

# 2021 Annual Report to The School Community



**School Name: Glen Huntly Primary School (3703)**



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

Attested on 28 March 2022 at 03:17 PM by Elizabeth Alessi (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 28 March 2022 at 03:24 PM by Nicole Verginis (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

Glen Huntly Primary School (GHPS) is located in a residential suburb about 16 kilometres south-east of the Melbourne CBD in South East Victoria Region. The West Site of the school opened in 1914 and the East Site in 1921. It is located on Grange Road on two separate sites on opposite sides of the road and it is connected by an overhead footbridge.

The School Strategic Plan for 2020- 2024 was endorsed in term 2, 2021 with the school's vision to optimise student learning growth across all Learning Areas and levels of ability, enhance the leadership profile and strengthen instructional and shared leadership aligned to the high performance culture of the school.

GHPS has a deep commitment to:

\*Inspire our students to be respectful, caring, and resilient citizens of the local and global community; Learning Today, Leading Tomorrow.

\*Be a high performing school with embedded evidence informed best practice that is visible in each classroom

School values which have been agreed to as being pivotal for how students, staff and members of our school community learn together are:

Respect and care for each other and the environment

Pride in our actions and striving for personal best for ourselves and our school

Resilience to accept and adapt to challenges, try hard and build positivity and self confidence

Teamwork and learning together with optimism and enthusiasm to achieve

Creativity to allow us to view and develop new possibilities to meet our goals

The community takes pride in the cultural and social diversity of its students and being able to connect in a friendly, approachable and supportive way. Prior to COVID and the International borders closing, consistent student numbers with English as an additional language (EAL) have been arriving throughout each term, however number has reduced during 2021. Thirty-seven percent of students had English as an additional language and there were fewer than ten students who were Aboriginal or Torres Strait Islander background. The staffing levels of the school include 23.2 equivalent full-time staff: two Principal class, a Leading teacher, a Literacy Leader and a Mathematics Learning Specialist, English as Additional language (0.4) in the EAL Butterfly House, Tutor Learning Teacher (0.65) High Ability Practice Leader and 3.81 Teaching Support Staff.

Specialist programs include Physical Education, Performing Arts, Music and Japanese Language, Visual Arts, Library, and in addition to curriculum enrichment programs including Cooking, there is a small vegetable garden and raising chooks.

Teaching Support Staff included a new 1.0 Business Manager commencing in Semester 2 and administration staff has been maintained at 0.5. Integration/Education Support roles assisted PSD funded students (Tier 3) and identified tier 2 students received point of need support through the Disability Inclusion funding rollout in South Eastern Victoria Region. Students have been attending 1: 1 in the Tree House Reading Program and have been provided with in class support for Literacy/Numeracy where it has been identified that the learning growth for these students is needing catching up. This has also been provided by way of Tree House Reading /MiniLit Years 1-2 intervention programs for identified students.

The 326.4 EFT supports fourteen classes in 2021: ten classes on the East Site and four on the West Site. During periods of remote learning up to 28 students attended onsite. The school's SFOE (Student Family Occupation Enrolment ) is 0.1206 which is trending positively. In addition to 326.4 Student Resource Package funded students, there is one International full fee paying student and included are 3.6 students who receive funding through the Program for Students with Disabilities. Tracking the mobility of enrolments over 2021 reveals that there has been a lesser number of students able to transfer in due to travel restrictions in place and some movement by families to the growth corridor suburbs to access more affordable housing. The school hosts a campus of the Noble Park English

Language School where NPELS enrolls eligible students who have been in Australia for less than 12 months and who are English as Additional Language learners. The travel restrictions have affected numbers of enrolments.

