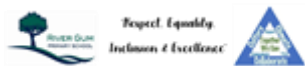


2020 Annual Report to The School Community



School Name: River Gum Primary School (5130)



- 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 25 March 2021 at 02:42 PM by Robyn Trzeciak (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 25 March 2021 at 02:44 PM by Ben Goetjens (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

VISION

"At River Gum Primary School students own their learning and teachers use their pedagogical knowledge to personalise learning. We value community, relationships and reflection."

VALUES

River Gum Primary School's objective is to ensure all students leave our school with a practical understanding of the curriculum. Providing every student with knowledge, skills and attributes that will enable them to set and achieve ambitious personal and educational goals.

River Gum Primary School's values are Respect, Equality, Inclusion and Excellence:

- We respect ourselves, others, our school and property, and understand that our attitudes and behaviours have an impact on the people around us.
- We model and demonstrate inclusion, and take every opportunity to embrace diversity and ensure others feel welcome.
- We model and demonstrate equality, and take every opportunity to ensure that everyone has equal access and opportunities to succeed and grow.
- We strive for excellence, which means trying our hardest and doing our best.

MOTTO

Together We Can- for every child, every day.

PURPOSE

River Gum Primary School's mission is to provide students with the best possible foundation in life through a well-rounded education. This will allow opportunities for our students to live fulfilling, productive and responsible lives. River Gum Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

WORKFORCE COMPOSITION

- Teachers: 45 (including Leadership Profile) (made up of a mix of full time and part time staff)
- ES staff: 18 (made up of a mix of full time and part time staff)
- School Leadership Profile:
 - Principal
 - x2 Assistant Principals
 - x3 Leading Teachers
 - x3 Learning Specialists
 - x1 Social Worker
- Office staff: 4 including Business Manager

SCHOOL SIZE, STRUCTURE & GEOGRAPHIC LOCATION

At the end of 2020 we had 539 student enrolments.

We are located in the suburb of Hampton Park in the City of Casey.

There were 26 classes and a range of Specialist classes offered including Art, Music, Performing Arts, Physical Education, Mandarin, Science & Technology & Library.

SOCIAL AND ENROLMENT CHARACTERISTICS

67% of students were equity funded in 2020.

Our SFOE is high (.6474)

We have a culturally diverse school population with 50% of students eligible for EAL funding.

62% of students speak another language at home.

PROGRAM DETAILS FOR OVERSEAS STUDENTS

Overseas students are offered the same instructional practices and programs as the rest of our student population.

Framework for Improving Student Outcomes (FISO)

Our school faced a variety of unprecedented challenges due to Covid. During this time our school demonstrated resilience and collegiality to bring about success despite the challenges faced. Our school community showed great empathy and support for our work as we navigated many new and often rapid changes. Our ability to meet and measure school goals accurately was impacted by Covid as we were unable to use regular data sets that we would ordinarily have access to reflect upon our progress. Teacher judgements were completed based on minimal face to face instruction time.

There is lots to celebrate from 2020, as we have successfully worked together flexibly to adapt to ever changing needs and expectations as they have arisen. We have found many aspects of 2020 and the different ways of working together that we would like to keep moving forwards into 2021.

In Excellence of Teaching & Learning we continued to work towards the consistent implementation of our whole school Instructional Model. Remote Learning required an adaption of our whole leaning approach to which had a positive impact on effective teacher practices and aligning the Instructional Model within in and between teams using shared planning templates and the consistent use of Google Slides, Seesaew & Microsoft Teams. PLCs functioned more effectively with high levels of trust and with the use of technology grew their capacity to reflect on their own and each others practice.

We started to implement the Improvement Cycle within our PLC. This was achieved through documenting the process, with clear procedures and protocols to be followed during PLC meetings. The most successful part of this included a template for goal setting, using PEERS goals derived from 'The Impact Cycle' by Jim Knight. This template enabled teams to set short-term, realistic, and motivating goals for their own strategies for improvement using the HITS of questioning, feedback, and structuring lessons. Feedback indicated that this process was more engaging, and the focus on teaching strategies allowed time and space for planning, implementation, and monitoring. This influenced improvements in student outcomes which was motivating and fulfilling for our teachers. This shift has begun to embed a culture of honest and sustainable improvement in our PLCs. Remote learning helped immensely with overcoming the most common barrier, with teacher self-reflection through video to obtain microdata being an expectation. As teachers were becoming comfortable with technology and seeing themselves teaching, they were increasingly confident to use this as a method of self-reflection. In turn, they experienced the value of video for reflection and truthfully acknowledged their current reality. From there, very specific and effective goals for improvement were achieved. Our PLC has created the ability for our school to differentiate professional learning for teachers. Our Professional Learning schedule supports our PLC improvement cycles and areas of focus determined through the culture of reflection. PLC PEERS goals determine professional learning specific to the needs of each team within our PLC.

