

2021 Annual Report to The School Community



School Name: Tulliallan Primary School (5553)



- 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 27 April 2022 at 03:26 PM by Kathryn Sharp (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2022 at 03:31 PM by Mrs Seremetidis (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Tulliallan Primary School is a Public Private Partnership school developed under the Learning Communities Victoria Consortium situated in the high growth suburb of Cranbourne North. At the end of 2021, the school has been open for five years for Prep to Year 6 students.

In this time our mission is to continue the establishment of a high performing school that embraces excellence, respect, community and engagement. We have a collaborative team approach with students, staff and parents working together for the academic and social and emotional development of all students to prepare them for their future as global citizens. Teachers and students work collaboratively in Year Levels from Prep to Year 6 and Specialist Learning Communities, to cater for the individual needs of all students via explicit and flexible learning options. We commit to having a shared responsibility for the success, well-being and safety of all students.

Our school's vision is to develop happy, resilient and responsible students who demonstrate positive social skills and empathy towards others. All students are provided with a comprehensive education with diverse opportunities to develop skills to achieve their personal best. Our students and community embrace a partnership of lifelong learning to be able to contribute as citizens in the community and in the future complex and changing world.

All of our school community is expected to follow our school values of Respect, Relationships, Responsibility and Resilience. Our School's SFOE – Family, Occupation and Education Index is 0.3322, meaning that our school has a low to medium level of disadvantage

In 2021 our school enrolment began at 1275 students from rich and diverse backgrounds (58% of the student population had English as an Additional Language background) and staff consisting of 104.73 EFT including 3 Principal class, 81.60 teaching staff, 20.13 Educational Support staff, (1 ES part time Student Health and Wellbeing Coordinator, 5 ES - office, 1 First Aid Officer and 20 ES were student support aides). Our school is experiencing significant high growth in enrolment and by the end of the year our enrolment increased to approximately 1335 students. In 2022 we will begin our year with 1400 students. All staff are registered with VIT and Educational Support Staff have relevant qualifications and WWCC documents as required by the Department of Education for employment.

Our school was structured to support students and teachers with Principal Class, Student Health and Wellbeing Coordinator, Leading teachers – Curriculum and Pedagogy and Tutor Learning Initiative, Learning Specialists for English, Mathematics, Wellbeing and Digital Technologies, Year Level and Specialist Leaders to lead and implement Department of Education and Training (DET) and school priorities including student engagement for all Year Level Learning Communities. This distributive tiered leadership model allowed for effective communication, consultation, decision making and high quality implementation of student learning and wellbeing.

The specialist subjects offered were Mandarin Language, Physical Education, Music and Performing Arts and STEM. Students accessed these subjects once per week.

2021 continued from 2020 to be a year where schools delivered remote and face to face education due to the Coronavirus Pandemic. The collaboration between teachers and parents was critical for the delivery of positive academic, social and emotional outcomes for our students. Communication and guidance from the regularly updated DET Operations Guide and leadership of the school gave parents and staff the sense of calm and orderliness needed to support students through this time.

The 2021 Parent Satisfaction Results from the Parent Opinion Survey was 85% which is greater than the state average of 81.8%. This endorsement represents the percent of positive response from those parents who completed the survey. In relation to the School Staff Survey, the school climate percentage endorsement was 85.8%, which is again is higher than the state average of 75.8%. It is very pleasing that throughout 2021 these measures are both higher than the state average, indicated that both our staff and parent communities were very satisfied with the manner that Tulliallan Primary School continued throughout the 'disruptions' of the 2021 school year.

Framework for Improving Student Outcomes (FISO)

The events of 2020 had significant impacts on Victorian students, staff and school communities. The Department of Education and Training advised all schools to refocus efforts on a set of common and core priorities for 2021. They were:

Learning catch-up and extension:

FISO DIMENSION: Excellence in Teaching and Learning- Curriculum Planning and Assessment.

KEY IMPROVEMENT STRATEGY: Implementation of evidenced based high impact teaching strategies with a focus on differentiated teaching, multiple exposures and questioning. Implementation of school based professional learning programs. Implement with fidelity the PLC structure to accurately identify and cater for student learning needs.

