

2021 Annual Report to The School Community



School Name: Elsternwick Primary School (2870)



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

Attested on 18 March 2022 at 09:29 AM by Michael Portaro (Principal)

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

Attested on 25 March 2022 at 08:56 AM by Jacqui Banks (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Elsternwick Primary School (EPS) is located in the suburb of Brighton, ten kilometres south-east of Melbourne's Central Business District and caters to a diversity of socio-economic and cultural backgrounds. Our school was established in 1888 and enrolled 538 students at the commencement of 2021 that were placed in 23 classes. EPS is dedicated to providing a safe, supportive environment which has high expectations for our students' academic progress, engagement to our community and overall wellbeing. Everything that we do is centred around our vision, striving for and achieving more than the expected.

The school values of Respect, Responsibility, Personal Excellence and Curiosity are central to and embedded in the School Vision. They guide teachers and students by providing the framework and expectations for the way we act, learn and interact at EPS.

In 2021, the school continued to implement the goals set out in the four year Strategic Plan period 2018-2021. These included:

- students achieving at least 12 months learning growth each year in all curriculum areas and
- providing an environment where students feel safe, valued and respected as members of our school community.

Our workforce composition included a Principal and Assistant Principal, the equivalent of 35 teaching staff encompassing classroom, specialists and support teachers in both full time and part time positions. The school also employed 13 Educational Support Staff and 4 Literacy/Numeracy Tutors.

Our school focussed carefully on the learning needs and welfare of our International Students to achieve success in all areas of the curriculum.

The Student Family Occupation Education (SFOE) index was 0.07 in 2021 and our Nationally Consistent Collection of Data (NCCD) data for 2021 identified 45% of students as requiring varying levels of adjustment. There were small percentages of students funded through the Program for Students with Disabilities (PSD) and the Marrung Aboriginal Education Plan.

Framework for Improving Student Outcomes (FISO)

The impact of Covid 19 was significant in changing our learning priorities in 2021.

The school's AIP focused on implementing the following Framework for Improving Student Outcomes (FISO) initiatives, Key Improvement Strategies (KIS) and Goals:

FISO: Curriculum planning & assessment

KIS: Learning, catch-up and extension priority

Goal: For all students at EPS to achieve at least 12 months learning growth each year for all curriculum areas, according to teacher judgements.

Progress: Over the review period (2018 – 2021), the percentage of students who achieved 12 months or more learning growth (averaged over the 3-year period from semester two 2017 to semester two 2020) in reading was 80%, writing 82%, speaking and listening 90%, number & algebra 82%, measurement & geometry 83% and statistics & probability 84%. The Tutor Learning Initiative (TLI) was implemented in 2021 to support students with low growth in literacy and numeracy following assessment after remote learning.

FISO : Setting expectations and promoting inclusion

KIS: Happy, active and healthy kids priority

Goal: To embed the Resilience Project and Respectful Relationships into the wellbeing framework to ensure students,

staff, parents and carers feel safe, valued and respected.

Progress: EPS not only became accredited but was also a lead school and this was resourced by a \$10,000 grant from the Department of Education and Training (DET). This was evident with the increase in student's perception of safety and a reduction in experiences of bullying. The 2021 AtoSS data indicated 80% positive responses to the factor,

FISO: Empowering students and building school pride

KIS: Connected schools priority

Goal: To develop sustainable and effective reciprocal partnerships with diverse community agencies to enable students to reach their full potential.

Progress: Several external organisations were engaged in 2021, these included:

- the Alannah and Madeline Foundation
- Bayside Youth Council
- the Daniel Morcombe Foundation
- Kids Helpline
- Mental Health Foundation Australia
- Glen Eira's Disability Awareness in Schools

Parent/Carer feedback has indicated high levels of satisfaction with endorsement of the learning culture, staff approachability and support. School communications are very effective with high levels of community engagement and involvement. Parents/Carers also reported that they were comfortable to discuss their children's progress or any matters around student learning and wellbeing at any time.

FISO: Empowering students and building school pride

KIS: Create a climate where students are heard, understood and empowered.

