

2021 Annual Report to The School Community



School Name: Frankston Primary School (1464)



- 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 18 March 2022 at 12:37 PM by Renee Kennedy (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 18 March 2022 at 12:39 PM by Chad Wilson (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

Frankston Primary School was established in 1874 and is located adjacent to the Frankston Business District and its many community facilities, providing convenient location and access to the Frankston Arts Centre, Emergency Services, Frankston Beach, Beauty Park, Monash University, Bayside Shopping Centre, public transport and many other community services conducive to authentic educational opportunities.

Frankston Primary School's vision is to strive for educational excellence – empowering our students to achieve their personal best in an inclusive, supportive and caring environment.

As a school we have a strong commitment to building a connected and inclusive school community, connecting with our parent and wider community and promoting parent and carer participation and involvement, activating high level student literacy and numeracy achievement, developing students' personal and social capabilities and emotional resilience and inspiring student learning and creativity.

Our school embraces the values of: Community, Aspire, Optimism, Respect, Resilience and Empathy. These values provide the framework to place our students in the best possible position for their future.

In 2021, the school's enrolment was 240 students, 126 female and 114 male. 15 percent of students had English as an additional language, 5 percent were Aboriginal or Torres Strait Islander and the school has two international students enrolled through the year. The overall school socio-economic profile based on the school's Student Family Occupation and Education Index (SFOE) is Medium. The staffing profile is made up of 2 Principal Class, 1 Learning Specialist, 15 EFT teachers and 7 Educational Support Staff, including the Business Manager, one office clerical staff and 5 integration aides (6.2 EFT). Frankston Primary School does not currently have staff who identify as Aboriginal or Torres Strait Islander.

In 2021 there were 11 classes supported by co-curricular programs in Physical Education, Visual Arts, Performing Arts and LOTE which delivers a French Language. Due to COVID-19 restrictions, most of our extra-curricula programs were not able to be offered in 2021 due to impact of COVID-19 and remote learning. Camp Australia conducts a Before and After School Care Program for families within our school and a neighbouring school. Other schools and community groups utilise our school facilities and our original Old School House is open for outside educational programs.

Students are provided the opportunity to participate in a range of extra-curricular activities including school production, athletics, camping programs, sporting events, school choir and school aerobics squad. The school proudly celebrated the Frankston Primary School Aerobics squad becoming the National Champions in 2021. We also celebrated being a Melbourne Arts Centre partner school in 2021 and look forward to this partnership supporting our Arts programs again in 2022.

Our school is proud of our well-maintained buildings, facilities and grounds including beautiful established trees, a synthetic grass oval and basketball court, acrylic netball/volleyball court, renovated male student toilets with plans for renovating female student toilets in 2022.

Framework for Improving Student Outcomes (FISO)

Frankston Primary School was able to continue a sound focus on a number of our areas across the Framework for Improving Student Outcomes (FISO) dimensions throughout the 2021 year despite varying impact from COVID-19. Below is a summary of our progress with relevance to the FISO improvement initiatives.

EXCELLENCE IN LEARNING AND TEACHING

Building Instructional Model

The school continued to develop milestones in teacher practice embedding the Reading Instructional Model, with teachers reflecting they felt empowered to implement new strategies within classrooms and that professional learning

supported the development of key improvement strategies and school-wide consistent implementation of the instructional model. The school continued implementation of our Orton Gillingham structured synthetic phonics program in Foundation and began implementation across our 1/2 cohort, developing consistent implementation across the junior school even through the impact of COVID and remote learning. Embedding a consistent P – 2 and 3 – 6 Reading instructional model will continue to be a focus for the school into 2022.

Late 2021, the school also focused on developing a clear and consistent Numeracy Instructional Model led by our Primary Maths Specialist (PMS) Teachers, with all teachers participating in numeracy focused professional learning facilitated by our two PMS teachers. A clear focus on building numeracy practice will also continue into 2022 as a key priority for the school.

Coaching and Peer Observation - Building Teacher Practice

The school's coaching culture was supported through GROWTH coaching professional learning for the Principal and Learning Specialist. The school's Learning Specialist supported the building of individual and Team capacity through scheduled and timetabled coaching, with teachers reflecting this as having a positive impact supporting a culture of reflection and in building Team collaboration and individual teacher practice. Teaching Teams reflected positively that leadership valued and supported the development of a coaching and peer observation culture and this was supported through professional learning for middle leaders, time allocation support to staff, development of clear structures and processes, and developing a high level culture of trust among staff. Elements of the school's work in Peer Observation was hindered due to the impact of remote learning. In 2022 the school will invest further in middle leader GROWTH coaching professional learning and peer observation to continue to sustain a coaching culture supporting the building of teacher capacity.