The 7.12million Capital works project Stage 1 Construction commenced in term 3. The staging impacted East Site Building B on two levels with the Main Administration, sick bay, resource rooms and Offices and staff room relocated temporarily in Mod 5 building until the start of the 2022 school year. Two former downstairs classrooms have been totally gutted and refurbished to become a new Staff Lounge, Principal, Assistant Principal, Business Manager and Meeting room offices. The new main foyer and old offices have been redesigned to facilitate a welcoming and spacious entry, new casual waiting spaces, and a conference room for parents or allied health visitors. There is a new staff and disabled toilet and sick bay. The resource spaces and storage will enhance the preparation of teaching area for all staff. The former staff room, uniform shop, and storage on level 1 has been redesigned to include a classroom which has been converted to a STEM room to further engage students in Science. The design includes a new cleaners' room, student toilets for both males and females and two staff toilets. Repair and replacement of windows and joinery will be completed throughout the identified areas on level 1 & 2. The internal stairwell has been newly painted and re-carpeted as has the spaces throughout Stage 1.

WW Hall and surrounding, play equipment and Shelter shed was demolished due to earthworks commencing in January to make way for the Stage 2 project: a full size gymnasium including stadium seating, music room, canteen, student toilets and change rooms. There will be major landscaping around the new build, a new playground with equipment and a bike shed to come in 2022. The English Language School decanted to Noble Park Campus while awaiting their return to the relocated Mod 3 x3 buildings at the Southern end of the oval.

Stage 3 is due for commencement in term 2 holidays of 2022.

Parent satisfaction was 91.9% which was 10 % higher than the state average and the School Climate for staff endorse percentage 77.7% was similar to the state average - 75.8%.

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## Framework for Improving Student Outcomes (FISO)

Glen Huntly has achieved high academic results whilst having social and emotionally connected students at the school. GHPS has a very welcoming and inclusive community that has focused on helping to build the resilience of students. The school's challenge is to continue this work and strive for continued learning growth with highly proficient and capable students including students with English as an Additional Language. Data to illustrate the areas of progress towards the SSP Goals and Targets is the Year 3-5 NAPLAN Relative growth from 2019 -2021 showed low percentages of low growth and high percentages of high growth with an upward trend over 5 years for Non EAL and EAL funded students. The percentages of students assessed in the top two bands in NAPLAN 3 & 5 compared with teacher judgement data showed Reading Year 3 showed a close alignment. Literacy was identified as a focus area in the new SSP.

GHPS delivered on our key improvement strategy to provide learning catchup and extension however, some of the plans were modified to suit remote learning. The student selections for direct support in the Tutor Learning, High Ability and Intervention support focused on building Literacy and Numeracy capabilities. Measures considered have been the learning growth of students using teacher judgements, attendance data, PAT Maths and Reading, Fontes & Pinnell and NAPLAN 2019 - 2021. Koorie, EAL and Non EAL Students who attended in small groups timetabled over 3.5 days.

PLCs are evolving in their skill to critically reflect collaboratively to enhance their impact on student wellbeing and learning, using the improvement cycle to ensure their practice is informed by evidence. Measures considered have been the learning growth of students using the School Performance & Wellbeing Supplementary Report. Variations in the outcomes for cohorts is evident in the Semester 2 results in Numeracy, Writing and Reading. The School Staff Survey shows a percent of teachers are evolving in their perceptions of practice improvement including participating in collaborative discussions to improve learning and teaching and understanding their contribution to school improvement. The implementation of teachers using high impact teaching strategies (HITS) compared to their knowledge of HITS varies in staff positive perceptions. Teachers work together to moderate student assessment tasks, continually monitor

the effectiveness of their teaching practice through analysis of student learning data but evaluation of learning recognizes that during remote learning, teachers have been less able to collect data to support achievement of the school's improvement priorities. The return to school in term 4 left an overall reduced period of time in semester 2 to teach and assess although PLC LS and staff have reflected on how most effectively teachers have been able to track and monitor student growth. An overview of our school's response to remote and flexible learning is that some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. The focus for School Leadership, including Instructional leaders, has been to renew and rebuild the return to school.

