



2021 Annual Report to The School Community



School Name: Guthridge Primary School (4853)



2021 Grade 6 Production: 'Let the Games Begin!' At Sale Cinemas. *Wow! Just WOW!*

- 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 24 April 2022 at 02:08 PM by Emily Streitberg (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 28 April 2022 at 01:06 PM by Lauren Munro (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

Guthridge Primary School is located in Sale, Gippsland, and is approximately 220 km east of Melbourne. Our school is located close to RAAF Base, East Sale and is positioned next to Sale College - junior campus.

Our enrolments in 2021 were 343 with a Student Family Occupation and Education (SFOE) index of 0.5107. In 2021 there were 18 classes comprising of a Foundation-support class, three Foundation classes, two Grade 1, two Grade 2 and two Grade 3 classes, five composite Grade 4/5 classes and three Grade 6 classes.

Guthridge Primary School enrolment composition includes 11% Indigenous students and 4% students with English as an additional language.

In 2021, our school staffing profile consisted of one Principal class, two Assistant Principal class, 30 teachers including two Learning Specialist (26.7 FTE), four Tutors (1.5 FTE) and 11 Education Support staff (7.9 FTE). We also employed six additional integration aides providing support at point of need and two Austswim swimming instructors. Guthridge Primary School workforce composition includes staff identifying as Indigenous.

Our school has high expectations of all its students and aims to provide an opportunity for each of them to develop as learners, now and in the future. Guthridge has a Foundation-support class specifically designed to support the transition from kindergarten to school for children who need a settling year of school, after a year at kindergarten.

We have superior facilities to support all students in all domains. Our purpose-built Fitness Centre accommodates all forms of ball and racquet sports. Our Swimming Program operates in our own enclosed, heated swimming pool with qualified instructors. Our sporting facilities also include a synthetic sports field, complete with four lane running track and long jump pit. We have a football field and outdoor basketball, netball and down ball courts for all ages.

In 2021, our students participated in Specialist classes in Art, Music, Physical Education, Swimming and LOTE: Auslan. Additionally, our school provides Instrumental Tuition (for senior students) and annually a group of students participate in the Victorian State School Spectacular, even during COVID. In 2021, our annual Grade 6 musical Production was made into a movie and shown on the silver-screen at the local cinemas.

Guthridge Primary School has a well-established Program for Students with Disabilities and we use our Equity funding to provide additional supports and intervention to identified students with a philosophy of full inclusion in the classroom. Further to this, we have a well-established wellbeing team consisting of a Student Wellbeing Officer who provides additional support to students and families three days a week; a Student Engagement Teacher 0.6 and a school-based psychologist one day per week to support individual students at risk of disengagement. Highly experienced Education Support Staff provided Integration Aiding to identified students funded through Program for Students with Disabilities and Equity funding. Additionally, the Department of Defence provide our school with funding to employ a Defence School Mentor (DSM) to provide assistance and support to the children of Australian Defence Force members.

Our Core Values are embedded in the language of our school and are very much the basis of our aspirations as life-long learners – Show Respect. Have a Go. Keep Trying. Bounce Back and Work as a Team. Ultimately, our Values support our aim to collectively to “Be Our Best”. As part of our school-wide positive support approach to student management, we have three explicitly taught behaviour expectations – Be Respectful, Be Safe and Be Responsible.

Guthridge Primary School is committed to promoting the safety, participation and empowerment of all children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, vulnerable children and children with a disability.

Framework for Improving Student Outcomes (FISO)

In 2021, Guthridge Primary School's Annual Implementation Plan (AIP) focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Instructional and Shared Leadership; Evidence-based High-impact Teaching Strategies; Building Communities; Empowering students and building school pride; and Health and Wellbeing

This included:

- Ensuring the whole school Instructional Model is embedded in all teachers' practice.
- Building staff capacity to effectively utilise school performance data to inform planning, consistent delivery and assessment at point of need.
- Embedding the Professional Learning Community's culture of collaborative teamwork, and high performance with individual and collective accountability for improving student outcomes.
- Embedding strategies to increase student voice, utilising individual goal setting and two-way feedback.
- Developing and documenting a cohesive whole school approach to building student engagement and positive behaviour that is deeply embedded in staff practice.

