

2020 Annual Report to The School Community



School Name: Edithvale Primary School (3790)



- 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 09 March 2021 at 01:01 PM by James Whitla (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 10 March 2021 at 09:17 AM by Stephen 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

Edithvale Primary School was established in 1913 and is situated in a unique area between Port Phillip Bay and the Edithvale Wetlands, 26kms south of Melbourne. Environmentally aware, and with an academic focus, Edithvale Primary School boasts committed, experienced teachers; friendly, hard-working students and a supportive parent community.

We provide a safe and secure learning environment, encouraging children to take risks and to engage in a diverse curriculum provided by a team of teachers committed to high quality instruction. We provide a supportive, engaging, active and enjoyable environment that encourages all students and staff to achieve their personal best. Our committed staff and dedicated parent community strive to provide a learning environment that encourages and fosters creative thinking and curiosity. We encourage each of our students to recognise their unique significance to our school community and support and guide them as they explore their interests and abilities.

We are committed to providing a friendly, caring and dynamic learning environment that engages students in working to achieve their personal best in an atmosphere of mutual respect and cooperation.

By providing the best possible teaching and learning culture we will continue to enhance students' achievements, develop their skills and increase their confidence. We remain determined to implement and evaluate our teaching and leadership practices in order that our students can use curiosity and creativity to learn deeply and powerfully. We are passionate about creating a culture where students, teachers and leaders collaborate and share a common language, beliefs, values and expectations.

We want all learners to be Thinkers, Communicators and Risk Takers. We want them to be Open-Minded, Principled, Caring, Balanced and Reflective.

Connecting with our Community, Working Together, Doing the right thing and Aspiring Higher are core values that are the cornerstones of a strong culture of learning and development.

High expectations are held for every student at Edithvale Primary School and students are encouraged to become critical thinkers and problem solvers. Members of our staff regularly assess and reflect upon their own work practices, through a formal Peer Observation program, in order to provide our students with opportunities to achieve success. A structured wellbeing program is provided across all levels of the school and is supported by our commitment to Restorative Practices. We actively educate students and practice the keys to developing resilience- Gratitude, Mindfulness and Empathy through our wellbeing program. Our school prides itself on identifying and supporting the leadership potential of our students and they are encouraged to participate in a range of additional extra curricula activities that the school provides in sport, the arts and caring for the environment.

The school fosters close links with parents and the broader community and recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We see ourselves as partners in the creation of healthy learning environments and excellent educational and wellbeing outcomes. We are further supported by our parents through their enthusiastic participation on School Council, and as classroom helpers.

The percent endorsement by parents on their school satisfaction -Ethos and Environment- as reported in the annual Parent Opinion Survey was 93%- 10% greater than the State. This included survey results on General School Improvement as well as School Pride.

Further, the percentage endorsement of parents in the Effective Teaching domain was 91%-- a full 12 percentage points above similar schools and 11 points about the state mean.

Students, through the Attitudes to school Survey (AtoSS) rated our Effective Teaching Practice (which includes

differentiated learning challenge, effective teaching time and stimulated learning) above the State mean and higher than similar schools too.

The School Staff Survey showed an overall endorsement of the School Climate of 86%, ten percent higher than the State Mean.

2020 was the third year of our Strategic Plan and we had planned to continue our focus our work on improving student achievement in Mathematics, Reading and Writing and empowering students through having greater agency in their learning. Remote and flexible learning impacted on this but we were still able to stay true to the High Impact Teaching Strategies by delivering on our commitment to provide students with learning opportunities that require Explicit Teaching and Multiple Exposures to content and skills.

The successful engagement of students in their learning is of vital importance and to assist us in this endeavour we have continued to expand our fleet of equipment in ICT and introduced an expansive robotics program. The leasing of new computers as well as the purchase of additional iPads and hardware for Robotics sessions helped to cater for the needs of students across all levels of the school.

Our fabulous workforce is comprised of 36.7 equivalent full-time staff: 2 Principal class, 23.4 teachers, 6.9 Education Support (Aides) staff and 4.4 Administration/First Aid/Canteen/Library staff. In 2020 we welcomed 3.4 new staff members (one a graduate teacher), 4 Integration staff and a First Aid officer to Edithvale. Our 2020 whole school enrolment grew to 415.6 on census day.