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## Achievement

During the 2021 year there were numerous periods of lockdown and some students flourished and some students needed catch up and extension in the return to onsite learning. Term 4 provided more consistency on site and face to face learning and teaching. Throughout onsite and remote learning, leaders and teachers were committed to achieving learning outcomes and goals and to optimise student learning growth across all levels of ability. Extensive school wide use of Learning Intentions and Success Criteria heightened awareness of why students are learning certain topics/skills. Implementation of SMART goals for students enhanced student agency and sense of empowerment in learning including Class meetings and the opportunity to discuss ideas. During remote learning, enablers that supported the achievement of this goal included engaging and interesting activities i.e. science experiments, more technology use and digital projects.

The Numeracy Instructional Model has been implemented to correlate directly with the Gradual Release of Responsibility Model and staff continued to undertake professional learning with Maths Association Victoria (MAV) to determine the inclusion of formative assessment. In line with the original AIP goals, teams also determined how to use enabling and extending prompts during Numeracy sessions to differentiate content. Analysis of the 2021 NAPLAN misconceptions has informed planning including the continuation of PAT Numeracy. The Numeracy Learning Specialist has collaborated with teachers to improve and support practice using High Impact teaching Strategies (HITS). During remote learning, there were barriers to viewing and formatively assessing students thinking and working mathematically.

The Literacy Leader collaborated with staff to imbed the Reading Instructional Model and student learning data has indicated that learning outcomes through NAPLAN and PAT Reading testing, as well as internal school data such as Fountas and Pinnell shows there are areas for improvement that maybe best rectified with more onsite learning. GHPS has commenced using the 6 + 1 Traits to Writing Success, however the barriers to further implementation are due to lockdown and that will be a priority in 2022. During remote learning changes in practice to support home learning have been at the forefront. In term 4, students in Years 5 & 6 who were identified as high achievers participated in the Victorian High Ability Program (VHAP). They participated in an induction process where they were given the opportunity to explore the VHAP portal and ask clarifying questions. In becoming more confident with Webex, they were able to attend all virtual sessions. Feedback from the students showed they felt they were exploring content that was more challenging and were highly engaged throughout virtual sessions. Students identified as needing learning catch up have been supported through the Tutor learning Program with an added focus on Numeracy. Reviewing the percentages of the students in the top three bands for NAPLAN Reading and Numeracy for Year 3, the results are well above the State averages, but there is room for growth and improvement for Relative Growth between 2021 and 2023 with this cohort. The Year 5 results are well above State averages for Reading and Numeracy with Numeracy with the strongest percent of students in the top three bands. NAPLAN Learning Gain Growth from Year 3 (2019) to Year 5(2021) showed the highest gains in Numeracy, Writing and Spelling and the lowest percentages of low growth in Grammar and Punctuation and Spelling. Teacher Judgement of Student Achievement resulted in the percentage of students working at or above age expected standards in English and Mathematics to be as the same as the similar schools average.



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## Engagement

The implementation of Compass has clearly enhanced how the school has enabled tracking of attendance, reflected on patterns of absenteeism and provided targeted follow up information for both teachers and intervention support.

The Performance Summary indicates that Student Absence in years Prep to 6 showed a school average number of absence days as 11.0 which was down on the previous year's 12.8. This figure was below the state average of 14.7 but still slightly above similar schools. In the previous year's Self Reflection for 2020, the goal for engagement was to work towards reducing the average number of student Absence Days to 11 days or fewer annually.

Attendance rates were all above 93% for each year level with Year 5 at 96%, Years Prep, 3 and 6 at 95%, Year 4 and 2 at 94% and Year 1 at 93%. A dedicated whole school focus on 'attendance and punctuality' with follow up calls from teachers and Principal Class when students were absent during remote learning morning roll call for more than two days in succession.

