

2020 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).
- 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 17 March 2021 at 10:51 AM by Simone Wood (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 26 April 2021 at 03:19 PM by Sarah Crozier (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

SCHOOL CONTEXT

Geographic Location and Buildings

Newham Primary School is a rural school located a few kilometres from Hanging Rock. The nearest towns are Woodend (10.5km), Lancefield (14.1km), Romsey (17.3km) and Kyneton (20.2km). It is seventy-eight kilometres north of Melbourne and eighty-four kilometres south of Bendigo.

Newham is a small, 'village' and consists of historical buildings and small acreages surrounded by long established farms, residential properties and small businesses. The school is approximately 150m from the Newham General Store (used for student lunch orders twice a week) and 200m from the Newham Hall (used for fortnightly Kitchen Garden activities and various events).

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 a Multipurpose Court that is a shared community facility and an outside covered area suitable for a range of activities and general play. Administration and staff amenities are incorporated into the main building. There is also a Music Room that was partially funded by the school community.

Demographics

Enrolments were 118 students in 2020. The gender breakdown is: males 58% and females 42%. The overall socio-economic profile is based on the school's Student Family Occupation and Education index, which takes into account parents' occupations and Education. Possible socio-economic band values are: Low, Low-Medium, Medium and High. Newham's Socio-economic band value is Low (0.2707 in 2019). The number of equity-funded students in 2020 is 12. In 2020, there are 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students. In 2020, there was 1 student on the Program for Students with Disabilities. The school is surrounded by farmland and a significant number of families also travel from the neighbouring towns and surrounding areas of Woodend, Kyneton, Lancefield and Romsey. Many families combine commuting to Melbourne for work with working from home or locally.

Vision, Values

The school is committed to providing a happy, stimulating and supportive environment that embraces parents, extended family and the community. The school encourages students to develop a social conscience and to actively contribute to the school community through student 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 and Berry Street Programs. Positive and respectful relationships are important and the core values and principles that 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. These core values underpin all that we do as a school community.

The Stephanie Alexander Kitchen Garden program was established at the end of 2013 and has volunteer and financial support from parents. It provides students at Years 5/6 and their families with the skills and knowledge to apply healthy eating principles and gain an appreciation of vegetable gardening. Aligned to the school's focus on sustainability and the environment, Newham Landcare Group facilitates a junior Landcare coordinator who collaborates with the Science teacher who runs a comprehensive program, including Water watch, for Year 5/6 students. Local community groups, namely the Propagation Group - have provided funds to contribute to the installation of the sandpit and its playground. Newham Primary School was rewarded for its sustainability initiatives by being named a five star Resource Smart School in 2018 which it has effectively maintained into 2020. As participants in the Resource Smart Schools program, the school has continued to embed sustainability activities into the curriculum. In doing so, Newham Primary School has reduced their energy and water use, reduced their waste to landfill and improved biodiversity around the school. A shared community facility, the multipurpose court, is managed by Newham Primary School on behalf of the Macedon Ranges Shire.

Staffing

2020 enrolments were 118 students working across six classrooms (Prep, 2x Grade 1/2, Grade 3, Grade 4/5 and Grade 5/6). This structure allowed teachers to collaborate within 'Professional Learning Teams'. Staffing (0% ATSI) included 2 Admin Education Support staff, 1 Classroom Education Support Staff, 7 Classroom Teachers (5 full-time & 2 part-time), 3 part-time Specialist Teachers and a Principal. Specialist Classes include PE, Music, French and Science. The school is supported one day a week by a computer technician for 2.5 hours.

Purpose

Based on our School Strategic Plan our intent in 2020 remained to improve student achievement in Literacy and Numeracy outcomes for all students, with our evidence based whole school approaches to both. Staff attended professional learning designed to build their capacity to deliver a differentiated curriculum as well as to develop the organisational structure to support strong 'Professional Learning Community' based inquiry into onsite and online teaching and learning. Teacher capacity in data literacy was enhanced through a continued focus on the learning evidence from the classrooms as well as the introduction of learning evidence from remote and flexible learning. This information supported the next steps in point-of-need teaching.