To support implementation of these KIS, our Literacy Learning Specialist provided targeted support to classroom teachers via classroom observations, coaching and feedback sessions focused on full implementation of the Instructional Model, as it applies to the teaching of Reading. Our weekly Professional Learning meetings prioritised teaching and learning with all staff engaging in collaborative professional learning to build teacher practice. Visible learning is considered a key driver in improving teacher practice, as such, we use Swivl cameras to further enable peer observations (staffs and students), coaching and feedback across our school. Staff also utilise student surveys (PIVOT, Attitudes to School, and Student Voice and Agency) to evaluate, prioritise, plan for, and monitor the impact of teaching and learning across our school.

In 2021 we continued to dedicate time in our weekly Professional Learning meetings to support our teachers to build competency and confidence in using school-wide assessment data to inform teaching and learning to improve student outcomes. Teachers regularly unpack and analyse results from assessments and evidence in samples of student learning. Protocols are documented for school-wide assessments ensuring clearer evidence for monitoring student achievement. Key data sets are entered and accessed in our school database and on data walls. Having data visible and accessible allows teachers to triangulate numerous forms of data to plan for and support student learning. An increase in teacher Additional Planning Time from 2.5 hours per week to 3 hours per week for 1.0 FTE teachers has been a significant enabler to allow extra time for teachers to effectively utilise student performance data to inform planning, consistent delivery and formative assessment.

Guthridge Primary School teachers are committed to the collaboration and collective responsibility required to work as highly-effective Professional Learning Teams (PLTs) within our whole Professional Learning Community (PLC). PLT Meetings and Professional Practice Days focused on Inquiry Cycles informed by data. Teachers and Teams measure the impact of the teaching and learning based on the data and plan accordingly.

To further support these KIS we worked collaboratively to build staff confidence and knowledge in the Literacy and Numeracy continuums, specifically knowing appropriate next steps for student learning progress. Teachers were provided with dedicated time in Professional Learning meetings to analyse and document Literacy continuums to identify the incremental knowledge, attitudes, skills and understanding for progressing student Reading achievement levels across Foundation to Year 10. Further to this, we documented 'student-friendly' versions of these continuums to support students to have Agency and Voice in developing and monitoring their own individual learning goals and progress in the future.

In 2020 and 2021 we developed and documented a cohesive whole school approach to building student engagement and positive behaviour that is deeply embedded in staff practice. Our overall school performance at the end of 2021 moved from Transform (low) in 2019 to Renew (moderate) in 2021, with the areas of School Climate and Student Attitude in the Influence (high or very high) rating.

Student survey results reflected that they positively viewed their experiences at school in 2021, specifically in the areas of classroom behaviour, resilience, inclusion and respect for diversity. Our school-wide focus on students' engagement and wellbeing at this school has provided positive results despite the challenges and disruptions caused by COVID.

Achievement

In 2021, the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

In English, our Reading and Viewing, and Speaking and Listening data both slightly improved from 2020 to 2021, however our Writing achievement levels have continued a trend below expected level compared to Similar Schools and State results. Reading and Viewing saw the largest percentage achievement with 80% of students achieving at or above the age expected level. This reflects the focus on Reading in our Professional Learning in 2020 and 2021. The percentage of students unable to attain 12 months or more growth in Writing has been a major influencer in our school targeting this area and these students when planning for Professional Learning in 2022.

Our AIP target to have more students achieve 12 months or more growth in Reading and Viewing was achieved. We hope this will continue to improve as our teachers have been learning how to support our students to develop individual learning goals focused on 'what next' learning and how to monitor their own Reading achievement.

In Mathematics, our data in all three domains: Measurement and Geometry, Number and Algebra, and Statistics and Probability remained the same as 2020 with a 1% difference across all 3 strands compared to 2020. Again, the percentage of students unable to attain 12 months or more growth in Maths will drive our planning to target this area and these students when planning for Professional Learning in 2022 and beyond.

Our AIP target to have more students achieve 12 months or more growth in Number and Algebra was not attained. Again, the major disruptions to face to face teaching caused by COVID had a significant impact on teachers' ability to assess, plan, implement, monitor and provide feedback, and student progress was hampered.

The Parent Satisfaction Survey for General School Satisfaction (overall satisfaction with facilities, resources and extracurricular activities as well as their perception of our school's efforts to continuously improve to achieve the best outcomes for their children) in 2021 was 77%, slightly lower than State but an increase from 2020.

The Staff Opinion Survey demonstrated an increase from 76.6% to 83.2% of our school staff feeling we have the School Climate for learning. This is higher than State (75.8%) and higher than Similar Schools (71%). Our Staff Opinion Survey results included a further increase in school staff feeling Collectively Effective from 52% in 2019, to 64% in 2020, to 77% in 2021. These results show more staff feel confident they have the skills needed to provide meaningful student learning; they can motivate their students to learn; and they believe that all students can learn. Collective Efficacy is rated very high in supporting students to achieving positive performance growth. This is also reflected in the staff perception of how students see themselves as learners and their own willingness to improve and this resulted in a further increase in Academic Emphasis from 60% in 2019, to 65% in 2020, to 80% in 2021.

