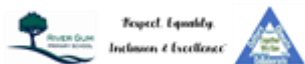


# 2021 Annual Report to The School Community



**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](http://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 28 March 2022 at 09:10 AM by Robyn Trzeciak (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 08:03 AM by Ben Goetjens (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

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### School context

#### Our 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.”

#### Our 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.

#### Our Motto:

Together We Can- for every child, every day.

#### Our 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.

#### Our Workforce Composition:

FTE: 59

Aboriginal Torres Strait Islander Staff: 0

#### School Leadership Profile:

- x1 Acting Principal
- x1 Assistant Principal
- x3 Leading Teachers (inc. X1 Acting position)
- x4 Learning Specialists (inc. x2 Acting positions)
- x1 Social Worker

Office staff: 4 including Business Manager

#### Our School Size, Structure & Geographic Location

At the end of 2021 we had 527 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, Physical Education, Science & Technology, EAL & Library.

#### Our Social and Enrolment Characteristics:

68% of students were equity funded in 2021.

Our SFOE is high (.6381)

We have a culturally diverse school population with 47% of students eligible for EAL funding.  
64% of students speak another language at home.

Our Program for Overseas Students:

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

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## Framework for Improving Student Outcomes (FISO)

Our school faced a variety of unprecedented challenges for a second year 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.

Through self evaluation against our 2021 Key Improvement Strategies, we were able to partially meet 12 month targets set in the 2021 AIP. We identified areas for improvement and development. We recognise the ongoing effects of the pandemic during 2021, and the way in which this required us to shift our focus to meet the changing needs of our school community, particularly in the areas of Engagement & Wellbeing. 2021 presented us with many new challenges and we have had to be innovative in our thinking and approaches to learning and wellbeing. Wellbeing home visits and check ins from classroom teachers and leadership and the redistribution of Foodbank resources were important pulse checks for tracking families through out the year. Communication with our school community was important and timely, and we regularly used Seesaw and Facebook to communicate messages.

We were once more flexible in our delivery of remote learning and further adapted our teaching approaches to digital platforms based on feedback, while ensuring that all students had access to devices while at home. We continued to develop our use of the Improvement Cycle in our PLCs strongly linked to teacher professional learning.

Professional Learning focused on providing teachers with knowledge they could apply including:

- Fast and effective assessment
- The reading comprehension blueprint
- Closing the reading gap
- Powerful teaching
- Pivot survey data

PLCs used their Improvement Cycles to look at day to day teaching strategies to improve student learning, and a continued focus on improving formative assessment to inform teaching. Teachers tracked attainment data using whole school data sheets.

Teachers collaborated to further develop curriculum documentation in English and Maths linked to our whole school Instructional Model. This aligns with research on the science of learning, spaced learning and retrieval practice.

Despite remote learning we are embedding a learning culture built on trust, where teachers value collaboration and the use of evidence based research to inform their teaching. PLCs drive our school improvement agenda, with an emphasis placed on effective teaching strategies and reflection on their application through the improvement cycle drawing upon coaching, student formative feed back and micro data tools to inform team discussion. The work of 2021 has provided us with clear next steps and actions to move forwards into 2022.

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## Achievement

## ENGLISH

### Phonics

In 2020 we created the scope and sequence for phonics based on the work of the Orton Gillingham Multisensory structured language approach. In Term 1 2020 30 staff members were trained in OG MSL, in addition to the 12 staff members trained in 2019. OG MSL focuses on students learning letter names, letter sounds, red and green words and applying these concepts in reading and writing through words to read and dictation.

We implemented this approach across our whole school.

- F-2- 5 hours
- Middles- 3 hours
- Senior school- uses OG MSL as intervention for their students

The scope and sequence assisted with OG MSL continuing through remote learning as students had been exposed to the structure of MSL at school and this structure stayed the same and was converted into a seesaw activity. Students flourished with the consistency.

In 2021 the scope and sequence were modified based on the current needs of each year level.

The future goal includes continuing to use the OG MSL approach in the classroom and as an intervention response in the older years.

