

2021 Annual Report to The School Community



School Name: Hartwell Primary School (4055)



- 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 28 March 2022 at 10:34 AM by Lisa Banks (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 03:13 PM by Jenny Martin (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

Our vision for Hartwell Primary School is to personalize learning for each student and to create a learning community of lifelong learners. We are committed to continuous improvement and maximizing achievement levels for all students with the development of excellence in teaching and learning throughout the school.

To realize this vision, we have identified Key Improvement Strategies that continue to 'build effective teams and meaningful relationships' and a curriculum model with a focus on 'student engagement through a personalized curriculum'. Our emphasis is to build a learning community driven by a focus on our school values of: Respect, Optimism, Co-operation, Empathy and Integrity. Thus enabling students, staff and parents to have a shared understanding and high expectations. By ensuring that each individual student at Hartwell Primary School has every opportunity to learn and succeed, we are preparing them for a successful lifelong learning experience.

We are proud to have a strong partnership with our community (staff and parents), and a high level of participation :- on School Council, as classroom helpers, in the maintenance and development of our school grounds, fundraising and social activities. We believe opportunities for the teachers to develop their skills are essential and so the results of our staff satisfaction (2021) survey, which is about school climate and professional learning, were particularly pleasing.

This puts us in the top bracket of schools in the State for staff satisfaction.

Hartwell has 32 Teachers, 8 Specialist Teachers, 4 tutors, 13 ESS staff (Administration, Integration Aides and School Nurses) and 3 Principal Class. We offer students an attractive, safe, stimulating learning environment. We have developed innovative and flexible teaching practices in our refurbished, modern school environment and take pride in using the collective talents of the teachers, engaging consultants to ensure our teachers have the most up to date skills and understanding to teach the curriculum and a range of modern furniture and equipment to improve students' learning opportunities.

We pride ourselves on excellence in the core subjects of Literacy and Numeracy. By incorporating a strong inquiry program in all other curriculum areas, our students develop their skills and understandings through the learning assets of collaboration, self-management, thinking, communication and research. Students at Hartwell participate in the specialist teaching areas of Science, Visual Arts, Physical Education and Health, Performing Arts, LOTE (Language Other than English) and Library. As a school and community we are strongly committed to developing the whole child (academically, socially, emotionally and physically) and utilize programs such as Restorative Practices, Social Skills, Respectful Relationships and The Resilience Project to promote and develop strong health and wellbeing for our students, staff and community.

Framework for Improving Student Outcomes (FISO)

The first initiative from FISO that we continue to implement is 'Excellence in Teaching and Learning – Building Practice Excellence'. At Hartwell we believe this is the most important aspect of our work. We have a large focus on collaboration and teacher teaming and this emphasis continued in 2021. With a strong focus on learning, catch-up and extension in response to the impact of the pandemic, we enabled teachers to collaborate through team meetings held during school hours with a clear focus on student achievement, student engagement and student wellbeing. During remote learning team meetings were paramount in ensuring a successful remote teaching and learning program.

Consistency and communication were a high priority for our staff, with daily planning meetings, use of assessment to drive targeted teaching and learning for each student, shared documents and virtual platforms such as WebEx allowing staff, students and parents connection in yet again a very different school year.

Our second initiative based on 'Curriculum Planning and Assessment' ensured we continued to engage external consultants for Writing and Number to lead, role model and give critical feedback and to ensure consistency with the ultimate goal of improving teacher knowledge in teaching Writing and Number and importantly to ensure consistency in teaching across the school. Best practice has been achieved through the provision of continuums to guide the teaching of Writing and Number and the use of a clear Instructional model for teaching and learning. Students continued to be aligned to a developmental curriculum to ensure they were taught at their point of need and provided with an engaging and challenging personalized learning plan.