Goal: To increase student engagement by promoting student agency & voice and providing opportunities to develop student leadership

Progress: Student leadership opportunities were expanded to further support with student wellbeing leaders and peer mediators being trained in Restorative Practices. Significant gains were made in the opportunities for students to have voice in the classrooms and in school decision making with Student Voice Meetings occurring weekly in every class. Evidence of the success of the progress of this goal was that from 2020 to 2021 the percentage of positive responses to the Student voice and agency factor increased by 10%. This data was well above the similar schools, network schools and the state means.

2021 was the final year of our 2018 - 2021 School Strategic Plan (SSP) and a review was conducted with the aim of creating a self-sustaining cycle of continuous improvement. Using data and evidence, EPS undertook a pre-review self-evaluation (PRSE) to form a collective view of current practice and areas for improvement. A 2021 - 2024 SSP was then developed and endorsed by School Council.

Achievement

Achievement must be viewed in the context of the COVID-19 pandemic. Two years of interrupted learning with multiple challenges thrown at the school as an organisation, leadership, teaching staff and students created an environment where rediscovering our students as learners was key.

Due to the success of the EPS remote and flexible learning program in 2020 (which increased both students and teachers capacity to utilise technology to support learning), a majority of students, families and staff transitioned in and out of remote and flexible learning effectively and quickly in 2021. High expectations for teaching, learning and achievement continued with WebEx and Google Classrooms utilised for remote and flexible learning.

At the beginning of 2021 rigorous processes around the Tutor Learning Initiative were established to identify short term, achievable goals for targeted students. A strong partnership between the tutors, classroom teachers and home were established, and the tutors continued to work with the teaching teams and students to support the teaching and learning both onsite and remotely. Teaching staff continue to collaboratively plan, teach, assess and reflect on the curriculum offered to continue providing comprehensive and high quality teaching and onsite and remote learning programs. Our primary focus was on facilitating and continuing the essential learning in English and Mathematics which went beyond the DET minimum expectations. Through the provision of a quality and differentiated curriculum,

teachers and tutors were able to offer a range of support and extension to students in both remote and onsite learning environments. In addition to this focus, students also continued to engage in our Specialist programs, Inquiry units and the Personal and Social Capabilities.

In 2021, we continued the work to embed our whole school instructional model. Through ongoing collaboration, teachers continued to build their knowledge around best practice and how to use purposeful data to inform their planning. EPS continued to focus on ensuring all students experience success in their learning and achieve greater than expected growth.

We used the 2021 NAPLAN data with a range of other assessments to determine our student achievement and growth. Use of assessments such as the Progressive Achievement Tests (PAT) in Reading, Grammar & Punctuation, Spelling and Mathematics, the Assessment for Common Misunderstandings, Fountas and Pinnell Benchmarking System, On Demand to measure both literacy and numeracy achievement and growth. In addition, a broad range of formative assessment strategies were used by teachers to build an understanding of where students were at upon return to onsite learning, and how they can best support the next learning priorities.

Our teacher judgements from Prep - 6 demonstrate a high percentage of students working at or above the expected curriculum standards in Literacy and Numeracy. This was inline with similar schools and well above the state expectations.

The 2021 NAPLAN reading data demonstrates that for year 3, almost 90% of students are achieving in the top 3 bands, in line with similar schools and well above the state average. The 2021 results show the highest percentage of students achieving in the top two bands over the last 5 years. It also revealed that the tail (students working in the bottom two bands) had disappeared. The year 5 reading results were similar, with 90.7% of students achieving in the top 3 bands, above similar schools and well above the state average. Again, the 2021 results showed the lowest number of students in the bottom 2 bands over the last 5 years.

The 2021 NAPLAN numeracy data demonstrates an outstanding performance in year 3, with a slight dip in the year 5 achievement. In 2021, 89.6% of year 3 students achieved in the top 3 bands above similar schools and well above the state average. The 2021 results also show the highest percentage of students achieving in the top two bands over the last 5 years, with only 1 student working in the bottom 2 bands. In year 5, 79.7% of students were working in the top three bands (slightly below our 4 year average of 80.9%) but in line with similar schools and well above the state average. This was the second highest percentage of students performing in the top two bands and also the lowest number of students working in the bottom 2 bands over the last 5 years.

Learning gain indicates that whilst many of our students achieved incredible success, maintaining or increasing their learning growth, the continuation of remote and flexible learning in 2021 meant that despite everyone's best efforts, some students and families were able to engage more readily than others. Close analysis of our data at the end of 2021 highlighted students who would benefit from targeted catch up support in 2022. A rigorous process has been established both the tutoring program and additional support programs across the school, with an initial focus of literacy.

