2021 Annual Report to
The School Community

THE EDUCATION STATE

School Name: East Bentleigh Primary School (4837)

East Bentleigh
Primary School

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

Attested on 18 March 2022 at 12:22 PM by Maria Shearn (Principal)

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

Attested on 25 March 2022 at 03:21 PM by Lisa Vance (School Council President)

VICTORIA State Government | Education and Training

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

School Vision:
East Bentleigh Primary School provides a rich, inviting, child-focused environment ensuring that all students feel safe and stimulated. Our students are able to achieve their full academic, creative and social potential, equipped for the challenges of lifelong
learning. Students develop into healthy and confident individuals, actively contributing to the world in which they live.
School Values:
Respect – for ourselves, for each other and for our environment
Empathy – the ability to understand and share the feelings of others
Optimism – Hopefulness and confidence about the future, or the success of something
Confidence – A feeling of trust and firm belief in yourself or others, in order to pursue goals and face situations with an open mind
Perseverance – The ability to stick at something despite difficulty or delay in achieving success
Teamwork – Getting things done as a group and at the same time maintaining good relations within the group

Purpose:
East Bentleigh Primary School is located in the South Eastern Region. The school was built in 1960 and is situated in an attractive natural environment near the Yarra Yarra Golf Course. Over the years the buildings and grounds have been continuously well-maintained and developed by proactive staff and parents. The addition of the BER building in 2011 and the building of a new Performing Arts Centre and classrooms (completed in June, 2020) are testimony to the steady growth in the school..
In 2021, the enrolment of 411 students at census day in February, included 34 students receiving support from the Program for Students with Disabilities, with the level of funding for these students ranging from Level 1 to Level 4. Although most children are from English speaking backgrounds, the mix of cultural backgrounds of students is quite diverse.
The school has a varied staffing profile in terms of experience with 25.4 Equivalent Full Time (EFT) staff, two Principal Class, 23.4 teachers and 12.4 Education Support (ES) staff, as well as a number of specialist staff such as instrumental, craft, dance and eurythmy teachers.
The school is passionate about developing the whole child and as such offers a rich range of co-curricular programs including the Stephanie Alexander Garden program, sport and physical education programs, Languages Other Than English (LOTE) – French, performing arts, music/drama, art, camps, excursions, showcase dinners, festivals and celebrations including the Midwinter Festival, all of which we severely curtailed in 2021 due to the effects of the COVID pandemic.
Two different curriculum streams, Mainstream and Steiner, operate at East Bentleigh Primary School. Students are organised into single year levels where possible. Classes currently consist of twelve Steiner classes and seven Mainstream classes. Additionally, the school offers a range of specialist and support programs to promote learning of all students. Both the Mainstream and Steiner stream programs are underpinned by the Victorian Curriculum. The two curriculum streams operate in parallel within the school and parents select which stream they would like their child to attend. Our caring school community has shown that individuals with diverse philosophies can work together harmoniously.
Having a unique situation in place at our school as a result of the two different curriculum streams, it is necessary to provide some understanding of the differences between the Mainstream curriculum and the Steiner Stream curriculum. The methodology of our Mainstream classes is similar to other government primary schools. We have some single year level classes and some multi-aged classes that cater for diverse student needs. Our Inquiry based curriculum focuses on the individual student – their needs and goals for future learning. The programs that we offer develop life skills. Our students participate in the Stephanie Alexander Kitchen Garden Program from Class 3 -6, where they are immersed in practical, hands-on activities involved in gardening and cooking.   Digital technologies are embedded through all of the mainstream year levels with a range of devices, such as iPads and interactive screens, to support the development of students' capabilities.
In the Steiner stream the Victorian Curriculum is taught through a creative, artistic and hands on approach which is

focused on the development of the whole child. The Foundation child's school days are filled with creative, imaginative play where children are exposed to literacy and numeracy learning through hands-on, practical and play-based experiences. In the second semester students are supported in their transition to year 1 by the introduction of formally organized instruction. Through Prep and Year 1 letters and sounds are introduced imaginatively through stories and pictures. In the older grades much of the teaching in all subjects is done through stories told by the teacher. Recalling and discussing the stories in a natural spontaneous manner is an essential component of Steiner education. The oral approach is used all through Steiner education, and mastering oral communication is seen as integral to all learning. Singing, recorder playing (from class one onwards), movement and rhythmic work undertaken each day sharpen the powers of concentrated listening. Although both streams provide a balanced curriculum which is enhanced by a wide range of experiences for the children, it is necessary to consider the different academic paths when looking at the school's student achievement data. On average, the children in the Steiner stream have reached indicative levels in Literacy and Numeracy by class three.