Two established learning specialists teachers in Literacy and Numeracy continued to oversee and further develop the

already strong English and Maths curriculum. Through the Tutor Learning Initiative and allocation of resources through school budgets we engaged four teachers/tutors to work with identified students requiring additional support in their learning program. Whilst we minimized many of the professional learning opportunities for the year, when school returned onsite we continued to engage with consultants remotely. This has supported our continuing development of teaching and learning in each curriculum area and investment in developing the capacity of each staff member. A strong focus on developing 'Student Voice and Agency' with the students was promoted during 2021. Onsite, students continued to be trained as peer mediators and develop their skills in leadership. We focused strongly on self-management during remote learning and provided activities that allowed students to self-direct learning as appropriate. Students from Years 2 - 6 were given much more flexibility and agency with regards to choosing their work and completing it than ever before. This looked slightly different in every year level and included work menus, activity grids, podcasts etc. As well as being able to choose the order in which they completed their work, students were also able to choose the way in which they presented their learning. This shift in responsibility continues to develop and has been an exciting aspect of remote learning and has the potential to continue to build student agency with primary school aged students.

Our third initiative, 'Professional Leadership – Building Leadership Teams' centered on the continued development of a coaching culture at Hartwell. We continued to provide opportunities for leadership across the school and to build the capacity of our newly appointed team leaders, allowing us to share strong collaborative practices that were already in place by using our 'coaching' model to provide the new leaders with support and guidance as required. As we went through the year and again pivoted between onsite and remote learning, we ensured that there were regular meetings for our team leaders ensuring all staff were well-supported and connected together. This also ensured continuity of teaching and learning for the students, teachers and in turn our community.

The final FISO initiative implemented 'Creating a Positive Climate for Learning – Empowering Students and Building School Pride' continued to evolve and be a high focus area particularly during remote learning and ensured students had the opportunity for connection with their peers and teachers. Our goals to build 'happy, active and healthy kids' and connected schools' was a clear priority for Hartwell during what became our second year of managing a pandemic in schools. Our strong focus on student wellbeing and the development of the whole child – academically, socially, emotionally and physically played an important role for the Hartwell community as well as looking for opportunities to ensure as a whole school we stayed connected during periods of remote learning. We continued to implement programs to promote gratitude, empathy, resilience and optimism through our successful programs and partnership with The Resilience Project and embed school wide programs of Restorative Practices, Social Skills and Respectful Relationships.

Achievement

In 2021 our school completed its four year strategic review. The review indicated a number of strengths and highlights for our school including:

- the high level collaborative practices across the school (teacher, student and community)
- consistent high level teaching practices were evident in all aspects of the teaching and learning program
- the remote learning program was overwhelmingly endorsed by parents and students as being innovative and effective in its approach to catering for all students with a targeted curriculum and a strong focus on student/parent/teacher health and wellbeing, including a well-planned curriculum, programs and strategies for developing the the 'whole child' (academically, socially, emotionally and physically).

At Hartwell Primary School we were delighted to view the high level of achievements in student learning, particularly when considering the interruptions from the pandemic. NAPLAN results indicate we have very able students and we are pleased that the school comparison data in 2021 clearly showed that students are demonstrating their ability. Our student results in Year 3 and Year 5 Reading and Numeracy are exceptionally strong and above similar schools. Historically, our results in all areas are well-above the state average. This shows that our students continue to maintain their learning and improve their skills and understandings of the curriculum as they transition through school. An outstanding achievement in 2021 was the significant number of students in Year 5 who made high gains (growth) indicating that their learning continued to progress at or above the expected rate. Again a particularly pleasing result when considering the challenges of remote and flexible learning in 2020 and 2021 and a testament to efficacy the teaching and learning programs at our school.

Our Key Improvement Strategies ensured that we continued to strengthen and maintain high quality teaching and learning for all students at Hartwell. In 2021 teachers used a wide variety of assessment, feedback and diagnostic tools

to support each individual student at their point of learning. We targeted differentiated groups of students for intervention and extension in literacy and numeracy and maintained small group work during face-to-face teaching online. In addition, our specialist and inquiry program (whilst continuing to be limited in 2021 due to the pandemic) provided a personalized, creative and engaging curriculum that catered for a range of learning styles, interests and cross-curricular learning. Individual Education Plans and Learning Support Plans (Behaviour) were provided across the school for specific short-term learning focuses for some students and to provide strategies to students to positively engage them in learning and the school environment. The Tutor Learning Initiative, implemented by four teachers provided targeted support across the school to assist with students who were identified as impacted in learning during remote and flexible learning. This highly successful program supported 88 identified students across the 2021 school year, all of whom made excellent growth in their learning and re-engaged positively with school and the curriculum. After a highly successful school review in 2021, Hartwell Primary School will implement three key improvement strategies, identified as our School's Strategic Plan (2021-2025). These three initiatives will continue to build on the successful teaching and learning model in the school.

