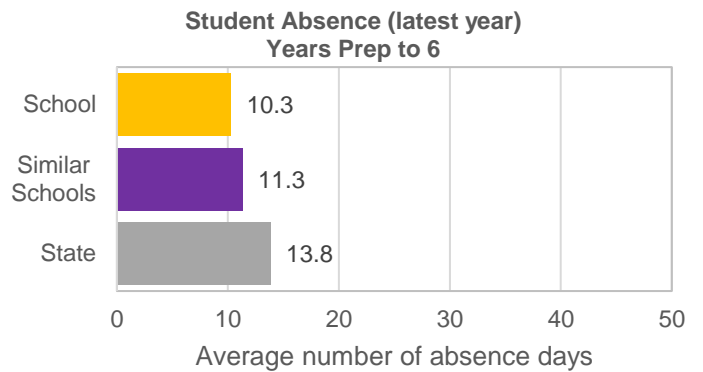
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.3	16.7
Similar Schools average:	11.3	13.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	94%	93%	93%	97%	95%	95%

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.

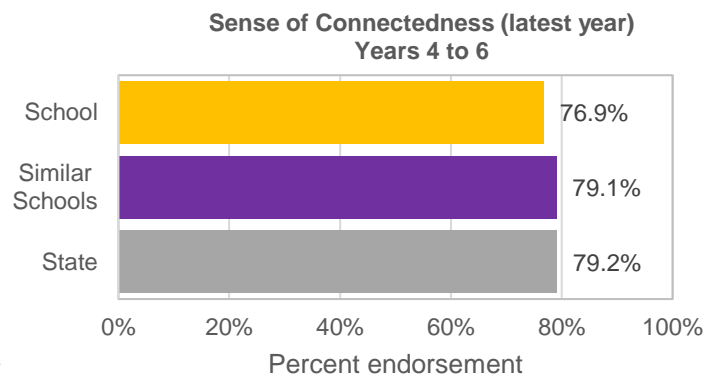
Student Attitudes to School – Sense of Connectedness

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:	76.9%	70.7%
Similar Schools average:	79.1%	81.0%
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.

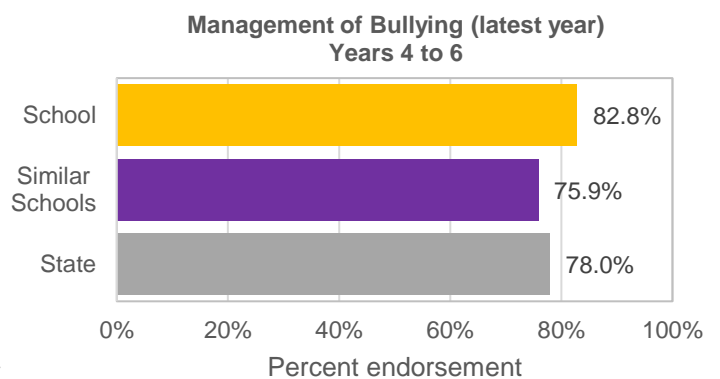
Student Attitudes to School – Management of Bullying

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:	82.8%	67.7%
Similar Schools average:	75.9%	79.7%
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

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,231,438
Government Provided DET Grants	\$428,676
Government Grants Commonwealth	\$9,406
Government Grants State	\$151,000
Revenue Other	\$7,922
Locally Raised Funds	\$458,098
Capital Grants	NDA
Total Operating Revenue	\$4,286,539

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,300
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$43,300

Expenditure	Actual
Student Resource Package ²	\$3,120,745
Adjustments	NDA
Books & Publications	\$11,228
Camps/Excursions/Activities	\$32,271
Communication Costs	\$7,645
Consumables	\$76,421
Miscellaneous Expense ³	\$22,556
Professional Development	\$6,999
Equipment/Maintenance/Hire	\$86,717
Property Services	\$47,940
Salaries & Allowances ⁴	\$167,132
Support Services	\$132,552
Trading & Fundraising	\$33,799
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$41,930
Total Operating Expenditure	\$3,787,934
Net Operating Surplus/-Deficit	\$498,605
Asset Acquisitions	\$141,807

- (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	\$729,784
Official Account	\$78,733
Other Accounts	\$36,926
Total Funds Available	\$845,443

Financial Commitments	Actual
Operating Reserve	\$107,877
Other Recurrent Expenditure	NDA
Provision Accounts	\$26,013
Funds Received in Advance	\$25,351
School Based Programs	\$88,090
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$65,941
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$21,055
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$300,163
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$634,489

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.