Our whole school approach to student wellbeing is based on restorative justice and positive education principles. Positive Education practices are embedded in all classroom and specialist programs. When moving around the school, a positive tone permeates the school environment, with a sense of harmony, community and wellbeing reflected in the behaviour and demeanour of students. All students participate in the Respectful Relationships Program.

Framework for Improving Student Outcomes (FISO)

KIS 1.a
Learning, catch-up and extension priority

KIS 1.b
Happy, active and healthy kids priority

KIS 1.c
Connected schools priority

Learning, catch-up and extension priority
Teacher judgements (diagnostic, formative and summative)
English Online Interview, Maths Online Interview and Literacy and Numeracy Check-in Assessments available on the Insight Assessment Platform
Abilities Based Learning and Education Support
Reading and Vocabulary assessment for English as an Additional Language students
The Digital Assessment Library which includes levels 2-10 English and Mathematics assessments
Other assessment resources and tools such as Essential Assessment

Happy, active and healthy kids priority
Attendance (including for priority cohorts or at-risk students)
Engagement data from learning management systems such as cases
Self assessment against the DET Inclusive Schooling Index tool
Student and staff surveys developed by the school
Interviews and focus groups with students

Connected schools priority
Attendance (including for priority cohorts or at-risk students)
Engagement data from learning management systems such as cases
Student and staff surveys developed by the school
Interviews and focus groups with students
Parent/carer/kin surveys and focus groups
Community attendance at events and digital engagement including social media and website traffic data

Achievement

Learning, catch-up and extension priority:
Literacy:
The delivery of the 5-6 week writing cycle was hampered by lockdowns but the feedback was generally positive. Teachers felt it gave them more time to teach each genre in depth and for students to set goals and respond to feedback. Many students chose to enter external writing competitions and one grade six student won the Clare O'Neill persuasive writing competition.
The Heggerty phonemic awareness program was purchased to provide F-2 students with consistent and repeated instruction in phonemic awareness. A considerable investment was made to purchase the books for all F-2 teachers as well as 'Bridging the Gap' books for Literacy support and teachers. All F-2 students were screened for phonemic awareness in term 1.
The Literacy team completed the 6 + 1 Traits of Writing Ozlit PD and presented PD to staff. There will be ongoing PD and discussion about 6 traits next year as well as discussion about how to incorporate the traits into the writing program so they are an integral part of the writing cycle used for relevance to genre.
Numeracy:
Despite another COVID 19 impacted year many positive elements contributed to the mathematical learning of students at East Bentleigh. PD focusing on data analysis continued to support staff's capacity to meet students at their point of need. Follow up PD and the resourcing of picture story books to support the embedding of teaching numeracy through challenging and rich tasks. The school is still in the embedding phase of developing this area of teaching and learning practice.
The tutoring program contributed greatly to those students who had been impacted by COVID. This combined with the excellent efforts of staff was reflected in the NAPLAN data with 57% of students in year 3 attaining the top 2 bands and 57.5% of year 5 students attaining the top 2 bands. Most pleasing was the growth data from year 3 to 5 with students making on average 100 scale points progress from year 3 to 5 compared to the 83 points state average.
Year 5 and 6 students were identified as part of the Victorian student extension program and also through school opportunities to participate in the school Maths Talent Quest and MAV games days.
Future Goals for 2022
Literacy:
•   Update Literacy @ EBPS document
•   F-2 teachers to determine readers to use and purchase from budget.
•   Evaluate need for consistent phonics program across F-2.
•   Training for new staff in existing literacy programs
•   Embed 5-6 writing genre cycle in planning.
•   Evaluate student progress after 1 year of Heggerty - F-2 classes
•   Purchase low ability, high interest readers for senior students.
Numeracy:
•   Continue to embed practices in teaching numeracy through rich and challenging tasks.
•   Extending teacher capacity to challenge more able students
•   More opportunities for student extension through extra curricular activities.
•   Develop staff knowledge and understanding of the concrete-representational-abstract approach to support students across all abilities and age levels.
•   Mainstream and upper years Steiner staff professional development of digital representational tools