Our aims for the next four years are:

- to optimize student learning growth in literacy and numeracy and to build the capability of students to be active learners
- to create an environment that empowers learners to be actively engaged and connected to their learning
- to strengthen the capabilities of students necessary to thrive, contribute and respond positively to the challenges and opportunities of life.

In 2022 we will continue to focus on personalizing student learning and increasing student agency within our collaborative team teaching model; building on our successful practices from 2021. Our shared goal is to ensure that all students reconnect and achieve in their learning. We aim enhance teacher knowledge of content, assessment practices and methodologies to achieve this. We will further develop our practices and resources so students and teachers can clearly identify the 'next' learning focus. This year we are using a number of strategies to further personalize the learning program in areas of extension (Program for Individual Enrichment), for students whose English is a Second Language, to further supports students on the PSD program and again provide small group tutoring for students whose learning may have been interrupted in 2021. Teachers will continue the development of learning goals through student conferencing and seeking feedback from other teachers and the students on their lessons and teaching strategies.

Engagement

At Hartwell Primary School our Years 4, 5 and 6 students show a strong sense of connectedness. Our data from 2021 showed that 86% of our students felt positive and engaged whilst at school. This was well above state and similar schools indicating that our remote learning program was highly successful in continuing to provide a strong connection and students were confident when returning to onsite learning. Systems in place were successful in providing positive outcomes to families and students to minimize disruption where possible.

Overall student attendance is very good and we continue to promote the 'Every Day Counts' concept. In 2021 every effort was made to ensure all students were participating in learning and we have been delighted to see that our Student Absence Data is lower than the state and similar average, lower than our four year average. Overall attendance percentage is 97% for 2021; the most common reasons for non-attendance at Hartwell in 2021 were students who remained overseas, and sickness. The continued use of 'Restorative Practices' by all teachers has contributed significantly to the development and maintenance of positive relationships with students, and between staff and students.

One of our Key Improvement Strategies is to improve student engagement by further developing effective learning relationships. We do this through building teacher empathy and rapport and by encouraging students to have greater involvement in, and ownership of the learning process. This is being developed through increased student voice and agency, involving student goal setting and reflective practices, and the continuation of 'three way interviews' for senior students. All continue to contribute to greater student motivation, interest and commitment to tasks and as a whole student agency at Hartwell.

In 2021 we will continue to build parent, teacher and student understanding of the core school values, and to promote student leadership and engagement in the learning process as equal partners. We also continue our commitment to student leadership by ensuring all Year 6 students have a realistic and meaningful leadership role.

Throughout the period of remote and flexible learning, parents were afforded further transparency of teaching and

learning at Hartwell through remote learning and in particular face to face teaching. This considerably strengthened our parent partnership process for learning. A particular focus in 2022 will be greater and more active involvement of parents in the educative process. This will be done by continuing to offer parent education sessions and by ensuring regular communication about teaching and learning in all year levels and specialist areas. We hope to reconnect with our community by bringing parents into the learning environment through 'Parent Walk Throughs', parent information sessions and the further development of Individual Education Plans and parent/student interviews. The emphasis of these activities will be on building parent knowledge and understanding of the curriculum, the pedagogy used by teachers, and how they can contribute to their children's progress.

Wellbeing

Hartwell Primary School has developed an approach to student wellbeing which ensures our students are cognitively successful, safe and healthy, have high emotional intelligence and are socially equipped to experience positive and respectful relationships.

Our Prep 'Ready, Set, Go' program continues to be highly successful for our students and is positively received by our parents. It prepares our youngest students for their first term of schooling. Through 'Discovery Learning' our Prep children have the opportunity to learn problem solving, independence, values and responsibility and continue to build on their pre-school experience. We continue to maintain strong links with our feeder pre-schools and kindergartens. The Prep/Year 6 buddy system also contributes to developing the social confidence of both Prep and Year 6 students. The 2021 program for transition for our Prep 2022 students was highly successful and well attended. One-to-one meetings, small transition groups and online virtual information sessions were held to ensure a positive start for school and provide familiarity for new families.

