

2020 Annual Report to The School Community



School Name: Malvern Central School (1604)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 29 April 2021 at 12:32 PM by Imogen Lippiatt (Principal)

The 2020 Annual Report to the school community:

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

Attested on 29 April 2021 at 12:48 PM by Amanda Smith (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Malvern Central School is a unique, multi-campus school with a long, proud history. Established in 1875 as Malvern State School, Malvern Central School is the oldest school in the Malvern district. The school is located next to the beautiful Malvern Gardens, laid out in 1888. The second historically significant building on Park St was established as an Infant School in 1914 and still houses our youngest students, Foundation to Year 2. Our students enjoy the spacious Malvern Gardens, utilising this open space for outdoor learning, sporting and community events. The school hosted year 7 and 8 students up until 2014 but is now a Foundation - Year 6 school. The school enjoys excellent facilities, flexible learning spaces, outdoor play areas, a gymnasium and a fully functioning Science laboratory. The school is committed to enhancing and refurbishing aging buildings and student - centred spaces including the library, playgrounds and gardens. Current enrolment is 477 which has increased from 420 over the last 3 years. The school hosts 23 classes this year in straight year levels, enhanced by teams of teachers with excellent curriculum knowledge, expertise and a collaborative approach to planning and assessment. The School Improvement Team leads the direction of the school and oversees curriculum design and delivery, teaching and learning programs and the implementation of the School Strategic Plan (2020 - 2024) and AIP. In 2020, despite remote and home learning disruption, we continued on a strong direction of data collection and analysis, continuous and ongoing assessment. Over the last 3 years there has been a strong focus on student wellbeing and a school-wide approach to building resilience, gratitude, empathy and respectful relationships.

The Leadership Team consists of the Principal and Assistant Principal and two Learning Specialists who support the work of teachers and teaching teams across the school. The Learning Specialists are expert teachers who model good teaching practice, oversee planning and curriculum and assist with data collection, analysis and track student progress. The school has made considerable improvements in using data to identify student needs and in 2019 and 2020 we introduced a comprehensive reading intervention program to support low progress readers. Conversely, the Learning Specialists triangulate data to identify highly capable students and support teachers to offer suitably challenging work for these students.

A comprehensive curriculum is offered from Foundation to Year 6 following the Victorian Curriculum and delivered by an integrated inquiry model. To encourage greater agency across the school, learning goals in Writing and Mathematics are co-designed by students and teacher and shared with parents to promote greater understanding and visibility of improvement measures. We continue to provide safe, orderly and engaging classrooms and inspire our young learners in an environment of support, self-regulation and high expectation. Teachers provide rigorous and personalised learning further enhanced by individual learning plans, differentiated tasks and engagement with a range of technology and STEM programs.

Specialist subjects are offered to Foundation – Year 6 each week in Japanese, Visual Arts, Performing Arts and Physical Education. Students are involved in inter-school sport, camps and house competition events. There is a strong emphasis on student leadership agency and voice, with opportunities provided through Junior School Council, Environment teams, School Captaincy, House system, Camps, Performing Arts, Chess, Social Action and Media.

The school is supported by a strong community who share in our values, ethics and mission to produce well rounded, successful and agile learners. We strive to build solid partnerships with our families and provide a school environment that is welcoming and friendly. The School Council consists of both new and long standing members and is actively involved in school improvement projects and the financials and strategic direction of the school. Over the last three years the Council has delivered major refurbishments to student bathrooms, library and staffrooms, installed new playgrounds and fencing and developed gardens and streetscapes. The Parents Club is a committed and dedicated groups of parents that contribute each year to revenue into the school through major fundraising efforts including a bi-annual school fair, parent nights, school events and sausage sizzles. The school continues to value and appreciate the work of parents and families to support our students and make Malvern Central School a wonderful place to grow and learn.