Due to COVID there was no NAPLAN in 2020, so our 2021 NAPLAN results are compared to 2019 results as follows: Reading – Year 3: 52% of students in Top 2 bands compared to 50% for similar schools, 60% for State. This is an increase from 44% in 2019.

Reading – Year 5: 30% of students in Top 2 bands compared to 32% for similar schools, 43% for State. This is an increase from 26% in 2019.

Numeracy – Year 3: 36% of students in Top 2 bands compared to 28% for similar schools, 41% for State. This is an increase from 32% in 2019.

Numeracy – Year 5: 28% of students in Top 2 bands compared to 20% for similar schools, 33% for State. This is an increase from 23% in 2019.

Our NAPLAN Learning Gain from Year 3 - 5 shows 53% with Low Growth for Spelling and only 6% of students experiencing High Growth. This has been a major influencer in our school targeting this area and these students when planning for Professional Learning in 2022.

Overall, our school identifies we have too many students performing below the expected level and or experiencing low growth in Reading (34%), Numeracy (38%), Writing (31%), and Spelling (53%). Grammar & Punctuation results show a more desirable achievement with more students in the High Growth (25%) than in the Low Growth (22%). This result is desired across all domains.

Our teachers aim to address this through 2022 PLT Inquiry Cycles, Meetings and Professional Practice Days to identify strategies to support students in the Middle Bands in Year 3 to move into the Top 2 bands in Year 5; and retaining those in the Top 2 bands from Year 3 to 5.

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 2021, teachers participated in Professional Learning focused on developing and documenting effective Individual Education Plans. As a result we have established an Individual Education Plan document that is consistent with DET requirements but most importantly allows for updating and tracking student details and achievement more effectively and efficiently.

Engagement

Along with our Student Wellbeing Officer and an Assistant Principal responsible for coordinating Students Additional Needs, we have highly experienced Education Support Staff providing Integration Aiding, and in 2021, Equity funding enabled the employment of a Student Engagement Teacher 0.6 and a school-based psychologist one day per week to support individual students at risk of disengagement. Further to that, the Department of Defence supports our school with funding to employ a Defence School Mentor (DSM) to assist and support the children of Australian Defence Force members.

Our whole school is committed to engaging our learners in all facets of schooling and having access to a quality education.

Of the days when students were at school, and not in Remote Learning in 2021, the average number of days Guthridge Primary School students were absent from school was 16.3 days compared to 17.8 for Similar Schools and 14.7 for the State average. Strategies employed to monitor attendance include same-day SMS notifications for all unexplained absences and phone calls home or home visits to families where two or more consecutive and unexplained absences have occurred. Information is provided to parents regarding the impact of missed days and the detrimental cumulative effect of coming late to school. 'On time every time', and 'Every minute counts' are slogans used across the school. Attendance rates across the school were all above 90% with only a small number of students identified as high non-attendeers. Referrals were made to the DET re-engagement officer for identified students and families are provided with support.

These strategies were maintained throughout 2021 Remote Learning phases. Strong monitoring and timely referral processes were put in place with the school Wellbeing Team, Student Support Services and external agencies to ensure the engagement in Remote Learning could be regularly accessed and achieved including offering on-site supervision for identified students. The commitment from the school during this time went beyond the expectations of the Department of Education.

While our school's Defence School Mentor continued to provide assistance and support to the children of Australian Defence Force members during Remote Learning, this support extended to supporting the families in balancing some very complex work-life-school balances during lockdowns.

The return to face-to-face learning saw majority of our students return with a high level of engagement. A few students faced prolonged challenges related to COVID. To support our students to re-engage when we returned after COVID restrictions eased, we focused on whole school approach for prioritising time for re-engaging students with school environs, routines and re-connecting with peers.

Some strategies included:

- The re-introduction of Play is the Way, where staff volunteered time to engage students in play time activities and supported students at playtimes to engage in positive, purposeful play experiences.
- Determined pursuit of success for our Grade 6 annual Production – and what a success it was!
- The Student Engagement Officer continued to support students at risk of disengagement within the classroom and by providing support directly to the teacher, the student, and families, as needed.
- The continued development and implementation of student Individual Education Plans for identified students.
- The identification and promotion of high performing students in Literacy and Numeracy and the participation of some students in the Victorian High Ability Program.
- School-wide use of Essential Assessment - Numeracy to provide students with a visible individual learning pathway.
- PIVOT surveys administered for all students F-6 to identify and address improvement in student engagement.

