

# 2021 Annual Report to The School Community



**School Name: Montmorency South Primary School (4925)**



- 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 27 April 2022 at 04:21 PM by Leanne Sheean (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 02:15 PM by Marcus Walsh (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 school vision statement:

'Montmorency South is an inclusive learning community where students are inspired to be respectful, creative, curious and independent learners.'

Our belief or school philosophy:

We believe that every person in our Montmorency South school community has the capacity to assist each student in attaining our vision.

We develop a culture of gratitude, empathy and an active care of others and the environment. We aim to develop the essential skills of literacy and numeracy and promote mental health and wellbeing. We strive to build teacher capacity and have knowledge of best practices and use data at the core of our practice. We inspire students to become curious and engaged in authentic learning experiences and endeavour to ensure students have an active voice in their development. Students will emerge resilient and self-motivated with an ability to articulate goals and growth.

Motto

Together we learn, lead and achieve

TRIBES agreements:

Mutual respect

Appreciations, no put downs

Personal Best

Attentive listening

Right to think

Our Tribes process honours the five agreements: - attentive listening, appreciation/no put downs, mutual respect, the right to think and personal best. The framework is designed to assure the healthy development of every child so that each one can be knowledgeable, skilful, resilient citizens of the future.

School context:

In 2021, our student enrolment climbed yet again to 683 students on census day and to 685 after Term 1. This was the highest capacity the school has ever known with 324 female and 359 male students. Of these students, 8 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander. It was expected that our total numbers may slightly decrease in 2022, alongside 5 classes of Year 6 students leaving at the end of 2021.

At the beginning of 2021, we had 62.03 equivalent full-time staff, consisting of 2 Principal class, 2 Learning Specialists, 45 teachers, 13.03 Education Support staff and 1 staff member who identifies as Aboriginal or Torres Strait Islander.

Our new school building, completed in 2019 continues to provide flexible and modern collaborative learning spaces for Prep to Year 2, several specialists spaces and meeting rooms for teaching and ancillary staff and community members. Years 3-5 are housed in portables that extend to the end boundary of the school and our Year 6 students, are accommodated at the front of the school, next to the main building, in the area denoted as the BER. This is also home to our full-sized gymnasium, a performing arts room, and our Out of School Hours Care program area, run through Camp Australia. The gym is usually hired out to our local basketball club, Eltham Wildcats and is used all year round. During 2021, the constraints of Covid-19, meant that this facility was not utilised for most of the year.

In 2021, the students were organised into 30 classes and they were offered specialist programs in the following areas:

- French, Physical Education, Visual and Performing Arts. The students also had weekly library sessions either with the librarian or their class teacher. Our Year 3 – 6 students also had the opportunity to participate in the Stephanie Alexander Kitchen Garden program classes. Students from P-2 had access to banks of iPads in each classroom, the school purchased class sets of iPads for our Year 3 students to have a dedicated iPad for school use and the 4 – 6

students participated in our Bring Your Own Devices (BYOD) program. In 2021, we continued our involvement in the Mental Health in Primary Schools pilot program.

The school supports a range of learning and teaching activities for a range of group sizes - individual, small group to class size to large community gatherings. All staff operate in year level Professional Learning Communities (PLC) to analyse student data to identify a problem of practice which allowed them to plan programs that targeted the needs of all the students in their cohort. We have a strong reputation for the programs offered to those with special needs and of the consistent achievements of our Program for Students with Disabilities (PSD) students. The school ensured that the teachers, parents/carers, and other external support people met once a term for a formal Student Support Group (SSG) meeting.

In yet another Covid-19 affected year that saw a remote learning format for a major part of the year, students were still provided with opportunities to develop their leadership skills wherever possible. Our Student Action Leaders (SAL's) with representatives from Years 3 – 6, continued when on-site. These students worked with the Principal and the Principal's Advisory Leaders (PAL's) which are school formal captains selected from Year 6. In 2021, these students were able to select much needed furniture to suit current learning trends and had a major input into how their classes were established. Year 6 classrooms are now collaborative learning spaces and allow for greater flexibility and movement between the Year 6 classrooms, hence modelling a more secondary school atmosphere.