Students supported through the Program for Students with a Disability (PSD) all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. Student Support Group (SSG) meetings are held each term to update these Educational Plans and to inform parents/guardians of their child's progress. Our PSD students were supported during remote learning period by having an Educational Support staff allocated to individual students on the program who would contact them each day and work through the activities set by the classroom teacher and to offer wellbeing support. It was interesting to note that whilst some families found the period of home learning difficult, a higher number of our PSD students found learning from home a positive.
Our future work will be in catering for the return of these students in a sensitive and supportive manner.

Engagement

Student Engagement varied throughout 2021. During remote learning in 2021 there was an expectation that staff connected synchronously with all students every day via a whole class wellbeing session or reading and maths lessons. The families that were struggling at home were offered onsite supervision in Term 2 and 3 - mainly our PSD students. Teaching staff were rostered on certain days and rotated the supervision here at school. Our ES staff were allocated PSD students to contact each day and work with them on their modified tasks set by the class teacher, either on See-saw or Google Classroom. We noticed an increase in disconnection during Term 3 remote learning as families neared the end of the term. Teachers were commenting that fewer students were online each day and this was monitored by the classroom teacher to support through either a phone call or an email to the families.
Since our return to school from lockdown in Term 4, all teachers from foundation to year 6 have maintained a focus on wellbeing and engagement. Activities that explore positive feelings and how to sustain them, including relaxation, gratitude, savouring and personal strengths have been part of the wellbeing program, as well as corresponding modules from Respectful Relationships. Positive relationships have been in the foreground of classroom practises and children have reviewed friendship skills, help seeking and teamwork within their classroom settings.
Connected schools priority:
Many of the on-line communications with our East Bentleigh P.S. community continued this year due to remote learning in Term 2 and 3. Parent/teacher interviews were conducted via WebEx in June. All School Council meetings have been conducted via WebEx with policies and reports discussed via a shared screen. Professional Learning for staff has continued throughout the year, and mainly Term 2 and 3, via Curriculum Syndicate meetings through WebEx. These meetings would have specific agendas, Professional Learning podcasts in Numeracy and Literacy and data analysis of NAPLAN results. This information helped support all areas when planning for Term 4.
Throughout remote learning communication continued both with students and their parents.
PSD/ vulnerable students were contacted daily during remote learning. Provision for onsite learning was provided throughout this time.
Weekly communication to parents via the newsletter and bulletins were augmented by frequent direct sends of emails to parents to keep them informed of the changing landscape.
Future Goals in 2022:
Continue to use digital tools that were successful during flexible and remote learning to engage parents in an understanding of classroom learning.
Where applicable - Invite local community members and leaders to school open days, assemblies, concerts and other school events.
Continue to initiate school-based Indigenous community events including Reconciliation Week and NAIDOC Week.
Plan for on-going professional development on integrating digital learning.
Re-establishment of student led conferences.

Wellbeing

Happy, active and healthy kids priority:
COVID and subsequent lockdowns have severely impacted on what we have been able to achieve over 2021. Despite this some goals were met in some ways and some benefit was gained from the lockdown status such as being able to attend professional developments.
Despite the disruption to on-site learning we were fortunate to be able to hold our Wellbeing professional development day, with a focus on the why and how of teaching Respectful Relationships, topics 7 and 8 and responding to classroom conflict by modelling a whole class no blame conference. Staff also participated in modelled lessons from the program.
We became a lead school for Respectful Relationships.
Contact has been made with the regional representative for "Be You" and we will be attending cluster meetings on the final Wednesday of each month.
In addition, the members of the Strategic Intent Team - Wellbeing, have attended a range of Respectful Relationship Professional learnings over this semester including, Respectful Relationship induction sessions, Sexuality and Consent, Translating Respectful Relationships to online learning, healthy masculinities and the RR Parent, Carer and Community Information session.