### Reading

We implemented the use of mentor and companion texts to shape our Reader's workshop. Staff completed text study planners each term. Our goal in reading is comprehension, ensuring students understand what they read. Next steps include introducing the reading rope to further develop student comprehension skills.

### Writing

Teachers have continued to model writing to our students and focus on different types of writing each term during Writer's workshop

Central to these approaches 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.

## MATHEMATICS

River Gum's Numeracy Program continued to be led by the 'Big Ideas in Number' by Dianne Siemen as our whole school approach with the inclusion of the four proficiencies. The four proficiencies are problem-solving, reasoning, understanding and fluency. The four proficiency assist students with open- ended tasks and real-world mathematics. The scope and sequence for Maths was created at the end of 2020 for F-6 based on prioritizing a spaced learning curriculum. In 2021 all classes implemented the scope and sequence and this was extremely beneficial during remote learning as it allowed Maths lesson to continue in a planned manner and students had been pre-exposed to numerous topics and were able to continue their learning.

Maths continued during remote learning with open ended challenges each Friday. The students love the open-ended nature of the tasks which meant families could work together. We have continued the use of open-ended tasks since the return to onsite learning.

Continuing to build the River Gum Primary School '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.

## INTERVENTION & EXTENSION (TLI)

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.

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.

Future goals including continuing intervention and extension groups to ensure all students have personalized learning and to support our AIP goal.

Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families

In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.

#### PSD STUDENTS

PSD students have continued to thrive at River Gum Primary School. After 1 year of remote learning and the return to school in 2021 it was seen that many of the PSD students were struggling to settle in at lunch and socialize. Therefore, social club was added in at snack and lunch to support these children in forming friendships.

PSD students have access to a modified curriculum in their classroom that allows them to participate in all classroom activities and to continue to achieve their goals. During remote learning PSD students were able to come onsite or had regular calls with an ES staff member to support them through completing their remote learning tasks.

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## Engagement

At the commencement of 2021, we offered all students an opportunity to engage in the full suite of specialist subjects the priority of the specialist programs was to engage students, make them feel excited about coming to school again.

In addition we collaborated with Footsteps Dance Company to offer all students from Foundation to Grade 6 an opportunity to engage in dance and the performing arts. Unfortunately we were unable to offer a concert due to ongoing Covid 19 restrictions. We were however able to offer students an opportunity to explore Harmony Day through dance and movement with Footsteps instead.

Regular feedback from students on learning was gathered through the Pivot Survey, and compared to the Student Attitude to Schools Survey. This data showed that the impact of remote learning on student engagement in learning needed to be a focus upon return to onsite learning. Remote learning also had an impact on teacher ability to maintain and build relationships with their students.

Our attendance team met regularly 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, including the use of prizes and class rewards once onsite learning had resumed.

We will continue to have a robust attendance team that identifies students to know and student non-attendance in a timely manner. Students are identified and discussed in PLTs and strategies are differentiated depending on the barriers and challenges for non-attendance. Home visits are included as a measure for reaching out to families to continuing to build trusting collaborative and supportive relationships with families.

We will continue to see Specialist Subjects as a priority in 2022, allowing students the opportunity to engage in all facets of learning. We will take this one step further by offering a range of electives for students in Year 6 so that they are given more choice in what they learn but also preparing them for transition into Year 7.

We will again focus on after school clubs and events in 2022, as we see the impact on the relationship building. Home visits have been a new found way of building relationships with our community over the past two years, and we see the potential, to use some of our time on Curriculum Days offering brief home visits to again enhance the opportunity to build relationships with our students and their families.

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## Wellbeing

In 2021, we documented a draft of our whole school wellbeing approach, and school wide positive behaviour model through consultation with all staff. Our intention to pilot this model and a hierarchy of consequences in a classroom was hindered by ongoing remote learning, however we envisage this document will be a fluid document, subject to changes and ongoing active and robust review throughout 2022.