A total of 14.6 students were enrolled as part of the Program for Students with Disabilities (PSD) which included 4 part time students that shared their time between Yarrabah School and Edithvale Primary. In total students were in 19 classes and attended 3 specialist classes (French, Art and Physical Education). The SFOE (Students' Family Occupation and Education) is 0.2615. When possible classes participated in Robotics and Science lessons throughout the year as well.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence and Curriculum Planning and Assessment through ongoing professional learning including through employing a 'Professional Learning Communities' Coach and continuing to use DET's High Impact Teaching Strategies (HITS) documents. In 2020, when we were on-site, we focused on Multiple Exposures, Explicit Teaching and Collaborative Learning.

Documented whole school programs (7 Steps to Writing Success, CAFÉ and Daily 5,) have formed the nucleus of a strong Instructional Model and consistent approach to the explicit teaching of Reading and Writing in years F-6. Mathematics teaching continued to be focused on the Booker sequence to ensure all students have a solid understanding of Place Value and Number fluency. A whole school assessment schedule with a mixture of standardised testing and formal observations have helped teachers monitor student progress and identify their point of need.

We identified our high achieving students through detailed assessments and employed staff to help support and extend these students in Mathematics and Reading. Professional learning was provided by George Booker (Helping students and Teachers to follow a sequenced method for teaching Place Value and Operations) that was shared across our Network. To help with our work in the Early years we employed a Speech pathologist one day per week to help identify gaps in students' learning. The work of our speech pathologist led to a whole school focus on phonics assessments and the SPAT (Sutherland Phonemic Awareness Test) was undertaken throughout the school. The combined results of both initiatives set our school up to launch further into these areas in 2021 and expand this to include DIBELS assessments as well.

Engaging with DET Professional Learning Communities (PLC) training refined our planning processes as all Year Level teams worked on mini Action Research projects to plan for targeted interventions and explicit teaching of skills across the curriculum. A slow and steady roll out of this initiative culminated in our PLC launch in 2020 and the employment of a PLC Coach for 2020.

During Remote and Flexible Learning, we adapted the learning and teaching model we used and our main focus became the wellbeing and support of our students and families. Once this was addressed we were able to develop a Model of teaching to help students learn. From our modified AIP monitoring template that was made available through DET in 2020, we included the following summaries.

- Professional learning for our staff was run by our ICT leaders on SEESAW in week 9 of Term 1 to upskill and prepare for what was to follow
 - As staff planned for remote learning, students were able to access 'Daily' learning tasks via school website (end of Term 1)
 - Professional learning on Webex Teams was undertaken by all staff- initially to create a collaborative space for sharing ideas - and then to keep each other connected. regular staff meetings and Professional Development were held via this medium.
- We adapted our Instructional model as best we could. This included a daily 'tuning in' exercises followed by an explanation of the tasks and the expectation for completing these (Learning Success and Success criteria featured heavily). Small group check ins with the chance for students to share their thoughts and work were offered and this gave staff a chance to provide live feedback, tips and suggestions for students
- Student free day presentation included outline of our goals and explained the curriculum delivery expectations (DET guidelines on what and how much of each topic were used). We created 2 STREAMS of learning (Maths and Sciences and English and the Arts) and alternated each day with these to help students get into a rhythm with their thinking and simplify each day for our families
 - Specialist staff and Support and extension staff kept in constant contact with teachers during the planning phase to ensure that students were not overawed with set tasks and these could be spread out over time
 - We aimed to communicate extensively every second day with our families (as information became available from DET) via COMPASS.
 - We examined the number of devices we had available to loan to families and worked with our TSSP and local technicians to prepare these for remote learning Day 1. 68 devices were loaned out and we purchased hardware so that families could access wifi
 - Communication pathways were established so that parents knew how to contact teachers or have queries answered
 - The focus for our Teaching and Learning was on CONNECTION with students and families and supporting ALL staff to change the way we teach. The CONTENT amount was tricky to get right but the Parent Survey had 68% agreeing that the amount was in the 'Goldilocks' (just right) phase. A further 15% said there was not enough work and 17% said there was too much
 - The key to the teaching and learning piece was the feedback given to students. Not every piece of work submitted was assessed/commented upon, but they were all acknowledged- by either teacher, Aide or Leadership team.
 - Professional Learning for staff in the first 4 weeks centered around SEESAW use and developing an understanding and competency when using Webex Teams and Meetings
 - A deliberate slow and steady path was taken and we became skilled and highly capable in the use of SEESAW before introducing Webex video conferences
 - Webex conferences increasingly focussed on Connection with students and expanded to include small groups of students having weekly conversations with their teacher to receive feedback on their work and answer questions