Framework for Improving Student Outcomes (FISO)

Malvern Central School delivered on our Key Improvement Strategies (KIS) to improve student outcomes in 2020. The school continues to focus on the explicit teaching of skills and understandings in English and Mathematics and the Performance Summary shows that our school is performing ABOVE similar schools and significantly ABOVE the State average in both English and Mathematics. We have identified that a collaborative approach to planning, teaching and data analysis helps teams of teachers to plan for, differentiate and adapt learning to support each students' specific needs. The introduction of the 'Professional Learning Community' (PLC) has assisted teachers to work together to accurately evaluate data, to collect evidence and to plan for intervention or extension. Through the PLC process, teachers reflect on their own practice, compare and share expertise and build on curriculum knowledge in the pursuit of improved student outcomes. A greater focus on regular and ongoing assessment has assisted teaching teams and Leadership to create data walls as a way of tracking student progress and providing support to students needing greater attention. From the 2020 Performance Summary we were pleased to see the Parent Satisfaction percent endorsement was ABOVE the State average. The school has been working hard with the community, School Council and parents association over many years to build a collaborative, consultative approach to the school's strategic direction, decision making and improvement. The school is committed to building strong school-to-home partnerships and has introduced digital platforms to encourage greater visibility of school work and student learning goals. The school newsletter and year level updates help families to feel connected to school activities and events and an 'open door policy' enables parents to discuss issues, concerns and celebrate successes with teachers, leadership and Principal class.

Highlights for 2020:

- we appreciated and acknowledged the uniqueness of each family to overcome potential challenges to establish and strengthen partnerships ie offering onsite learning, delivering learning packs, printing at school, home visits, pastoral care, check- in calls
- we developed learning plans in September to support student needs, particularly for students who were adversely affected by remote learning
- the school provided a variety of resources during home learning to assist parents and students to
- we held data discussions via Webex to identify students who were not progressing (including highly capable) and developed plans for intervention and support
- we continued to provide literacy and numeracy support programs via online
- despite remote learning, teachers co-designed goals to guide and focus students in improvement in writing
- we introduced additional maths assessments to inform planning and differentiate

Comment on Remote Learning:

During the first lockdown, Malvern Central provided each family with a weekly timetable that outlined a daily schedule of six lessons per day with a mixture of core subjects, wellbeing and specialist subjects like P.E and Japanese. Lessons were delivered and supported by Google Classrooms in Years 3 - 6 and Seesaw in Foundation to Year 2. Devices were loaned out to families. This first remote learning experience, however, proved to be problematic for many families as students and parents felt overwhelmed with the amount of work and felt a general sense of disconnection. Teachers were also experiencing significant fatigue as the pressure to prepare work, provide instant feedback and answer ever increasing parent emails, began to take its toll. By the second lockdown, the school had listened to and surveyed families to discover how better to support students with their learning in households along with an acknowledgement of the pressures for parents with their own work, the needs of their families and competing agendas. Most importantly we heard that students needed to 'see' and engage with their teachers. This led to a major shift in curriculum delivery to include compulsory lesson from 9.00 - 12:30pm, differentiated lessons in Reading, Maths and Writing, daily Webex meetings with teachers and supported intervention groups. Once we had made this significant change, parents were relieved of some of the pressure and we quickly discovered that students were more engaged in this directed, supported, face-to-face delivery method. This change also allowed individual teachers, teaching teams and leadership the time and energy to focus on the core subjects and track the outcomes of students, classes and cohorts. Our efforts paid off with excellent results in mathematics, reaching our four year target in just one year (60% of students ABOVE the expected levels in Number and Algebra) due to this highly focused approach to explicit teaching and challenge, sequencing of lessons, data analysis and intervention. Despite the challenges of remote learning, our teachers operated in highly collaborative teams who shared the responsibility for improving ALL student outcomes.

Achievement

SCHOOL STRATEGIC GOAL: To improve the learning growth of every student with a focus on extending students capable of high achievement.

Learning growth means that students make 12 months learning progression in 12 months or more. With a large number of students achieving strong learning growth each year, our strategic goal challenges the school to further extend and challenge our students who are capable of higher achievement. Whilst we establish support programs for students struggling to progress, this goal focuses our attention and expertise on developing students who are working AT level and to push them to achieve more and also to maintain and further challenge the results of student working ABOVE the expected levels.

NUMBER & ALGEBRA:

12 Month Goal: To increase number of students assessed as ABOVE expected level in teacher judgement from 57% (2019) to 60% by end of 2020.