Happy, active and healthy kids:

FISO DIMENSION: Positive Climate for Learning – Health and Wellbeing

KEY IMPROVEMENT STRATEGY: Implementation of School Wide Positive Behaviours (SWPBS) and Respectful Relationship program as part of the school's student wellbeing and social skills curriculum. Connecting and engaging students either through remote learning or face to face with their Home Group utilising the health and wellbeing curriculum strategies and content.

Connected schools:

FISO DIMENSION: Community Engagement in Learning – Building Communities

KEY IMPROVEMENT STRATEGY: Implementation of a communication strategy to connect parents to teachers via COMPASS. Teachers will be confident in integrating digital learning to bridge learning between school and home and strengthen communication. COMPASS chronicles/emails and phone calls continue to support teacher /parent communications about student learning and emotional development. Development of The TPS Home Learning Site, Google Classroom, Seesaw, Home Group Zooms and live lessons to connect, engage and support students and parents as part of the Tulliallan Community.

In 2021, our school had been open for five years and each year we have grown exponentially in enrolment and staffing. This has meant that we continue to professionally develop our teachers understanding of methods of teaching, engagement of students in their learning and assessing for students continued growth. Inducting new staff in our school's learning, teaching and wellbeing practices is ongoing.

Staff continued to meet weekly for Professional Learning and Learning Community Team Meetings mainly via online platforms and small groups where distancing could occur to ensure consistency of curriculum delivery and rigorous understanding of the school's instructional model. This continued during remote learning where leadership was part of all meetings to support staff in this unusual time.

Our 2021 AIP goals were able to be implemented in a flexible form with onsite and remote learning. Staff were very flexible and creative with their teaching to engage our learners. The TPS Home Learning Website continued to improve over time with easy-to-use tabs for each year level, wellbeing and specialists work tasks for students to complete. Teachers were delivering more live lessons with a scheduled Home Group session to engage the students with each other with fun tasks then this led to either a literacy or numeracy lesson followed by focus groups. A new afternoon check in session was scheduled for students or parents to ask questions as needed. Specialists conducted live lessons each day as well as providing a weekly task to complete. Literacy and Numeracy assessments were able to be conducted in focus groups as well as whole class cold writes. Students were submitting work via Seesaw and Google Classroom and receiving feedback from their teachers on a selected number of tasks. A learning timetable that we would have at school was translated into remote learning to support parents as a guide whilst at home. Student voice and connection to the school continued to be strong and students submitted videos and work samples that showed how they were tackling this situation demonstrating all the time, the four values of the school in their actions - Respect, Relationships, Responsibility and Resilience.

Achievement

2021 Annual Implementation Plan 12-month Targets
Learning catch-up and extension

1. In 2021, the percentage of students making high relative growth from Year 3 in 2019 to Year 5 2021 in reading, writing and mathematics - number will be 25% or greater.

Evidence: This was achieved in all areas except Writing as reported in the 2021 Annual Report .

NAPLAN High Learning Gain Achievement

Reading	31%
Numeracy	28%
Writing	21%
Spelling	31%

2. Happy, active and healthy kids

In 2021, AToSS Survey results indicate;

- a) student connectedness to school is above 88%
- b) student voice and agency scores are above 81%

Evidence: This was achieved as reported in the Student Attitudes to School Survey

Student Connectedness	91.5%
Student voice and Agency	86%

3. Connected Schools

In 2021, reduce the absent days from P-Year 6 of 17.40 in 2019 by 25% to 13.05

In 2021 Parent Opinion- participation and involvement factor increase from 87% in 2019 to 90% survey results

Evidence Absences were reported in the School Summary Report and Parent Participation was reported in the Parent/Caregiver/Guardian Opinion Survey. We achieved the reduction in student absence target but not the parent participation target.

Student Absences in 2021 for P-year 6	11.99
Parent Participation and Involvement	82%

NAPLAN for our Year Three and Five students was completed successfully after not completing the tests the previous year. Students sat four tests over the three-day period that included Writing, Language Conventions, Numeracy and Reading. The majority of students showed confidence and resilience in completing the test. The students performed well, being above state and similar schools in Reading and Numeracy for years 3 and 5.