Achievement

To ensure further improvement we initially planned collaboratively in teams (through PLC), and engaged in conversations focused on Department High Impact Teaching Strategies of Multiple Exposures, Explicit Teaching and Collaborative Learning.

Teacher judgements indicated that our students are slightly above the State Mean and Similar Schools' Mean for Mathematics and English (expected level) and slightly below for English compared to Similar Schools. To help redress this slight deficit, a strong focus on Literacy is planned for 2021 - particularly in Reading and teaching students to decode and understand the structure of Literacy. Ultimately this assists with their comprehension skills. Employing 1

staff member and 1 ES member through the Tutor Learning Initiative will help drive this.

Data sets collected from standardized tests- PAT-R and PAT-M are compromised however they do show some growth across the school.

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students- reflected in the Attitude to School Survey. The Attitudes to School Survey (AtoSS) has 88% of students with positive Student Motivation and Interest and 88% of students agreeing that they had a Stimulating Learning environment.

From our modified AIP monitoring template that was made available through DET in 2020, we included the following summaries.

- Webex meetings created another layer of work that we hoped would streamline teacher feedback (for specialist lessons too). In time staff (including integration support staff) were able to run 'live' lessons
- Teachers who we have employed to extend/support students continued their work and helped to differentiate learning tasks for the students they were already working with. Optional challenging learning tasks were provided (STEM, Maths Olympiad)
- An average of 1500 comments per day on SEESAW from teachers and students suggested engagement
- Integration support staff allocated to classes provided feedback to students and helped to connect with students most at risk- phone calls home, snail mail, SSG meetings
- A number of students who are 'needy' during school hours and in our setting engaged deeply with this work- This posed some questions for us to explore further -No classroom audience? No judgements from peers? Self-paced learning? Showing their learning in different ways? Receiving feedback out of the gaze of others?
- YouTube videos (and other digital media) of instructions for students created by staff members demonstrated versatility and willingness to utilise as many means as possible to help enhance students' learning
- Success criteria and Learning Intentions were keys to success. The more specific these were (and they evolved over time) the more successful lessons were. Explicit instructions became a focus for teachers as there was no way to check in (at least in the initial stages of remote learning) if students understood the task or not (something that happens incidentally during every face to face lesson)
- We were able to continue to deliver on some of our AIP actions relating to some aspects of HITS
- Collaborative Learning was compromised
- Differentiated teaching happened through the planning and feedback aspects of the Instructional model and
- Multiple Exposures to content was infrequent as we tried to keep students connected and not bored/disengaged
- Maths Challenging tasks were still made available and optional challenges provided (Differentiated using the language of Mild, Hot, Spicy)
- Literacy differentiation occurred in the feedback provided to students and through our literacy support/extension staff in the planning of challenging tasks.
- STEM activities were provided as optional extras and there was a high participation rate with these tasks.
- A number of students surprised us by completing the challenging tasks that were set when they would usually not have had attempted these during face to face teaching

Our ongoing commitment to be the most inclusive school possible saw our number of PSD funded students expand to 14.6 throughout the year with a mixture of ASD, Severe Behaviour and Intellectual Disability funding helping us to provide opportunities to help students develop academically and socially. Ongoing and regular Student Support Group meetings (both face to face and via Webex) ensured students' progress was monitored closely. Education Support staff worked with students during remote learning on identified focus areas - most notably, Reading strategies - and ABLES assessments carried out showed growth in different areas. Individual Education Plans provided a focus for all PSD funded students. Pleasingly, families of students we share enrolments with Yarrabah have expressed a greater desire for their children to attend EPS for more days in 2021.