A 'Moving On Day', to familiarize students from Prep to Year 5 with their next year level was very successful and allowed a smooth start to their continuing education and a sense of confidence that there would be a return to normal school operations in 2022.

Our 2021 exiting Year 6 students were well prepared for secondary school through targeted activities and experiences throughout the year. The Year 6 graduation, together with a strong curriculum emphasis on personal development in terms 3 and 4, continues to assist with student wellbeing in the final year of primary school, and the development of confidence in each student, as he/she moves onto secondary school.

In 2022 we will continue to prioritize the wellbeing of our students, staff and community. Our school values and 'school wide positive behavior system' will continue to provide a consistent and high standard of student expectation to support the learning program. In turn our Wellbeing Curriculum and our continued participation in 'The Resilience Project', implementation and use of the Social Skills Program, Restorative Practices and work in the area of Respectful Relationships provide a strong framework for developing the 'whole child'. We continue to build students' skills in problem solving, gratitude and resilience and in the senior school year levels continue to build awareness of the importance of developing and using emotional intelligence. Across the school we will have a strong focus on building social skills, an area we have identified as being the most impacted over the last two years. Circle times to enable discussion and problem solving, experiences and collaborative activities will be utilized to support the connectedness of the students and build their social skills throughout the school year.

In 2022 we will again employ two part-time school nurses to ensure that the physical and emotional wellbeing of all students is a priority.

Finance performance and position

When taking into consideration the 2021 school year and again our response to the Covid-19 pandemic, Hartwell Primary School proved to be financially stable and effectively utilized the budgets to ensure the teaching and learning programs and school buildings and grounds were well-resourced and managed. The 2021 Financial Position includes the Student Resource Package (staff salaries). All figures are consistent with those in recent years and the school has a credit surplus due to steady enrolments and the careful management of the employment of staff.

Again fundraising activities were minimized due to Covid-19 restrictions in 2021, but we were delighted that our school lap-a-thon (our major fundraiser for this year) went ahead and together the community raised \$45,000. We look forward to retuning to these important fundraising events in 2022.

As a result of well managed budgets, we were able to upgrade the school front garden, complete payments on our

newest installation of synthi-turf on the top oval, renewed and increased devices through leases for our ICT equipment, maintained the upkeep of the school buildings and grounds, put in place a program for the extension of students ensured and again prioritized the health and wellbeing of the students and staff by spending \$71,000 on safe OHS Covid-19 practices.

A total of more than \$120,000 was spent on staff professional learning, which is more than the amount detailed in this report. School Council and the parent community continue to support teacher development, as they believe this is vital if we are to improve our students' learning opportunities. The school received \$5,000 equity funding which was used to provide specialized learning resources for our PSD students and in particular for those students when remote learning. Finally, I would like to thank the School Council and in particular the Finance Committee for their support in 2021, especially David Moloney (Treasurer) and Jenny Martin (School Council President).

For more detailed information regarding our school please visit our website at
<https://www.hartwellps.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 661 students were enrolled at this school in 2021, 323 female and 338 male.

18 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).

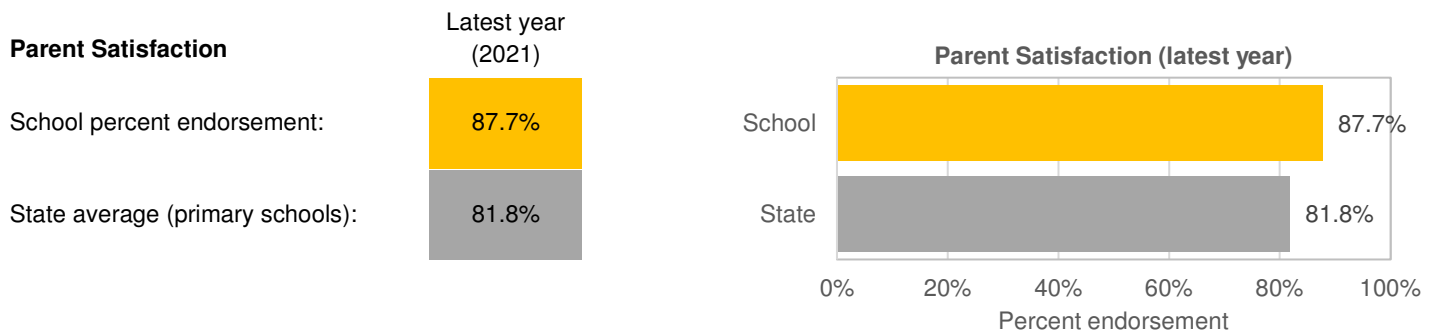
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

