

# 2021 Annual Report to The School Community



**School Name: Newham Primary School (1913)**



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

Attested on 17 March 2022 at 09:59 AM by Simone Wood (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 30 March 2022 at 10:03 AM by Sarah Crozier (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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

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

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

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

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

Newham Primary School is a rural school located a few kilometers from Hanging Rock in Newham, a modest, 'village' consisting of historical buildings and small acreages surrounded by long established farms, residential properties, and small businesses. The nearest towns are Woodend (10.5km), Lancefield (14.1km), Romsey (17.3km) and Kyneton (20.2km). It is seventy-eight kilometers north of Melbourne and eighty-four kilometers south of Bendigo. A significant number of families travel to school from the neighbouring towns and surrounding areas. Parents mix commuting to Melbourne for work with working from home or locally.

The school is approximately 150m from the Newham General Store (used for student lunch orders) and 200m from the Newham Hall (used for Kitchen Garden). Although established in 1877, our current school building was built in 2010 in the Rural Replacement Program. The school grounds comprise an oval, soccer field, cricket nets, playground equipment and sand pit. There is an outside covered area suitable for a range of activities and a shared community facility Multipurpose Court (managed by Newham PS on behalf of the Macedon Ranges Shire). Administration and staff amenities are incorporated into the main building. There is also a Music Room that was partially funded by the school community. A before and after school care program is operated by 'SchoolsOUT!' to provide support for working parents.

Enrolments were 106 students in 2021. The gender breakdown remained at: males 58% and females 42%. The overall socio-economic profile is based on the school's Student Family Occupation index (SFO 0.2309), which considers parents' occupations. With an SFOE of 0.2049, Newham Primary School's band value reflects a low level of socio-economic disadvantage. The number of equity-funded students in 2021 is 7, there are 0% of EAL (English as an Additional Language) students, 0% of students from overseas and 0% ATSI (Aboriginal and Torres Strait Islander) students or staff. There are no students on the Program for Students with Disabilities. Students worked across five classrooms (Prep/1, Grade 1/2, Grade 3/4 x2 and Grade 5/6). Staffing included 2 Admin Education Support staff, 7 Classroom Teachers (5 full-time & 2 part-time, inclusive of 3 part-time Specialist Teachers and 1 part time FTE) and a principal. Specialist Classes include PE, Music, French and Sustainability. The school is supported one day a week by a computer technician for 4 hours.

The school is committed to providing a happy, stimulating, and supportive environment that embraces parents, extended family, and local community. The school encourages students to develop a social conscience and to actively contribute to the school community through leadership groups, fundraising and representing the school at community events. We empower all students to embrace learning, achieve their personal best and build their emotional, social, and physical well-being through the School Wide Positive Behaviour, Kimochi and Respectful Relationships Programs. The core values and principles that underpin all that we do as a school community and which drive our actions and decisions at Newham Primary School are based on our values; Resilience, Responsibility, Respect and Unity which together help us to achieve Excellence.

The school culture nurtures originality, creativity and imagination through the Arts, Literacy and Environmental Science. A comprehensive curriculum places emphasis on Literacy and Numeracy. Other subjects provide curriculum breadth and include integrated studies, Social and Emotional learning via Kimochis, Smiling minds and SWPBs. Music, French, Physical Education/Sport, sustainability, Visual Art, Drama, Humanities and Library. Our commitment to continuous improvement and achieving excellence in teaching and learning using a differentiated approach is to ensure that every child can reach their potential. Each class delivers two hours of Literacy and fifty minutes of Numeracy each day. All classrooms are resourced for Literacy and Numeracy learning, with the provision of reading and numeracy materials and Netbooks/iPads. Extra-curricular programs include weekly choir activities and due to covid only one visiting instrumental music teacher, (guitar). Working within covid restrictions, links were maintained with local schools in sport and with our wider community in environmental activities.

Newham Primary School continues its work to maintain a five-star Resource Smart School rating, reducing energy and water use and waste to landfill. Being Resource Smart is aligned to the school's focus on the environment where a comprehensive program, including, Water watch and the inclusion of a student led sustainability team has seen extensive student collaboration in the design, planning and the start of construction of a Bio-diversity outdoor learning space within the school grounds. In 2021 the Stephanie Alexander Kitchen Garden program was severely limited by covid regulations. Pre-covid it has always had support from parents and the wider community, both through volunteer and financial assistance.