Fun Fridays were a highlight as Aides and teaching staff attended weekly excursions (when possible) to local attractions with up to 20 students. The program, developed by our staff, focused on 'life skills' and getting along. The environment provided challenge and support and helped develop students understanding of financial literacy through ordering food at a café, purchasing movie tickets and getting on a train. The confidence gained from these sessions helped to engage all students back in the classroom and stay focused on their learning for longer periods of time.

Continued strong relationships with Yarrabah school (4 students shared on a part time basis) helped to ensure a consistent approach to teaching and support services were deeply involved at both campuses. ABLES assessments were conducted for all PSD funded students which formed part of regular SSG meetings, Individual Education Plans and Reporting.

Engagement

The Creative Thinking and Curiosity Professional Learning Team focused on including critical thinking, problem solving and curiosity skills in the curriculum through our Human Centered Design work. Professional learning that encouraged staff and students to think 'outside the square' and fall in love with the problem not the solution helped develop students' critical thinking. This was complimented by the introduction of a 2 day a week Robotics program that saw all students programming mini robots to complete set tasks. Science lessons commenced for half of our students in Term 1 and although these were cut short during lockdown, students can look forward to a more robust and intensive program in 2021.

Some students who previously experienced challenges in terms of their engagement connected strongly with the opportunities for learning during the remote learning period. School Connectedness survey results from AtoSS that was conducted during remote learning, was 90% (up from 82%)

Extensive research into Project Based Inquiry Learning helped to integrate the Victorian Curriculum Capabilities into teachers' planning and help students to delve deeper into their own thinking. The result has been greater student engagement and interest in units of work and there have been more 'authentic' presentations of their learning. 80% of students (AtoSS) believe that they are exposed to Stimulating learning opportunities, 86% of students believe that their teachers make learning fun and 86% are motivated and interested in their work.

The Student Attitudes to School Survey (AtoSS) has 88% of students with positive Student Motivation and Interest and 88% of students agreeing that they had a Stimulating Learning environment.

Other points of note that contributed to the engagement of our students:

Employment of a staff member 2 days per week to help support and extend our students (using our equity funding) helped to pitch student learning at their point of need.

Progress reports were launched in 2020 with termly updates provided for students and families on academic and social progress.

Strategies to address student non-attendance included students' attendance being closely monitored through CASES21. Any student who staff noticed was not engaging with remote learning were contacted after 2 days. For students and families who struggled with the remote learning, we asked that they make contact with us so that we could adapt and modify the work and keep the students engaged as much as possible. Information that outlines the impact of absences (academic and social) is often provided to parents through our regular communications methods.

Wellbeing

Creating and maintaining a positive learning environment continued to be a key focus for Edithvale Primary School throughout 2020. We saw an increase in some factors of the Attitudes to School Survey (AtoSS) compared to the previous year. Overall student Sense of Connectedness was up from 82% to 90% - vindication of our focus on connection and content during remote learning.

The percent endorsement in our Attitude to School Surveys indicates the percent of positive responses (agree or strongly agree) in the domains of Sense of Connectedness (ABOVE) and Management of Bullying (SIMILAR) stacked up well in Comparison with other schools.

From our modified AIP monitoring template that was made available through DET in 2020, we included the following

summaries:

- The initial focus was on supporting students already identified as at risk or needing extra support. Integration support staff were allocated to classes to help with SEESAW monitoring, creating take home packs,
 - The Student Health and Wellbeing Team compiled a list of these students and regularly monitored their progress during this period- phone calls home, on-site attendance for vulnerable students was available
 - Access to technologies for these students was prioritised- iPads delivered in person
 - CSEF families offered 'learning lunches' to help keep them connected and feel supported
 - Webex meetings used for SSGs. Remote learning IEPs developed for all PSD funded students, and others with additional needs
 - SSSO staff accessed regularly by Edithvale Staff for guidance and support. From these discussions, we were able to regularly communicate information about available support services run by outside organisations and provide tips and suggestions for families to help monitor their own wellbeing.
 - CASEA team continued their work with families remotely in term 2, providing support and advice for any students or families struggling
 - Wellbeing week was planned and delivered in week 4 of remote learning. This included a teacher drive by (check out channel 7 news, staff dance and introduction to Webex) for students to see each other and keep connected. For staff, care packages were delivered to homes
 - The Resilience Project @home resources were used to support health and wellbeing in the classroom where possible, and also regularly referenced during wellbeing sessions online. All students accessed their reflective journals to help them appreciate and understand the importance of Gratitude, Empathy and Mindfulness.
- Respectful Relationships (a DET initiative that we have been involved with for a few years now) lessons were delivered through SEESAW

Students at risk were supported by an extensive network of DET and external agencies that address specific needs. Speech pathologists and external psychologists were employed to ensure families and students had access to services that assist them to learn and develop academically and socially. Naomi Newton (Clinical Psychologist) was accessed by many families in 2020. 'Learning Lunches' for struggling families were delivered to homes too.