The learning gain results for Reading and Spelling we were higher than similar schools however we recognise that we need to monitor and support students learning growth as they move into more complex work in year 5 in other areas such as Numeracy and Writing in particular.

All PSD students continued on their Individual Education Support Plans and we continued to have School Support Group Meetings each term highlighting student successes, movement to a new goal as required and were supported through online and Hard Copy modified work as required. During remote learning we catered for students with additional needs and those on the PSD program with modified hard copy packs. Educational Support Aides were in regular contact with teachers and families and some of these students came to onsite learning due to their vulnerability. Students who had parents who were essential workers were supervised onsite. We adjusted the onsite supervision and rotated the staff to support them better with a teacher from their year level to assist them as it was a challenge to run both modes of education.

In remote learning, we acknowledge how well our students and their parents worked with the teachers and support staff to show how collaboration, willingness to engage in remote learning via the Home Learning Website and the Seesaw and Google classroom platforms supported students achieving above similar schools and the state. Along with this came an independence and resilience in learning through challenging times and navigating digital devices. We are so proud of our students who have grown and developed other lifelong skills that will stand them in good stead for the future.

In Term 4, when our excited students returned to school, it was critical for students to make friendship connections and to ease students into school routine. After observing what students had completed over the remote learning period, planning for strategic intervention to identify the most important learning needed was put into place. Additional school events such as one day camps, Prep Excursion, Colour Run, School Production, Year 6 Celebration Day excursion and Graduation took place and the students felt they had not missed out.

In Term 4, the Tulliallan assessment schedule outlining the necessary assessments to inform teacher judgements and

the setting of individual student learning goals for each student were being facilitated by the teacher to identify gaps in learning and support student achievement.

Despite Coronavirus disruptions, the Annual Report shows that Tulliallan PS Teacher Judgement of student achievement in English from Prep to Year 6 at or above age expected standards was 88.6% higher than the state average of 86.2% and in Mathematics our Teacher Judgement of student achievement at or above age expected standards was 86.7% higher than the states average of 84.9%.

A very pleasing result.

Engagement

As a relatively new school that was in its fifth year of operation in 2021, we have always prided ourselves on the engagement of the students with their learning, their peers and with the community. Term 1 is all about 'Team Tulliallan' and the focus on the Relationships value. Team Tulliallan is all about engaging students in how their Learning Community should operate with an agreed Code of Cooperation developed and sent home for parents to view. Relationship building curriculum is implemented to support and foster connections to peers and staff. Solutions and how to resolve relationship issues are explicitly taught to students. The input from the students in how learning, behaviour, work ethic, processes, setting up their learning goals and celebration pieces of work gives them a voice in how their Learning Community will be successful throughout the year.

Student, Staff and parent connections are important and this is initiated via the discussion at the "Meet The Teacher" session so that all can be in place for the success of the student. Our school uses data to determine what each student needs to pitch learning at the zone of proximal development. This then advises what learning goals the student will have and how the teachers can facilitate learning for student achievement growth.

As a school community students, staff and parents continued to navigate through remote learning, focussing on how to keep students engaged and we did have many students and families who thrived in this time. We responded to parent feedback and were agile in making changes to support families in connecting with the Home Learning Website, Google Classroom and Seesaw. We had positive feedback on the change to the morning Home Group Zoom Meeting and then the introduction to more live lessons, focus groups, individual reading assessment, the afternoon check in and the teacher follow up with emails and phone calls when student wellbeing was of a concern.

SSG Meetings were held for our PSD students and families with principal class, the teacher and aide.

Care Team Meeting for Out of Home Care Students were also held each term.

The attendance rate for 2021 improved with the school average number of absence days decreasing to 12 which was less than the state average of 14.7.

The positive attendance rate for each year level was 93% for Prep and Year 1, whilst Years 2 to 6 had a percentage rate of 94%.

Absences are influenced by Illness, families overseas unable to return during COVID and adjusted local processes in coding absences due to remote learning.