Our staff ability to identify wellbeing concerns in students is well embedded, with our School Social Worker able to screen mental health concerns and general wellbeing, leading to discussions with families where the potential need for a referral to an external agency is identified.

Our intention to offer after school groups and activities in 2021 was significantly impacted by Covid 19 restrictions and ongoing interruptions due to lock downs and remote and flexible learning. We did however host a weekly after school gardening club for our middle students in Term 1, identifying students who have struggled socially post the return to school post the 2020 lock downs. This group allowed us the opportunity to model social skills, assist in forming social connections whilst allowing students to have some fun. In Term 2 we collaborated with Food Bank Victoria to offer a Cooking Program to a select group of students and their whole families. This was a program aimed at increasing food security, whilst teaching families about food safety and healthy eating. This program was an opportunity for us to build and enhance relationships with some of our families in an informal and relaxed environment, whilst providing key skills and knowledge around food security.

Whilst we were unable to hold a whole school event, we managed to offer a number of year level specific after schools events, tailored to enhance and build relationships with both families and students. A number of these events have however been postponed to 2022 due to ongoing restrictions.

Throughout the remote periods of school, we hosted a number of competitions aimed at maintaining engagement and connectedness to school for our students. Prize packs were delivered to students, where upon there was a opportunity to check in with students and families whilst adhering to the restrictions. In addition, Foodbank Breakfast Club food was delivered to vulnerable families, along with holiday packs of art and craft. This allowed our students to maintain connections, whilst providing practical support. Additionally, Term 3 and 4 saw an enhanced role for our MEA's to work alongside our wellbeing, to offer timely support and information to our Afgahni community, in light of the situation in Afghanistan. As the transition back to face to face learning occurred, we ensured our MEA's were visible to our families, in order to offer information in their language.

In 2022, our SEL will be focused primarily around Resilience Rights and Respectful Relationships, and we have decided to cease our partnerships with the Resilience Project. This allows our staff to focus on one SEL.

We have employed a Learning Specialist in Wellbeing, with the first priority being to prepare a Scope and Sequence in SEL. Alongside our Scope and Sequence, we will ensure there are adequate resources to support the delivery of the SEL, eg books, staff capacity and training. We have formed a RR group for Staff, with representation from every year level.

Our focus in 2021 was to build capacity through training and professional learning opportunities, which will enable staff to share expertise and knowledge throughout 2022.

As Wellbeing shifts in FISO 2.0, we see there may be some benefit to forming a Wellbeing Community of Practice with local schools, the intention to share resources, learnings and opportunities. This too has the potential for school wellbeing staff to access peer support and supervision.

We are developing a Wellbeing Handbook for all staff which will be available in 2022, with all supporting resources available. This will enable a shared knowledge and clarity among all staff.



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## Finance performance and position

The financial position as at 31st December 2021, as indicated by all reconciled bank accounts for River Gum Primary School, was \$1,368,146. This includes cash operating revenue of \$1,426,227, cash operating expenditure of \$ 968,867 and capital expenditure of \$33,172. The cash surplus of \$457,360 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 \$424,778 was due to managing staff leave internally as approved through consultation.

Extraordinary revenue and expenditure for 2021:

### Revenue

Equity funding \$ 1,438,902 Cash and Credit equity funding – Used on additional human resources and priority areas in the AIP

Sporting Schools Grant \$6,100 Australian Federal Government Initiative

School Planned Maintenance Program Grant - \$20,000

Pre-service teacher practicum \$20,538 Teaching academy initiative - used toward teacher supervision payments & professional development

Bridging the Digital Divide Funding - \$90,746

River Gum Performing Arts Centre - Balance transfer \$51,626, hire revenue \$20,497

Victorian Education Excellence Awards \$17,150

Uniform Commission \$1,416 Primary School Wear (PSW) Agreement – General Revenue

Targeted Funding \$4,072 TAPP Reimbursement

Donations \$2,100 – toward graduation awards and family hampers

### Expenditure

Leased Equipment - \$223,168 iPads, Student Laptops, Interactive TV's and Electronic Whiteboards - Inclusion and technology for equity.