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## Framework for Improving Student Outcomes (FISO)

With Covid having slowed down our rate of accomplishment against the FISO Continua of Practice in 2020, in support of Learning, catch up and extension for 2021, our self-evaluation noted that we had work to do in 'evidence-based learning' (assessment and data). Continuation of this focus included the review of curriculum, refining our assessment schedule in literacy and numeracy and the expansion of our assessment practices. Staff took on board the information and data collated from our student check-in (those at risk), student reflection, NAPLAN, and feedback/evidence of use of our numeracy instructional model to develop a common assessment task method (CAT) to support teacher judgement and provide a triangulation of data.

Due to there not being any NAPLAN in 2020, our AIP focus on Numeracy in 2021 had to rely on 2019 data. Here the relative growth data for Grade 3-5 students in 2019 indicated the need to develop a base of students demonstrating high growth and improve the rate of students with medium growth. In 2021 Newham Primary School were able to demonstrate 43% of students achieved high growth in numeracy (20 percentage points higher than similar schools and the state). Our base for high growth in writing is on a par with similar schools and the state at 29% and in reading it is at 14%, below similar schools and the state. In Reading 71% of students made medium growth and now require the next push towards achieving high growth.

The Covid remote and flexible learning periods continued to interrupt our intended plans to implement a peer coaching model in support of the consistent implementation of the Literacy and Numeracy instructional models. Our response to the interruption was the decision to adapt our plans and develop a consistent delivery of literacy and numeracy for remote and flexible learning until we could return onsite and consolidate our approach to both models back in the classroom.

Using our meeting schedule and webex capabilities we were able to strengthen staff understanding and use of data across the curriculum, which was adapted to cater for remote and flexible learning with the use of surveys for all stakeholders and common assessment tasks for students. Extra online class sessions for students requiring further academic tutoring or social and emotional support coupled with teacher development of individual plans to support individual students continued. Teachers continued to collect and analyse data across as many curriculum areas as could be adapted in remote and flexible learning, with our emphasis on literacy, numeracy, SWPBs and Kimochis supporting our AIP focus areas 'learning catch up and extension' and 'happy, healthy kids'.

The Covid remote and flexible learning periods required continuous monitoring of what student inclusion and health looked like online. The identification of opportunities to promote and improve student health while they were at home was completed with class and parent surveys, uEducateUs conversations with parents and google classroom meetings with students.

Back onsite, data-driven teaching to the point-of-need resumed and our definition of evidence-based strategies was expanded to include the surveys developed and data collected during remote and flexible learning. Staff attended professional learning designed to build their capacity to deliver a differentiated curriculum which considering Covid effects on learning was inclusive of trauma informed practices from LaTrobe University and wellbeing strategies from the Smiling minds and Kimochi pilots. In term four Literacy and Numeracy were again able to use multiple sources of classroom-based evidence, in writing it was specifically the introduction of 'Comparative Judgment' including professional learning for staff, which advanced teacher understanding of writing outcomes and assessment.

By the end of 2021, staff had demonstrated their ability to develop and implement student behaviour plans which enabled students to co-exist with each other as they followed their plans. Consistent messaging in school and class newsletters, assemblies, and celebrations of achievement, modelled for students and families the value of prioritising trauma informed and SWPB/SEL practices. In support of connected schools, the consistent use of school values tied to house groups and SWPB promoted student connectedness through belonging to a group. Student voice was emphasised in the design of SWPB consequences and the implementation of classroom practices supporting this. Classroom and yard conversation observed between students revealed students monitoring their own wellbeing and interactions in accordance with SWPB and Kimochi teaching and learning. Students demonstrated their ability to pinpoint social and emotional strains and make their way to lunchtime chill space to calm down and reconnect. The 5/6 students participated in daily mindfulness activities before and after each break to strengthen a positive mindset for play. The SWPB team regularly monitored its implementation and effectiveness.

Student voice and agency for all students remained a priority. This saw the continuation of student leadership groups, specific training in leadership skills via the G.R.I.P. and peer mediation courses and roles including school leaders, sustainability leaders, house, and sport leaders and S.W.W.A.A.G.ers (Student Wellbeing, Work and Action group) provided.