Whether at school or during remote learning, the school has a process to contact parents if a student was absent for longer than 2 days unless the parent had confirmed a reason. During remote learning, the teachers were more accessible to parents via email or phone and we recorded communications in a dedicated document daily. Any welfare concerns due to absences were followed up by leadership with home visits and a return to school plan.

Wellbeing

Our school has a dedicated approach to wellbeing with strong focus on the schools four values of Respect, Relationships, Responsibility and Resilience. The school's vision and values underpin the positive culture of the school. Tulliallan PS has a Wellbeing Learning Specialist to lead the School's Wellbeing Curriculum team that has representatives from each year level and specialist team.

The personal and social capabilities curriculum is implemented as part of the school's social skills program where each week students work with a social skills approach using the values as well as circle time to build skills in positive relationships, coping skills, ways of talking and acting that promotes better social outcomes for themselves and others. We have a consistent approach to solving conflict for students to use independently and with staff. We use restorative

practices to create empathetic understanding, rebuilding of trust and to build student relationships.

The Student Attitudes to School Survey Sense of Connectedness results from Years 4 to 6 students endorse that students feel very connected as part of our Learning Communities and feel safe at school. Our school's results were 91.5% strongly agree that they are connected to school. These results are significantly higher than the State average of all Victorian schools which is 79.5%.

The Student Attitudes to School Survey highlights 92.4 % positive responses in the management of bullying indicating that students feel safe, they know where to get help and know any incidents are dealt with fairly. This result is significantly higher than the State average of all Victorian schools which is 78.4%.

During remote learning we had a dedicated tab on our Home Learning Website for wellbeing that had many links to wellbeing tasks to break up the day from academic work. This contained wellbeing supports (DET and Community Organisations) for students and families. These supports were also promoted through COMPASS and the newsletter. This included information on being safe online. In addition we ran cyber safety sessions for students to support them as they were online socially and we wanted them to know how to navigate on-line safely. We purchased and implemented the Cybersafety Project work for students and parents. We researched free webinars for parents and sent links to via COMPASS to attend webinars that targeted managing the family's health and wellbeing during remote learning and general lockdown.

We were monitoring all students via a daily wellbeing/attendance document that highlighted if a student missed an online connection with their Home Group, missing lessons, not submitting work online, returning a hard copy learning pack or a parent not answering the teacher's call. Leadership would follow up with a phone call or a visit to families as a wellbeing check in and offer the required assistance.

The overwhelming feedback from parents was their appreciation of the teacher's hard work, gratitude for being a part of the Tulliallan PS community and positive comments of the care and consideration they witnessed being given to families.

Evidence of this was:

- The positive endorsement of parent satisfaction score of 85.5%
- The positive endorsement of staff school climate score of 85.8%
- The positive endorsement from students about school connectedness being 91.5% for 2021 and having a 4-year average of 90.8%

Term 4 was all about reconnection to staff and peers at school. Students were observed to see if they needed additional support and we employed Oz Child Psychology to work with student groups to connect peer relationships. Individual students received additional support for anxiety through our counselling support. No doubt the Coronavirus lock down had some negative impact on a few of our students and it was important for staff to ensure the priorities of catch up, student health and continuing connection to community via our COMPASS communication system or phone calls or even a distanced visit to the gate to see parents were maintained. In saying this many of our students thrived and came back to school with new found skills, independence and resilience.

In 2021 the wellbeing team continued undertaking regular professional development for the implementation of the DET School Wide Positive Behaviour Support Model including Respectful Relationships to continue to be integrated into our school's wellbeing and social skills expected practices

We will continue with our whole school consistent approach to wellbeing fostering the acknowledgement of positive student effort in learning and behaviour towards others.

Finance performance and position

The School Council, Principal and Business Manager ensured that Tulliallan Primary School was in a healthy and financially viable position at the end of the fifth year of operation with a surplus. Due to the unpredictable increased growth and enrolment patterns in five years of being open plus the unique nature of being a PPP school, the pattern of revenue and expenditure increased based on equipment needed to meet the demand. The exponential growth of numbers of students, increased number of staff and also resourcing furniture and educational resources is quite challenging. Money was spent on priorities of resourcing student learning in particular Reading, Mathematics and access to technology. In 2021 we added subscriptions to online programs to support remote learning. Specialist areas such as Science, Music, Art and Physical Education required specific resourcing according to the nature of the subject

area. Professional learning funds were used to further our Professional Learning Community work in 2021, continuing to build teacher excellence and improve student outcomes.