The DET Complex cases team and CASEA were engaged to help manage some student's Behaviour and provided professional learning to help support our school throughout the year. We engaged with CASEA in 2020 in semester 1 with individuals and families at school being supported by this support service.

We employed our own Speech pathologist one day per week to complete initial screening assessments as well as provide targeted group and individual interventions throughout the year for those most 'at risk'

Upon resumption of face to face teaching we aimed to achieve Improved Health and Wellbeing outcomes through developing Resilience in students. This was achieved by creating a consistent approach to our 'wellbeing hour.' and included the teaching of the character strengths, growth mindset, circle time, restorative chats and deepening our knowledge and understanding of the "Resilience Project" resources. Staff completed online training to help provide a safe and calm learning environment.

Financial performance and position

There was an overall surplus of approx. \$130 000. This was due to lower than expected costs for casual replacement teachers (CRTs) We were able to employ extra Education support staff to help more students, more often in their reintegration to the classroom in Term 4. Another reason for the surplus was in part due to some staff taking extended Family leave and Long Service Leave. Unexpected extra PSD funding that came in throughout the year meant that we had a larger surplus than anticipated as well.

Equity funding (\$25 807) was in part used to employ a support teacher over 3 days per week and to provide screening assessments through a Speech pathologist.

The surplus will help fund an expanded Robotics and Science Program in 2021. This is only possible due to the

construction of our STEM facility that , although completed in early 2020, saw limited use during the remote and flexible learning period. This will help us to provide opportunities for students to learn through Science experiments and refine their Coding skills through a Robotics program- both run in a state of the art an open plan facility.

A \$672,000 grant through the DET Permanent Modular Building program for a new Art room was also received - and construction completed in May

A further \$100,000 grant was received (EPS co-contributed \$7,000) via the inclusive Schools package to help us create a sensory garden that complements our sensory room for students that need some time to re-centre themselves and re-focus on their learning goals.

Hiring of facilities raised limited funds in 2020. This includes from the Greek School and TeamKids

A 3 year contract to provide Before and After school Care was signed off with TeamKids last year. This process included tendering and reviewing submissions from 4 interested parties. The fees we receive from TeamKids for the duration of the contract are on a sliding scale and dependent upon the number of students accessing their service each day/week.

For more detailed information regarding our school please visit our website at
<http://www.edithvaleps.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 416 students were enrolled at this school in 2020, 201 female and 215 male.

5 percent of students had English as an additional language and 1 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.

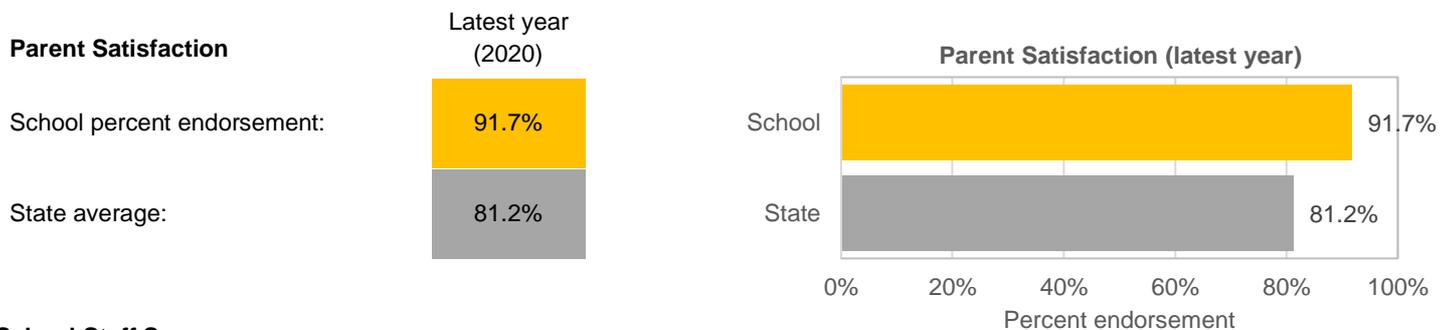
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