With beautiful, treed grounds set amongst hills, the school has always been a central part of the local community. The oval area is highly used on weekends and after school, and the annual public events such as the MSPS Christmas carols, has fostered a sense of belonging and a place for connecting locals and the school community, over many years. Even as we have grown from a small school to a large school, that strong sense of community continues.

Montmorency South parents are involved in a variety of different aspects of school life ranging from classroom helpers, assisting with sporting teams and with Parents and Friends activities. The Stephanie Alexander Kitchen Garden and our Reconciliation Action Plan have been instrumental in involving volunteers from the wider community. However, community involvement on-site was again impacted from the pandemic during 2021.

The MSPS School Council and Parents and Friends groups play a vital role in enhancing the opportunities offered to our students. During 2021 they were restricted to Zoom meetings and most fund-raising activities were cancelled.

Remote and Flexible Learning - MSPS used the online platform Seesaw to provide daily schedules, learning materials, demonstration lessons and samples along with regular verbal and written feedback during remote and flexible learning in 2021. It was also used by students to submit work they'd completed. The delivery of learning materials and communication was further adapted from 2020 based on parent feedback and advice from School Council.

WebEx, an online communication tool was also used for regular whole class, group and individual focus sessions with the students, discussions with parents and formal and informal meetings with staff members including PLC inquiry meetings.

Ongoing professional learning was increased to ensure teachers had the capacity and technical skills to adequately provide effective remote and flexible learning experiences.

The teachers maintained a strong focus on student wellbeing and engagement whilst continuing to provide a differentiated learning program, including specialist programs.

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## Framework for Improving Student Outcomes (FISO)

In 2021, Montmorency South Primary School's (MSPS) Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies related to the FISO dimensions of:

Curriculum planning and assessment  
Empowering students and building school pride  
Building Communities

Our Key Improvement Strategies were guided by the 3 Priority Areas defined by the Department of Education:

- Building Practice Excellence- Learning catch-up and extension priority
- Happy, active, and healthy kids' priority
- Connected schools' priority

It should be noted that the Covid-19 pandemic and school closures impacted significantly in the reporting period on our ability to institute the programs we had intended, and the key improvement strategies detailed in our 2021 AIP, however, the adaptability and responsiveness of both staff and leaders ensured that we continued to experience success in many areas.

Building Practice Excellence – Learning Catch Up and Extension Priority we continued conducting our PLC model for year level teams and incorporated the Data Wise method into our Teaching and Learning team with our level leaders. The focus was on writing and we made an indent into this process by being part of the Project 21 initiative from the Department in partnership with North West Regional Office. Under the guidance of the Education Improvement Leader (EIL), we began investigating the Writing Criterion Tool and its implementation into our school. Thus, we were able to develop teacher capacity to use a range of data sets to plan collaboratively and to adjust individual teaching to class point of need. In particular, around writing and various mathematical concepts. During Term 2, team members continued using the PLC Inquiry model and adjusted their teaching based on their investigations. Additionally, they differentiated online as was evident in their Seesaw posts and team PLC minutes.

Empowering Students - Happy, Active, and Healthy Kids Priority - MSPS sustained a determined focus on wellbeing throughout 2021, during remote learning and when on-site. In 2021, we began involvement in The Resilience Project (TRP) for the whole school that has led to dedicated curriculum time in classrooms around social and emotional learning. Staff, then student and parent presentations from TRP were delivered to begin embedding the language and approach across the whole school community.

In addition to the teaching and learning offered during remote learning, some teachers offered digital virtual meetings with fun activities of an afternoon and wellbeing activities, such as discos and cooking, and mindfulness were very successful and gave students choice to meaningfully connect and engage with the student community during remote learning. Opportunities for student feedback about their learning were pursued and acted upon during remote learning; forums included WebEx and Microsoft Teams meets, surveys, focus groups, social ties through inclusive collaborative videos, staff & school captain videos.

Building Communities - Connected Schools Priority - Our remote learning site was a central hub when students were not permitted on-site. We sought feedback from the community regarding the site and general learning and responded to this with valuable and constructive changes. Virtual community engagement included specialists' programs, newsletters, Bridges to School Storytime and activity sessions, 3-way conferences, the Cyber Safe Project, Anzac Day commemoration, Resilience sessions and sex education classes for students from Year 3-6 as well as a parent forum. Parents enjoyed tuning into the daily synchronous lessons. Having access to their child's WebEx classroom and/or Seesaw App allowed for them to be fully informed of learning goals and to support their children as necessary.