Student engagement in learning via google classrooms became a focus in 2020 and student voice and agency for all students, remained a priority. School Wide Positive Behaviours having been introduced in 2019 were consolidated as a whole school approach by the end of the year. Student voice and agency were encouraged in 2020 with the continuation of student leadership groups. Organizational structures across the school reflected the needs of students and the curriculum during remote and flexible learning highlighting collaborative partnerships between staff, students and the school community. Changes to the delivery of curriculum occurred via google classrooms as well as a recorded assembly, eBook libraries, a virtual camp and online family nights. Elements of these online structures will continue to provide ongoing benefit outside of remote and flexible learning. 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 a broad offering and include Integrated Studies, SEL (Social & Emotional learning) and SWPBs. Music, French, Physical Education/Sport and Science are taught by our Specialist Teachers, whilst Visual Art, Drama, Humanities and Library are taught by classroom teachers. Our commitment to continuous improvement and achieving excellence in teaching and learning using a differentiated approach is to ensure that every child has the opportunity to reach their potential. Each class delivers two hours of Literacy and 50 minutes of Numeracy each day. There are strong links with other local schools in sport and environment activities, as well through our Community of Practice network. All classrooms are resourced for Literacy and Numeracy learning, with the provision of reading and numeracy materials and Netbooks/iPads. Extra-curricular programs include a daily quiet play option, weekly choir activities and 2 visiting (virtual) instrumental music teachers, (keyboard & guitar). A before and after school care program is operated by 'SchoolsOUT!'.

Framework for Improving Student Outcomes (FISO)

In 2020 our self-evaluation against the FISO Continua of Practice noted that we have significant work to do in the area of Evaluating our Impact on learning, particularly with data literacy. The continuance of this focus included the review of curriculum, refining our Assessment schedule and the expansion of assessment literacy. Our focus areas were Evidence-based high-impact teaching strategies and Health & Well-being

In 2020, the two COVID remote and flexible learning periods, interrupted our plans to develop and implement a peer coaching model to support the consistent implementation of the Literacy & Numeracy instructional models and in term 4 2020, back onsite, it was decided as a staff that due to restrictions on time, to defer these plans until 2021. However other aspects of our focus were able to continue.

Using our meeting schedule and webex capabilities we were able to strengthen staff understanding and use of data across the curriculum, adapted to cater for remote and flexible learning with the use of surveys for all stakeholders and common assessment tasks for students. Teachers collected and analysed data across as many curriculum areas as could be adapted in remote and flexible learning, with an emphasis on literacy, numeracy and social and emotional wellbeing.

Back on site in term 4, the introduction of data driven teaching to the point of learning resumed and definition of evidence-based strategies was expanded to include the specific strategies developed and data collected during remote and flexible learning. In term 4 the Literacy and Numeracy SITs were again able to use multiple sources of evidence to track instructional model implementation including barriers and enablers. Teachers enhanced their understanding of the structure of the models and used them consistently to plan and deliver lessons. Lesson plans and PLT meeting minutes, reflected this focus. As an example Classroom observations and evidence showed that teachers were using

the numeracy instructional model and required further support to refine the 'Reflection' element (The decision to continue the focus on Numeracy was based on the relative growth data for Grade 3-5 students in 2019 indicating the need to develop a base of students demonstrating high growth and improve the rate of students with medium growth. No NAPLAN in 2020 meant this could not be verified using the same data set).

By the end of 2019, significant gains were made in the establishment of SWPBs in preparation for the beginning of 2020. Due to the two COVID remote and flexible learning periods, 2020 became divided in two. Term 1 and 4 focused on what could be achieved at school and Term 3 & 4 on maintaining connections with students and families online, emphasising social and emotional learning.

Term 1 and 4 further developed and embedded the whole-school approach to School Wide Positive Behaviours in the classrooms. During term 4 staff gained a strong knowledge of SWPBS and consistently implemented it at all times by focusing students on earning values cards for a whole school reward. The SWPB team with support from the SWPB Regional coordinator regularly monitored its implementation and effectiveness. School Wide Positive Behaviours having been introduced in 2019 were consolidated as a whole school approach and the school reached 40% compliance (up from 18% in 2019) by the end of the year. With the continued use of our SWPB matrix and buzz phrases, students were able to identify SWPB in action and to identify the school's expected behaviours, earning their reward.