The Tutor Learning Initiative required human and physical resources to support the implementation of the program. Over the year, 349 students received tutor support. 307 were involved in Reading sessions and 42 were receiving support in Mathematics - Number. Students continued to be monitored for the whole year regardless of when they entered and exited the program. The results were positive with most students having success in some way especially with engagement in learning.

We were able to conduct all the camps for Years 4 to 6, however had a one-day camp for year 3 in term 4.

The equity money allowed us to provide student counselling and employ a student Health and Wellbeing Co-ordinator to support students and families.

For more detailed information regarding our school please visit our website at
<https://tulliallanps.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 1275 students were enrolled at this school in 2021, 621 female and 654 male.

58 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).

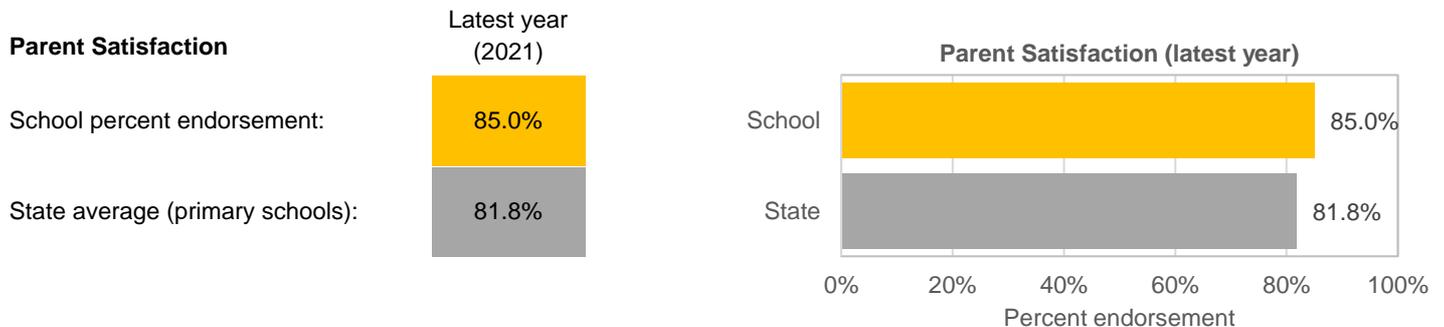
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