With the return to onsite learning at the beginning of 2022, teachers have focused on supporting students at their point of need and developing a Whole School Response to Intervention Model. Case Management has been an initial focus for Tier 3 students as well as student's 'at risk'

Students in Years 4-6 have indicated through the Attitudes to our School Survey (AToSS) student's sense of connectedness was 85.1% which was above similar and state school averages but slightly down on our 4 year average. Regular Circle Time has focused on responding to preparing for changes, special events, unforeseen circumstances as well as positive and negative responses. Teachers have used a recent Curriculum Day to re-familiarise themselves with Community Circle Time strategies and leading questions.

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## Wellbeing

Student health and wellbeing was a priority at our school for 2021 and formed part of our AIP goals which were around increased Community Engagement and improvements in Student Wellbeing.

To help achieve this, a Wellbeing Team was developed with the aim of being able to better support and monitor students and families in a more systematic way, particularly with remote learning and later with the return to normal onsite schooling.

Throughout remote learning, teachers used daily check in times and class lists to monitor student wellbeing and also provided times online where students could socialise with their peers .

Regular contact from the teachers through video calls - check-ins and roll calls helped to continue and develop relationships with students and strengthen family links through consistent communication with students via emails and google classrooms, including Three way Conferences and one on one conferences.

Students and families that were having a particularly hard time with remote learning were given permission to attend the onsite learning at school, where they were able to be better supported.

Scaffolding and individualised plans for differentiated learning ensured there was a focus on explicit instruction, developing independence and a conscious effort to increase and improve student interest in Specialist areas including Art and PE.

A focus was on keeping the students active whilst at home and this was supported with PE activities and challenges that required the students to be active..

The Student Wellbeing focus continued as students returned back to onsite learning Term 4. The School Wellbeing Team had all class teachers conduct a survey of their student's wellbeing, social and emotional levels using the Department's Student Check-In Resource Tool. These results helped teachers and the Wellbeing Team to identify students at risk or requiring additional support. A range of support mechanisms were put in place to help these students which sometimes included using outside agencies for support and advice.

The Students Attitudes to School years 4-6 showed a 85.1% positive endorsement to their Sense of Connectedness, which was slightly higher than Similar schools average of 83.3% and well above the State average of 79.5%.

The Students Attitudes to School - Management of Bullying Years 4-6 showed a 81.2% positive endorsement, which was higher than similar schools that averaged 80.5%, and well above the State average of 78.4%.

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## Finance performance and position

Glen Huntly Primary School has maintained a sound Financial Position in 2021 and the Finance Sub Committee of the School Council has monitored and reviewed all financial reports throughout the year, including some large expenditure items throughout the year.

The Financial Performance and Position Report shows an end surplus of committed funds of \$121,023 and \$84,966 totalling \$205,989 at the end of 2021. These funds are committed to new air conditioners in the new gymnasium in 2022, and further ICT equipment.

We are very grateful to Theicare, our Before and After school care provider who donated \$23,856 towards our school which went towards ICT, 3 Daikin Air Conditioners and materials for upgrading and repairing the Fairy Garden.

Interest from the Parent community to donate to a Building Fund resulted in the School Council approving that a Building Fund account be opened for such donations in May 2021.

In June 2021 School Council acknowledged the numerous requests for the Noble Park Language School to pay funds owing to GHPS as a host School had been successful. This resulted in an outstanding amount of \$100,000 paid for their classes to operate between 2010-2020. With such a substantial payment, which arrived in Term 3, the School Council agreed to approve the proposal and expenditure to make significant improvements to the Junior Site play areas to include a large resurfaced area. The school was appreciative of the opportunity to be able to have this project completed in January 2022.

Even with COVID in 2021 fundraising efforts our Glen Huntly Parents Association (fundraising committee) still managed to raise \$6,803.

Salaries and allowances totalling \$102,723 relates to cost of Casual Relief Teaching (CRT) Staff required to cover teachers on approved leave or unwell. The number of CRT days was unusually high and unforeseen due to COVID.