The two COVID remote and flexible learning periods required the Development of a whole-school understanding 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 surveys, uEducateUs conversations with parents and google classroom meetings with students. The use of specialist staff to provide extra support in academic tutoring and social and emotional support was paramount to success. Teachers developed individual plans to support individual students, including those displaying Tier Two behaviours for terms 1 & 4 and continued with these plans during remoted and flexible learning. Students were encouraged to learn onsite when the student welfare team identified an urgency.

Achievement

Newham Primary School continues to remain focused on improving student outcomes in all learning areas with Numeracy maintained as an area for improvement in 2020. Staff capacity in middle leadership was developed through the implementation of the Leading Pedagogy Bastow course across our CoP team. This enabled staff to review the success of our numeracy instructional model and make adjustments based on feedback and short student surveys of numeracy session effectiveness. They implemented the revised instructional model and worked towards whole staff consistently using it to plan and deliver lessons. Staff ran professional development sessions in numeracy and writing. Remote learning provided staff with the opportunity to construct surveys and, collect and analyse data on the teaching and learning taking place. This was then shared with all staff and with parents via the newsletter.

There was no NAPLAN testing in 2020, and teacher judgements from Foundation – 6 in English and Mathematics were lower than similar schools. Therefore to provide alternative data to NAPLAN, P-2 staff took part in Nessy, a pilot program in literacy requiring the collection and analysis of data within a set time frame. During remote learning students also participated in Active learn which provided reading tasks online. Both initiatives provided essential data allowing staff to analyse student progress during remote learning, triangulate their data and dig deeply into the learning in preparation for student return onsite. Based on the analysis of their data collections, 3-6 staff began developing common assessment tasks for use in return to onsite learning. The development and implementation of rubrics with agreed protocols, to provide feedback to staff and students was also fast tracked with the use of Google classrooms during remote learning. Coming back to onsite learning a greater focus understandably also shifted to well-being. All families were invited to complete 'The Parent Opinion Survey' (PoS) in 2020. Parent satisfaction with Newham PS, trending upwards in 2019 stalled during COVID, perhaps influenced by remote and flexible learning, (parent responses returned a high rate of neutral responses and there continued to be a decline in the number of parent survey returns - down to 16 from 20 in 2019 and 33 in 2018, despite actions taken to increase participation). 81% of families were positively satisfied with the education their children received at Newham (1% increase), 88% reported that their child feels safe at school and 81% of families positively indicated that student connection to learning was evident. Our School Staff Survey results indicated staff were able to maintain a positive outlook during remote and flexible learning, resulting in an above state average.

Engagement

2020 realised the whole school approach to the implementation of School wide positive behaviours (SWPB) with the development of the SWPB behaviour/consequence matrix. Changes in behaviour and practice included the use of SWPB attributes daily in procedures such as line-up as well as connecting SWPB to home via the use of our buzz phrases during remote and flexible learning. There was emphasis on the development of SWPB lesson plans for all classes and the continued making of supporting videos to demonstrate expectations to students. Anecdotal information coming in from families framed a whole school approach to providing online tutoring groups, family social activities and buddying students in learning activities to ensure students were remaining involved in learning and were prepared for their return onsite. Student voice was maintained via leadership groups such as SWWAAGers (Student Work, Welfare and Action Group) and the use by staff, of student feedback during reflection time in class and online surveys (remote learning). Continuance of the Berry Street model and Respectful Relationships emphasized morning circles (on-site and online) for positive interactions as did the promotion of whole school events which were well supported by families, connecting students with school through family fun nights, trivia nights a virtual camp and positive affirmation videos. We were able to capitalise on these positives in order to influence student absences which were able to be maintained at 12% successfully reaching our goal. uEducateUs, the newsletter, the Webpage and Facebook continued to support communication with families with uEducateUs and the newsletter remaining the main communication tools for 2020.