General comments

- Tutor Learning Initiative well established during 2021, and the students involved showed good progress as demonstrated by growth in assessment outcomes.
- Our year level PLCs are trusting data that has already been collected to drive their PLC inquiry.
- Our writing moderation was changed to focus on what the next steps are for the learner, rather than purely summative approach.
- We established three working parties towards the end of the year to assist us in pursuing the outcomes of our AIP that had been impacted by the Covid year. These were the MSPS Instructional model working party, the Formative Assessment working party and the Writing Genres and forms working party.
- Stronger parent engagement in Parent Helper course than previous years

- Pleasing engagement of parents at school events following Covid-19 restrictions.

In 2022 we will again focus on the work of our PLCs and the ability to build excellence in analysing data rigorously to get the most out of teaching and learning. The attendance by an executive member at each PLC to support and assess progress, with follow up discussions at executive will ensure consistent approach and appropriate support. We will continue to focus the energy of the PLC teams on implementation of the learning from the cycle back into the classroom.

In 2022 we will continue to monitor progress of students in Tutor Learning Initiative (TLI) and align assessments from initiatives within the classroom and ensure that assessment practices, programs, and teaching are effective in helping support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

In 2022 we will be maintaining all the programs that we have in place already for the best opportunities and outcomes for our students. We will continue with our purposeful focus on wellbeing, mobilising all available resources to support students' wellbeing and mental health, especially the most vulnerable. In 2022 we feel that with the support of our updated assessment schedule that will include formative assessment tools, PLCs, and time allocations, we will be able to consistently and rigorously analyse and use a range of student data to improve student outcomes.

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## Achievement

We are pleased with the progress we have made in working toward our Achievement goals and Key Improvement Strategies, despite the impact of remote teaching and learning. We were able to facilitate professional development activities for staff virtually and when back on-site, mainly around our PLC work and PLC link work, but we were thrilled that it was mainly led by school staff.

Our work with the DET P21 was aligned with AIP goals and 5 week plans developed with the focus refined to align knowledge and understanding across both executive team, PLC link leader and P21 classroom team leader and regional staff ; PLC, EIL, SEIL (Senior Education Improvement Leader)

The P21- EIL mentored the Year 4 Team Leader in assessment of a mathematics component and the team Teaching and Learning (T&L) leader established this approach with her team and other team leaders in the school. The mentoring then moved into developing understanding of the Writing Criteria Tool and expanded to Yr 5 T and L leader as well.

We completed whole school moderation of student work in writing, and insights learned from this supported our work in the working parties. We drafted an instruction model for implementation in 2022, we established a draft writing genres structure and started an investigation to utilise formative assessment more effectively, and researched the possibility of changing our reporting system to a more continuous focus.

The Montmorency South collaborative team planning was strong when on-site, and during the periods of remote and flexible learning our teams functioned with exceptional collaboration and precision, this was evidenced in the planning documents, communication on the Remote Learning Site, and team meeting minutes. During remote learning, staff were able to produce and utilise online resources for content delivery and assessment and consequently developed new ways of differentiating for students. Overall, our students responded well to self-directed learning tasks during the remote learning period. Pinpointing students' point of learning needs during remote and flexible learning was challenging.

Teachers worked extremely hard to provide timely and personalised feedback on the success criteria for students' learning tasks. This was done in multiple forms, including recorded voice feedback, written feedback and small focus group feedback sessions. During remote and flexible learning, we were able to continue our Tutor Learning Initiative sessions in Maths and Literacy, and students needing literacy/reading intervention.

We also had students continue to participate in the Victorian High Ability Practice groups for English and mathematics throughout the year. 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. In 2022 we will continue to provide differentiated teaching and learning plans, personalised and timely feedback to students.

In 2022, our priority will be our commitment to effective PLCs and how they are highly effective in driving school improvement. We will continue to run the Tutor Learning Initiative, and our intervention programs, Mathematics and Literacy extension opportunities such as Maths Olympiad Challenge and Tournament of the Minds and the Victorian High Ability Program.

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## Engagement

At MSPS our TRIBES agreements provided us with a common language to use and to give a sense of connection and positive expectations. The program provides the foundation for establishing a positive culture for learning and human development which is something we take great pride in. The five agreements are referred to across all areas of the school e.g. classrooms, specialists, SAKG and OHSC.