Data Literacy - Building Teacher Capability

The school continued to focus on building staff data literacy through the introduction and implementation of structured weekly data reviews and 5 Weekly Team Data Reviews that focused on reviewing individual student growth utilising a range of assessment data. Teaching Teams reflected this practice supported Teams to collaborate and reflect on teacher practice and increase their data literacy skills. Student Learning Progress Reading Reports were instrumental in improving targeted curriculum planning and ongoing formative assessment practice.

The 2021 School Staff Survey reflected a building of teacher collective efficacy practice, skills to measure impact of teaching, understanding how to monitor and analysing data to impact teaching and learning. Parent survey data reflected increased teacher communication, effective teaching and stimulating learning environment.

Remote Learning

The school remained highly adaptable in moving in and out of remote learning through the year. Remote learning delivery through 2021 included daily webEX teaching of literacy and numeracy, enabling high level teaching during these periods. The Tutor Learning Initiative continued to be delivered through an online environment throughout all remote learning periods. The school ensured a high level focus on student wellbeing, with all staff and leadership connecting students and families through various methods - overall student engagement continued to remain high through 2021. The school remained flexible within their approach to remote learning, onsite learning and supporting the Frankston Primary School community.

POSITIVE CLIMATE FOR LEARNING

Happy, Healthy and Resilient Kids

Our school continued to improve student attendance through 2021, with students showing high engagement in their learning either through online remote delivery or through learning packs provided. and online remote learning. Students were provided weekly physical participation activities to encourage physical activity during remote learning periods and our Engagement Zone Grids provided support for families to be involved in their children's learning through open activities that provided fun, choice and variety including creativity, health and wellbeing. Teachers implemented varying ways to utilise 'circle time' and peer connection during remote learning, providing opportunities and a focus on peer connecting. High level support was a high priority for onsite learning students and supported through ES staff, onsite staff and AP Wellbeing. Student Engagement was also supported through focused webEX sessions. Feedback through Class Dojo / Google Classroom was integral to student engagement and connectedness.

The Attitudes to School Survey 2021 reflects positive data for the variable 'Sense of Connectedness' - 83%, with this

data data reflecting above Similar Schools (77%) and above State (80%).

Achievement

The school's Strategic Plan goals are to improve student learning outcomes in Literacy and Numeracy.

Teacher Judgement data indicates the percentage of students working at or above age expected standards in English and Mathematics:

- * English Years Prep to Grade 6 - 76.6%, slightly below Similar Schools at 80.8%
- * Mathematics Years Prep to Grade 6 – 86.9%, above Similar Schools at 80% and State at 84.9%.

NAPLAN data includes achievement of students within the top three bands. Note, that NAPLAN tests were not conducted in 2020, hence the 4 year average is the average of 2018, 2019 and 2021 data.

- * Reading Year 3 – 75%, above Similar Schools at 70.2%
- * Reading Year 5 – 62.8%, above Similar Schools at 60.6%
- * Numeracy Year 3 – 47.9%, below Similar Schools at 61.8%
- * Numeracy Year 5 – 44.9%, below Similar Schools at 50.4%.
- * NAPLAN High Learning Gain reflects below Similar Schools.

During 2021 the school worked hard at building excellence in learning and teaching, and the 2021 Student Opinion Survey reflected:

- * 90% for 'differentiated learning challenge' - above 86% for similar schools and state
- * 90% for 'effective teaching time' - above 85% for similar schools and state
- * 87% for 'stimulated learning environment' - above 78% for similar schools and 79% for state
- * 90% for 'self regulation and goal setting' - above 84% for similar schools and 84% for state

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

During 2021 the school continued a strong focus on building student literacy skills, and through our Primary Maths Specialist teachers, the school incorporated a focus on building student numeracy outcomes.

Future directions for the school include:

- * High priority focus in building numeracy outcomes - instructional model and professional learning
- * Embedding the whole school reading instructional model
- * The development of teacher instructional practice through GROWTH coaching learning cycles and professional learning
- * Continued focus on catering for student learning literacy and numeracy intervention support (TLI)
- * Curriculum planning development
- * Evaluating impact on learning – ongoing formative assessment and building teacher data literacy
- * PLC Training (Professional Learning Communities)

We look forward to our continued work in these areas in building practice excellence.