To maintain happy, healthy kids, the importance of communication skills, self-regulation, social awareness, and relationship skills amongst students is a priority. Their skills were not adjusting to the in and out nature of Covid remote learning. Pinpointing the needs of specific students and tailoring a responsible supporting package from our available resources will be a future focus. As will be determining potential extensions to these supports with the help of school staff, external sources and SSSOs.

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## Achievement

Newham Primary School continues to remain focused on improving student outcomes in all learning areas. With Covid having slowed down our rate of accomplishment, based on our 2021 AIP KIS of learning catch up and extension, Numeracy improvement was maintained as our goal. This enabled staff to review the success of our Numeracy instructional model based on feedback and short student surveys of numeracy session effectiveness. Back onsite staff implemented a revised instructional model which included 12 foci for teacher judgement in assessment and worked towards all staff consistently using every instructional model element to deliver lessons.

Staff ran professional learning sessions in numeracy, specifically the 12 foci for teacher judgement, developed common assessment tasks and reinforced the use of reflection in the numeracy model. Staff moved from solely a curriculum related assessment focus to exploring student perceptions and attitudes toward problem solving, how they persist and engage with different numeracy tasks. The numeracy team led staff to develop checklists to observe challenging and constructive behaviours in students to monitor, evaluate and track students in these areas. For writing staff ran professional learning in the comparative judgement skill set and participated in the pilot sessions for Australian year 3 classes. As an element of writing, spelling was identified as an area for future focus. Therefore, a Spelling emphasis using high frequency words from reading and writing with multiple exposures will be the focus in 2022 with the development of professional learning for all staff and collaboration with the tutoring program.

Without any students on PSD funding, staff capacity in student welfare targeted our Community of Practice network focus on Trauma informed practices from LaTrobe University. with the implementation of the trauma informed practices skill set relating to emotional stressors from Covid lockdowns. This enabled staff to review what they knew about the effects of lockdowns on their students, particularly our tier 2 students. Staff attended ILP writing webex and gained useful insight into the ILP process to support these students, many of whom were in tutoring. Staff will continue training in the use of high-quality Individual learning plans. SMART goal instruction is available in early 2022 from external and staff-based resources. Further support for these students will be investigated under the D.I. funding.

Tutoring was able to go ahead online however it was more difficult to get students to participate. Tutoring provided support in self-confidence, evidenced in greater student participation in class during discussion times. Tutoring results indicated that students who were behind solely due to the detriment of Covid were able to make up ground. Students with learning difficulties and other issues present prior to Covid were not as able in making up ground due to the vagaries of remote learning causing inconsistencies.

Naplan testing returned in 2021. Both year 3 and year 5 reading were 5 percentage points above the state averages with 81.3% and 75% respectively, remaining on par with like schools. Year 3 and Year 5 Numeracy results for students in the top 3 bands were also above state average being 88% and 87.5% respectively which was between 10 -20 percentage points higher than the state average and like schools.

Teacher judgement of students at or above age expected standards in English had risen to 84.7% up from 83.5% edging closer to the state average of 86.2%. In Mathematics teacher judgement had risen to 84.3% from 83.2% to be on a par with the state average of 84.9%

All families were invited to complete 'The Parent opinion survey' (PoS) in 2021. There has continued to be a further decline in the number of parent survey returns, despite actions taken to increase participation, down to just 8 (from 16 in 2020 and 20 in 2019) this is 11% of our families. Parent responses also returned a high rate (between 20 -50%) of neutral (and this year also invalid) responses to questions. 64% of families who returned their survey are positively satisfied with Newham Primary School. 75% state that the school always aims to improve the quality of education it provides, 88% state that their child feels safe at this school and 71% felt that their children were connected to their learning. A section on remote and flexible learning in the PoS also found. 75% of parents who returned their survey stated that the amount of work received while learning from home was 'just right' and 100% felt that they were able to contact their child's teacher when they needed to.

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## Engagement

Having developed the school wide positive behaviours (SWPB) matrix in 2020, 2021 saw the emphasis on consolidating SWPB attributes in daily procedures, making SWPB connections with home during remote and flexible learning and determining the process by which we could involve all stakeholders in the development of consequences for non-SWPB class and yard behaviour. Anecdotal evidence from students demonstrated a positivity and engagement around the school values and the earning of rewards individually, for the class and the whole school.