A highlight for our school was our recognition to be nominated as a finalist and win our category in the VEEA awards for our High Ability practice program.

In Positive Climate for Learning the goals became more centred around the ways in which we could support and prioritise the Wellbeing of our students and school community. The Engagement & Wellbeing team mobilised our Breakfast Club to meet the needs of our families by distributing food hampers. We offered weekly engagement competitions and a weekly wellbeing day where teachers checked in with our families. A highlight was Wellbeing on wheels, where leaders visited families to distribute items. In a time of isolation we were able to create a strong sense of connectedness to school through these initiatives.

Student leadership was not able to run in its regular form, however school captains were able to participate and host virtual live streamed assemblies.

Our survey data from Parents showed positive endorsement across all modules of 90% or higher.

Our survey data from Staff showed increased improvements in positive endorsement in all modules.

Achievement

In early 2020 we completed training for 28 teachers and 2 ES staff in the Orton Gillingham Multisensory structured language approach. We implemented this approach across our whole school for 3 hours per week to address the identified areas for improvement in reading. Before remote learning, we began developing and implementing lesson plans that follow the very specific and structured OG scope and sequence. During remote learning, it was challenging to implement this structured approach, however, we could continue documenting the lesson plans for the scope and sequence that will be used at our school from 2020. Our 2020 goal is to have 5 sessions per week of OG MSL for all students in F-2, and 3 sessions per week in years 3 and 4. It will also be used as an intervention approach in years 5 and 6. The whole school will be following our documented lesson plans from the OG Scope and Sequence.

In 2019 River Gum's Numeracy Program continued to be led by the 'Big Ideas in Number' by Dianne Siemen as our whole school approach. The overall goal of our maths program is to have students who are proficient in problem-solving, reasoning, understanding and fluency. This is the goal that leads to our practice being focused on authentic real-world mathematics. Remote learning was a challenge for mathematics due to the inherent difficulty to differentiate tasks. A goal leading into 2021 is around the idea of building consistency of practice related to the HITS of: differentiation, feedback and questioning. The maths team at River Gum is building a 'playbook' of effective practices in mathematics that will include our non-negotiables in relation to our instructional model connected to videos of teachers demonstrating effective practice as well as connecting the instructional model. The maths team is also looking at maintaining the home school connection that was built through Covid-19. We have developed 'Rainbow Maths' a website that connects student's goals to activities and games that they can do at home with their parents. In 2019 after remote learning a significant focus was placed on curriculum and ensuring that we are prioritising a spaced learning curriculum. A suite of documentation was created including but not limited to: A school-wide scope and sequence focusing on a spiraled curriculum for spaced learning, a learning progression document that shows the expected success criteria for topics from F-6, I can statements connected to our scope and sequence and a whole school weekly planner. The observation, feedback and adjustments to the implementation of the spiralled curriculum scope and sequence will be priority work in 2021.

In 2019 we ran a substantial intervention and extension program. Following a research-based approach we had expert teachers engaging in a 'push in' program focusing on both intervention and extension in reading and numeracy. We had 7 teachers equalling 2.2 FTE engaging students in small group Orton Gillingham Synthetic Phonics reading intervention as well as utilising the Monash Getting Ready in Numeracy approach. In extension, we focused on reciprocal reading groups as well as nonfiction embedded novel studies to help facilitate text to world connections for some of our students who often lack experiences or situational vocabulary. Our numeracy extension program was a combination of explicit direct instruction and project-based learning. During the remote lock down our intervention and extension teachers had to focus primarily on the intervention groups and OG sessions. The extension program adapted during the remote learning period to include our high ability program in which we were fortunate enough to win a Victorian Education and Excellence award for Outstanding Provision of High Ability Students.

Our High Ability program was derived from the research around flipped learning and inquiry-driven project-based learning. We utilised a portion of our VHAP funding to post the question 'How would you improve River Gum with \$7000?' Students would work through stages of inquiry with explicit instruction through asynchronous videos that would facilitate the output from each stage. Students completed tasks such as: persuasive writing, budgeting, research, note taking, summarising, marketing, web design and speech writing and delivery. Students were able to choose their own curriculum and develop next steps for the output. Some of the student's proposals included after school programs, school canteen and sensory rooms. A school vote was completed after the speeches and the winning proposal of a school canteen was put into action starting in term 1 of 2020.