Classroom and specialist teachers maintained a consistent online presence with videos, WebEx and Microsoft Teams meets, and onsite learning supervision.

Attendance was regularly monitored by all teachers and school leaders and the importance of regular attendance and participation during remote and flexible learning was promoted through school-wide communication tools, including Compass, newsletters, Seesaw, and Facebook.

Engagement and participation were closely monitored during Remote and Flexible Learning and regular contact made to ensure appropriate support was provided to students and families.

To support student engagement during the transition back to onsite learning, our school focused upon connecting students back with one another through a celebration welcome back event and planned fun activities. We also gave students lots of opportunities for conversations, partner work, and group work. We did notice many children had forgotten some of the etiquettes around sharing play spaces and materials, so had to explicitly re-teach some of these behaviour expectations. Student non-attendance, once we were back on site, was followed up with phone calls from the administration office, the classroom teachers, and the Wellbeing Coordinator.

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## Wellbeing

Health and Wellbeing supports were particularly highly prioritised for staff, students, and families at MSPS due to the impacts of Covid-19. During remote and flexible learning, regular one-to-one social and emotional check-ins were made with students, along with regular check-ins with families via email, phone, or WebEx. Our Education Support staff were also involved in providing individual academic, emotional, and social support for students. They ran wellbeing/ social and emotional support groups including activities such as yoga, lego, music, basketball drills and health and fitness to provide something extra in which students could further engage and connect.

We have made significant progress in student wellbeing over the past two years, and this is reflected in ongoing improvements in our Attitudes to School survey results and also the fact that our reputation is growing as a school that provides for Trauma affected children.

Montmorency South Primary School sits above like schools when measuring Sense of Connectedness and Management of Bullying. Hence student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, with 86.0% percent of positive responses (agree or strongly agree) from parents who responded to the survey. To build parent involvement we ran a virtual Parent Helpers Program and attendance numbers were higher than previous years. As well as opportunities to hear from leading student wellbeing experts such as The Resilience Project and staff from the Royal Children's Hospital.

The staff satisfaction, according to the School Staff Survey, is at 83.3% positive endorsement 8% above the state median.

In 2021 the school continued to promote a positive learning environment for all students using wellbeing tools and resources including the expertise of professional supports such as Maria Ruberto and The Resilience Project. These were determined as being important factors of moving forward.

As a school we have committed to continuing to prioritise the health and wellbeing of staff, students and their families in 2022 and we will further develop programs for our students ensuring Mental Health in Primary Schools Project is widely socialised and staff are aware of the project aims.

Additionally, being able to identify and name feelings and emotions to then use effective strategies and help seeking skills for self and others will be a predominant program developed by the Wellbeing Team. There will also be a PLC inquiry cycle and review of Student Engagement and Wellbeing Policy to reflect the schools refined approached.

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## Finance performance and position

In 2021, the school maintained a sound financial position throughout the year and the annual result was a surplus. This result is due to careful management of the financial resources, both locally raised funds, and School Resource Package (SRP) credit funds. Because there are healthy locally raised reserves, the school has been expending funds for the benefit of the children and in line with School Council approved plans for our Buildings and Grounds, including the refurbishment of the playground and the upkeep of the grounds.

The program budgets, revenue and expenditure were monitored through our Finance Committee and School Council. The school continues to hold funds for Committees/Shared Arrangements and reports are given to the committees monthly.

Unfortunately, 2021 was not a significant year for fundraising due to Covid-19 and it did impact on our plans to upgrade the playgrounds which are in bad need of repair after our new build in 2019. Fortunately, we were successful in obtaining an Inclusive Schools funding and Shade sails funding grant which will be spent in 2022.

We installed four new toilets in the far end of the school to save students housed in the far school portables the 5 minute walk to the main toilets, particularly in inclement weather. Additional ICT equipment, robotic equipment, and coding equipment has been purchased to support the curriculum and the STEM objectives.

Several portables were completely repainted externally after vandalism during Covid-19 and the four Year 6 classrooms were completely refurbished.

Expenditure of budgeted funds has aligned to the School Strategic Plan goals and students' outcomes. Equity funding received was used to employ staff to provide support and intervention to students. 2022 will see significant capital works in the maintenance and improvement of existing facilities including, the installation of a new play equipment and Softfall, the repair of our oldest portables and construction of outdoor learning spaces, and roof repairs to the BER building.