Student voice was maintained as a strategy for effective engagement of students via leadership groups such as SWWAAGers (Student Welfare, Work, and Action Group) and the use by staff, of student feedback during reflection time in class and when gathering opinion on projects affecting students directly such as the biodiversity project and fort rejuvenation. Students in years 4 to 6 completing the 'Students Attitude to School Survey' indicated Student voice and agency is at 64% higher than 2020 (40%) and trending back towards our goal of our pre-covid level of 68%.

Student absence data at Newham was affected by Covid with the average number of days' absence being 16.6 for Prep-6. The increase of remote learning time meant that staff were obliged to stay on top of their student attendance data, its background narratives, and trends in relation to absences. This was essential via webex and once back at school. There were less families taking trips away but more staying away from school with either a fear of Covid or with mental health issues. Our aim had been to drop our absences below 20% for students with 20 or more days absent. We managed 19.81%. Regular contact with families by phone, webex and in person (when allowed) kept staff working with families to maximise student attendance online and back at school. Our absences relate specifically to 6 families who consistently fall into either the holiday or fear/mental health categories.

Continuance of Respectful Relationships and the trialing of Kimochis emphasized class discussions and morning circles for positive interactions as did the promotion of whole school events supported by families. Overall, students' sense of inclusion was at 84%.

An improvement in learning confidence was a goal in our AIP and it is trending back up, at 69% (from 51% in 2020) and another goal, stimulating learning also trended up at 66% (up from 59% in 2020). Again, the most positively endorsed factor for students in years 4 to 6 was 'High Expectations for Success' with 94% endorsement.

In 2021, Student engagement in learning via google classrooms was a more determined focus. Students' sense of connectedness to school despite having lengthy periods of remote and flexible learning was 73%, higher than 2020 (69%) and trending back towards our pre-covid level of 77%. Student resilience was tested with remote and flexible learning. Only 3% considered themselves to have high resilience. 58% felt that their resilience was normal while 38% said their resilience was low. An opportunity for improvement will be to continue building resilience.

uEducateUs, the newsletter, the Webpage and Facebook continue to support communication with families with uEducateUs and the newsletter remaining the main communication tools for 2021. The relationships with families will remain at the forefront for student engagement in 2022 through continued use of whole school family events and student voice actions.

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## Wellbeing

Newham P.S. continues to build teacher capacity to implement a consistent, school wide, rigorous approach to teaching and learning which considers the wellbeing of the student.

Through the adoption of SWPB in 2019, classroom management focused on high expectations of learning and behaviour in a collaborative and supportive environment. Student voice in feedback and reflective practices built into learning, supports the ongoing development of an engaging and challenging learning culture. A proactive approach using our values of Resilience, Unity, Responsibility and Respect daily, underpinned our social interactions, high expectations and behaviours. This was demonstrated with the use of individual, class, and whole school rewards recognising the values demonstrated by students. The use of our values in such a manner will continue into 2022 for the AIP.

A variety of leadership opportunities and groups were available to students in 2021 including School leaders, Sustainability leaders, Resource Smart and SWPB leaders, SWWAAGers, house and sport leaders and lunchtime choir. Important aspects in assembly considered student wellbeing including, regular updates of learning and social wellbeing through reports from various student leadership groups and 'What went well'. Chill zone continued at lunchtime to provide an alternative to playing outside. This provision of passive play (drawing, colouring, lego, board games) supported students to play calmly during the second half of lunch and helped reduce lunchtime incidents. Transition across the school between grade levels, Kinder to Prep and Year 6 to 7 were covid affected with secondary school transitions being held via Webex and transition sessions between grade levels lessened in number due to lockdown. The Smiling Minds program for Principals and teachers was initiated as a support to staff to develop

personal mental health and wellbeing. A pilot program for the introduction of Smiling minds to students took place during term four with senior students focusing on feelings and their communication/expression. The emphasis on exploring emotions, body language and vocabulary has provided 'go-to' structures for calming down and conflict resolution. Both methods were tracked with the support of SSSO staff. Curiosity from other staff was evident and the whole staff have undertaken initial training in time for 2022. SSSO staff were also able to support a pilot program of Kimochis for the junior students so that they too could focusing on feelings, their communication/expression and socialisation skills. Staff representatives from Kimochis, Smiling Minds and SWPB will work together to ensure essential tier 1 and 2 supports are in place for students early in 2022 and the thorough documentation of this collaboration will appear in frameworks and programs.