In 2019 we participated in a pilot program with Monash University, the program is called the MITY (Monash Intensive Teaching Year) Program. Pre-service teachers are with our school for an entire semester 3 days a week. They have a mentor teacher but are for the most part connected to a PLC year level. They act as an additional teacher leading small group intervention or extension groups while growing their capacity through FISO improvement cycles. We use the gradual release of responsibility model which lends to the MITY student eventually taking full control of the class in preparation for entering the workforce. The MITY program has proven to be mutually beneficial for both the pre-service teachers as well as the school. Evidence would suggest that the students who worked with the MITY students had higher growth than their peers.

In 2019, River Gum continued the Readers and Writers workshop approach in English developed by the Department of Education. Central to this approach is building a strong reading culture across our school where students see themselves as readers and writers and ultimately develop a love of reading and writing. Throughout this approach, students engage in authentic literacy experiences where they are immersed in diverse literature allowing them to feel seen, valued and celebrated. An area of literacy that was lacking from our 2019 data was the decoding skills for students to fully participate in the workshop approach. If students are unable to decode, they are not able to comprehend what they are reading. Therefore, in Term 1 2020 professional learning for many staff members was provided in the Orton Gillingham Synthetic Phonics Program and was implemented by teachers in Foundation to Year 4. This allowed our students to apply decoding strategies learnt in Fluency sessions to improve their understanding of texts which built their confidence and allows them access to success. During 2019, feedback from teachers suggested that further consistency of practice amongst PLTs in English was required. Several whole school documents were created in collaboration with teachers such as Text Study planners and Scope and Sequence documents in all areas of English unpacking targeted Priority Standards. These documents allowed teachers to focus on the HITS of differentiation, feedback and questioning and the ability to set personalised learning goals with their students all areas of English. These documents are reviewed each term by gaining feedback from teachers on areas for improvement. This will be a continued focus in 2020.

Engagement

Prior to Remote Learning commencing, every student was contacted by their teacher initially to clarify their potential onsite requirements and whether they had a suitable device and home internet. Subsequently 330 ipads were loaned out, with appointments scheduled for collection of device. Internet provision was initially sought through DET, however we then made applications to State School Relief. Vulnerable Students (PSD, Refugee, OOH, Aboriginal Torres Strait Islanders) were given careful consideration and were offered to return on site for remote learning if they were unable to access the curriculum, or wellbeing was not tracking well. We felt by setting up our families and expectations for the remote period would allow students to have the best opportunity to remain engaged and be successful during remote learning period.

Potentially through increased interactions with our families, we were allowed an opportunity to “trust” our families more, whilst our families also gained greater insights into their child/ren’s learning. Teachers reflected on having a greater understanding of their student’s home environment and potential obstacles. Microsoft teams allowed a greater sense of engagement between teachers, students and their peers, and allowed for increased dialogue if required with families. We felt this enabled high attendance throughout the remote period.

Our attendance team met daily to address any concerns in a timely manner. All students that hadn't engaged with remote learning were identified after 2 days of absences and would be contacted by the attendance team using emergency contacts if necessary. We defined attendance as in engaging with a wellbeing lens. We created a lot of fun online events to encourage students to continue to engage with us.

We will continue to have a robust attendance team that identifies students to know in a timely manner. We have also set up a reward system for students in F-2 as this was a major concern prior to remote learning.

Wellbeing

A Wellbeing action plan was developed prior to the remote learning period, this allowed our staff clarity of process and clear guidelines with regards to student/family wellbeing related matters. Students of concern were discussed at each PLT meeting, and from that were transferred to wellbeing for follow up. Vulnerable students were tracked with phone calls and through the use of Microsoft Teams. Where necessary, some of these students returned on site to allow us to better understand and monitor their wellbeing needs. Students and their families were surveyed on two occasions throughout the period, to understand how students and families were tracking with regards to their academic and wellbeing needs. We established a Virtual Staff room for our staff which allowed an opportunity to take a break with colleagues and attend to their own wellbeing. Staff were routinely offered EAP links, and reminders on prioritising their own wellbeing.

We modified our Breakfast Club and offered food packs through our links with Foodbank and Bakers Delight.