Technology Equipment - iPad keyboards - \$39,998, Laptops \$11,840

Student and common area furniture \$ 36,461 Replacing old furniture

Painting Internal & External \$39,650 Building maintenance

Bridging the Digital Divide iPad replacements - \$24,306

Classroom library books \$19,309

**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 527 students were enrolled at this school in 2021, 243 female and 284 male.

64 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).

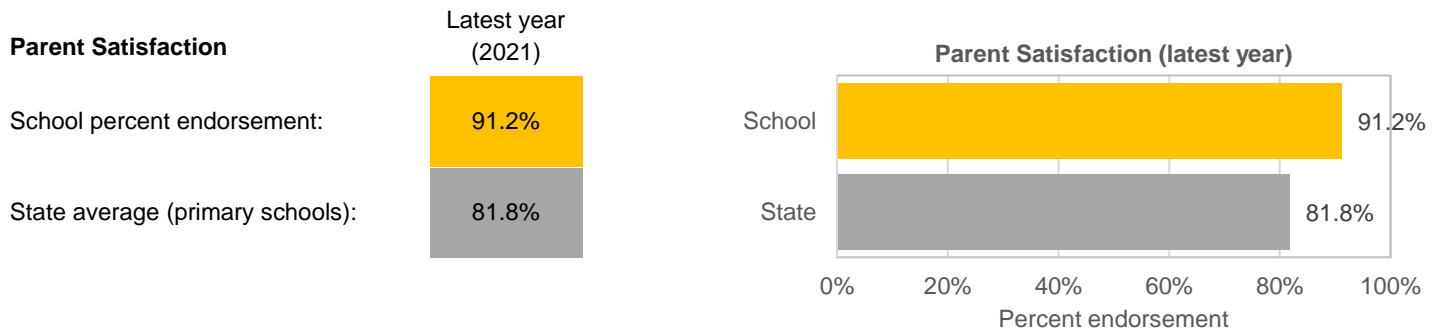
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

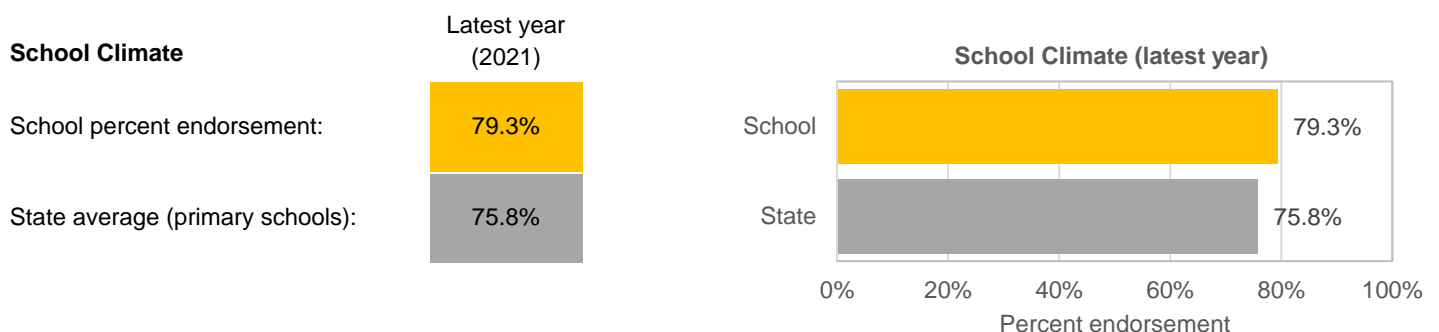


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

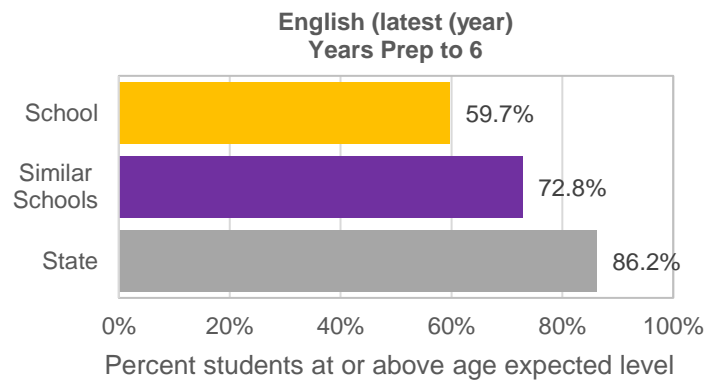
59.7%

Similar Schools average:

72.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

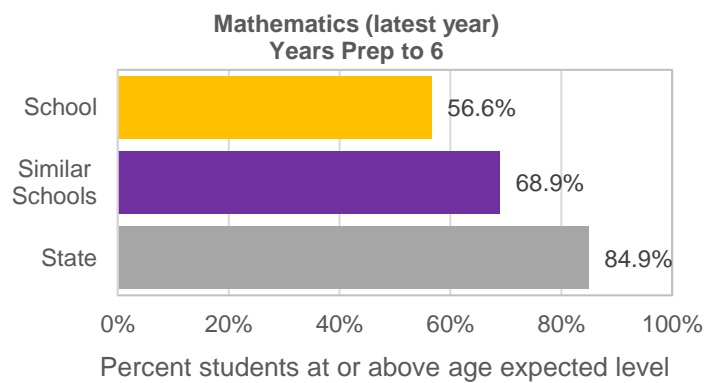
56.6%

Similar Schools average:

68.9%

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.

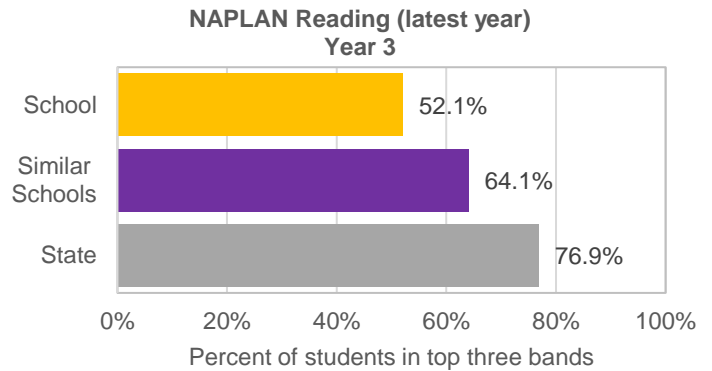
**NAPLAN**

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.

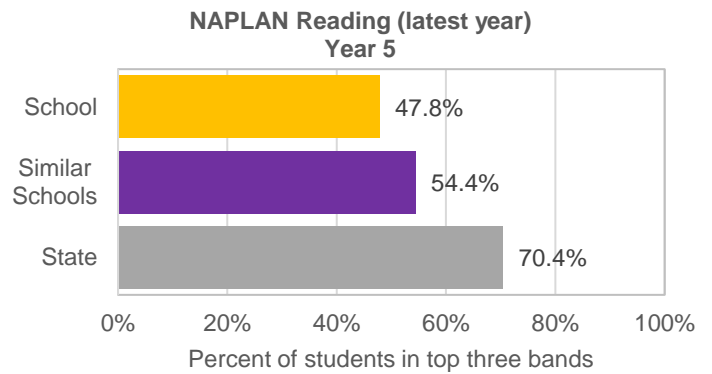
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	52.1%	51.2%
Similar Schools average:	64.1%	62.9%
State average:	76.9%	76.5%