This target was achieved which was made possible by 2 years of focused work on mathematics across the school. Even during remote learning we were able to deliver teaching and learning programs that engaged and supported all learners. The model of delivery is consistent across the school and students responded well to maths lessons via online learning platforms. During remote learning we were able to utilise teachers, Principals, Specialists and Integration Aides to work with small groups 2 - 3 times per week. Data was regularly and consistently collected and analysed using Essential Assessments and PAT testing. We found that mathematics was well attended and supported at home and teachers became adept at writing instructions and providing links and resources that were easy to follow and understand. The Numeracy Learning Specialist guided and supported teachers to assess data correctly, created digital data walls and developed individualised plans to ensure we knew how each student was tracking.

Future Directions for Number & Algebra:

- Develop Essential Learnings ('I Can.....) statements for each F – 6 classroom in Addition and Subtraction ie 'I Can...solve addition problems using two digit numbers'
- Teachers to participate in peer observations around knowledge of Essential Learnings and how students use these to guide their learning (student agency)
- Continue data discussions with teams – which students are progressing/who is not?
- Use student work in team meetings to inform planning and targeted entry points for individual students
- School Data Team to investigate PAT analysis and how this supports teacher's planning
- Complete Assessment Schedule for Mathematics

READING & VIEWING:

12 month Goal: To increase number of students assessed as ABOVE expected level in teacher judgement from 63% (2019) to 65% by end of 2020. This target was not achieved as we saw the number of students working ABOVE expected levels drop to 55%. We found, like many schools in the area, that reading levels had dropped significantly during remote learning and that there was a poor take-up of reading activities across the board. This was particularly difficult for our younger students who require direct and explicit instruction in reading and phonics. Reading is difficult to assess online and ongoing assessment was problematic. Parents reported that students were fatigued after the online learning and there was less reading at home.

Future Directions for Reading & Viewing:

- Implement Cars and Stars reading program for Years 3 – 5
- Build teachers knowledge around the Gradual Release of Responsibility instructional model F – 2

- Increase teachers' knowledge around mini lessons and explicit teaching of reading strategies
- Develop teacher knowledge and expertise in using Essential Assessment for Reading to ensure consistency when reporting
- Triangulate data and evidence to inform teacher judgement (June & Nov)
- Complete the Assessment Schedule for Literacy

WRITING:

12 month Goal: To increase number of students assessed as ABOVE expected level in teacher judgement from 55% (2019) to 58% by end of 2020. This target was not achieved in 2020 and had dropped to just below 50%. In a similar vane to Reading, students found Writing tasks difficult during remote learning without live and instant feedback and direction from a teacher that is typical in a normal classroom environment. Technical difficulties in homes saw low numbers of students submitting handwritten pieces via digital platforms as photos or PDFs. Teachers then struggled with the size of the writing and the quality of the submissions. Writing is difficult to deliver as students differ greatly in the needs and interests and we even saw a decline in the quality and quantity of writing from our most capable students despite efforts to engage, support and differentiate lessons. Again, similar to Reading, our young and beginning writers students found writing tasks particularly difficult at home without that instant guidance and modelling from a classroom teacher, hence we saw a decline in the number of students achieving ABOVE expected levels in Writing.

Future Directions for Writing:

- Literacy Curriculum Team to develop a whole school Writing Instructional Model
- Writing moderation schedule for each term
- Develop a whole school scope and sequence for punctuation to support explicit teaching in writing
- Developing teacher knowledge and expertise in using Essential Assessment for Writing to ensure consistency when reporting across year levels

Engagement

ENGAGEMENT:

Engagement in school is often linked to student absence and it is the school's responsibility to respond to individuals, year levels and whole school data on absence rates. Absence from school can impact on students' learning, therefore with lockdowns and remote learning arrangements in 2020, this became a more complex issue. Generally speaking, and using the past as a predictor, common reasons for non-attendance at school at MCS include illness but also extended family holidays which account for a large number within the absence rates. Our Annual Implementation Plan included a 12 month goal to 'Decrease the number of students recording 10 – 19.5 days absent from 39% to 37%. This target was achieved in 2020, seeing the number of students absent between 10 – 19.5 days, down to 20%. Many factors have contributed to this decrease, namely the inability for families to take holidays during the school terms during State-wide lockdowns. This factor alone contributes greatly each year to our overall percentage of 'Parent Choice' absenteeism. Despite this significant drop, there has been an increase in the number of students absent 0.5 – 9.5 days in 2020 from 47% to 67%. This increase is due to a combination of factors during remote learning including; learning fatigue, stress in households, ICT issues (ie student not on screen), teacher error with daily roll-taking, no assistance at home, parents working or student wellbeing. Parents struggling to juggle home learning with household demands, their own work, younger or secondary aged siblings or technical problems saw parents permitting their children to take full or half days off to catch-up on work, re-focus or de-stress, which was quite understandable. There was also an increase in the number of students recording chronic absenteeism (30+days) from 21 students to 24 students which was closely tracked by the school. In this instance, the school called and emailed parents when their child recorded either sporadic attendance or no attendance for weeks on end. Many attempts at re-engagement were made, including; printing materials at school, dropping off learning packs to homes, small group lessons, teacher emails and offers of onsite learning. Contributing to this number were students stranded overseas who were unable to connect with lessons due to ICT issues. We were pleased to offer onsite learning for over 30 students at the peak of remote learning for parents of students who were essential workers and to families struggling with the demands of home learning.

Future Directions for Engagement:

- Leaders will establish a wellbeing team to oversee wellbeing programs, student behaviour management and consistency of practice
- Leaders will provide professional learning of student behaviour management, Circle Time for Emotional Literacy, Restorative Practices
- Leaders will assist parents with strategies and/or support personnel in the case of school refusal
- Leaders will follow up with suitable resources for counselling , psychology or Student Support Officers for students in need.
- Teachers will follow up on absences with an email or phone call to families
- Teachers will use agreed processes to monitor and identify students in need of additional support
- Teachers will plan weekly lessons on the scheduled wellbeing session (Respectful Relationships, The Resilience Project, Circle Time for Emotional Literacy, buddy sessions, social skills sessions - Yr 3 and Yr 4)
- Students with acute needs will receive individualised support that is regularly monitored
- Students' relationships with each other will be more positive with a high level of empathy and kindness

Wellbeing

The Attitudes to School Survey (an annual Department survey for students in Years 4 - 9) provides an insight into many aspects of schooling and education from the perspective of a student and allows school leaders to deliver, adapt and offer programs to support students and bring about positive change. In terms of Wellbeing, the school considers the one of the survey's factors, 'Sense of Connectedness', as a genuine way of measuring the level to which a child feels either positively or negatively about their place in school, how they get along with their peers and the relationship with their teachers. With such a difficult and disruptive year due to remote learning and lockdowns the school placed substantial effort and thought toward keeping students connected. It was the main impetus to changing the arrangements between 'Lockdown 1' and 'Lockdown 2' as we felt that during the first remote learning period students felt disconnected and isolated. They didn't see enough of their teacher or their classmates and this was having a negative impact on health and wellbeing and was greatly effecting success in lessons. Parent surveys confirmed that we needed a greater sense of connectedness and this led to the changes for Lockdown 2. Compulsory morning lessons delivered live and in small groups with the inclusion of weekly assemblies, school events and competitions like dress up days and the Amazing Race gave student the opportunity to interact, talk, share stories and lessons and continue to learn alongside their friends. Specialist teachers were activated into each level to provide small group teaching and support. Principals and leadership members checked in daily with teachers and with attendance and followed up where students were regularly absent. Teachers were asked to increase the amount of online, live interactions with their students and make these as authentic, meaningful and engaging as possible. I am pleased to say that all of our teachers and support personnel lived up to this challenge. Our percentage endorsement of 'Sense of Connectedness' at 85.8% in 2020, was significantly higher than similar schools (77.7%) and the State average (79.2%) and we simply put this down to listening to the needs of our students, teachers and our community and making changes where they were needed. The other factor from the Attitudes to School survey, Management of Bullying, continues to improve as teachers and school leaders take all disclosures of bullying seriously and continue to create a 'community of care' with programs in place like The Resilience Project, Circle Time, Restorative Practices and Respectful Relationships that strongly focus on empathy, cooperation, respect for diversity and friendship. The school takes a strong stance on anti-social and aggressive behaviour and will work with families and individuals to change behaviours for the better. Again, we have recorded exceptional figures for Management of Bullying, well above similar schools and state averages as we continue to prioritise the health and safety of our students with a continued and unrelenting approach to supporting student wellbeing at MCS.