The team has also been reviewing our baseline implementation data and will develop further action strategies based on the data collected.

Folders have been phased out and all resources and activities have been uploaded to the Wellbeing folder on Google Drive.

Future Goals - 2022

Supporting the recovery of students from long term lockdowns

- regular whole school wellbeing activities
- daily wellbeing check-in

Continue to develop and promote Respectful Relationships as a whole school, cross curricula program by:

- Compiling analysing and interpreting RR implementation data
- Visibly promoting East Bentleigh Primary School as a Respectful Relationships school
- Visible role at school assemblies
- Conducting Parent information evening/s
- Continue to present information and student experience in School newsletter
- Upskill teachers in Sexuality and consent programs beginning with Senior School teachers
- Purchase a range of books available for teaching Respectful Relationship topics 7 and 8 (We have not spent wellbeing budget for two years)
- Purchase multiple copies of books specific to RRRR program

Teachers have indicated they like the KidsMatter folders

- Reinvent as RRRR folders containing this program document only- all other activities and more are available on google drive and can be accessed from anywhere.

Promote East Bentleigh School Values by:

- Visibly promoting the school values internally and externally
- Through School assemblies

Finance performance and position

The allocation of resources in the form of program budgets and staffing is based on the needs of students. The school's purpose is to provide a challenging yet caring learning environment that will equip our students with the necessary skills and knowledge to become valued contributors to the community in which they live. Our aim is to provide a broad curriculum for all children. Program budgets are carefully targeted to support curriculum areas, which in turn support the improvement of student learning outcomes. Adequate funding is an ongoing issue and concern for schools; therefore, the management of resources must reflect the needs of the school, which in turn leads to provide the best possible learning environment and learning opportunities for all students. During 2021,the pressure on budgets was eased in some areas, such as CRT, utility bills etc.. The Bentleigh Farmers' Market on the back of a very hard work of many parents and staff continued to add to the school's finances allowing the valuable programs such as the SAKGP to be staffed and resourced. Our financial processes continue to be efficient and well managed by our Business Manager, Jane Keen and assisted by our Office Manager, Ann Tsiaves. Our Business Manager of 15 years - Jane Keen - retired at the end of Term 2 (2021). We welcomed Libby Mason to our team at the beginning of Term 3, 2021

Due to this second lockdown year the extra demands on our business managers Jane Keen and Libby Mason must be acknowledged as they worked their way through the refund process for all the 'extra' programs that were not able to be run throughout the year. Our families certainly appreciated this, but it did impact on the workload of both Jane and Libby.

The major focus for expenditure in the future will continue to be in ensuring our students have access to the latest, most evidence based resources to support their learning, as well as maintaining the efficient operation of the Kitchen/Garden program for students in Year 3-6, as well as upgrading and maintaining our ageing facilities and providing the diverse range of engaging programs throughout the school.

For more detailed information regarding our school please visit our website at
https://www.eastbentleighps.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 411 students were enrolled at this school in 2021, 196 female and 215 male.