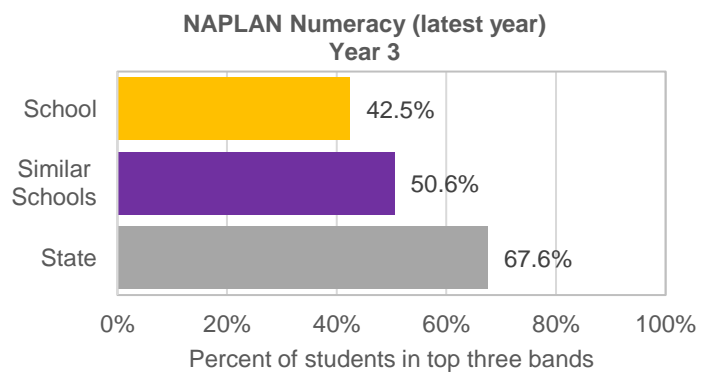
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.8%	36.4%
Similar Schools average:	54.4%	51.0%
State average:	70.4%	67.7%



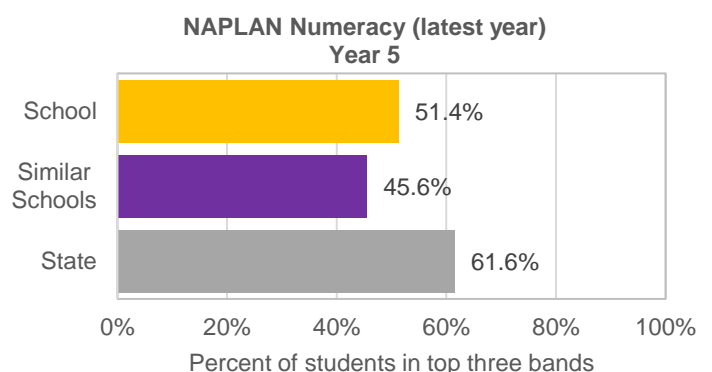
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.5%	41.7%
Similar Schools average:	50.6%	50.7%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.4%	38.3%
Similar Schools average:	45.6%	43.3%
State average:	61.6%	60.0%



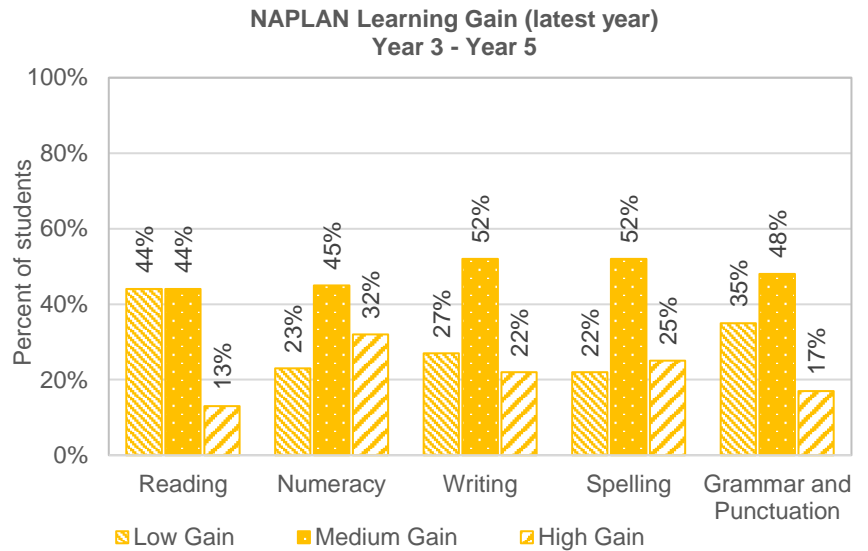
## ACHIEVEMENT (continued)

### 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:	44%	44%	13%	19%
Numeracy:	23%	45%	32%	24%
Writing:	27%	52%	22%	23%
Spelling:	22%	52%	25%	29%
Grammar and Punctuation:	35%	48%	17%	25%