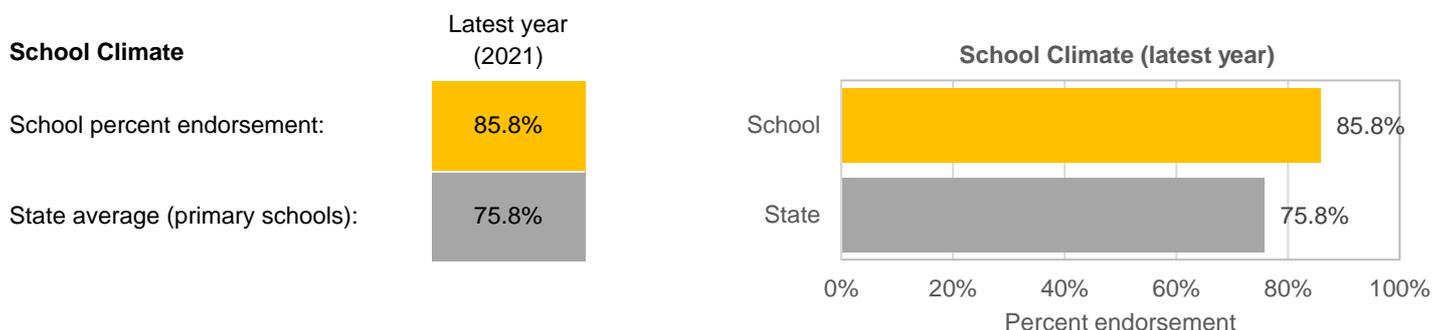


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

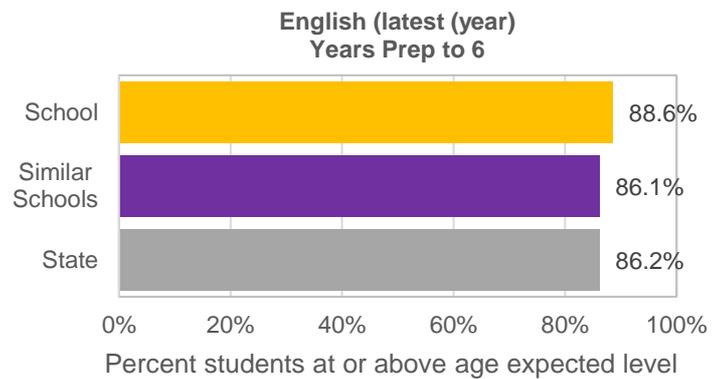
88.6%

Similar Schools average:

86.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

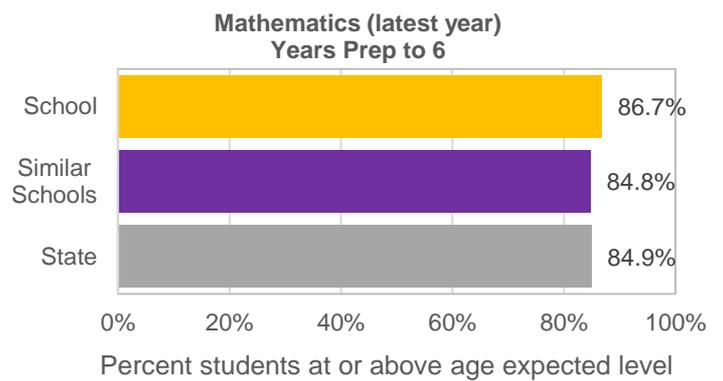
86.7%

Similar Schools average:

84.8%

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.

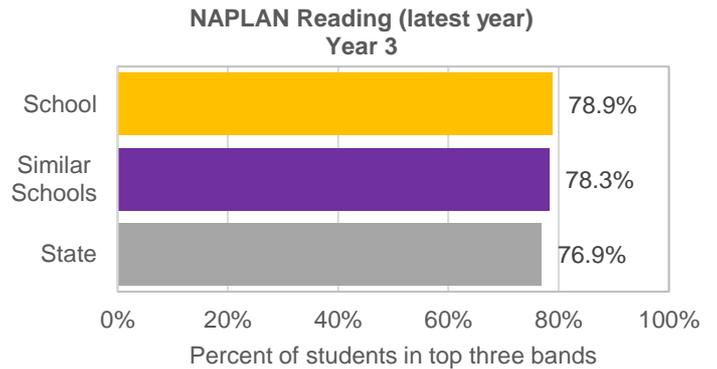
NAPLAN

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.

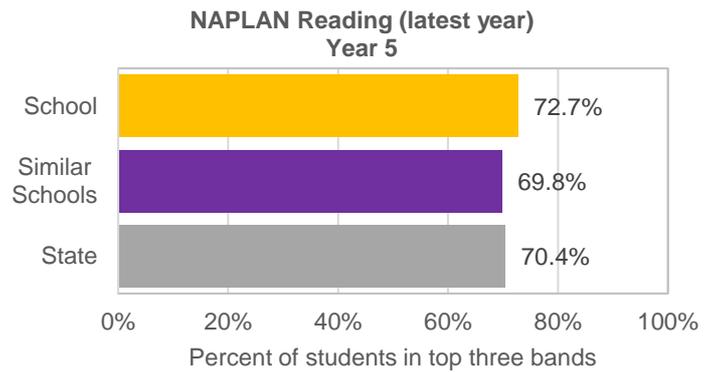
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.9%	82.8%
Similar Schools average:	78.3%	78.0%
State average:	76.9%	76.5%