In 2022, EPS continues to focus on ensuring all students experience success in their learning and achieve greater than expected growth. Our future direction and strategies include the implementation of Professional learning Communities and the use of the new assessment package, Student Performance Analyser (SPA) for management of school wide, cohort and individual student data. This will ensure continued focus on student learning and growth, with student data and achievement continuously tracked and reflected upon to ensure that all students are working at their point of need and towards achieving continuous learning growth in 2022.

Engagement

Our student absence data is significantly lower than the Similar and State averages, and was lower in 2021 than our four year average. Other measures for Engagement employed throughout the school in 2021 included The Student Attitudes to School Survey in Years 4-6, The Resilient Youth Survey in 3-6, and the Pivot Teacher Perception Survey

(introduced in Term 4).

Ensuring students stayed safe, connected and engaged to their education was a priority as we transitioned in and out of remote learning. A guide for monitoring and maintaining student attendance was developed, including referral pathways and strategies such as: SMS notifications to parents/carers; regular parent/carer communication; modified attendance plans for students struggling to maintain engaged; individual wellbeing check ins with classroom teachers; and follow up from the leadership team for ongoing absence (including consultation with SSS team).

The leadership team implemented regular surveys with all stakeholders and adapted the remote learning program accordingly to support sustained engagement; modifications included an increase in live teaching, small group conferencing and opportunities for social interaction between students to support engagement. A number of incursions and special events were added to the program, such as writing workshops with a well-known author and a series of mindfulness classes for every year level. Specialist teachers also offered whole cohort live lessons throughout the week to engage the students in a social learning environment.

The focus on developing student's ICT skills in 2020 enabled students to transition smoothly back into remote learning with Webex and Google Classroom in 2021. Professional learning for staff included a focus on upskills and knowledge sharing in programs and apps to support student engagement. This included the use of websites such as The Resilience Project online hub, Kids Helpline online, GoNoodle movement breaks, Storybox Library and online libraries, and Canva to support students to creatively share their learning.

Attitudes to School Survey results formed the focus questions for small student voice focus groups with the principal class team throughout Term 3 and 4. Conversations focused on getting further feedback on the five-step behaviour management approach, equity and fairness, respect between students, experiences in the playground, understanding of bullying and student voice. This feedback was shared with staff on curriculum day and informed a review of each year level's Student Voice Action Plans and led to an improvement in scheduling and functioning of Student Voice meetings in each grade each week. In Term 4, student responses to the Pivot Survey also informed the focus of Student Voice meetings.

Wellbeing

Our 2021 Attitudes to School Survey data shows our 'Sense of Connectedness' sitting above our four year average. Similarly, our 'Management of Bullying' sits above our four year average and now exceeds State and Similar Schools. This improvement highlights the effectiveness of our whole school behaviour management approach, wellbeing curriculum program and the impact of our school goal in supporting students to feel 'safe, valued and respected'.

Wellbeing lessons were prioritised and taught as part of the daily learning program for students throughout remote learning, using resources from Respectful Relationships, The Resilience Project and the department mental health toolkit. Teachers ensured that all students entered the remote learning period with increased feelings of safety, an individualised positive coping strategies plan and knowing the trusted adults they could turn to for support. The school was acknowledged as a Lead School for Respectful Relationships and led professional learning for other schools across the network.

Regular surveys were conducted with all members of the school community to gauge their feelings of safety and connectedness. This data was analysed and informed the modifications made to the online learning program, including an increase in live lessons, small focus groups facilitated by the teacher, and break out groups for student discussion and reflection. Throughout remote learning, one-on-one wellbeing check-ins were scheduled regularly with every student. Clear guidelines were developed for staff, students and parents/carers to learn and communicate safely and responsibly online. Families were offered increased opportunities to connect with teachers online, which enabled regular communication and collective responsibility for students' social, emotional and academic progress.

Student wellbeing was tracked through a modified version of the Department's At Risk Planning Tool. The CASEA team continued to work with the EPS community throughout Terms 2 and 3, providing an online consult space for staff and families; referrals to allied health professionals; and professional learning for staff on supporting students in

managing anxiety and change. In Term 4 our Inclusion Coordinator commenced and conducted small wellbeing groups across the school with students who were identified through our return to school surveys as having anxiety or challenges transitioning back to the school setting.