The camps/excursions/activities expenditure is self-funded.

**For more detailed information regarding our school please visit our website at**  
<http://www.glenhuntlyps.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 330 students were enrolled at this school in 2021, 166 female and 164 male.

37 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).

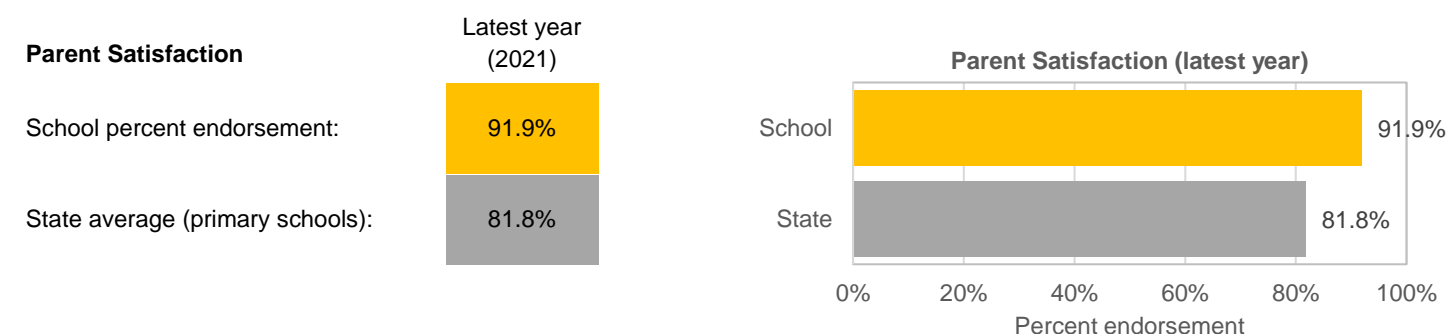
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

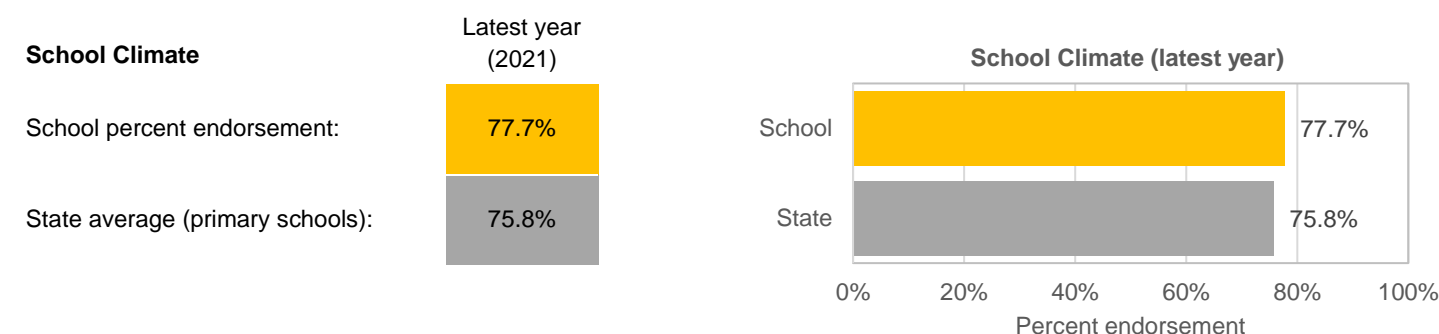


### School Staff Survey

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:

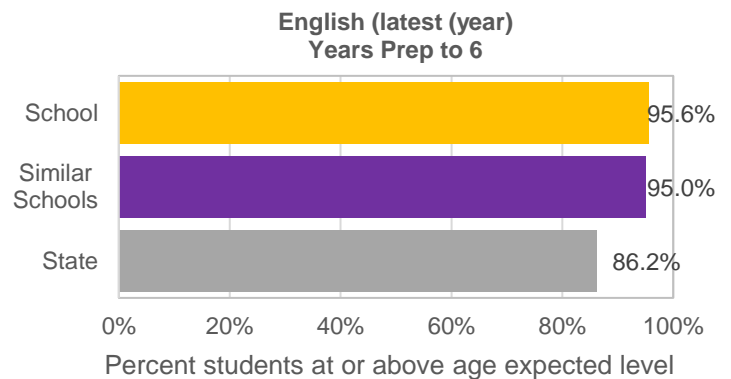
95.6%

Similar Schools average:

95.0%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

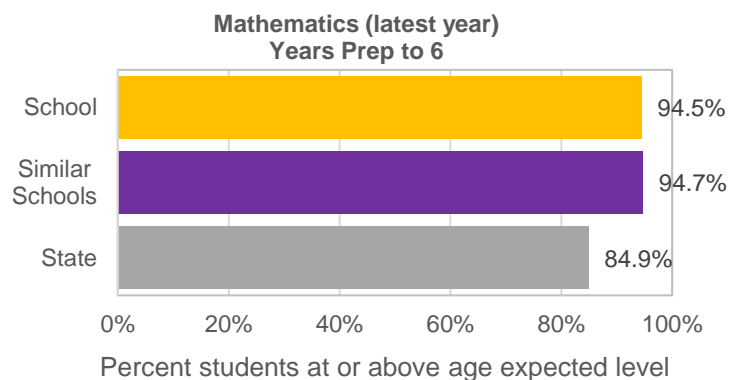
94.5%

Similar Schools average:

94.7%

State average:

84.9%



## ACHIEVEMENT (continued)

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

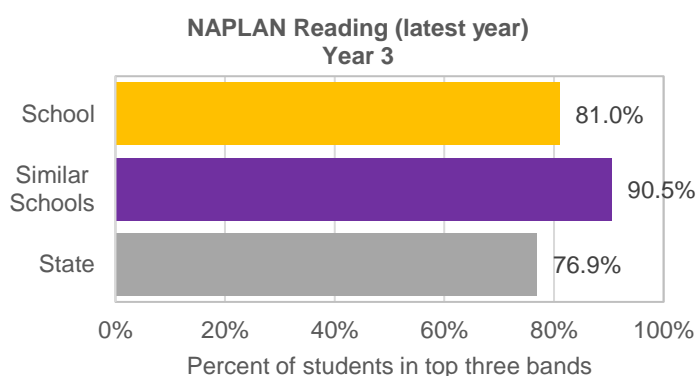
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

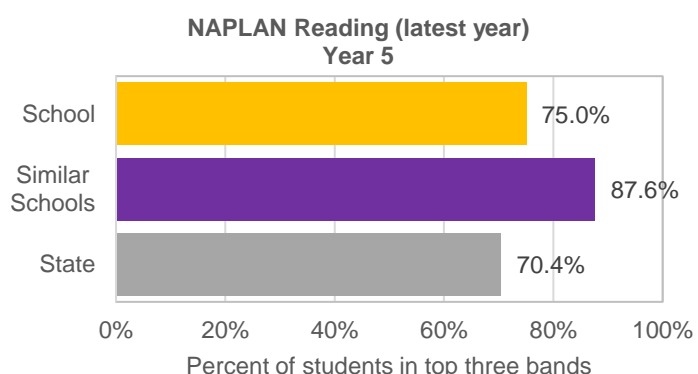
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.0%	83.6%
Similar Schools average:	90.5%	89.2%
State average:	76.9%	76.5%