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## Finance performance and position

Throughout 2021, Newham Primary School was fortunate to receive funding via DET Maintenance and minor works, BARR funding, Sporting Schools and Swimming in schools.

Sporting schools' grants were able to support our Physical Education program by either being able to pay for equipment or staff. Swimming in schools however had to be cancelled due to Covid lock downs with the funding retained by Newham Primary school.

In 2021 projects undertaken included garden maintenance and mowing; heater servicing, repairs and replacement; fence replacement under BARR funding; Carpark maintenance; playground drainage.

In 2021, again because of a combination of staff illness/hospitalisation, it was necessary for School Council to approve a portion of 2020 surplus being used on the employment of replacement staff, which went toward establishing continuity across classes.

The system for financially supporting students with disabilities is undergoing change. Our region is in the first part of a staged rollout of the new system state-wide. This has meant that in the second half of 2021 DET provided Newham Primary School with \$45,163 to support a wider range of students at the tier 2 level of need. This is a vitally important change, as Newham students who require support are tier 2 and not tier 3 students, which was the expectation in the past. This allowed Newham Primary school to redirect funds formerly used to cover tier 2 students to other areas of the school.

Tutoring funding of \$22,664 was provided by DET for the support of students not making expected progress due to Covid remote and flexible learning. This support provided funds for a tutor and again also allowed funds which previously supported staff to be redirected elsewhere.

Consequently, there was a surplus of \$195,532 in 2021. These funds will support Newham Primary school in 2022.



# 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 106 students were enrolled at this school in 2021, 45 female and 61 male.

NDP percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

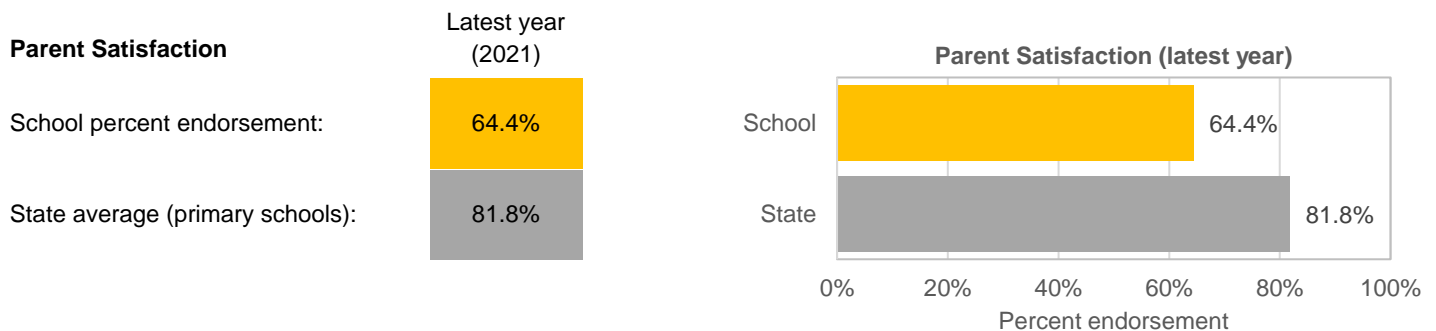
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