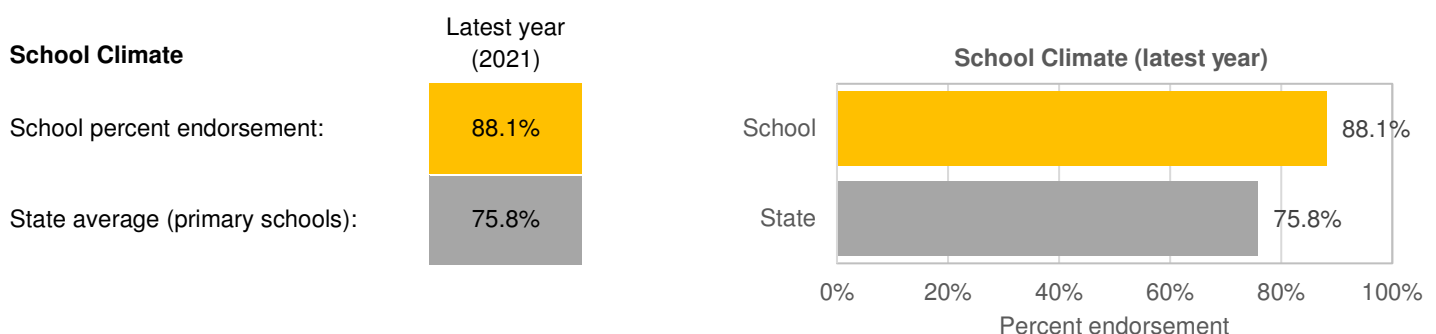


School Staff Survey

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:

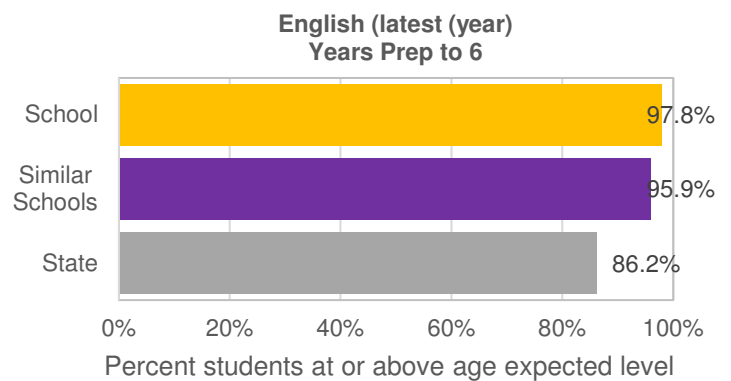
97.8%

Similar Schools average:

95.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

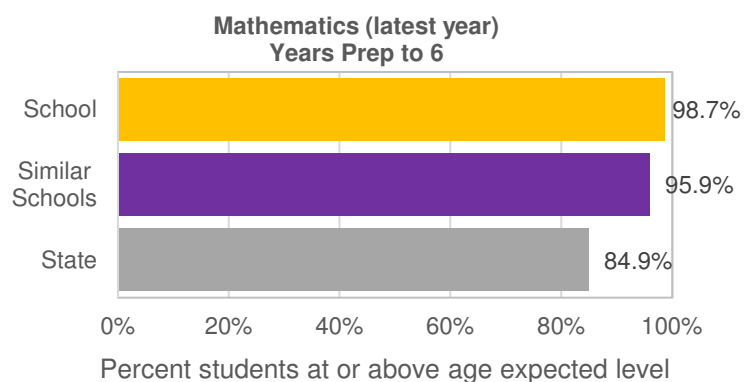
98.7%

Similar Schools average:

95.9%

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.