We launched “Wellbeing on Wheels” where we asked every staff member to nominate a student who had overcome obstacles to engage in on line learning, and we did home visits to these students to offer them encouragement and a craft pack. At this time we also delivered food packs to vulnerable families.

Our Respectful Relationships was temporarily paused (Based on RRRR advice), however we continued to offer The Resilience Project.

Student Voice potentially increased during the remote period, as the Pivot survey was complete and further surveys were offered that explored their experiences. AToSS to school has been placed on hold at this time, therefore may affect our reflection of data outcomes.

Weekly meetings with student leaders were offered, and their goals were modified to reflect the remote learning.

Due to remote learning, we hope staff have a better insight in our families home environment, therefore this reflects in a positive endorsement in relation to trust in our parents.

Our events have been paused until further notice. Three way reporting has unfortunately been placed on hold due to Covid 19 restrictions.

We hosted a transition session for Foundation to Year two prior to commencement back to onsite learning. This allowed an opportunity to engage, monitor and reassure both students and families. Our PSD Students were a priority, as well as other vulnerable students identified by our teaching staff and wellbeing. Owing to the success of this transition session, we again offered it for Year 3-6 prior to their commencement to on site learning.

Our communication with families has increased, and moving forward it would be ideal to maintain this.

We recognised the value add of home visits and feel that this may be appropriate moving forward to continue to engage and track wellbeing. An insight into the home environment was gleaned through these visits, and it is idea in early conception that we will try and record podcasts around our family’s early experiences and life history.

We offered a virtual assembly, and feedback was gained around the accessibility of the recording being available.

Financial performance and position

The financial position as at 31st December 2020, as indicated by all reconciled bank accounts for River Gum Primary School, was \$923,886. This includes cash operating revenue of \$1,345,414, cash operating expenditure of \$876,058 and capital expenditure of \$57,971. The cash surplus of \$411,385 was due to the inability to continue with planned educational programs and maintenance as a result of the COVID19 pandemic. The SRP credit surplus of \$124,197 was due to managing staff leave internally as approved through consultation.

Extraordinary revenue and expenditure for 2020:

Revenue

Equity funding \$1,445,080 Cash and Credit equity funding – Used on additional human resources and priority areas in the AIP

Sporting Schools Grant \$4,400 Australian Federal Government Initiative

PPWCMA Grant \$2,000 Building a nature reserve
Pre-service teacher practicum \$13,482 Teaching academy initiative - used toward teacher supervision payments & professional development
Gymnasium Hire \$528 Gym hire – General revenue
Uniform Commission \$1,210 Primary School Wear (PSW) Agreement – General Revenue
Targeted Funding \$5,259; \$1,290 SEVR PLC, \$3,968 TAPP Reimbursement
Donations \$1,600 – toward graduation awards and family hampers

Expenditure

Leased Equipment - iPads, Student Laptops, Interactive TV's and Electronic Whiteboards \$ 226,209 Inclusion and technology for equity.
Student and common area furniture \$ 31,267 Replacing old furniture
Professional Development - MSL Training \$18,371 Intervention strategy and building teacher capacity to implement MSL
Classroom library books \$4,940 To support AIP reading goal
Foundation building maintenance project \$38,284 Building maintenance
Walkway structure \$ 15,500
Server \$13,800 Technological equipment upgrades
River Gum Performing Art Centre \$25,000 toward COVID19 salary support
Gymnasium painting project \$12,622 Building maintenance

For more detailed information regarding our school please visit our website at
<https://www.rivergumps.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 523 students were enrolled at this school in 2020, 259 female and 264 male.

67 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.

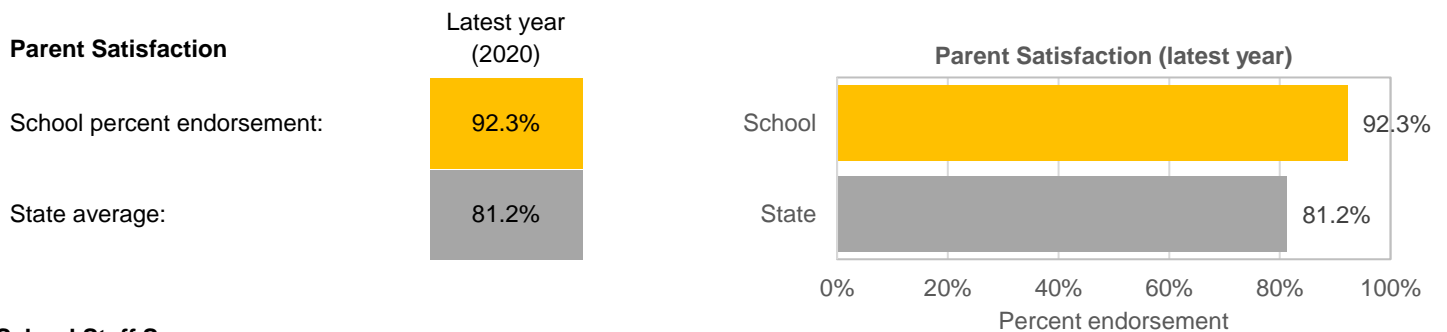
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