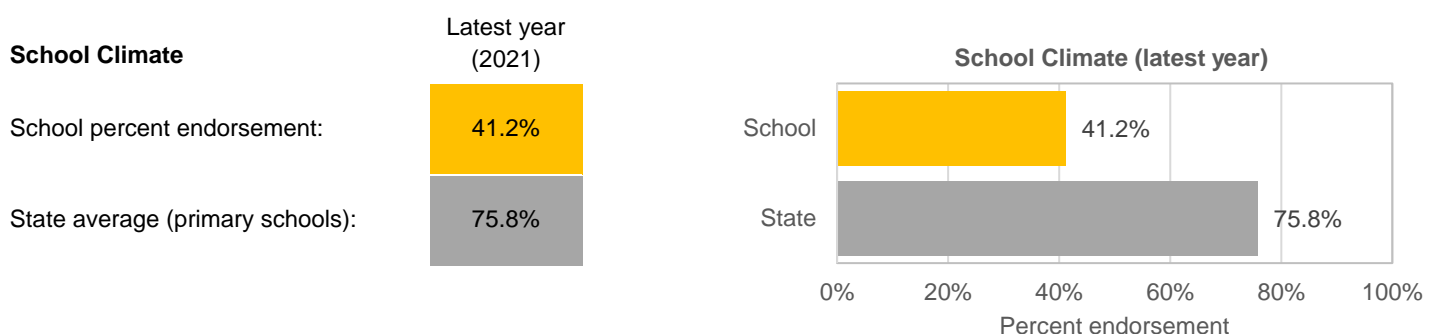


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

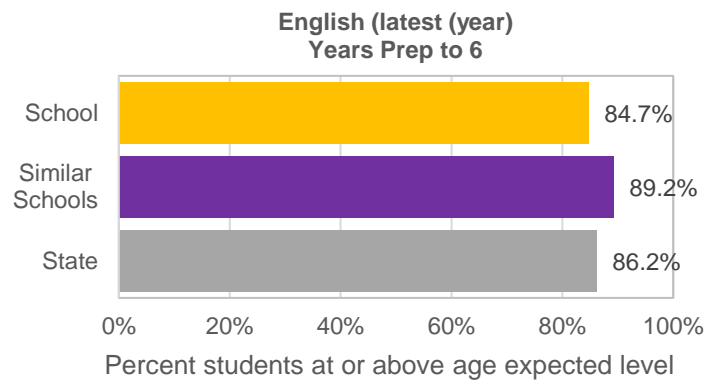
84.7%

Similar Schools average:

89.2%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

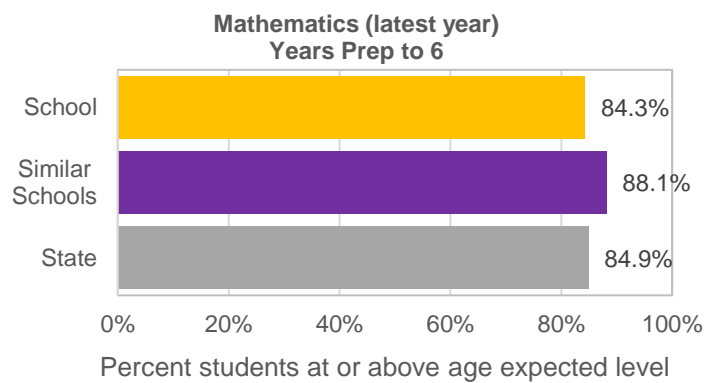
84.3%

Similar Schools average:

88.1%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

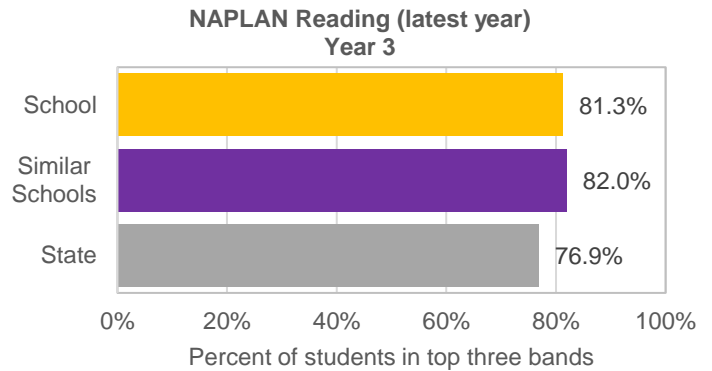
**NAPLAN**

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

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

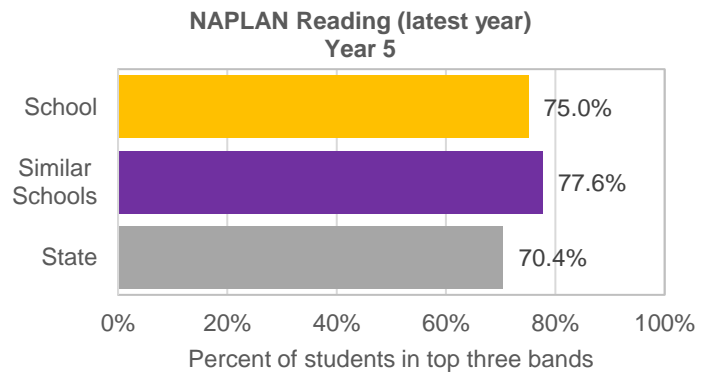
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.3%	81.1%
Similar Schools average:	82.0%	81.7%
State average:	76.9%	76.5%