As part of the school's PLC training, all students completed Pivot surveys on teacher effectiveness. Survey responses were analysed in staff meetings and informed the focus of Student Voice meetings throughout Term 4.

Finance performance and position

Elsternwick Primary school set a conservative budget for 2021 influenced by the uncertainty of a second year operating in the context of COVID-19 and finished the year with a Net Operating Surplus of \$76,178.00.

The 2018 - 2021 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

Several factors influenced the schools end of year financial position including -

- Parent/carer payment contributions in excess of that budgeted.
- Provision of more flexible options for making contributions via termly instalments resulted in increased contributions.
- Targeted program funding initiatives via DET.
- Reduced expenditure relating to fundraising and other programs that were deferred.
- Impact of COVID-19 on additional revenue streams such as facilities hire.
- Deferral of Capital works programs such as redevelopment of the school's student bathrooms to 2022 due to restrictions.

Due to fortunate timing, swimming and camps, some excursions and graduation were able to proceed at EPS in 2021. Other activities, experiences and excursions were adjusted to online or in-house ensuring a rich and varied curriculum was delivered despite the logistical challenges of operating a school during a pandemic.

Not reflected in 2021 financials is the success EPS has had through VSBA Capital works funding opportunities. In 2021 EPS was awarded \$324K to build a new oval through the VSBA Minor capital works program plus an additional \$200K via the Inclusive Schools Fund to build an inclusive flexible learning space. These projects will commence in 2022.

For more detailed information regarding our school please visit our website at
www.elsternwickps.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 498 students were enrolled at this school in 2021, 222 female and 276 male.

6 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).

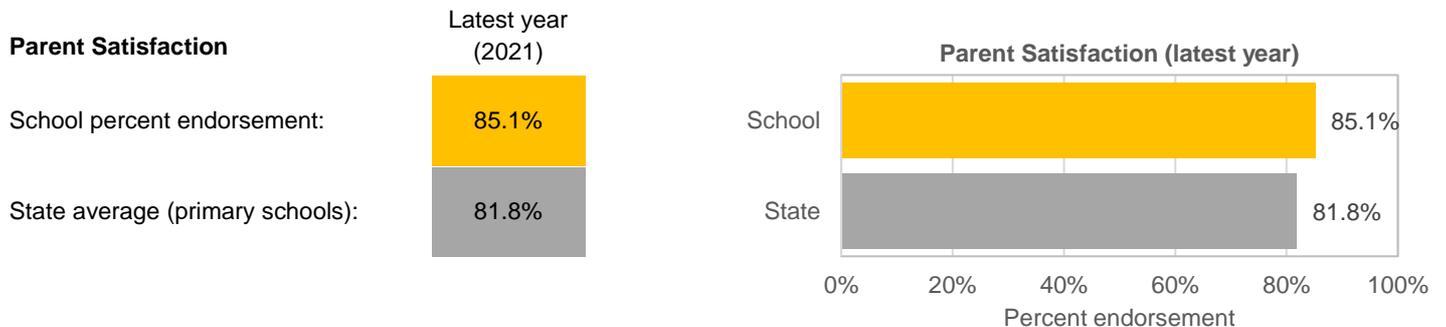
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

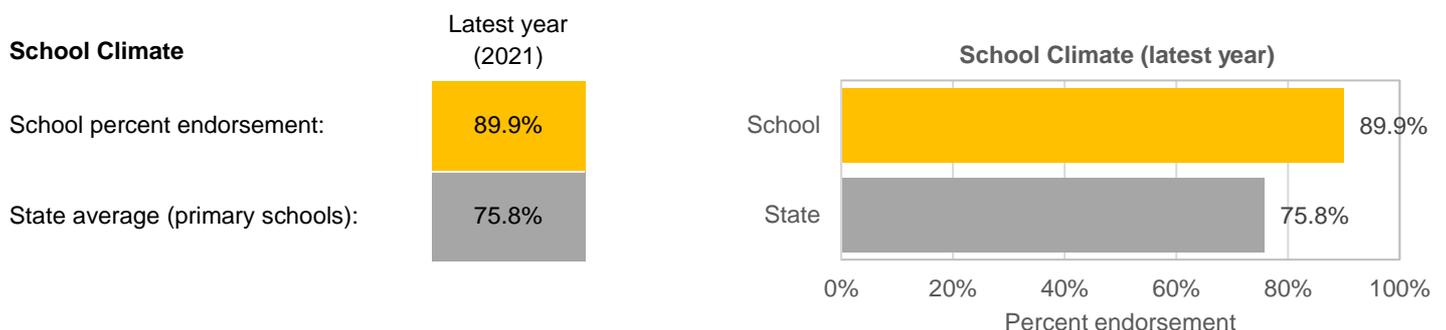


School Staff Survey

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:

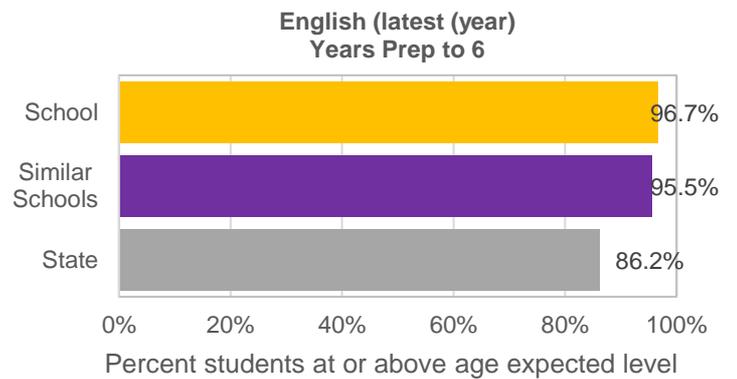
96.7%

Similar Schools average:

95.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

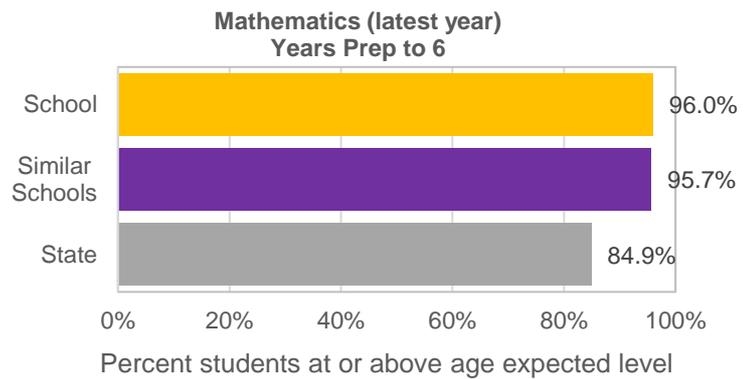
96.0%

Similar Schools average:

95.7%

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.

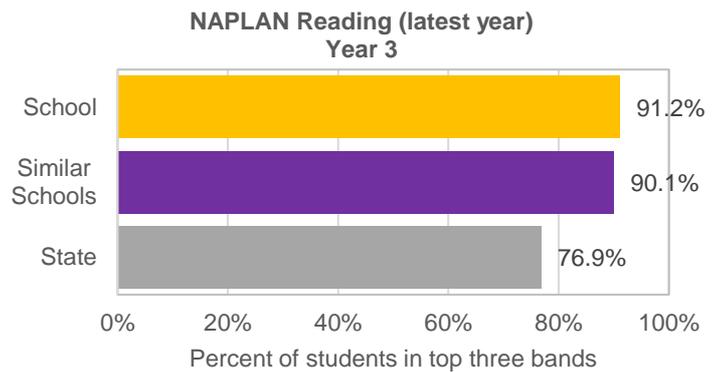
NAPLAN

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.

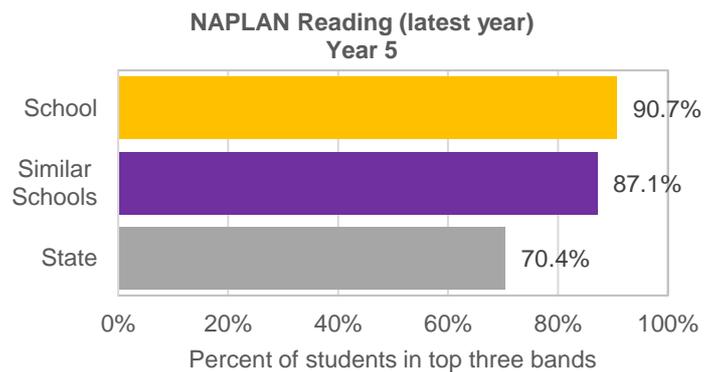
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.2%	90.7%
Similar Schools average:	90.1%	90.0%
State average:	76.9%	76.5%