Our Grade 6 Production is one very good example of how we worked together to overcome challenges and produce something outstanding. Our Grade 6s and Ellen Morabito produced a world-class movie 'Let the Games Begin!'. From a brief conversation in March about how we might work around the potential issues of not being able to have a live

audience, to a full-blown cinema-worthy silver-screen extravaganza!

For all staff and students, it felt like an entire year's worth of educational excitement was experienced in one term... Term 4 of 2021. As we returned from Remote Learning in November, we tried our absolute best to fit in, and achieve, all the events and milestones that our students deserved, even though we only had a matter of weeks to get it done.

We gave it our all, and we did not disappoint. From our moving Remembrance Day service and our Grade 4/5 camp at Coonawarra; to our fabulous F-6 teaching and learning and our 2022 Foundation-support and Foundation transition sessions; to our amazing Grade 6 Production; a whole school excursion to the cinema; Grade 6 Graduation; and a Grade 6 Big Day out!

What our school achieved, in just one term, is to be celebrated!

With all members of our school staff working together we were able to ensure every student was able to engage and participate at their best, to be their best. COVID-19 had a huge impact on our school students and staff. While it was challenging... at Guthridge we see challenges as something we can learn from and overcome. We adapted and modified and thought creatively, and we came up with new and exciting ways to achieve all the traditions and milestones that Guthridge is known for, and do them even better! Go Guthridge!

Wellbeing

In 2021, Guthridge Primary School was celebrated by the DET Performance Division for our outstanding results in Student Engagement, School Climate, and Student Wellbeing. Our school results were ranked top in Outer Gippsland schools and in the top 3% of all the regional schools in the state. Our school was highlighted by the leaders of our Region and we even had a personal visit from the Regional Director.

Our students indicated, through our school surveys and the Department's Attitudes to School Survey, that they feel they:

- are supported at school (97%);
- do not experience bullying (87.8%);
- have respect for diversity (94.9%);
- have a sense of confidence (91.8%)
- have a sense of connectedness at school (87.6%); and
- are stimulated for learning (90.5%).

Our staff results from the Department's Staff Opinion Survey demonstrated improvement in:

- academic emphasis (increased by 19% to 79.5%);
- collective responsibility and effectiveness to make a difference (77.1%, up by 24.9%);
- instructional leadership (up to 93.1%); and
- management of bullying (up to 90.2%).

Our Parent Opinion survey results indicated:

- 96% of parents surveyed felt that teachers are enthusiastic and positive about teaching;
- 96% of parents felt our school provides opportunities for children to develop confidence and resiliency skills;
- 74% of parents surveyed are satisfied with the school's level of concern and support offered to families;
- 77% of parents surveyed are satisfied with the opportunities for parents to be involved in the school; and
- 88% of parents felt their child has a strong sense of connectedness to our school.

Considering all the interruptions to 2020 and 2021, this is a remarkable effort.

Student wellbeing is always a focus at Guthridge Primary School but 2020 and 2021 had a significant impact on the energy levels and mental health of school staff. As a result, a focus for the beginning of 2022 will be on staff wellbeing and mental health training as it was recognised early on how important a productive and safe work environment was when we were being expected to provide additional wellbeing supports and resources to everyone else around us.

Guthridge Primary School recognises the complex nature of its entire community, inside and out, and is determined to ensuring everyone's wellbeing is at the centre of a successful whole school community.

Finance performance and position

In 2021, Guthridge Primary School maintained in a healthy financial position with strategic planning and spending on improvements in teaching and learning, focused on building teacher capacity, and improving student achievement, engagement and wellbeing.

The annual result was a surplus of \$871,734. This is the result of many years of diligent saving but mostly accounted for in the strategic planning over the next 5 years to meet costs for school programs and financial commitments for maintenance and asset replacement in future improvements and upgrades.