FUTURE DIRECTIONS:

- Participate in National Day of Action against Bullying and Violence to reinforce the school's commitment to reducing the incidence of bullying
- Continue the Respectful Relationship program across the school and join the Partner-Lead Group for Bayside and S.A. G.E Schools
- Continue the Buddy Program and the Peer Mediator program to support students in the playground
- Explore the use of new technologies and programs to enhance student engagement and interest
- Involve students and student leaders in decision making, planning and running of school events and activities

- Increase sense of agency and voice in classrooms through Circle Time, class meetings, co-designing curriculum and assessment and choice in learning options

Financial performance and position

1. Why the annual result was a surplus or deficit.

Our annual result for the 2020 Cash budget yearly revenue v expenditure (Net Operating Surplus/-Deficit) on the Operating Statement (31 Dec 2020) was a surplus of \$11,747.00. This was due to less spending in consumables, professional development, cost associated with fundraising and parent clubs, maintenance and equipment hire. This was a result of remote learning and school closures to the majority of the school population ie less spending.

2. Extraordinary revenue or expenditure items.

There was no extraordinary revenue however the school took advantage of the school closure to get some school pride projects completed. These included expenditure items from two separate sources:

1. From the regular yearly cash budget - painting, doors to divide portable classrooms and furniture and the installation of a dividing wall for the Park St staffroom to isolate a large server. This is outside of budgeted maintenance spending eg artificial turf repair/maintenance, gym floor recoat, air-conditioner servicing.
2. From the High Yield account - final payment for the Spring Rd toilets, Park St toilet refurbishment and the front garden at Spring Rd. These projects were all approved by School Council and this money has been accumulated from fundraising efforts over several years

3. Sources of funding the school received, for example, equity funding, special grants or fundraising initiatives.

We received equity funding but due to the high socio-economic climate of our community, this amount was only \$3348.00. These funds are used to support disadvantaged students and vulnerable families with academic programs and financial relief.

In previous years we have received funding from Out of Hours Care, Sporting Schools Program and Overseas Student payments however due to COVID these amounts were drastically reduced. Also fundraising activities that normally results in \$20 - \$40k (not including a School Fair year) were severely restricted due to school closures.

4. Was there additional State or Commonwealth Government funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning (including allocated funding for future spending).

The school received funding from the Accessible Building Program to provide ramps and toilet facilities for disabled students currently enrolled. The school did not fund these works.

5. Details of any contracts, agreements or arrangements entered into by the school council.

We entered into a contract with TheirCare in September 2019 to provide Out of Hours School Care however these financial arrangements were modified, in consultation with the 2020 School Council, as a reflection of COVID and drastically reduced number of students onsite during school closures and remote learning.

At the end of 2020, School Council, guided by the Finance Sub Committee, entered into three new lease agreements due to the expiry of old leases; replacement of old notebooks with Lenovo Chromebooks for Park St (83 devices), 2 new DELL servers (Spring Rd) and new generation iPads for Park St (113 devices)

For more detailed information regarding our school please visit our website at www.malvern-central.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 473 students were enrolled at this school in 2020, 227 female and 246 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

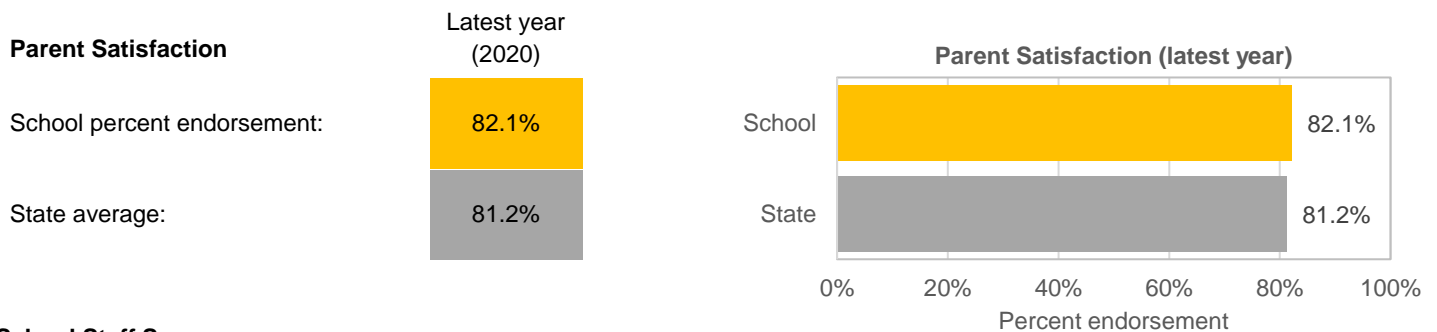
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