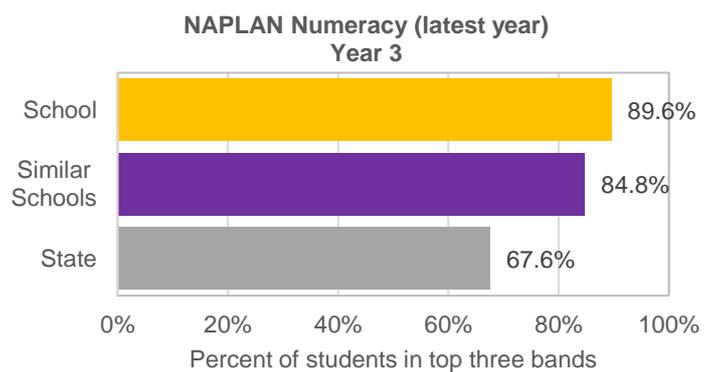
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.7%	88.3%
Similar Schools average:	87.1%	84.9%
State average:	70.4%	67.7%



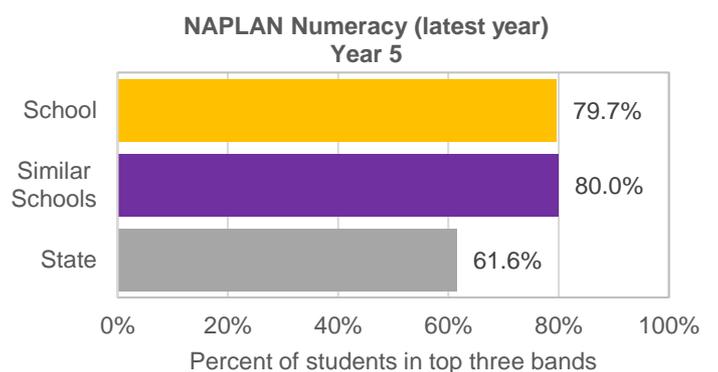
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.6%	88.8%
Similar Schools average:	84.8%	86.2%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	79.7%	80.9%
Similar Schools average:	80.0%	79.4%
State average:	61.6%	60.0%



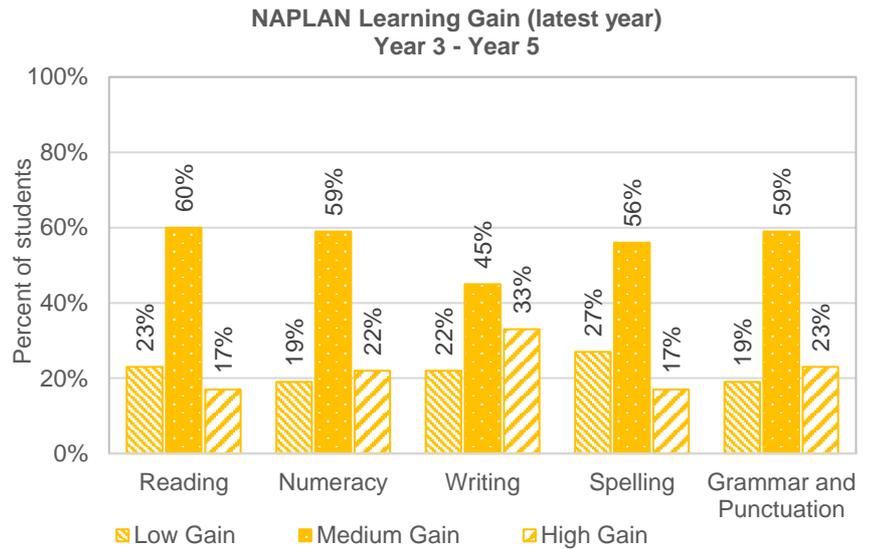
ACHIEVEMENT (continued)

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:	23%	60%	17%	28%
Numeracy:	19%	59%	22%	28%
Writing:	22%	45%	33%	30%
Spelling:	27%	56%	17%	25%
Grammar and Punctuation:	19%	59%	23%	26%