The following Financial Commitments were completed in 2021:

- Capital works - School signage (two static signs and one LED sign) installed and operational
- School Based Programs - purchase of decodable reading resources (assessment kits and reading books)
- School Based Programs - purchase and maintenance of musical instruments, iPads and funding Instrumental Program

The following have been identified to have funds committed to allow our school to complete these upgrades and replacements in the future:

- Asset/Equipment Management - Junior Playground (upgrade and replacement – unable to be completed in 2020/21 due to COVID)
- Maintenance - Buildings/Grounds - Tree replacement, tank and irrigation (install – unable to be completed in 2020/21 due to COVID)
- Maintenance - Buildings/Grounds - Swimming pool and surrounds (upgrade and refurbishment)
- Maintenance - Buildings/Grounds - Hall and kitchen (upgrade and refurbishment)

A significant list of maintenance works were identified through the Rolling Facilities Evaluation and these works are itemised on the VSBA portals and include, but are not limited to:

- Block A – painting, roofing, re-stumping, re-cladding etc
- BER – cladding, painting, plaster and ceiling tiles, plumbing
- Hall, portables, sheds, fencing, car-parks, paths, etc

The total cost for the works will be identified as a rolling Maintenance schedule and may attract Department funding or may be covered by potential grant applications.

At the beginning of 2021, our school was successful in applying for a grant from Department of Defence to fund the employment of a Defence School Mentor to provide dedicated support to students at Guthridge who have a parent in the Defence Force.

At the end of 2021, our school applied for a Minor Capital Works Grant to support us to complete a Swimming Pool Refurbishment Project. While we were extremely lucky to be awarded a Victorian School Building Authority (VSBA) – Minor Capital Works Grant to address the costs of repairing and replacing the building structure and pool surrounds; refurbishing and re-tiling the pool shell and hob; building new change rooms; adding electric doors; and improving storage facilities and the equipment room. This project has been delayed and seen complex cost changes incurred as a result of the impacts of COVID-19. Guthridge Primary School, School Council agreed to contribute funds to the project to allow the works to be complete and provide a more compliant and appealing facility.

Our swimming pool has been a favourite part of Guthridge Primary School for nearly 30 years. Countless students have learnt to swim because of the efforts and hard work of our school community all those years ago. Now we look forward to seeing a well-earned make-over to be complete in 2022 so our students can reap the benefits of many, many more years of swimming instruction at Guthridge Primary.

Our school's 2021 Equity funding enabled our school to support students who face extra barriers to education, and was used strategically to fund additional staffing, resources and professional learning to improve student outcomes

including but not limited to:

- Employment of a Student Engagement Teacher, a school-based psychologist, additional Tutoring teachers; additional Integration Aides to provide individualised point of need support to identified students; and a second Assistant Principal.
- Release of Literacy and Numeracy Learning Specialists to coach and support improved teaching and learning.

For more detailed information regarding our school please visit our website at
<http://www.guthridgeps.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 343 students were enrolled at this school in 2021, 181 female and 162 male.

4 percent of students had English as an additional language and 11 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

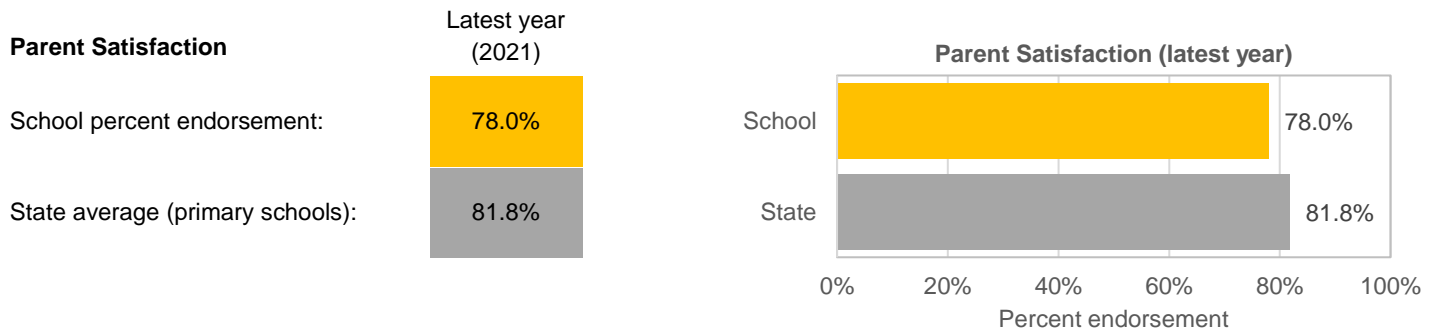
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