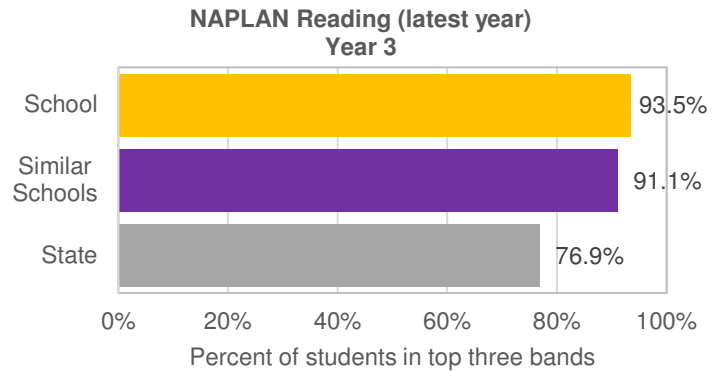
NAPLAN

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.

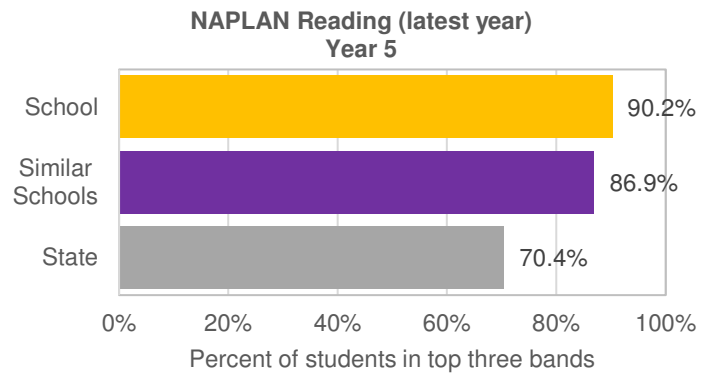
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.5%	92.1%
Similar Schools average:	91.1%	90.7%
State average:	76.9%	76.5%



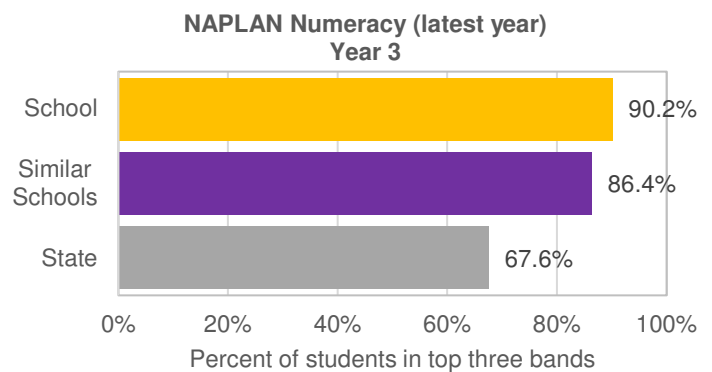
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.2%	85.9%
Similar Schools average:	86.9%	84.4%
State average:	70.4%	67.7%



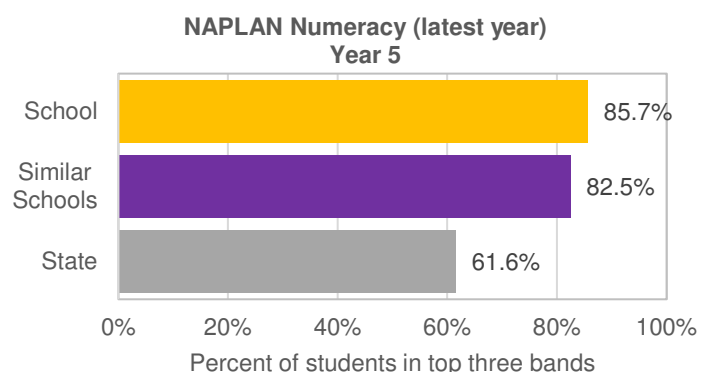
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.2%	90.5%
Similar Schools average:	86.4%	86.9%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	83.1%
Similar Schools average:	82.5%	80.4%
State average:	61.6%	60.0%