ENGAGEMENT

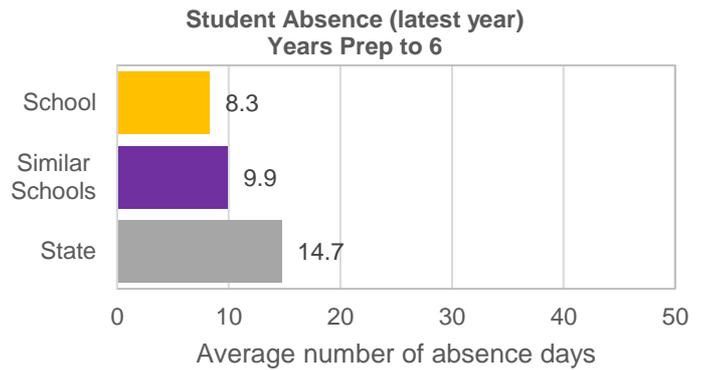
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	8.3	9.8
Similar Schools average:	9.9	11.3
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%	96%	97%	95%	96%	94%

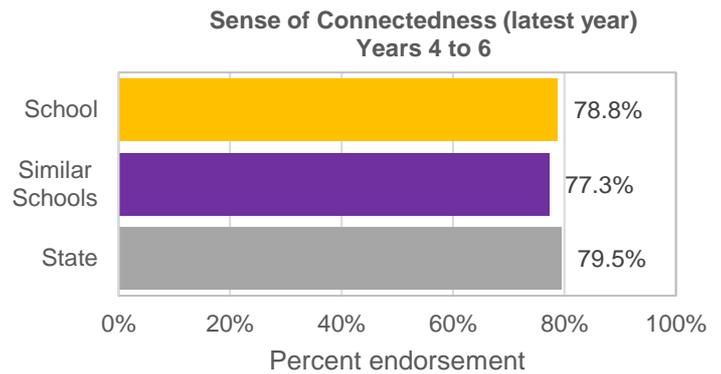
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.8%	76.9%
Similar Schools average:	77.3%	79.0%
State average:	79.5%	80.4%

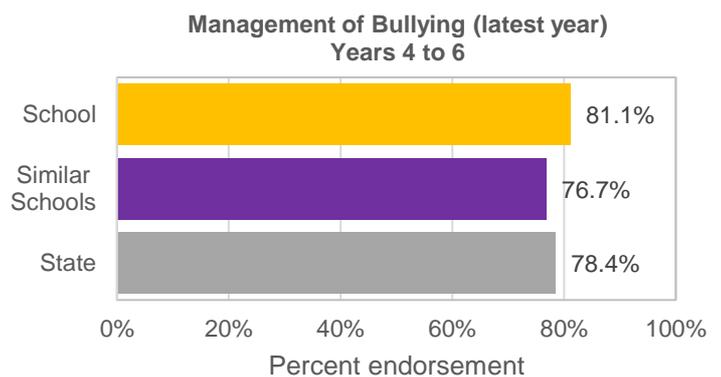


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	81.1%	79.1%
Similar Schools average:	76.7%	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	\$3,870,890
Government Provided DET Grants	\$384,576
Government Grants Commonwealth	\$12,100
Government Grants State	\$0
Revenue Other	\$27,666
Locally Raised Funds	\$971,368
Capital Grants	\$0
Total Operating Revenue	\$5,266,601

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,551
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,551

Expenditure	Actual
Student Resource Package ²	\$4,035,497
Adjustments	\$0
Books & Publications	\$2,416
Camps/Excursions/Activities	\$286,221
Communication Costs	\$5,943
Consumables	\$155,877
Miscellaneous Expense ³	\$191,101
Professional Development	\$28,212
Equipment/Maintenance/Hire	\$28,690
Property Services	\$60,202
Salaries & Allowances ⁴	\$113,143
Support Services	\$182,641
Trading & Fundraising	\$64,366
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,113
Total Operating Expenditure	\$5,190,423
Net Operating Surplus/-Deficit	\$76,178
Asset Acquisitions	\$37,330

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$713,718
Official Account	\$145,069
Other Accounts	\$131,294
Total Funds Available	\$990,082

Financial Commitments	Actual
Operating Reserve	\$185,748
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,000
Funds Received in Advance	\$65,000
School Based Programs	\$320,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$414,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,176,748

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.