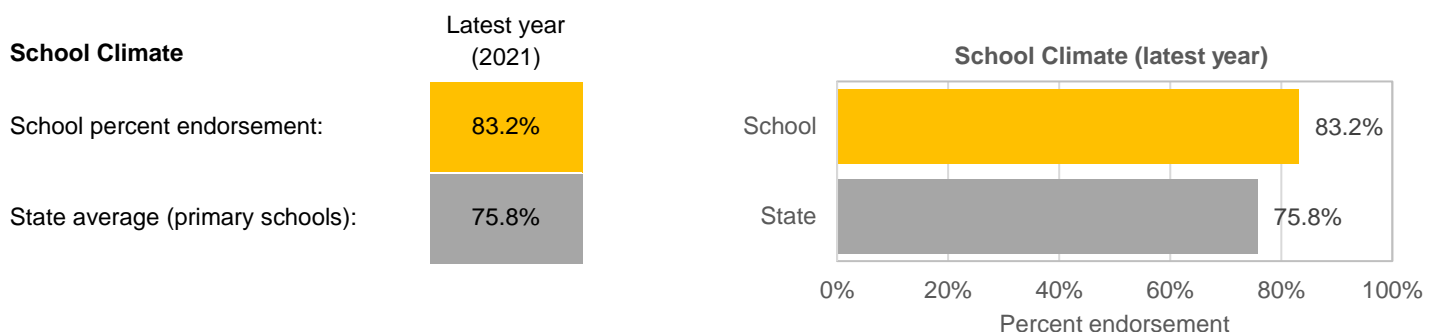


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

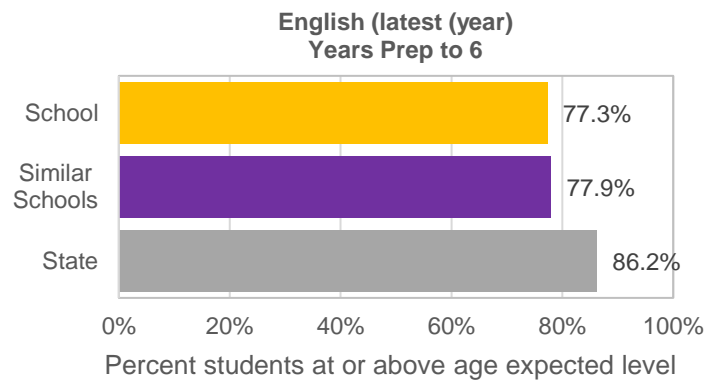
77.3%

Similar Schools average:

77.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

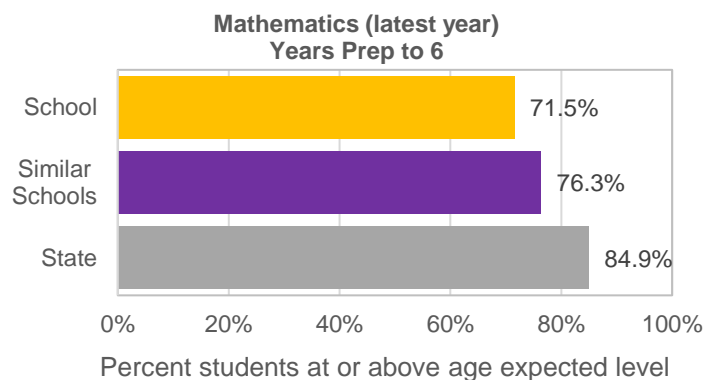
71.5%

Similar Schools average:

76.3%

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.

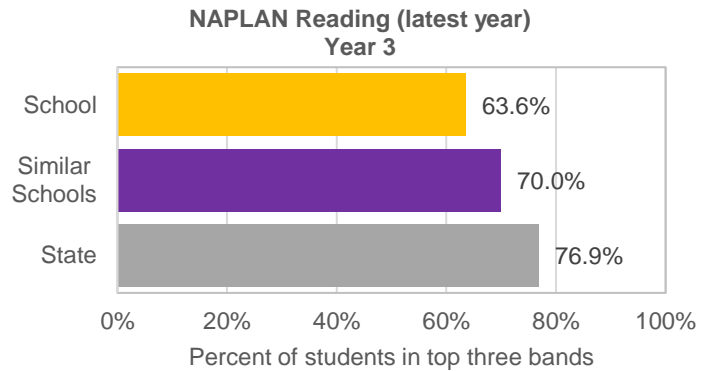
NAPLAN

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.