Engagement

Frankston Primary School's 2019 – 2022 Strategic Plan has a clear focus to build whole school Student Engagement, with two Key Improvement Strategies:

- * to improve student attendance
- * to improve parent participation and involvement (FISO Dimension - Parents and Carers as Partners)

Whilst both of these key improvement areas were hindered through a second year of COVID-19 impact, our school

continues to pride itself on our whole school positive school culture, student and parent and Carer engagement. All school staff continued to work diligently through COVID-19 remote learning to ensure students and families remained engaged and connected with the school - placing a large focus on maintaining positive home-school relationships in and out of remote learning.

The school employed the below strategies through 2021 in support of high level student, parent and carer engagement through remote learning:

- * Class teachers contacted all families by phone call and developed remote connection – focusing on wellbeing support and access of support agencies, access of internet and ICT devices to support remote learning, feedback on effective communication channels to assist school-home communication forums.
- * Weekly / fortnightly phone calls continued to all families throughout remote learning – particularly with identified high need students / families to ensure maximum engagement continued throughout these periods.
- * Class Dojo provided a reliable platform for home-school connections and messages from parents and carers to teachers.
- * Introduction of Google Classroom 3 - 6 supported increased connection to students through effective feedback channels.

The DET Parent Remote Learning Survey reflected a positive increase in teacher-home communication and only a slight decrease in parent participation which shows positive results considering the two years of COVID impact. Overall the Parent survey reflects 81.2% in parent satisfaction on par with State results.

The school met our Attendance Improvement Goal for 2021, with data showing an overall decrease in student absence rates from the start of our strategic plan - 17.14 in 2018 and 14.1 in 2021. The 2021 student absence data reflects the school's four-year average at 15.1 days absence per student, which is above similar schools at 16.8 and on par with state average. The school is very proud of how we have worked to support and improve student attendance during face to face and remote learning periods, with this remaining a focus for the school in 2022.

The 2021 Student Opinion Survey reflected:

- * 75% for 'emotional and relational regulation' - above 71% for similar schools and 73% state
- * 86% for 'peer relationships' - above 82% for similar schools and 84% for state
- * 16% for 'resilience' - above 7% for similar schools and 8% for state
- * 84% for 'motivation and interest' - above 79% for similar school and state

Our school is proud of our accomplishments in these areas and continues to strive to provide our learning community with a stimulating, safe and caring environment where excellence in learning and teaching is at the core of what we do.

Wellbeing

2021 led to a further complex and challenging year in schools, and Frankston Primary School remained strongly committed in ensuring we successfully addressed and met the wellbeing needs of all of our students.

Strategies to support our students' wellbeing included:

- Regular weekly check-in circles and circle time both face to face teaching and throughout remote WebEX connections
- Weekly / fortnightly parent phone calls by class teacher and Assistant Principal – supporting wellbeing needs of students and families.
- Regular monitoring of student and family wellbeing, reviewing and responding to wellbeing needs and support of students and families
- Engagement Zone Grid activities – recognised by the department as an exemplar high level engagement activity
- Onsite learning maintained a high level student wellbeing focus at all times - remaining highly adaptive and flexible to our increasing onsite needs

The school ensured a strong focus in supporting student connectedness through:

- Classroom circle time
- Restorative language and wellbeing classroom activities to build and develop classroom connections – focus on building positive relationships, clear use of restorative practice language
- Ensuring consistent classroom routines and maintaining clear expectations of all students.

The implementation of Respectful Relationships was delayed due to COVID-19 impact and will be fully implemented across the school during 2021.

The Student Opinion Survey reflected positive results in:

- * Sense of Connectedness - four-year average reflects 87.8%, above similar schools and the state.

The Staff Opinion Survey reflected positive results in 'School Climate' at 89.4%, above state average of 77.8%.

Frankston Primary School is proud of our positive connected school environment that supports the wellbeing of our whole community - students, families and staff.

Finance performance and position

Frankston Primary School maintained a sound financial position throughout 2021.

During 2021, many sub program budgets were again not utilised for their intended projected spending throughout the year due to meeting changing demands in response to COVID-19. The school saw considerably more funds required to meet the on-going demands of replacing teaching staff with Casual Relief Teachers.