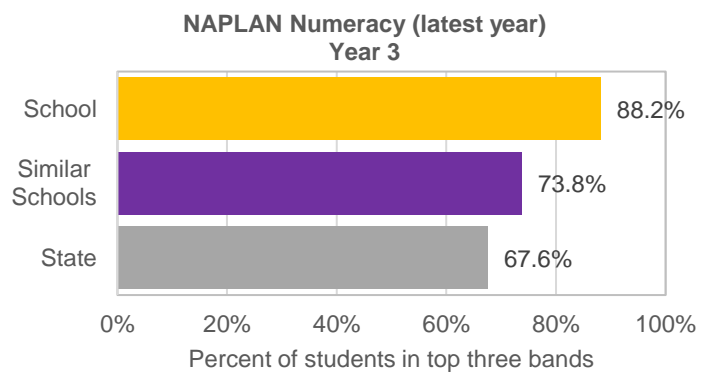
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	80.5%
Similar Schools average:	77.6%	74.5%
State average:	70.4%	67.7%



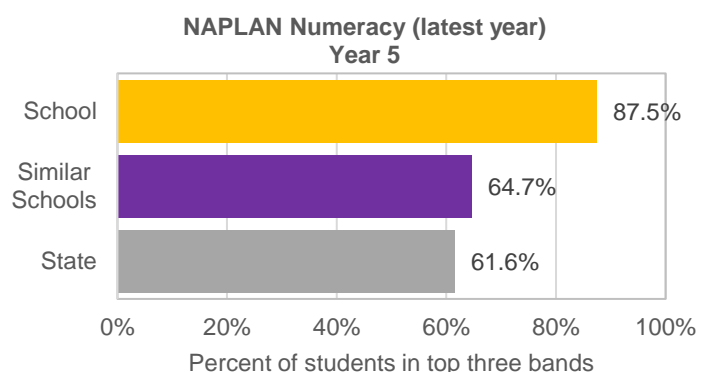
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.2%	77.8%
Similar Schools average:	73.8%	73.8%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.5%	62.5%
Similar Schools average:	64.7%	64.4%
State average:	61.6%	60.0%



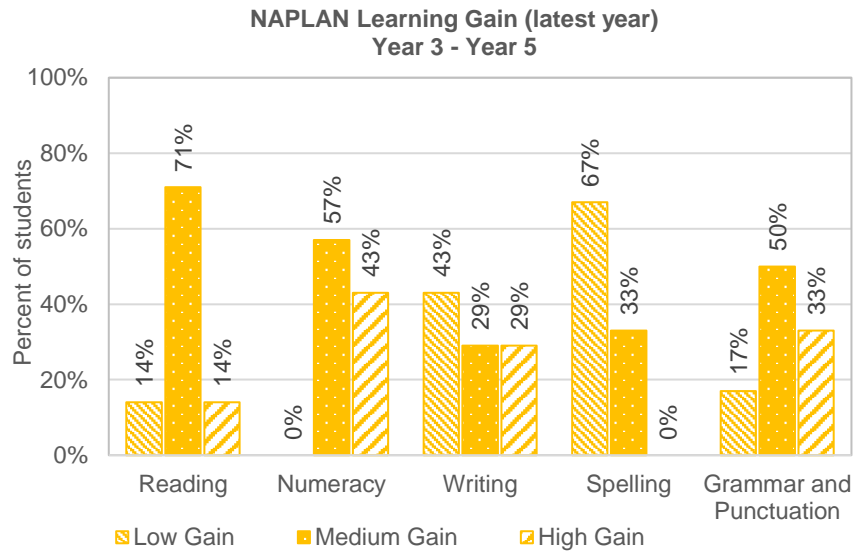
**ACHIEVEMENT (continued)**

**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:	14%	71%	14%	28%
Numeracy:	0%	57%	43%	22%
Writing:	43%	29%	29%	25%
Spelling:	67%	33%	0%	24%
Grammar and Punctuation:	17%	50%	33%	21%