## ENGAGEMENT

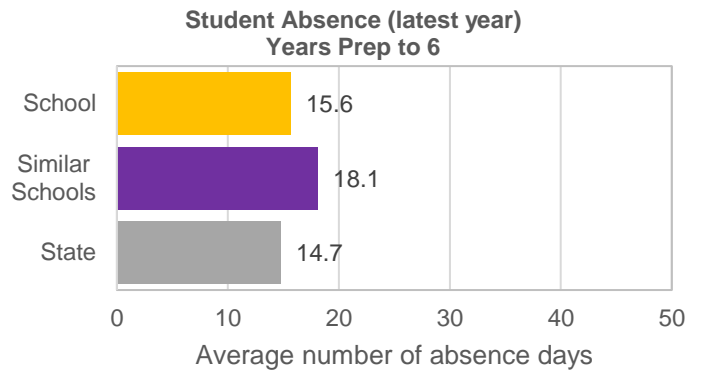
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.6	16.9
Similar Schools average:	18.1	17.8
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):	92%	91%	92%	92%	91%	92%	94%

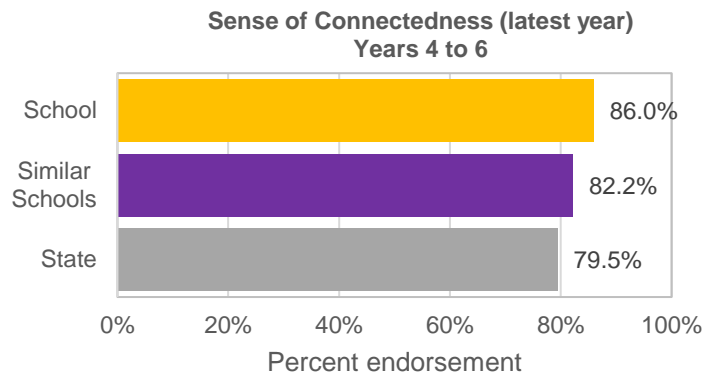
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	86.0%	86.9%
Similar Schools average:	82.2%	83.7%
State average:	79.5%	80.4%

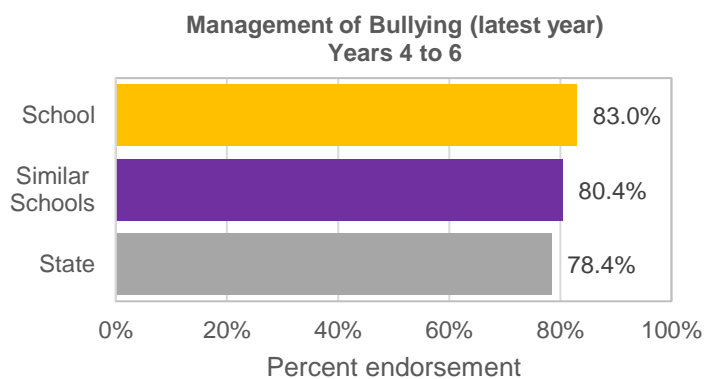


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	83.0%	82.9%
Similar Schools average:	80.4%	81.8%
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	\$6,365,597
Government Provided DET Grants	\$1,236,263
Government Grants Commonwealth	\$28,426
Government Grants State	\$0
Revenue Other	\$68,477
Locally Raised Funds	\$93,060
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,791,823</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,438,903
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,438,903</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,942,587
Adjustments	\$0
Books & Publications	\$19,309
Camps/Excursions/Activities	\$14,815
Communication Costs	\$5,119
Consumables	\$154,830
Miscellaneous Expense <sup>3</sup>	\$18,206
Professional Development	\$48,449
Equipment/Maintenance/Hire	\$341,886
Property Services	\$142,843
Salaries & Allowances <sup>4</sup>	\$56,181
Support Services	\$103,978
Trading & Fundraising	\$18,808
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,443
<b>Total Operating Expenditure</b>	<b>\$6,911,454</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$880,369</b>
<b>Asset Acquisitions</b>	<b>\$33,172</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,296,162
Official Account	\$71,985
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,368,147</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$146,288
Other Recurrent Expenditure	\$9,246
Provision Accounts	\$0
Funds Received in Advance	\$133,950
School Based Programs	\$83,546
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$39
Repayable to the Department	\$444,280
Asset/Equipment Replacement < 12 months	\$60,799
Capital - Buildings/Grounds < 12 months	\$490,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,368,147</b>

*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.*