The 2019 - 2022 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for the allocation of our sizeable equity funds. This included financing our Learning Specialist 0.4 for instructional coaching with teaching staff and 0.2 peer observation support, funding a 1.0 learning intervention teacher along with Tutor Learning Funds 12 hours of additional ES staff support supporting students with additional needs. The allocation of this additional staffing was well utilised during the COVID-19 year - with our Learning Specialist continuing to utilise instructional coaching and mentoring to support teacher as our school responded to the on-going, ever-changing and evolving needs of remote learning. Our Learning Intervention Teacher continued to support targeted students through remote on-line teaching, providing literacy resources to students and families and supporting classroom teachers in meeting targeted student learning needs. Our additional ES staff support were well utilised during the 2021 COVID-19 year to support the wellbeing of our students, families and community and in particular the school's growing high-level response to onsite learning support.

Unspent government program funds, such as Respectful Relationships, Student Excellence - High Ability Program and Swimming Support Program were rolled over into 2022.

During 2021 School Council completed a number of grounds condition projects utilising funds from the High Yield Account, including carrying out the second year of our School Council Painting Maintenance Program.

During 2021 the school was successful in securing three grants from the VSBA. Two through the rolling facilities audit - \$20 000 for further condition maintenance items identified in the audit and the second for \$95 000 for items identified from a further roof specialist assessment. The third grant was through the remote learning shade sails grant to provide further shaded outside learning areas.

The Minor Capital Works Grant works for our toilet refurbishments was delayed late 2021 due to COVID interruptions. We are looking forward to all of these works being completed during the 2022 year.

For more detailed information regarding our school please visit our website at
<https://www.frankstonps.vic.gov.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 240 students were enrolled at this school in 2021, 126 female and 114 male.

15 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

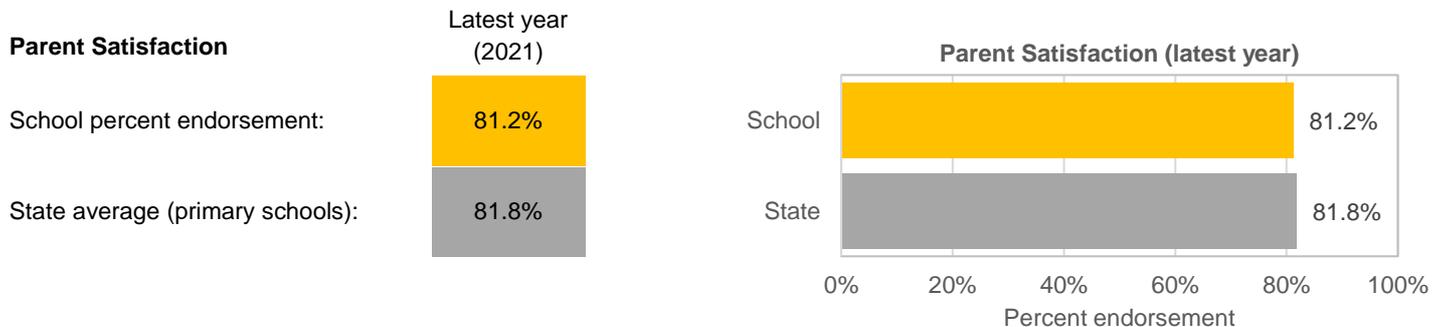
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