21 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).
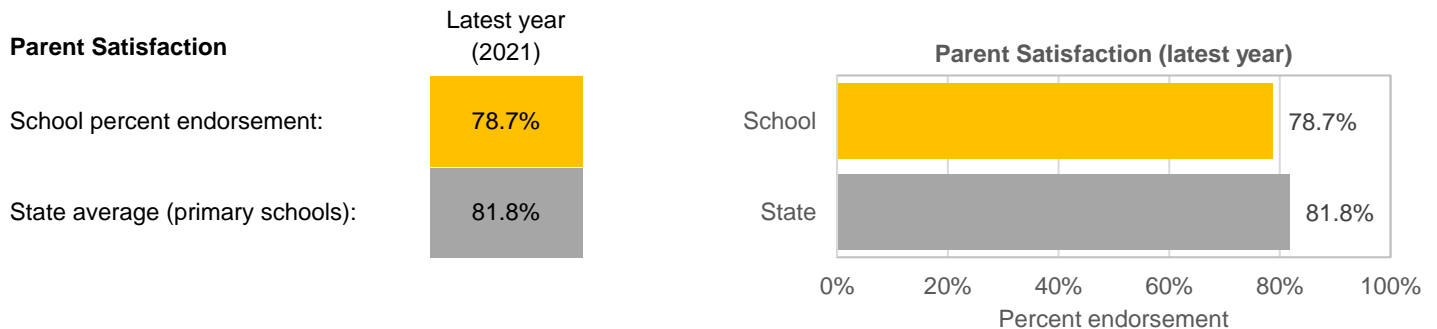
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.
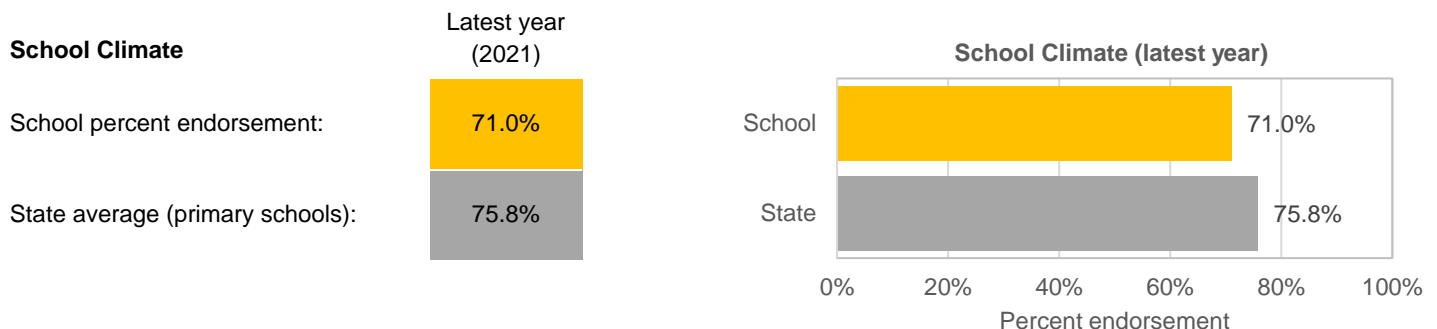
Parent Satisfaction	Latest year (2021)
School percent endorsement:	78.7%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

School	78.7%
State	81.8%

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.

School Climate	Latest year (2021)
School percent endorsement:	71.0%
State average (primary schools):	75.8%

School Climate (latest year)

School	71.0%
State	75.8%

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:	73.5%
Similar Schools average:	91.5%
State average:	86.2%

English (latest (year)
Years Prep to 6

School	73.5%
Similar Schools	91.5%
State	86.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
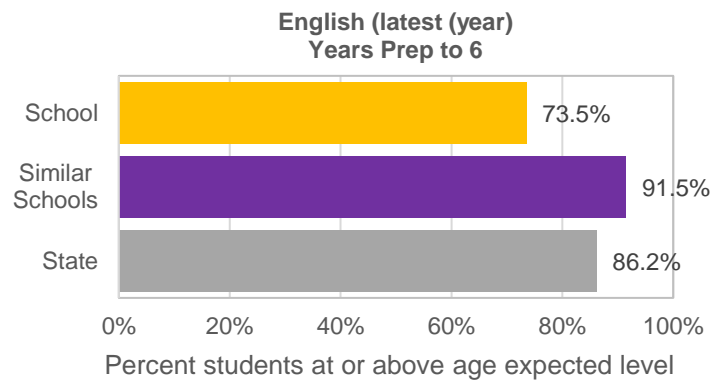
Mathematics **Years Prep to 6**	Latest year (2021)
School percent of students at or above age expected standards:	80.7%
Similar Schools average:	90.9%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School	80.7%
Similar Schools	90.9%
State	84.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
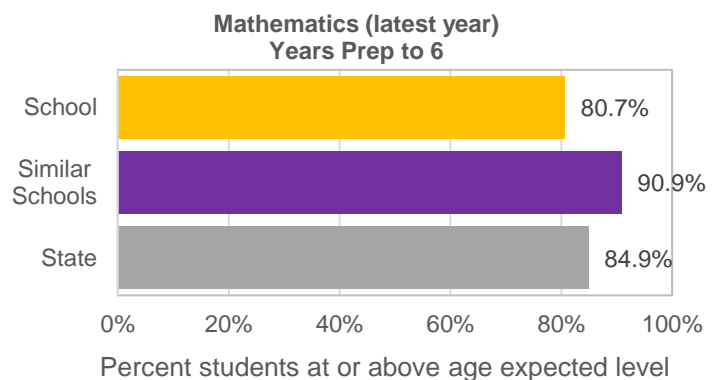
ACHIEVEMENT (continued)