**For more detailed information regarding our school please visit our website at**  
<https://montysouth.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 683 students were enrolled at this school in 2021, 324 female and 359 male.

8 percent of students had English as an additional language and 2 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).

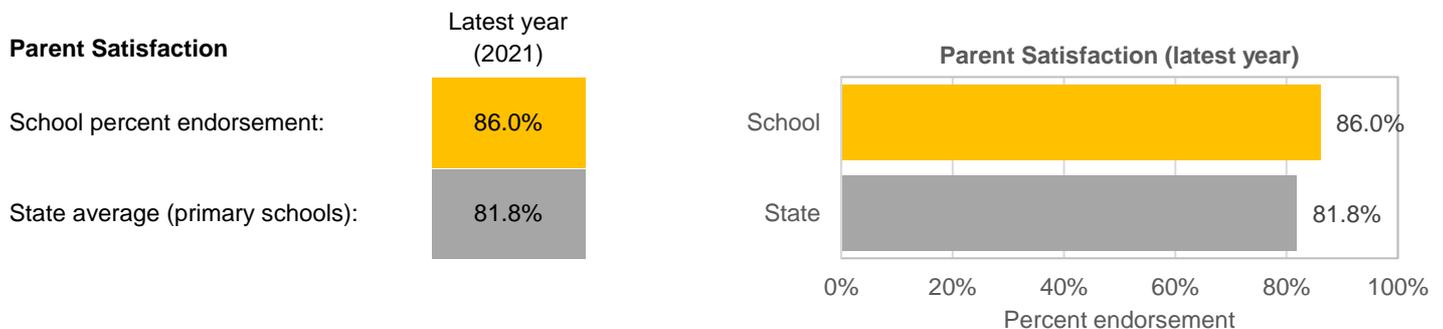
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

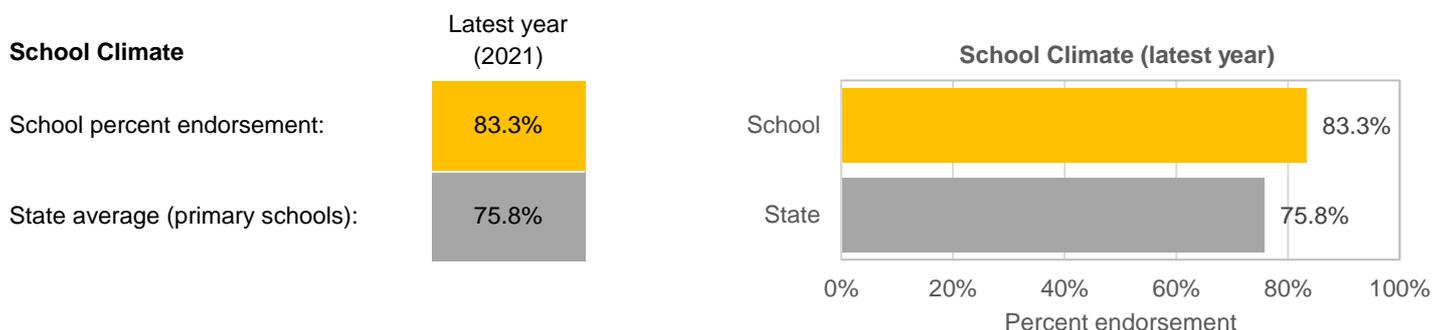


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

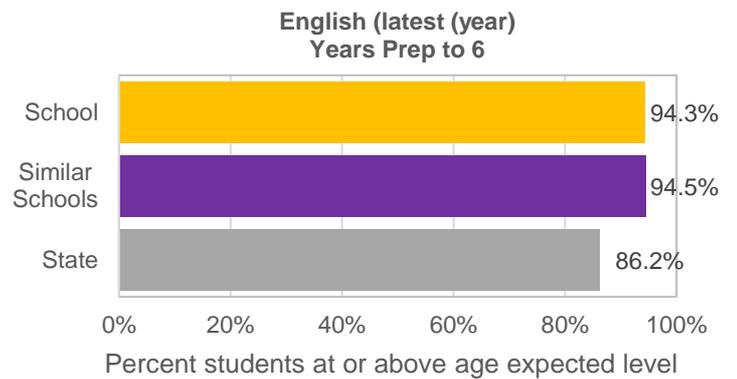
94.3%

Similar Schools average:

94.5%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

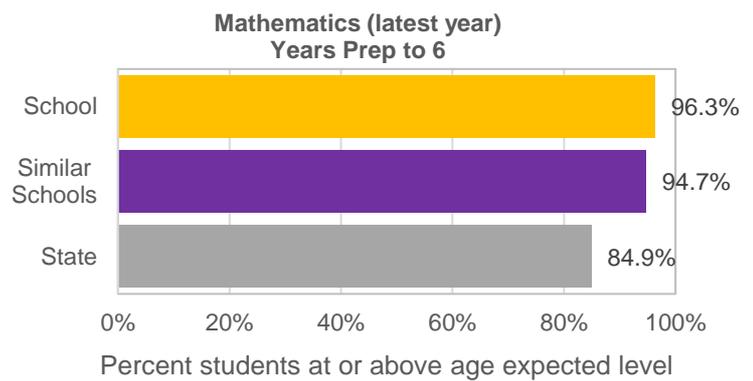
96.3%

Similar Schools average:

94.7%

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.

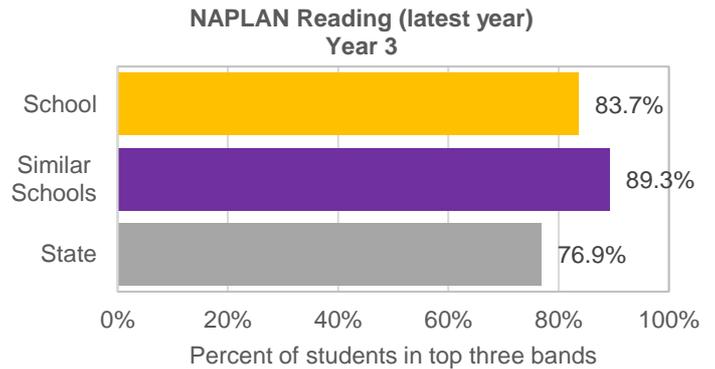
**NAPLAN**

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.

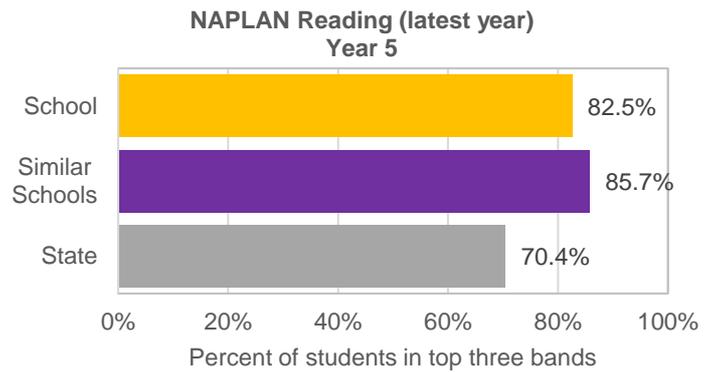
**Reading  
Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 83.7%              | 85.8%          |
| Similar Schools average:                       | 89.3%              | 88.6%          |
| State average:                                 | 76.9%              | 76.5%          |



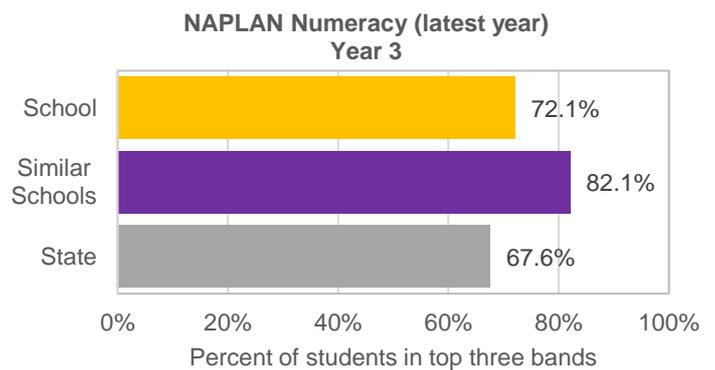
**Reading  
Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 82.5%              | 83.1%          |
| Similar Schools average:                       | 85.7%              | 82.7%          |
| State average:                                 | 70.4%              | 67.7%          |