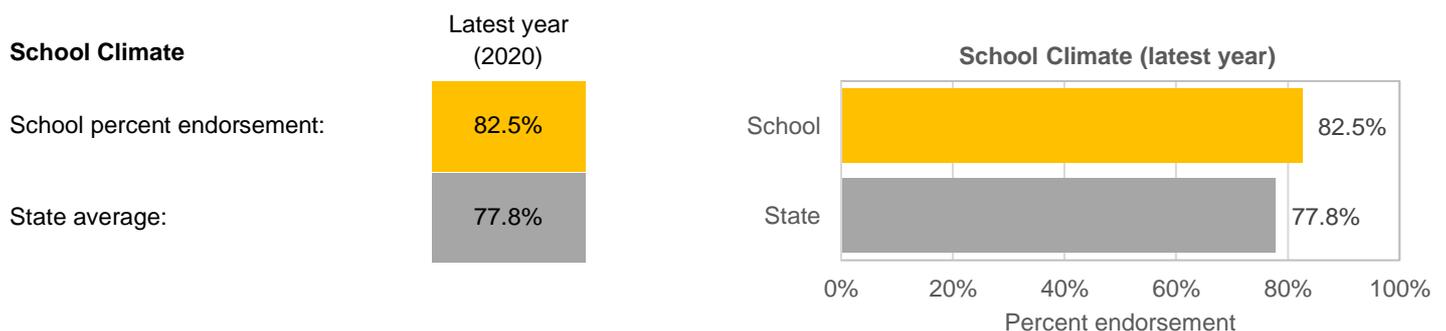


School Staff Survey

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:

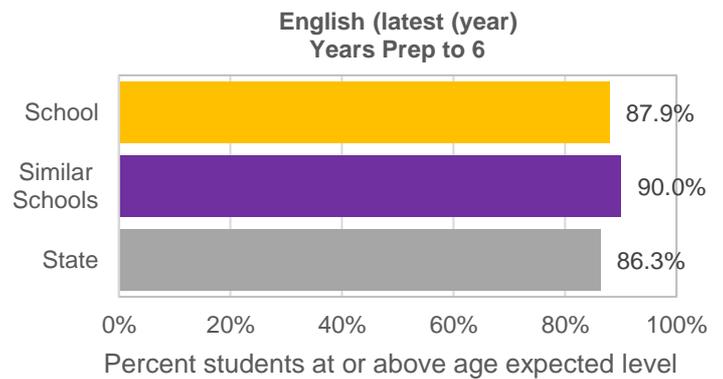
87.9%

Similar Schools average:

90.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

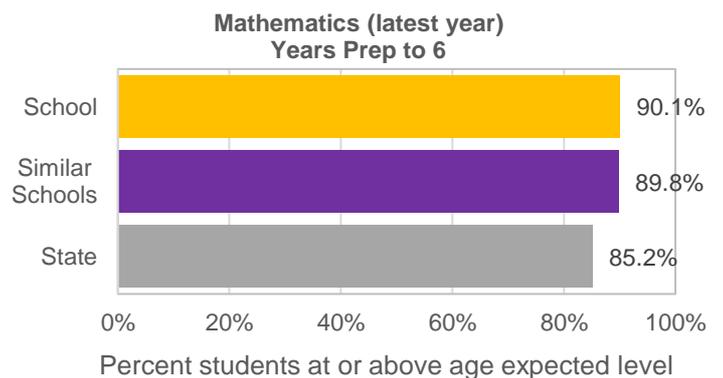
90.1%

Similar Schools average:

89.8%

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

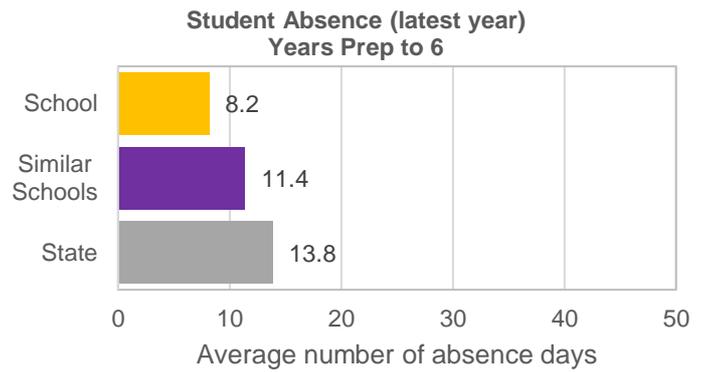
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	8.2	13.4
Similar Schools average:	11.4	13.9
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):	96%	97%	95%	96%	95%	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.

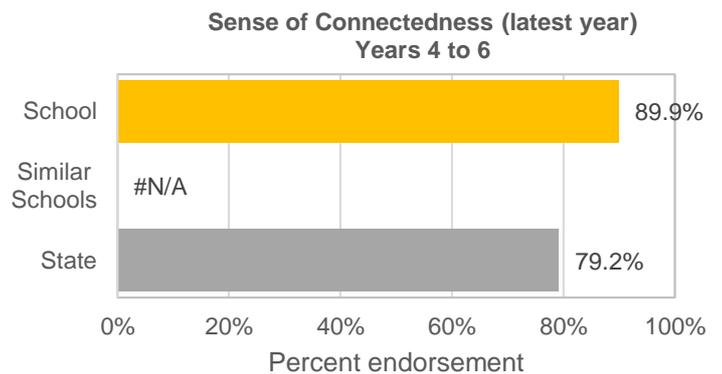
Student Attitudes to School – Sense of Connectedness

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).

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:	89.9%	89.1%
Similar Schools average:	NDP	80.9%
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.

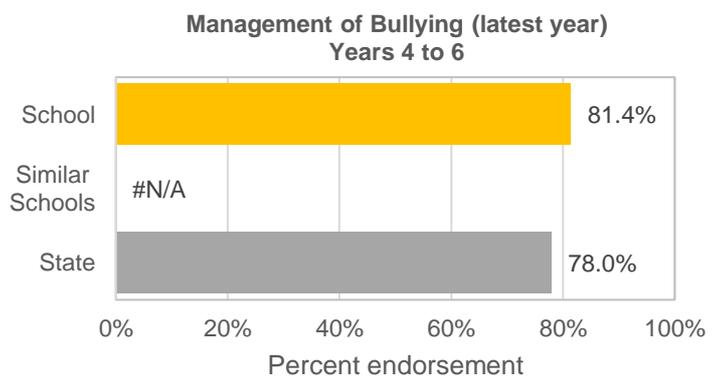
Student Attitudes to School – Management of Bullying

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:	81.4%	86.5%
Similar Schools average:	NDP	81.5%
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	\$3,527,297
Government Provided DET Grants	\$420,749
Government Grants Commonwealth	\$10,051
Government Grants State	NDA
Revenue Other	\$44,012
Locally Raised Funds	\$206,859
Capital Grants	NDA
Total Operating Revenue	\$4,208,968

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,807
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$25,807

Expenditure	Actual
Student Resource Package ²	\$3,397,478
Adjustments	NDA
Books & Publications	\$186
Camps/Excursions/Activities	\$26,380
Communication Costs	\$7,240
Consumables	\$32,553
Miscellaneous Expense ³	\$41,881
Professional Development	\$4,366
Equipment/Maintenance/Hire	\$79,717
Property Services	\$94,366
Salaries & Allowances ⁴	\$69,956
Support Services	\$90,652
Trading & Fundraising	\$44,744
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$33,136
Total Operating Expenditure	\$3,922,655
Net Operating Surplus/-Deficit	\$286,313
Asset Acquisitions	NDA

- (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	\$565,572
Official Account	\$5,009
Other Accounts	NDA
Total Funds Available	\$570,582

Financial Commitments	Actual
Operating Reserve	\$73,128
Other Recurrent Expenditure	\$2,336
Provision Accounts	\$1,281
Funds Received in Advance	\$44,212
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$86,252
Capital - Buildings/Grounds > 12 months	\$13,372
Maintenance - Buildings/Grounds > 12 months	\$200,000
Total Financial Commitments	\$570,582

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.