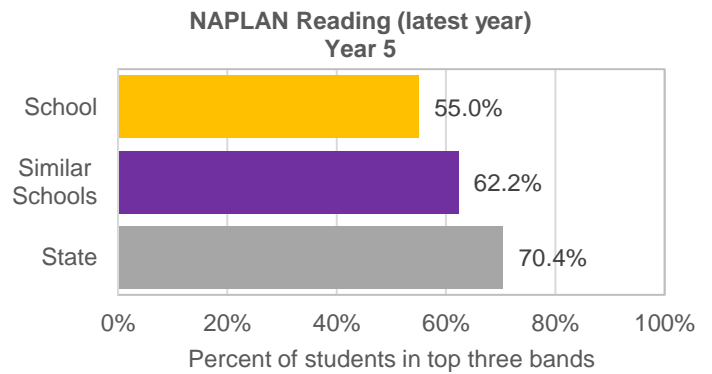
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.6%	69.9%
Similar Schools average:	70.0%	69.6%
State average:	76.9%	76.5%



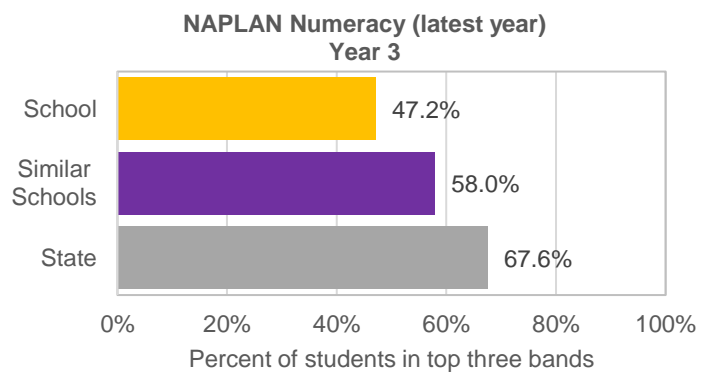
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.0%	57.1%
Similar Schools average:	62.2%	58.2%
State average:	70.4%	67.7%



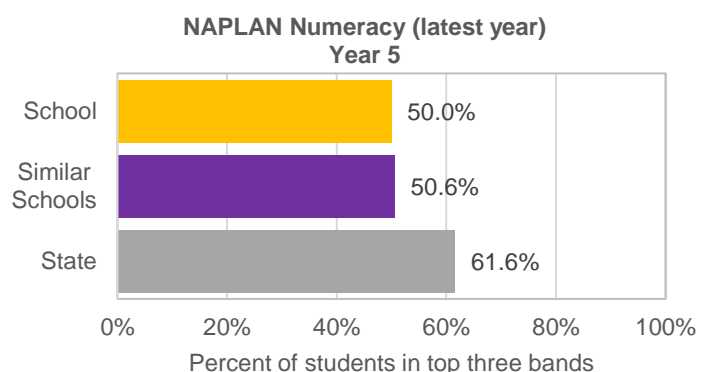
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.2%	59.9%
Similar Schools average:	58.0%	60.8%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	53.3%
Similar Schools average:	50.6%	47.9%
State average:	61.6%	60.0%



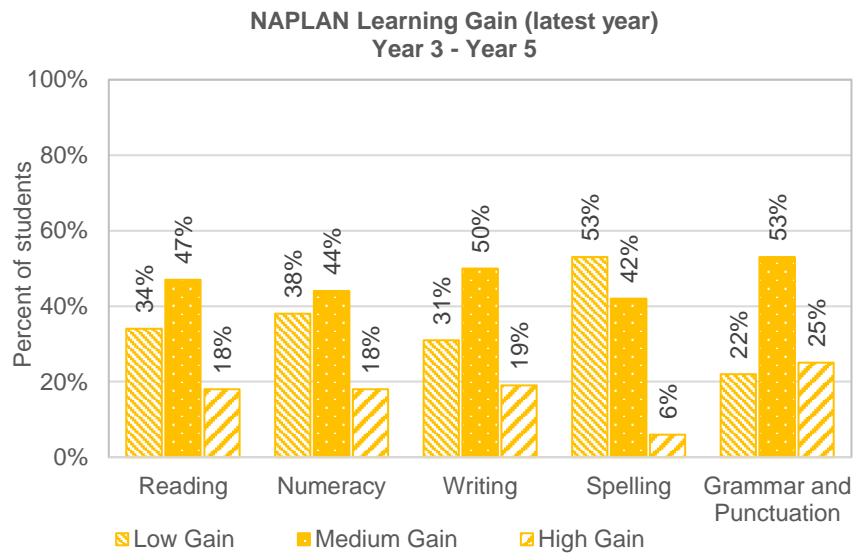
ACHIEVEMENT (continued)

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:	34%	47%	18%	20%
Numeracy:	38%	44%	18%	19%
Writing:	31%	50%	19%	19%
Spelling:	53%	42%	6%	18%
Grammar and Punctuation:	22%	53%	25%	19%