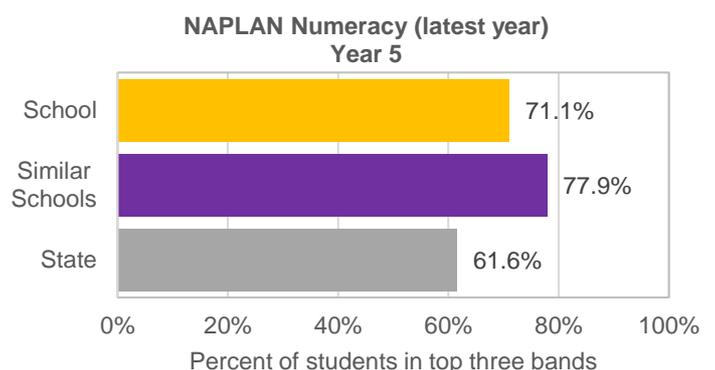
**Numeracy  
Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 72.1%              | 84.7%          |
| Similar Schools average:                       | 82.1%              | 84.7%          |
| State average:                                 | 67.6%              | 69.1%          |



**Numeracy  
Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 71.1%              | 75.2%          |
| Similar Schools average:                       | 77.9%              | 76.4%          |
| State average:                                 | 61.6%              | 60.0%          |



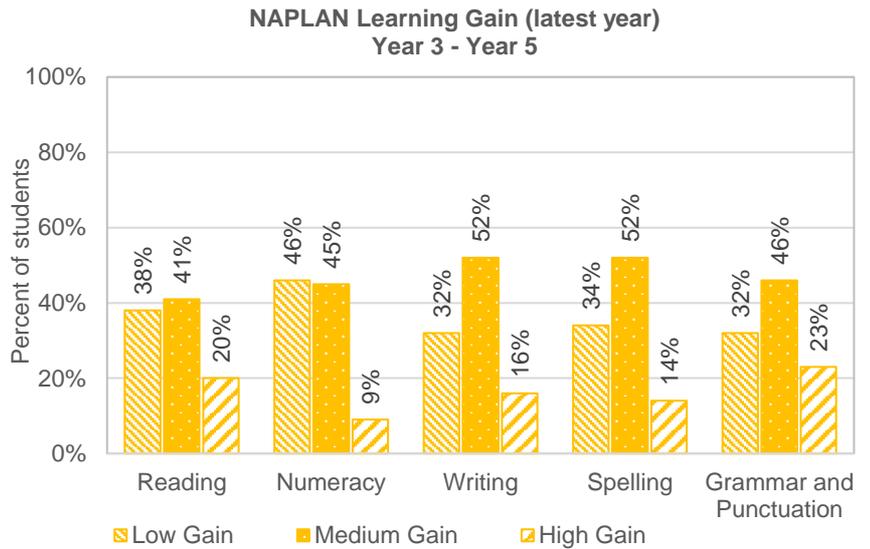
**ACHIEVEMENT (continued)**

**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:                 | 38%      | 41%         | 20%       | 29%                         |
| Numeracy:                | 46%      | 45%         | 9%        | 26%                         |
| Writing:                 | 32%      | 52%         | 16%       | 28%                         |
| Spelling:                | 34%      | 52%         | 14%       | 26%                         |
| Grammar and Punctuation: | 32%      | 46%         | 23%       | 25%                         |



## ENGAGEMENT

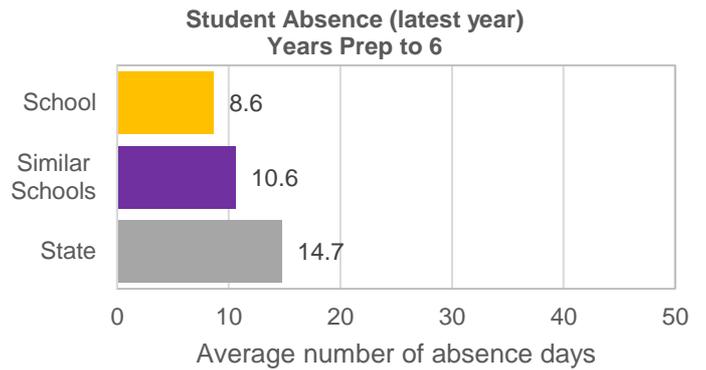
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 8.6                | 10.5           |
| Similar Schools average:               | 10.6               | 11.7           |
| 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): | 96%  | 96%    | 94%    | 96%    | 96%    | 95%    | 96%    |