Wellbeing

In 2020 the majority of school procedures and practices gained a SWPB element allowing staff to plan a proactive approach to student management, and underpin our social interactions, high expectations and behaviours with our values of Resilience, Unity, Responsibility and Respect on a daily basis. The 'Rock Solid Start' to the school year was overhauled in the use of SWPB and our values. Staff have a strong knowledge of SWPBS due to its prioritisation during meetings and their professional development. Staff provided input at every stage of the process. The SWPB team have regularly monitored the implementation and effectiveness of SWPB and reported back to the whole staff and to the SWPB regional coordinator. Staff demonstrated a readiness for change with a 100% uptake of the stages of SWPB. The implementation of the rewards and consequences stage was trialed by all staff across the school in term 4. Through the use of SWPB values cards and behaviour matrices students have been able to identify the school's expected behaviours. There has been a noticeable change in attitude in the yard as students actively work towards collecting their cards and whole school celebrations. Students have been able to identify SWPB in action, nominating other students for recognition to receive values cards. Students in years 4 to 6 completed the 'Students Attitude to School Survey' (AtoSS). The effect of COVID on student welfare should not be underestimated and it is important to remember that care should be taken in interpreting these results. COVID questions indicated that students felt lonely (81%), were nervous (57%) and were very concerned for the health of their family (86%). Student concerns lay with student voice & agency (40%) and teacher concern (60%). In managing bullying, 84% reported that they know where to get help if someone hurts them or they feel upset and 76% feel safe at school. With the onset of 2 episodes of remote learning, staff had to pivot and understand a more complex set of student needs based on information coming in from students and parents online and from surveys they developed on wellbeing and learning. The social upheaval experienced by families indicated a need to focus on student inclusion in social groups on their return to school and a focus on mental health was paramount. Staff undertook an introduction to Respectful Relationships professional development, online during remote learning. This information and the anecdotal information coming in from families framed a whole school approach to providing online wellbeing and tutoring groups, family social activities and buddying students in learning activities to ensure students were remaining involved in learning and were prepared for their return onsite. With restrictions still in place once students returned onsite further opportunities to identify, promote and improve student health were undertaken. Family social activities continued online, a virtual school camp was held and parents were provided with online webinars supporting the school Preparation for puberty program and National no-bullying week activities. Our weekly assemblies became fortnightly and the recordings went online. Important aspects in assembly that considered student wellbeing included, regular updates of learning and social wellbeing through 'What went well' mixed with 'Vox Pop' interviews with students in the yard. On-site in 2020 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. A variety of leadership opportunities and groups were available to students including School Captains, SWWAAGers, Buddies, Sustainability and Water Watch teams, and lunchtime choir. Further opportunities to identify, promote and improve student health were undertaken in term 4 by the students

themselves in their student support team (SWWAAGers). The group raised money for more sandpit equipment and decided upon a colour run in support of no-bullying which due to time restrictions was deferred to term 1 2021. COVID restrictions also deferred the introduction of Sport and House leaders and the preparation for peer mediation. COVID restrictions also affected transition across the school between grade levels, Kinder to Prep and Year 6 to 7. Limited 'between grade levels' and 'Kinder to Prep' transitions were able to occur in Term 4, with Year 6 to 7 transitions going mostly online.

Financial performance and position

The DET Maintenance Blitz and BARR funding was delivered across 2019/2020. In 2020 projects undertaken under this funding included landscape design and building; garden and forest maintenance; mowing; heater servicing, repairs/replacement; painting including, fence painting and safety paint to steps; soft-fall replenishment; . Newham Primary School completed the spending of funding from the local propagation group on the sand pit project which also received a local community grant of \$10,000 from Lisa Chesters, our Federal MP. COVID restrictions halted the implementation of the final elements of the sandpit design which required parents on-site. Sporting Schools grants requiring their staff onsite and Swimming in schools were also deferred until 2021. However there were other components of maintenance that due to there being no students on-site were able to go ahead. There was a surplus of \$80,654 in 2020. These funds will be required to support Newham Primary school in 2021.

For more detailed information regarding our school please visit our website at
<https://www.newhamps.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 118 students were enrolled at this school in 2020, 50 female and 68 male.

0 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) which takes into account parents' occupations and education.

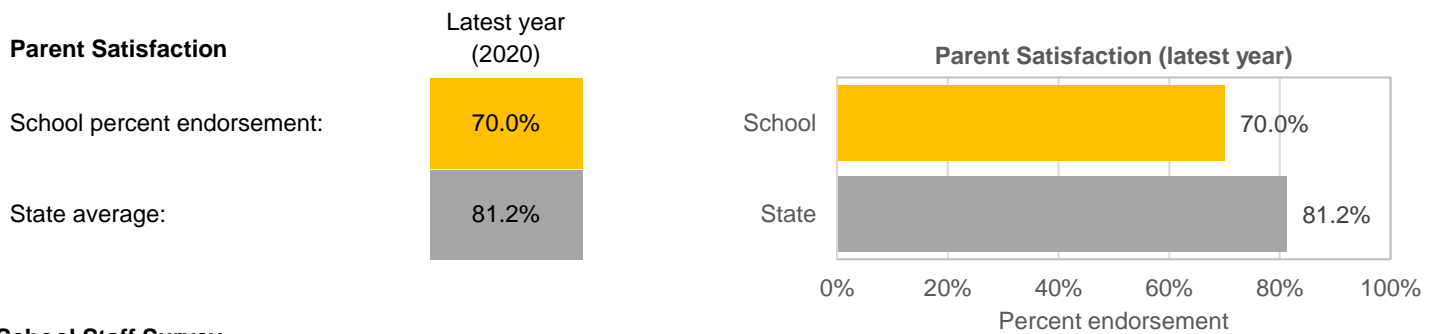
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