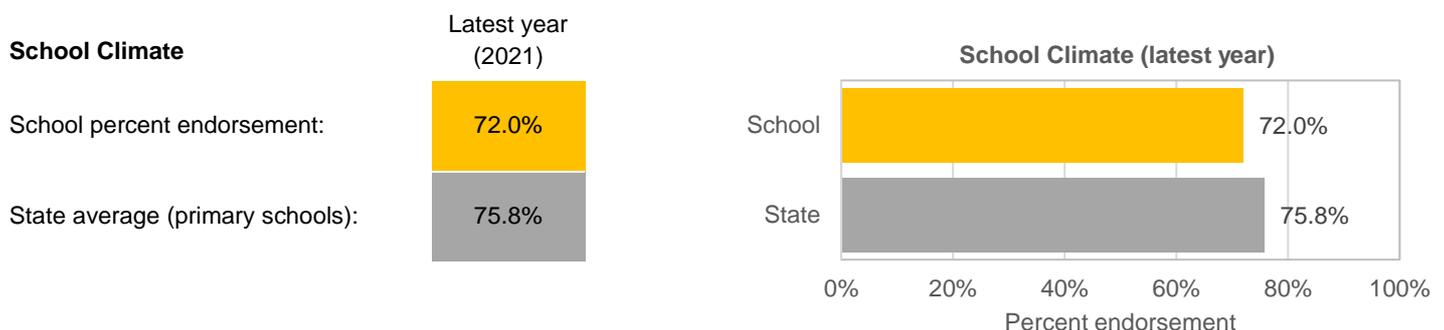


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

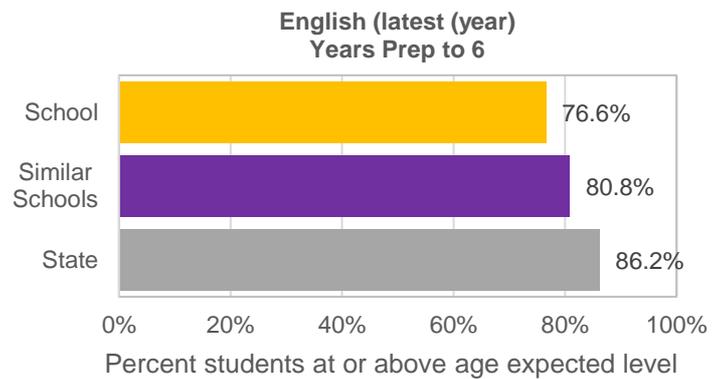
76.6%

Similar Schools average:

80.8%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

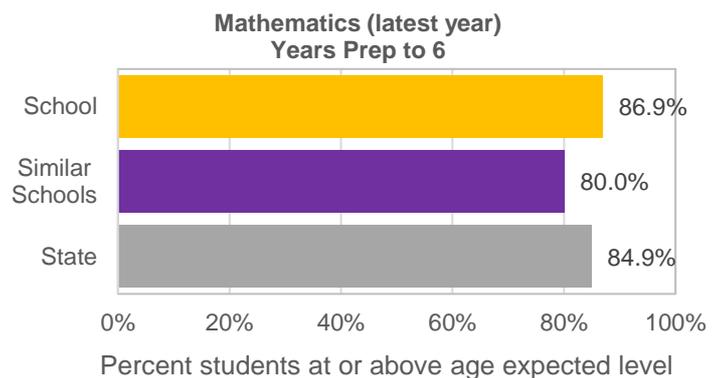
86.9%

Similar Schools average:

80.0%

State average:

84.9%



ACHIEVEMENT (continued)

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

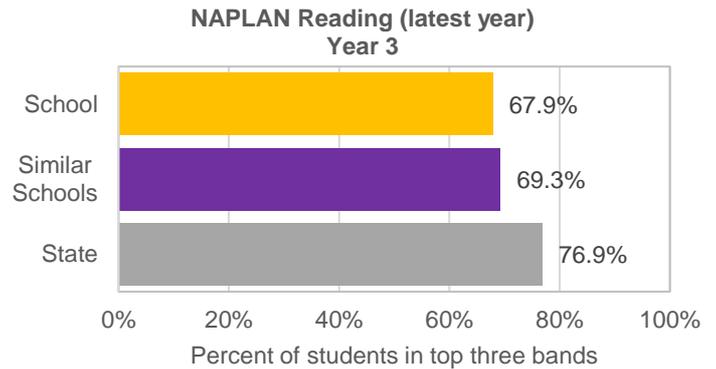
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

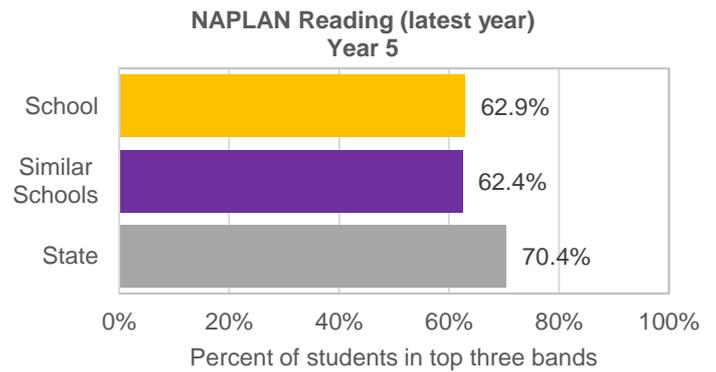
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.9%	75.0%
Similar Schools average:	69.3%	70.2%
State average:	76.9%	76.5%