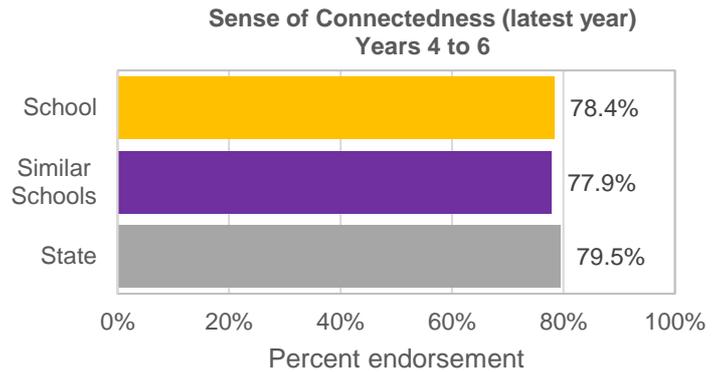
**WELLBEING**

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

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness Years 4 to 6 | Latest year (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement:         | 78.4%              | 82.8%          |
| Similar Schools average:            | 77.9%              | 79.2%          |
| State average:                      | 79.5%              | 80.4%          |

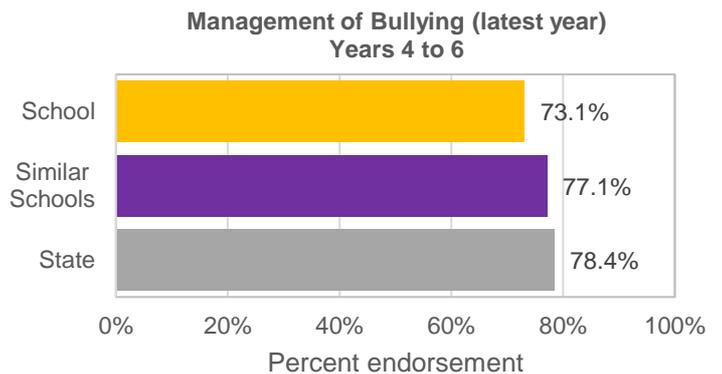


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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:         | 73.1%              | 80.9%          |
| Similar Schools average:            | 77.1%              | 79.0%          |
| 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       | \$5,478,731        |
| Government Provided DET Grants | \$651,764          |
| Government Grants Commonwealth | \$190,012          |
| Government Grants State        | \$0                |
| Revenue Other                  | \$24,713           |
| Locally Raised Funds           | \$546,824          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$6,892,044</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$12,294        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$12,294</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$5,339,605        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$34,116           |
| Camps/Excursions/Activities           | \$195,551          |
| Communication Costs                   | \$4,105            |
| Consumables                           | \$95,282           |
| Miscellaneous Expense <sup>3</sup>    | \$42,210           |
| Professional Development              | \$28,588           |
| Equipment/Maintenance/Hire            | \$180,913          |
| Property Services                     | \$235,226          |
| Salaries & Allowances <sup>4</sup>    | \$375,298          |
| Support Services                      | \$40,221           |
| Trading & Fundraising                 | \$7,948            |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$49,893           |
| <b>Total Operating Expenditure</b>    | <b>\$6,628,957</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$263,087</b>   |
| <b>Asset Acquisitions</b>             | <b>\$0</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 | \$293,207        |
| Official Account              | \$53,132         |
| Other Accounts                | \$53,646         |
| <b>Total Funds Available</b>  | <b>\$399,985</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$179,994        |
| Other Recurrent Expenditure                 | \$1,092          |
| Provision Accounts                          | \$9,522          |
| Funds Received in Advance                   | \$7,025          |
| School Based Programs                       | \$0              |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$27,997         |
| Repayable to the Department                 | \$0              |
| Asset/Equipment Replacement < 12 months     | \$0              |
| Capital - Buildings/Grounds < 12 months     | \$26,210         |
| Maintenance - Buildings/Grounds < 12 months | \$58,800         |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$310,639</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.*