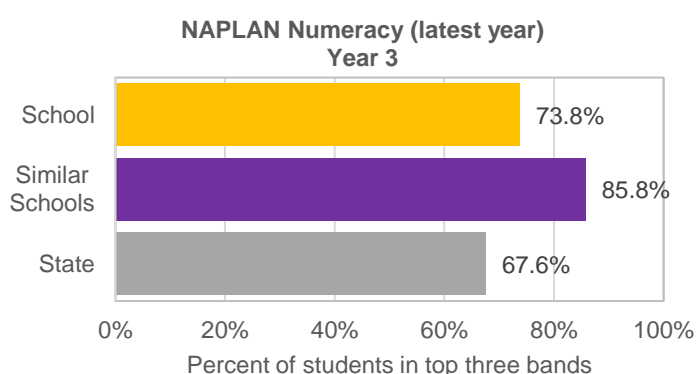
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	77.0%
Similar Schools average:	87.6%	84.3%
State average:	70.4%	67.7%



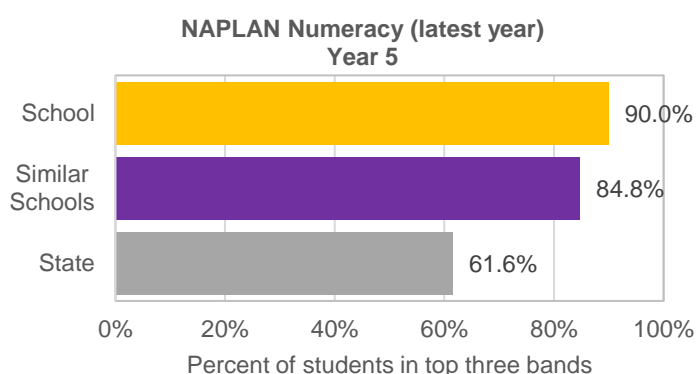
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.8%	78.3%
Similar Schools average:	85.8%	86.4%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.0%	77.8%
Similar Schools average:	84.8%	82.1%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

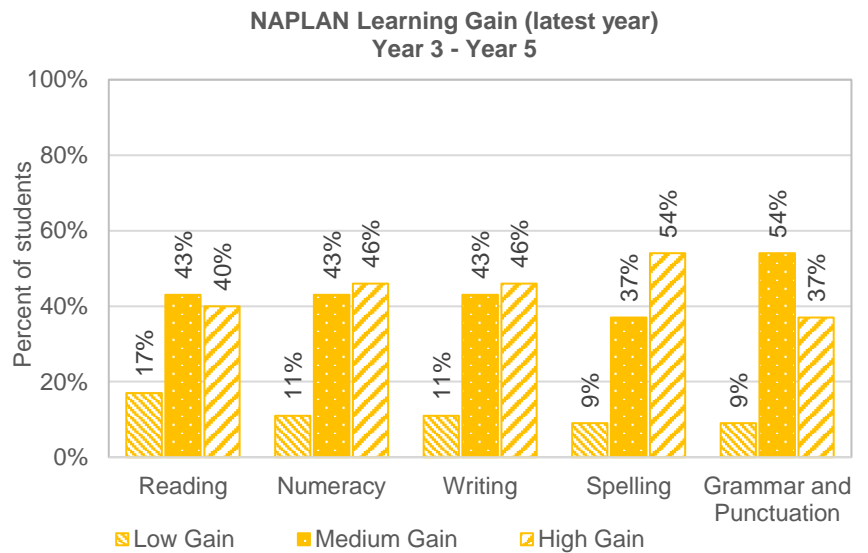
### NAPLAN Learning Gain

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:	17%	43%	40%	33%
Numeracy:	11%	43%	46%	37%
Writing:	11%	43%	46%	35%
Spelling:	9%	37%	54%	31%
Grammar and Punctuation:	9%	54%	37%	36%