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.
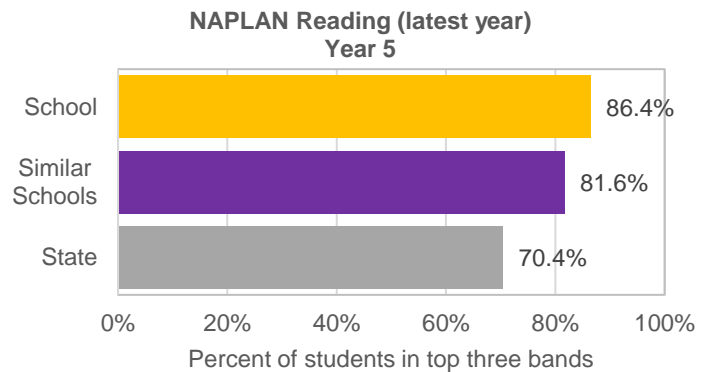
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	76.2%	77.1%
Similar Schools average:	86.8%	86.6%
State average:	76.9%	76.5%

NAPLAN Reading (latest year) Year 3

School	76.2%
Similar Schools	86.8%
State	76.9%

Percent of students in top three bands
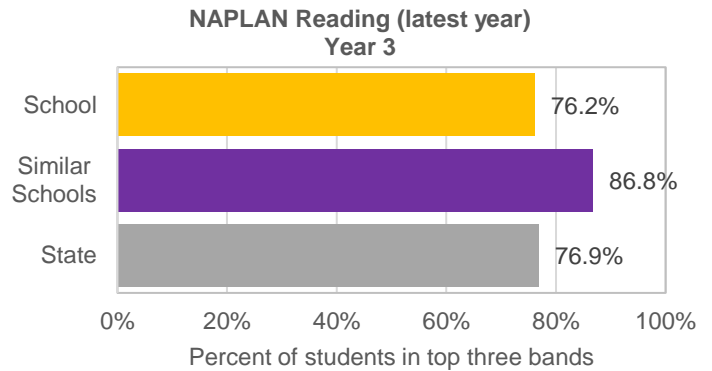
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	86.4%	78.2%
Similar Schools average:	81.6%	79.3%
State average:	70.4%	67.7%

NAPLAN Reading (latest year) Year 5

School	86.4%
Similar Schools	81.6%
State	70.4%

Percent of students in top three bands

Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	79.5%	81.2%
Similar Schools average:	78.4%	80.2%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

School	79.5%
Similar Schools	78.4%
State	67.6%

Percent of students in top three bands
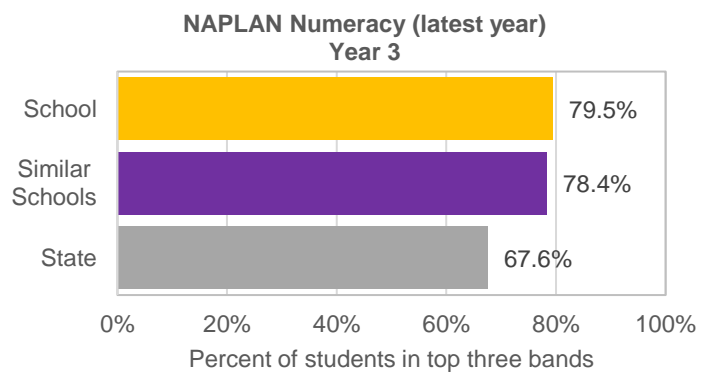
Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	83.3%	70.8%
Similar Schools average:	75.4%	72.3%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