ENGAGEMENT

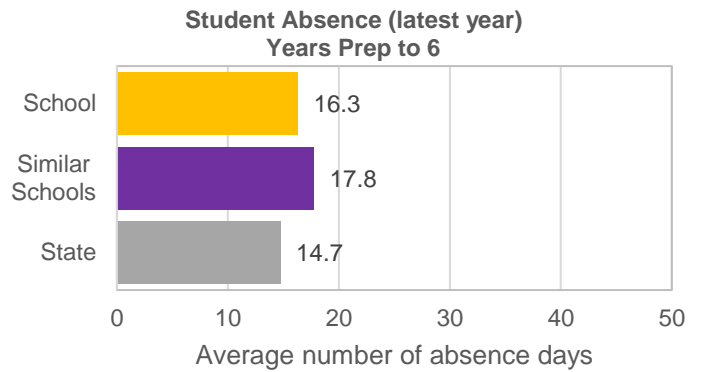
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.3	15.0
Similar Schools average:	17.8	16.7
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):	93%	92%	91%	91%	91%	93%	91%

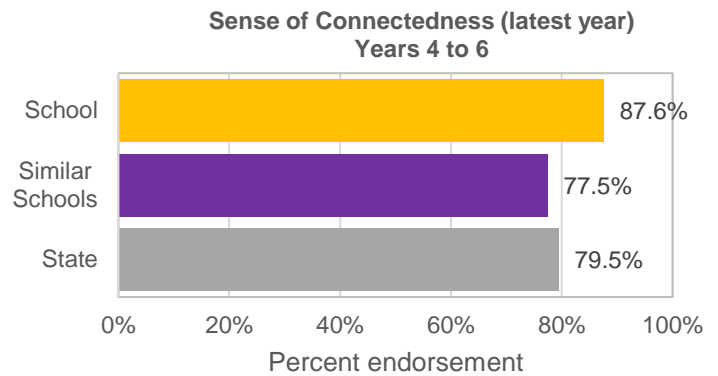
WELLBEING

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:	87.6%	84.2%
Similar Schools average:	77.5%	78.6%
State average:	79.5%	80.4%

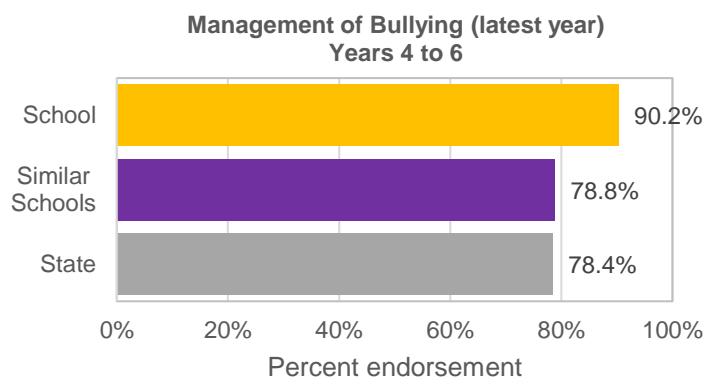


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	90.2%	85.6%
Similar Schools average:	78.8%	79.7%
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	\$4,297,316
Government Provided DET Grants	\$642,667
Government Grants Commonwealth	\$19,991
Government Grants State	\$0
Revenue Other	\$15,491
Locally Raised Funds	\$89,866
Capital Grants	\$0
Total Operating Revenue	\$5,065,331

Equity ¹	Actual
Equity (Social Disadvantage)	\$487,891
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$487,891

Expenditure	Actual
Student Resource Package ²	\$3,495,776
Adjustments	\$0
Books & Publications	\$57,038
Camps/Excursions/Activities	\$19,172
Communication Costs	\$3,160
Consumables	\$61,615
Miscellaneous Expense ³	\$5,948
Professional Development	\$6,019
Equipment/Maintenance/Hire	\$48,398
Property Services	\$101,891
Salaries & Allowances ⁴	\$336,757
Support Services	\$12,517
Trading & Fundraising	\$5,796
Motor Vehicle Expenses	\$55
Travel & Subsistence	\$0
Utilities	\$39,454
Total Operating Expenditure	\$4,193,597
Net Operating Surplus/-Deficit	\$871,734
Asset Acquisitions	\$90,133

- (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	\$1,721,506
Official Account	\$71,827
Other Accounts	\$0
Total Funds Available	\$1,793,333

Financial Commitments	Actual
Operating Reserve	\$113,823
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$6,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$1,237,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,407,323

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.