## ENGAGEMENT

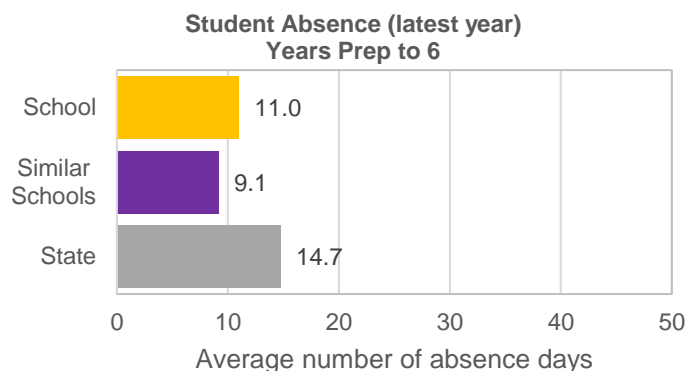
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	11.0	12.9
Similar Schools average:	9.1	11.5
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):	95%	93%	94%	95%	94%	96%	95%

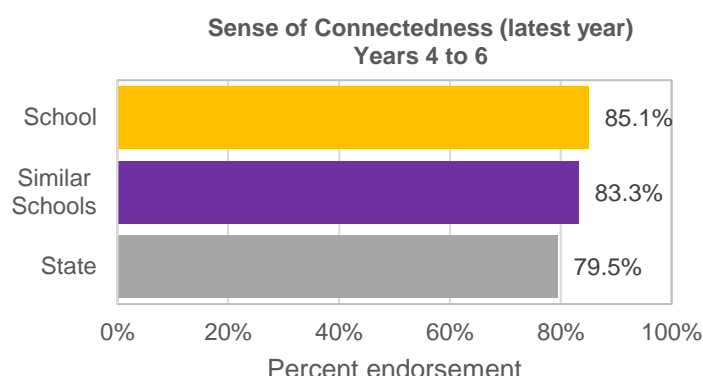
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

<b>Sense of Connectedness Years 4 to 6</b>	<b>Latest year (2021)</b>	<b>4-year average</b>
School percent endorsement:	85.1%	86.3%
Similar Schools average:	83.3%	83.2%
State average:	79.5%	80.4%

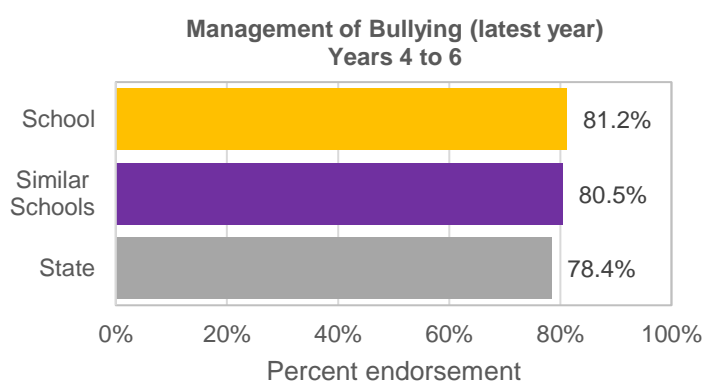


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

<b>Management of Bullying Years 4 to 6</b>	<b>Latest year (2021)</b>	<b>4-year average</b>
School percent endorsement:	81.2%	81.3%
Similar Schools average:	80.5%	81.6%
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	\$2,722,790
Government Provided DET Grants	\$322,524
Government Grants Commonwealth	\$3,400
Government Grants State	\$0
Revenue Other	\$13,956
Locally Raised Funds	\$441,750
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,504,420</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,227
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,227</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,584,537
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$88,241
Communication Costs	\$9,937
Consumables	\$94,454
Miscellaneous Expense <sup>3</sup>	\$9,780
Professional Development	\$6,620
Equipment/Maintenance/Hire	\$72,499
Property Services	\$45,090
Salaries & Allowances <sup>4</sup>	\$139,089
Support Services	\$34,370
Trading & Fundraising	\$20,850
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,571
<b>Total Operating Expenditure</b>	<b>\$3,133,039</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$371,382</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$275,375
Official Account	\$94,080
Other Accounts	\$10,050
<b>Total Funds Available</b>	<b>\$379,506</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$84,966
Other Recurrent Expenditure	(\$27)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$116,050
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$205,989</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*