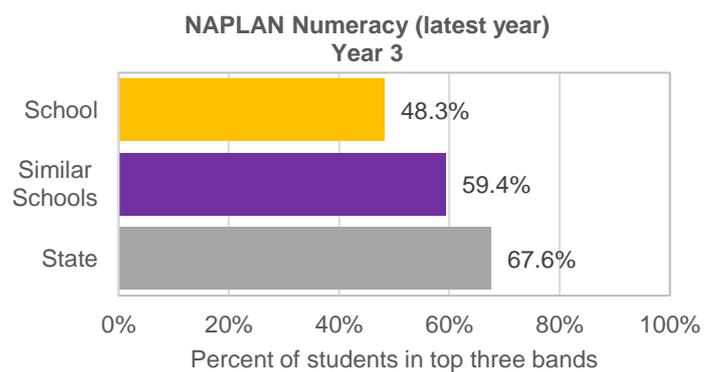
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.9%	62.8%
Similar Schools average:	62.4%	60.6%
State average:	70.4%	67.7%



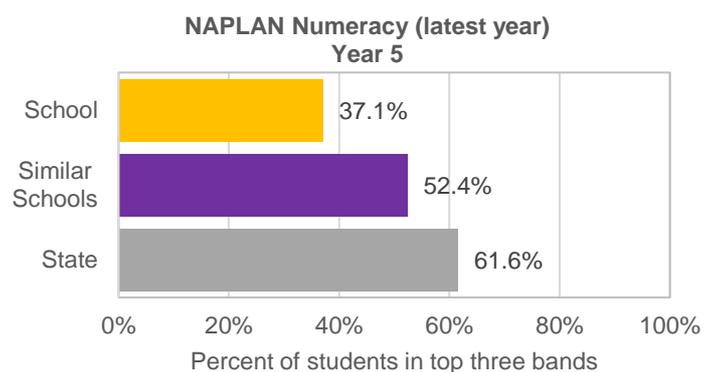
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.3%	47.9%
Similar Schools average:	59.4%	61.8%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.1%	44.9%
Similar Schools average:	52.4%	50.4%
State average:	61.6%	60.0%



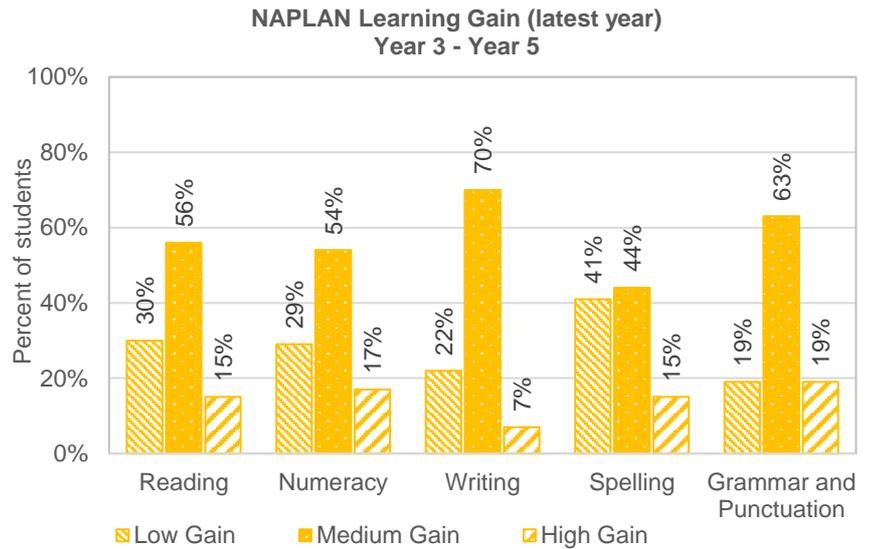
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	30%	56%	15%	19%
Numeracy:	29%	54%	17%	19%
Writing:	22%	70%	7%	20%
Spelling:	41%	44%	15%	20%
Grammar and Punctuation:	19%	63%	19%	19%