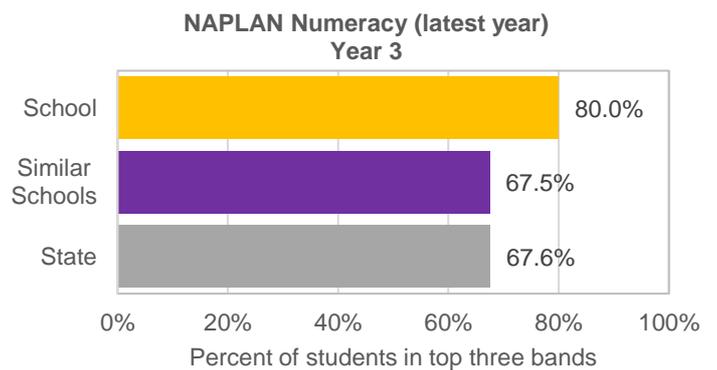
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	76.8%
Similar Schools average:	69.8%	67.6%
State average:	70.4%	67.7%



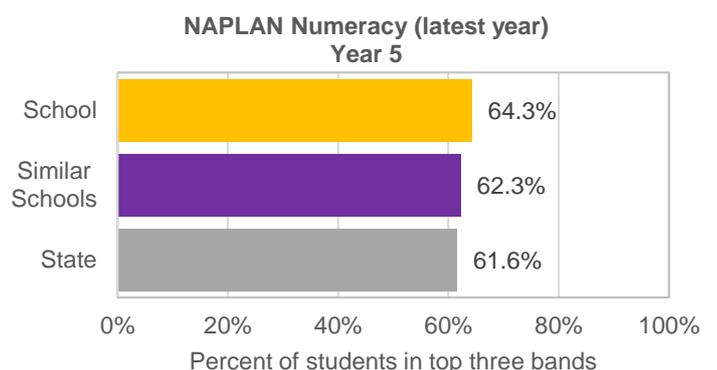
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	79.4%
Similar Schools average:	67.5%	68.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.3%	71.3%
Similar Schools average:	62.3%	61.6%
State average:	61.6%	60.0%



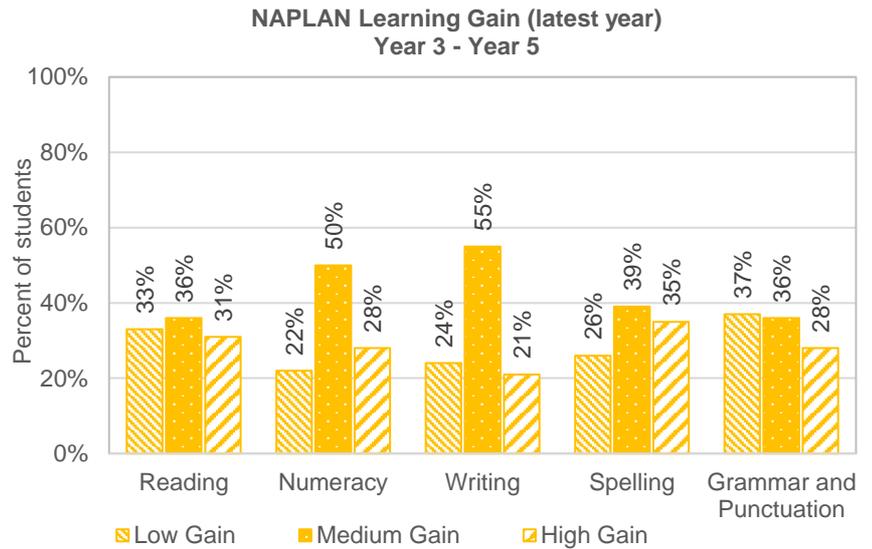
ACHIEVEMENT (continued)

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:	33%	36%	31%	24%
Numeracy:	22%	50%	28%	29%
Writing:	24%	55%	21%	27%
Spelling:	26%	39%	35%	28%
Grammar and Punctuation:	37%	36%	28%	31%