School	83.3%
Similar Schools	75.4%
State	61.6%

Percent of students in top three bands
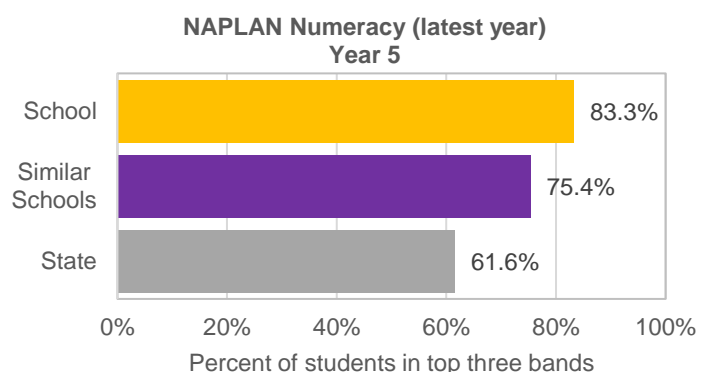
ACHIEVEMENT (continued)

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:	10%	49%	41%	27%
Numeracy:	14%	32%	54%	26%
Writing:	8%	49%	44%	28%
Spelling:	13%	38%	49%	25%
Grammar and Punctuation:	21%	49%	31%	28%

NAPLAN Learning Gain (latest year)
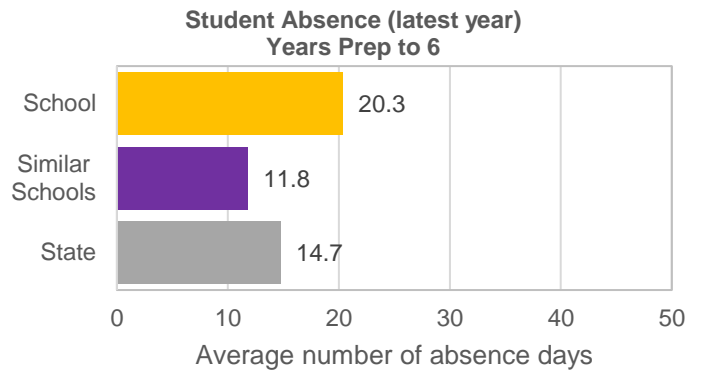**Year 3 - Year 5**
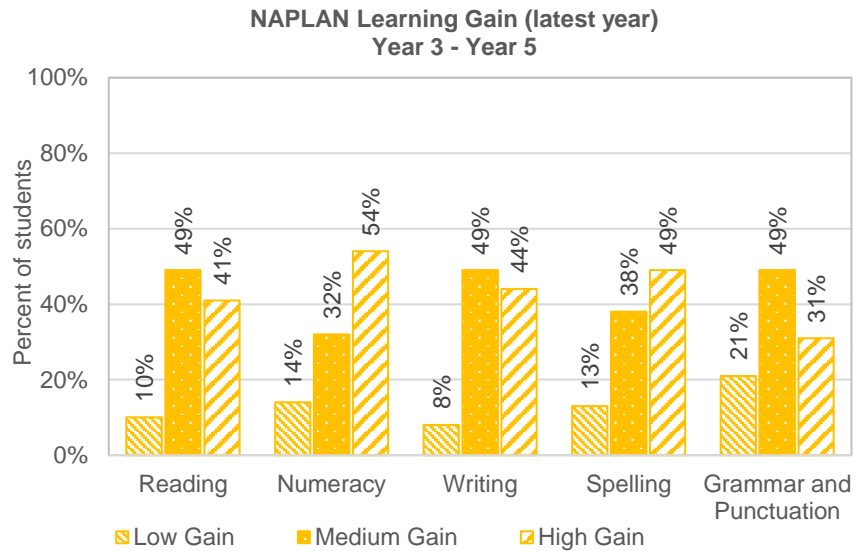
ENGAGEMENT