## ENGAGEMENT

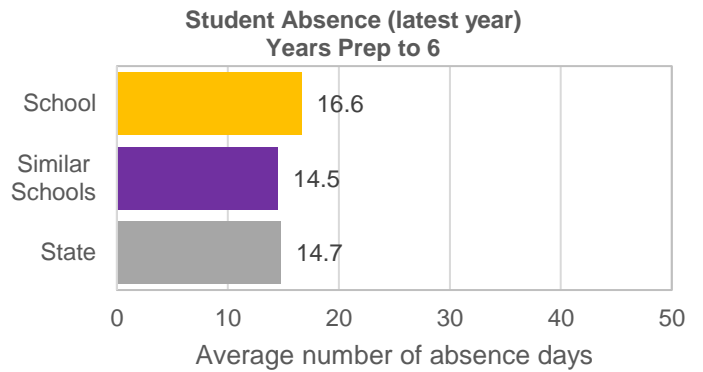
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	16.6	15.0
Similar Schools average:	14.5	14.8
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):	89%	92%	92%	89%	93%	93%	92%

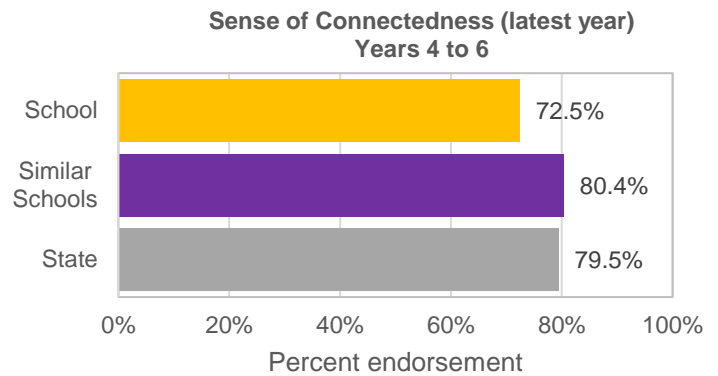
## WELLBEING

**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:	72.5%	75.9%
Similar Schools average:	80.4%	79.1%
State average:	79.5%	80.4%

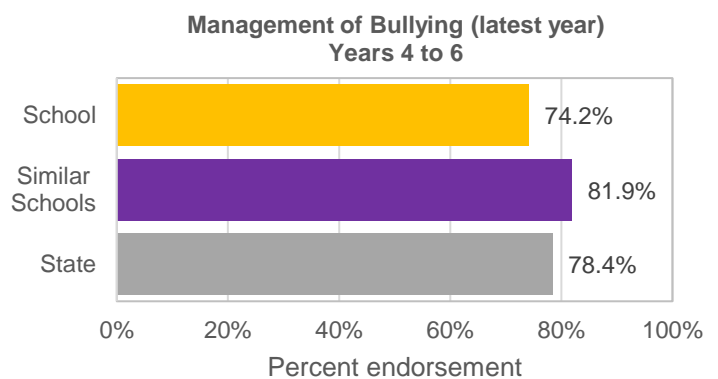


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	74.2%	77.2%
Similar Schools average:	81.9%	81.6%
State average:	78.4%	79.7%



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

# Financial Performance and Position

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

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$1,116,736
Government Provided DET Grants	\$230,696
Government Grants Commonwealth	\$4,400
Government Grants State	\$2,200
Revenue Other	\$14,258
Locally Raised Funds	\$32,544
Capital Grants	\$10,000
<b>Total Operating Revenue</b>	<b>\$1,410,835</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$5,711
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,711</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$921,205
Adjustments	\$0
Books & Publications	\$1,723
Camps/Excursions/Activities	\$19,326
Communication Costs	\$9,529
Consumables	\$29,577
Miscellaneous Expense <sup>3</sup>	\$7,612
Professional Development	\$5,610
Equipment/Maintenance/Hire	\$35,121
Property Services	\$84,115
Salaries & Allowances <sup>4</sup>	\$34,108
Support Services	\$22,292
Trading & Fundraising	\$2,015
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,533
<b>Total Operating Expenditure</b>	<b>\$1,185,767</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$215,067</b>
<b>Asset Acquisitions</b>	<b>\$13,960</b>

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

**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$74,616
Official Account	\$13,224
Other Accounts	\$4,757
<b>Total Funds Available</b>	<b>\$92,598</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$37,315
Other Recurrent Expenditure	\$329
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$37,644</b>

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