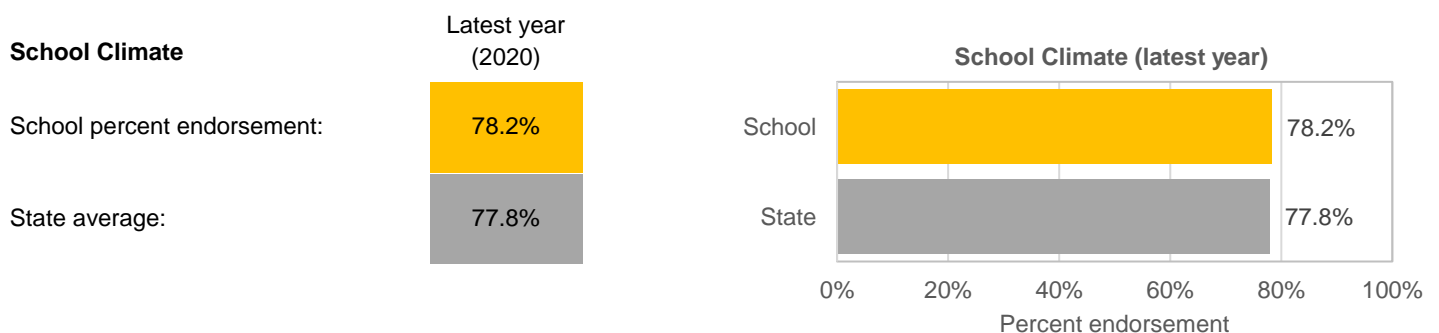


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

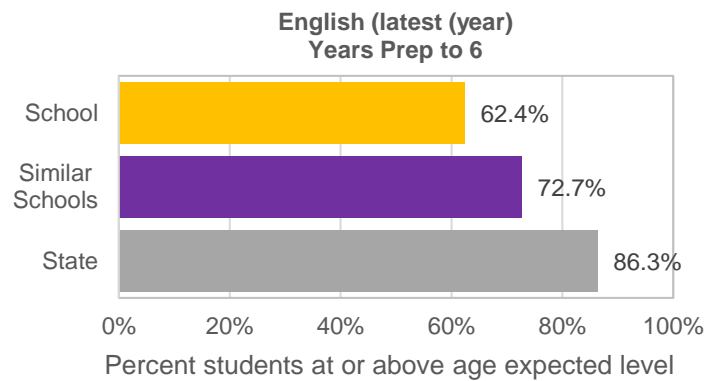
62.4%

Similar Schools average:

72.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

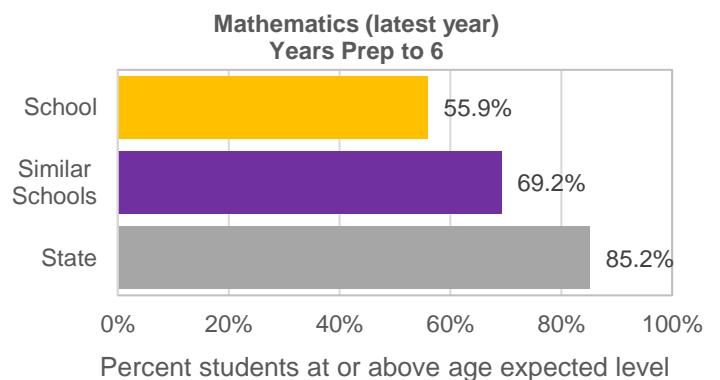
55.9%

Similar Schools average:

69.2%

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

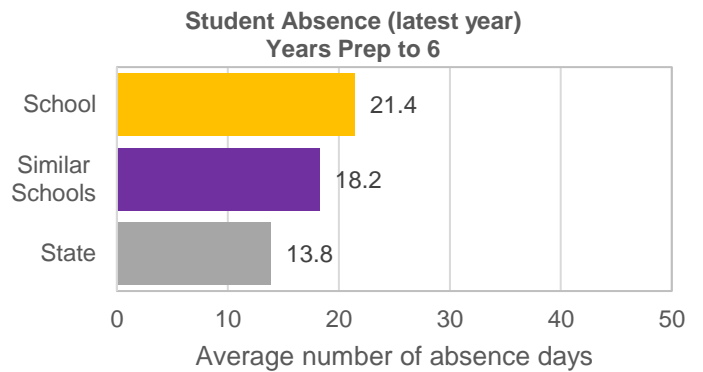
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.4	16.9
Similar Schools average:	18.2	17.7
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):	84%	88%	89%	87%	90%	93%	92%

WELLBEING

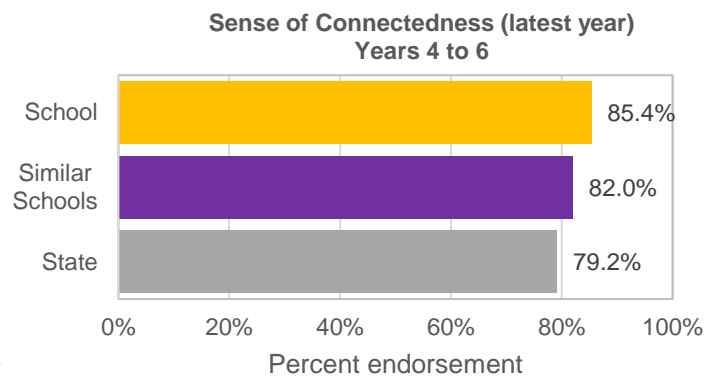
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

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:	85.4%	83.9%
Similar Schools average:	82.0%	84.3%
State average:	79.2%	81.0%



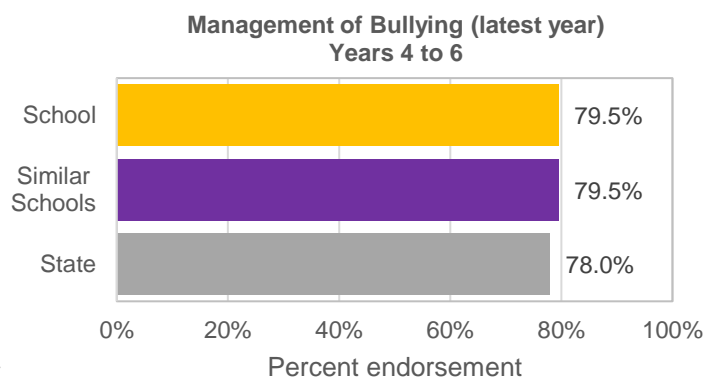
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	79.5%	80.2%
Similar Schools average:	79.5%	82.2%
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	\$6,118,215
Government Provided DET Grants	\$1,215,699
Government Grants Commonwealth	\$17,882
Government Grants State	\$2,000
Revenue Other	\$9,388
Locally Raised Funds	\$100,445
Capital Grants	NDA
Total Operating Revenue	\$7,463,629

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,445,080
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,445,080

Expenditure	Actual
Student Resource Package ²	\$6,002,245
Adjustments	NDA
Books & Publications	\$9,358
Camps/Excursions/Activities	\$56,398
Communication Costs	\$5,046
Consumables	\$114,505
Miscellaneous Expense ³	\$36,179
Professional Development	\$15,400
Equipment/Maintenance/Hire	\$302,014
Property Services	\$97,086
Salaries & Allowances ⁴	\$117,151
Support Services	\$58,595
Trading & Fundraising	\$18,351
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$45,976
Total Operating Expenditure	\$6,878,303
Net Operating Surplus/-Deficit	\$585,326
Asset Acquisitions	\$57,971

- (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	\$851,009
Official Account	\$72,877
Other Accounts	NDA
Total Funds Available	\$923,886

Financial Commitments	Actual
Operating Reserve	\$135,434
Other Recurrent Expenditure	\$7,080
Provision Accounts	NDA
Funds Received in Advance	\$133,316
School Based Programs	\$60,079
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$177
Repayable to the Department	\$300,000
Asset/Equipment Replacement < 12 months	\$37,650
Capital - Buildings/Grounds < 12 months	\$230,365
Maintenance - Buildings/Grounds < 12 months	\$19,786
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$923,886

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.