ENGAGEMENT

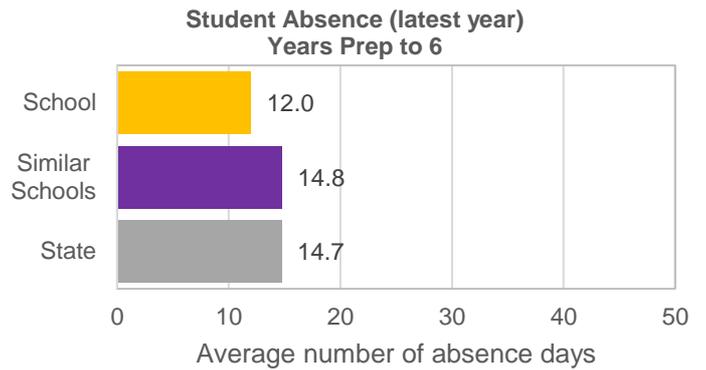
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.0	14.9
Similar Schools average:	14.8	15.7
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	93%	94%	94%	94%	94%	94%

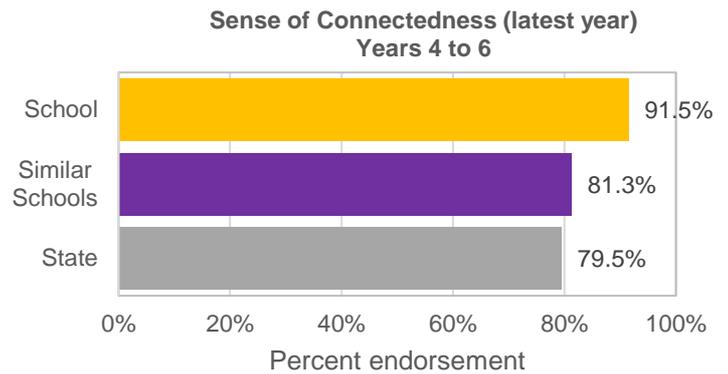
WELLBEING

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:	91.5%	90.8%
Similar Schools average:	81.3%	81.2%
State average:	79.5%	80.4%

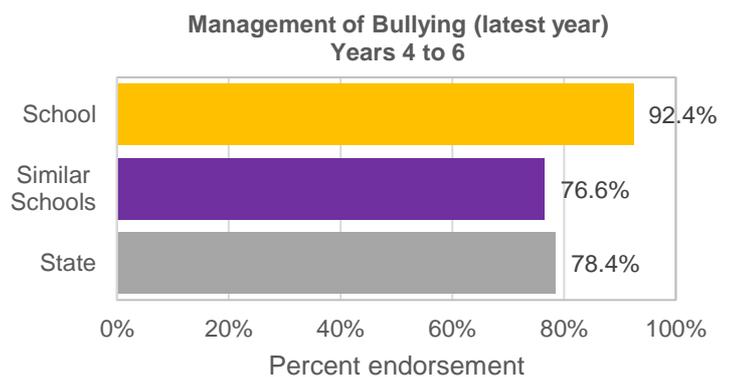


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	92.4%	91.3%
Similar Schools average:	76.6%	77.8%
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	\$12,028,273
Government Provided DET Grants	\$844,911
Government Grants Commonwealth	\$24,765
Government Grants State	\$4,100
Revenue Other	\$40,904
Locally Raised Funds	\$505,159
Capital Grants	\$0
Total Operating Revenue	\$13,448,112

Equity ¹	Actual
Equity (Social Disadvantage)	\$132,084
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$132,084

Expenditure	Actual
Student Resource Package ²	\$9,339,518
Adjustments	\$0
Books & Publications	\$48,905
Camps/Excursions/Activities	\$133,047
Communication Costs	\$5,148
Consumables	\$237,806
Miscellaneous Expense ³	\$23,642
Professional Development	\$20,849
Equipment/Maintenance/Hire	\$199,297
Property Services	\$369
Salaries & Allowances ⁴	\$135,229
Support Services	\$117,551
Trading & Fundraising	\$23,854
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$117,092
Total Operating Expenditure	\$10,402,307
Net Operating Surplus/-Deficit	\$3,045,805
Asset Acquisitions	\$5,450

- (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	\$956,098
Official Account	\$73,542
Other Accounts	\$0
Total Funds Available	\$1,029,640

Financial Commitments	Actual
Operating Reserve	\$177,070
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$60,000
School Based Programs	\$186,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$500,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$933,070

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.