ENGAGEMENT

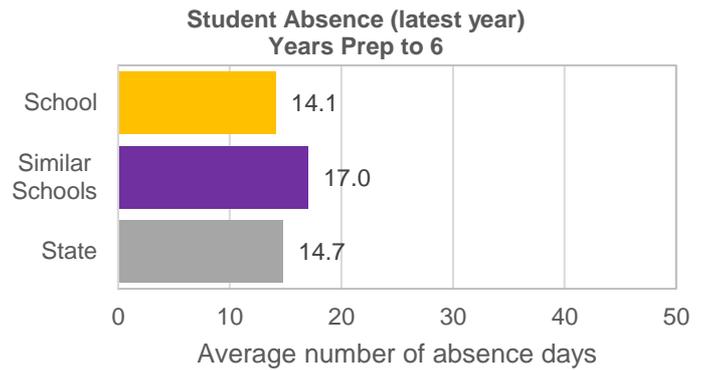
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.1	15.1
Similar Schools average:	17.0	16.8
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):	93%	94%	94%	93%	94%	91%	92%

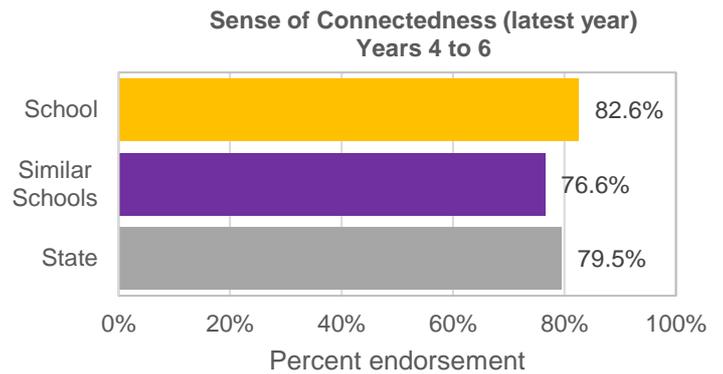
WELLBEING

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:	82.6%	87.8%
Similar Schools average:	76.6%	77.3%
State average:	79.5%	80.4%

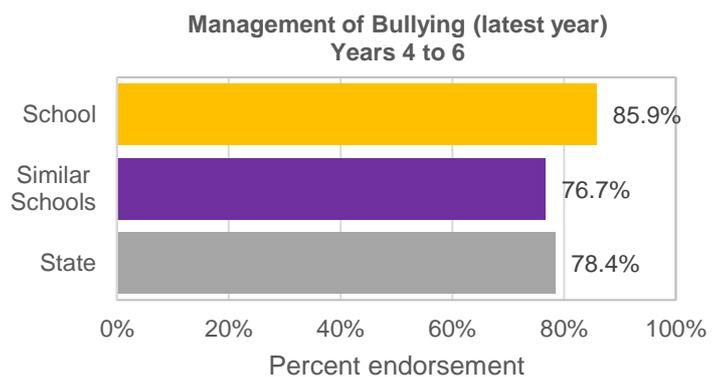


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	85.9%	89.1%
Similar Schools average:	76.7%	77.3%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,565,685
Government Provided DET Grants	\$450,397
Government Grants Commonwealth	\$9,900
Government Grants State	\$0
Revenue Other	\$6,791
Locally Raised Funds	\$75,497
Capital Grants	\$0
Total Operating Revenue	\$3,108,271

Equity ¹	Actual
Equity (Social Disadvantage)	\$245,473
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$245,473

Expenditure	Actual
Student Resource Package ²	\$2,342,446
Adjustments	\$0
Books & Publications	\$1,117
Camps/Excursions/Activities	\$32,935
Communication Costs	\$2,937
Consumables	\$47,242
Miscellaneous Expense ³	\$36,647
Professional Development	\$11,062
Equipment/Maintenance/Hire	\$48,958
Property Services	\$74,808
Salaries & Allowances ⁴	\$54,767
Support Services	\$73,785
Trading & Fundraising	\$6,510
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$0
Utilities	\$17,205
Total Operating Expenditure	\$2,750,479
Net Operating Surplus/-Deficit	\$357,792
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	\$406,004
Official Account	\$19,211
Other Accounts	\$0
Total Funds Available	\$425,215

Financial Commitments	Actual
Operating Reserve	\$58,174
Other Recurrent Expenditure	\$3,205
Provision Accounts	\$0
Funds Received in Advance	\$10,889
School Based Programs	\$19,029
Beneficiary/Memorial Accounts	\$3,260
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$11,900
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$159,268
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$265,724

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.