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:	20.3	18.1
Similar Schools average:	11.8	12.8
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School	20.3
Similar Schools	11.8
State	14.7

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	90%	89%	88%	89%	92%	89%

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:	87.0%	82.8%
Similar Schools average:	79.3%	79.4%
State average:	79.5%	80.4%
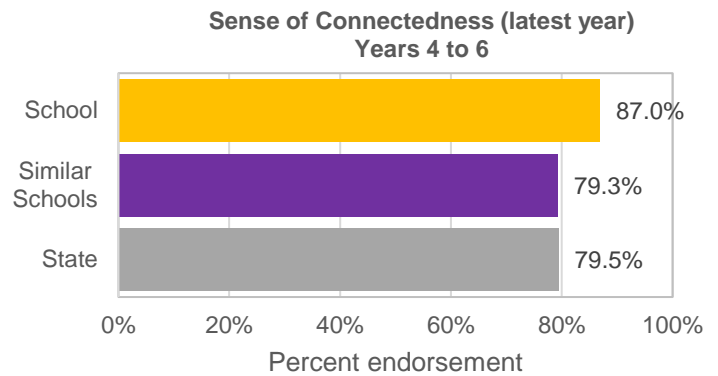
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

- School: 87.0%
- Similar Schools: 79.3%
- State: 79.5%

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:	82.6%	80.9%
Similar Schools average:	77.7%	78.6%
State average:	78.4%	79.7%
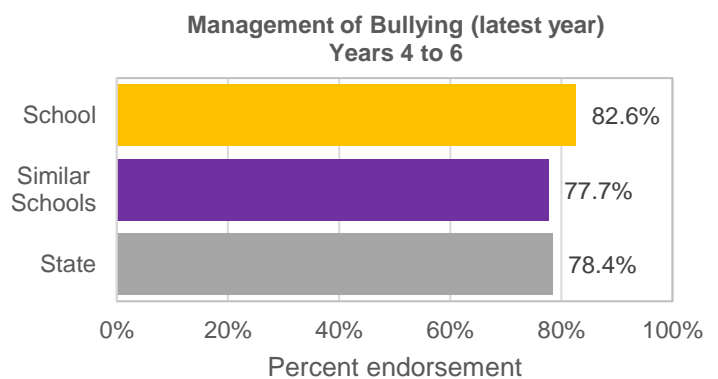
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

- School: 82.6%
- Similar Schools: 77.7%
- State: 78.4%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	$4,039,815
Government Provided DET Grants	$316,580
Government Grants Commonwealth	$4,584
Government Grants State	$0
Revenue Other	$23,840
Locally Raised Funds	$570,140
Capital Grants	$0
Total Operating Revenue	**$4,954,959**

Equity [1]	Actual
Equity (Social Disadvantage)	$17,618
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$17,618**

Expenditure	Actual
Student Resource Package [2]	$3,900,761
Adjustments	$0
Books & Publications	$5,236
Camps/Excursions/Activities	$132,279
Communication Costs	$3,427
Consumables	$93,319
Miscellaneous Expense [3]	$62,896
Professional Development	$7,488
Equipment/Maintenance/Hire	$44,282
Property Services	$32,062
Salaries & Allowances [4]	$412,036
Support Services	$6,260
Trading & Fundraising	$29,714
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$37,931
Total Operating Expenditure	**$4,767,690**
Net Operating Surplus/-Deficit	**$187,269**
Asset Acquisitions	**$16,074**

(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	$459,685
Official Account	$18,987
Other Accounts	$0
Total Funds Available	**$478,672**

Financial Commitments	Actual
Operating Reserve	$140,809
Other Recurrent Expenditure	$1,352
Provision Accounts	$0
Funds Received in Advance	$5,120
School Based Programs	$80,039
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$100,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$150,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$477,320**

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.