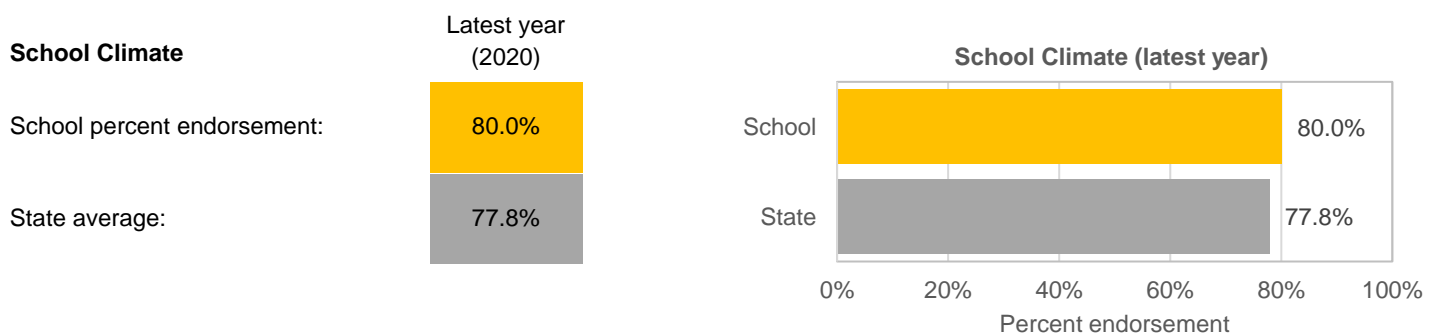


School Staff Survey

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:

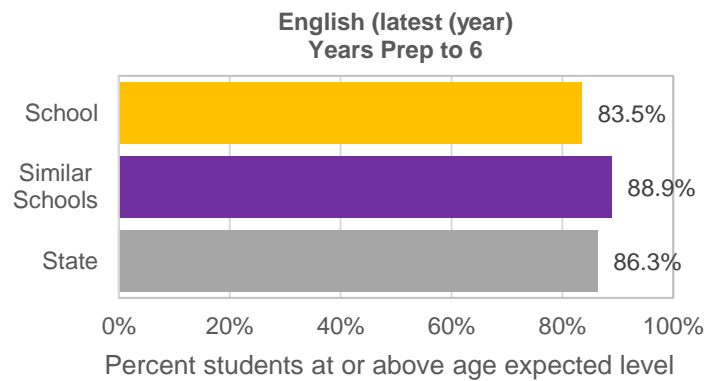
83.5%

Similar Schools average:

88.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

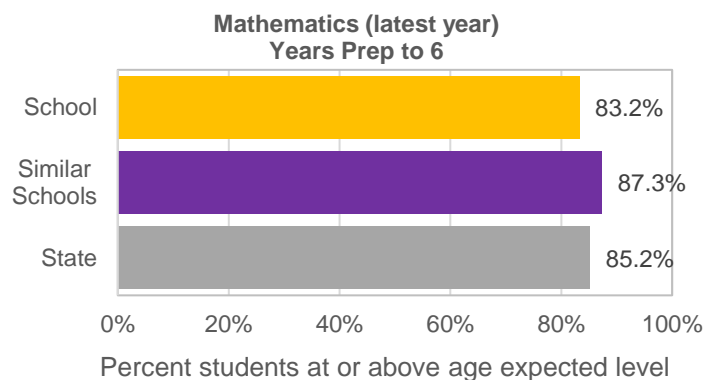
83.2%

Similar Schools average:

87.3%

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

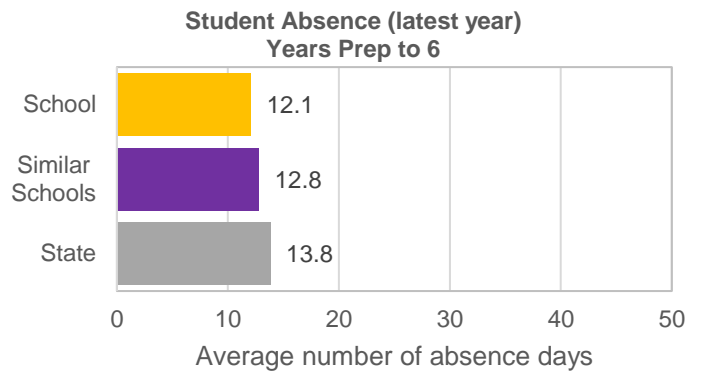
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.1	14.2
Similar Schools average:	12.8	15.0
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):	94%	94%	92%	95%	94%	93%	94%

WELLBEING

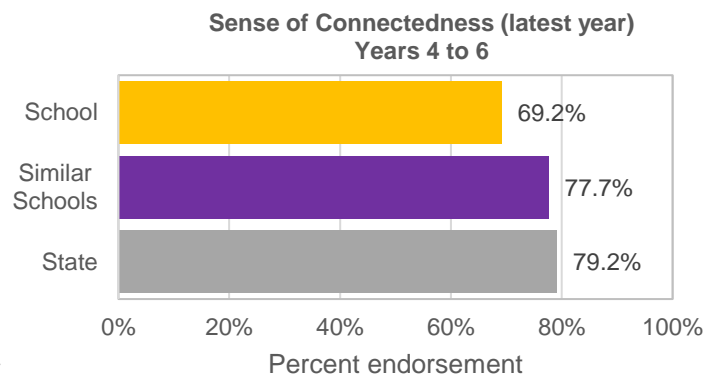
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

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:	69.2%	80.1%
Similar Schools average:	77.7%	79.4%
State average:	79.2%	81.0%



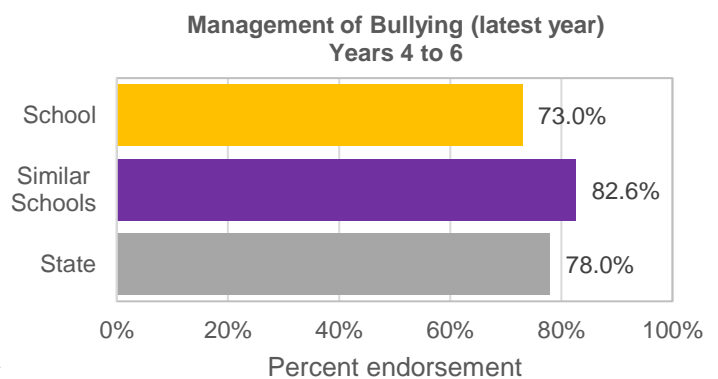
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	73.0%	81.1%
Similar Schools average:	82.6%	81.8%
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	\$1,166,961
Government Provided DET Grants	\$201,682
Government Grants Commonwealth	\$14,650
Government Grants State	NDA
Revenue Other	\$3,285
Locally Raised Funds	\$39,435
Capital Grants	NDA
Total Operating Revenue	\$1,426,012

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,011
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$8,011

Expenditure	Actual
Student Resource Package ²	\$996,870
Adjustments	NDA
Books & Publications	\$2,362
Camps/Excursions/Activities	\$7,411
Communication Costs	\$6,141
Consumables	\$27,908
Miscellaneous Expense ³	\$7,842
Professional Development	\$4,659
Equipment/Maintenance/Hire	\$37,671
Property Services	\$95,685
Salaries & Allowances ⁴	\$28,600
Support Services	\$18,698
Trading & Fundraising	\$3,042
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$9,862
Total Operating Expenditure	\$1,246,751
Net Operating Surplus/-Deficit	\$179,262
Asset Acquisitions	\$16,373

- (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	\$65,662
Official Account	\$13,349
Other Accounts	\$3,917
Total Funds Available	\$82,928

Financial Commitments	Actual
Operating Reserve	\$36,755
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$3,524
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$10,161
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$50,440

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.