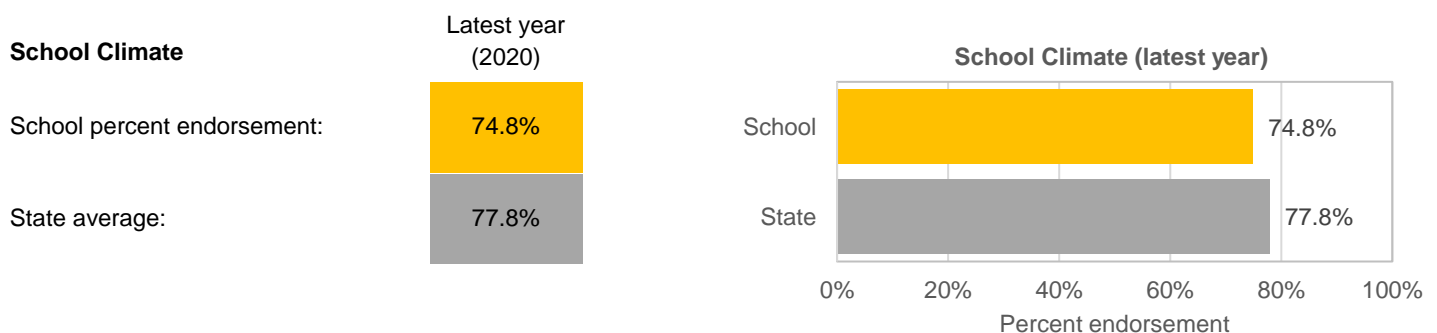


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

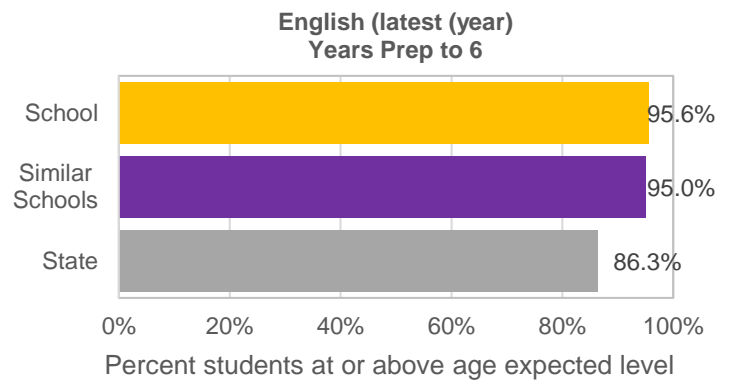
95.6%

Similar Schools average:

95.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

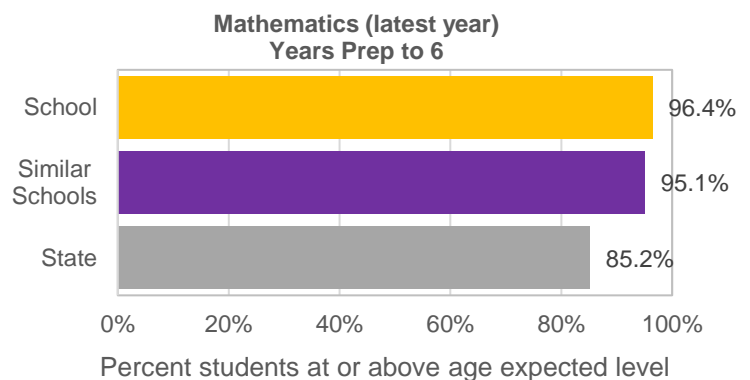
96.4%

Similar Schools average:

95.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

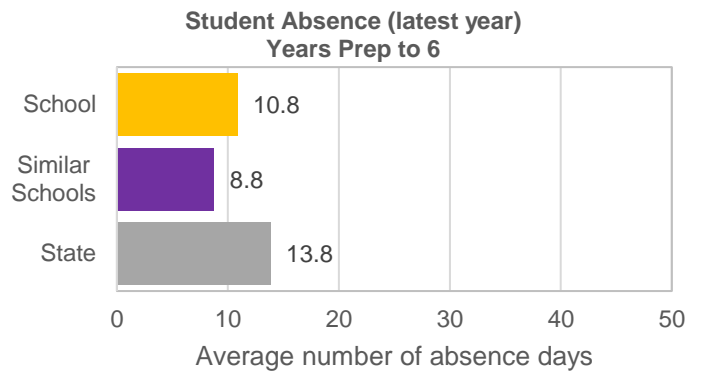
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.8	13.1
Similar Schools average:	8.8	12.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	92%	95%	95%	95%	94%	96%

WELLBEING

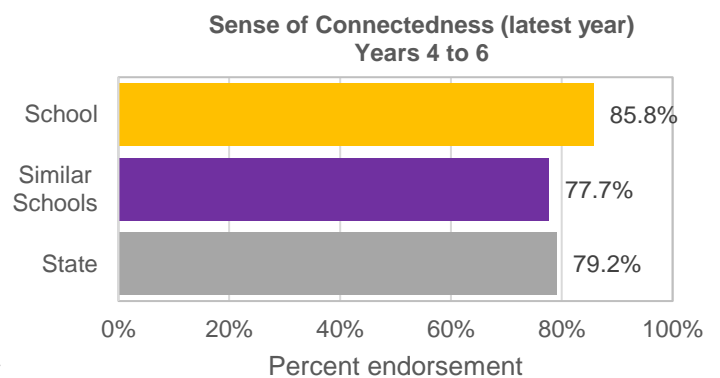
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	85.8%	76.3%
Similar Schools average:	77.7%	79.4%
State average:	79.2%	81.0%



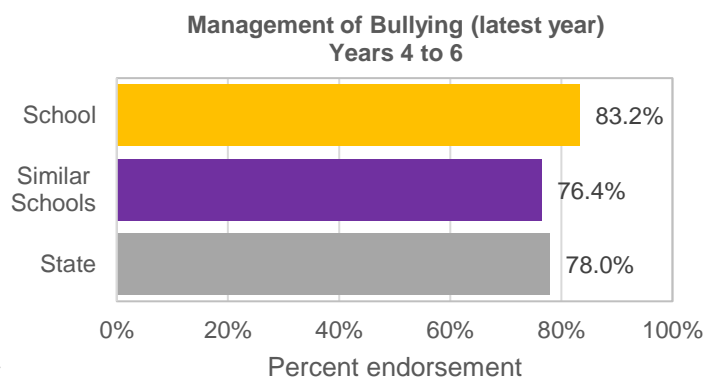
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	83.2%	75.1%
Similar Schools average:	76.4%	78.9%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,711,243
Government Provided DET Grants	\$490,455
Government Grants Commonwealth	\$650
Government Grants State	NDA
Revenue Other	\$5,787
Locally Raised Funds	\$380,523
Capital Grants	NDA
Total Operating Revenue	\$4,588,657

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,668
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$6,668

Expenditure	Actual
Student Resource Package ²	\$3,586,938
Adjustments	NDA
Books & Publications	\$1,378
Camps/Excursions/Activities	\$36,024
Communication Costs	\$10,845
Consumables	\$89,461
Miscellaneous Expense ³	\$41,371
Professional Development	\$19,646
Equipment/Maintenance/Hire	\$139,521
Property Services	\$231,855
Salaries & Allowances ⁴	\$205,916
Support Services	\$19,637
Trading & Fundraising	\$12,605
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$57,409
Total Operating Expenditure	\$4,452,606
Net Operating Surplus/-Deficit	\$136,052
Asset Acquisitions	\$128,733

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$261,340
Official Account	\$46,080
Other Accounts	\$18,652
Total Funds Available	\$326,072

Financial Commitments	Actual
Operating Reserve	\$115,082
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$146,421
School Based Programs	\$2,766
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$6,803
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$55,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$326,072

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.