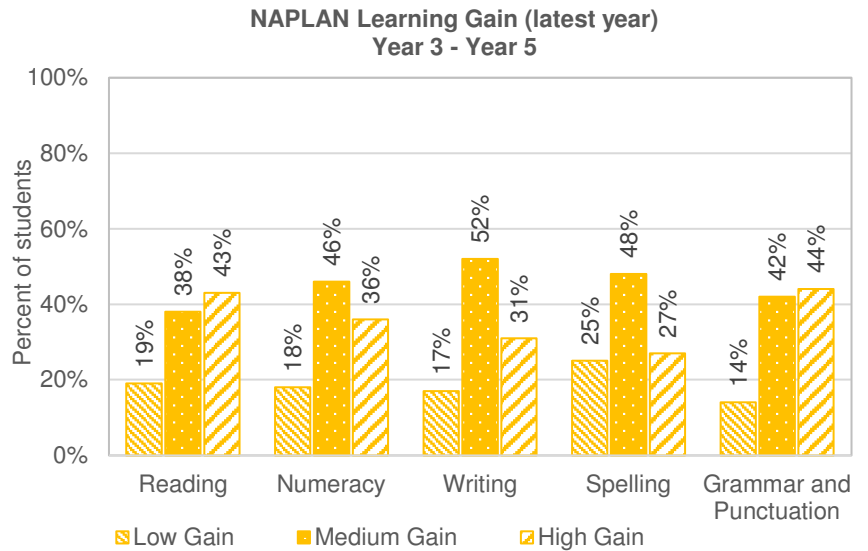
ACHIEVEMENT (continued)

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:	19%	38%	43%	31%
Numeracy:	18%	46%	36%	32%
Writing:	17%	52%	31%	30%
Spelling:	25%	48%	27%	29%
Grammar and Punctuation:	14%	42%	44%	31%



ENGAGEMENT

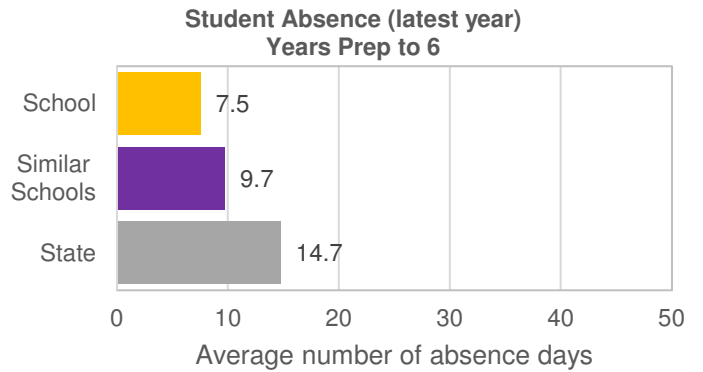
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	7.5	10.6
Similar Schools average:	9.7	11.3
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):	97%	96%	97%	96%	96%	96%	97%

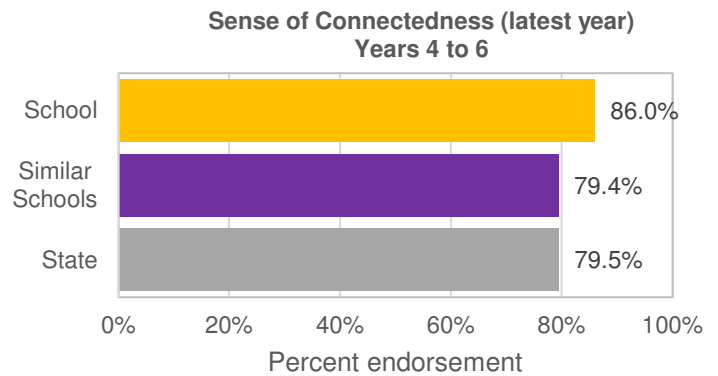
WELLBEING

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:	86.0%	87.1%
Similar Schools average:	79.4%	80.7%
State average:	79.5%	80.4%

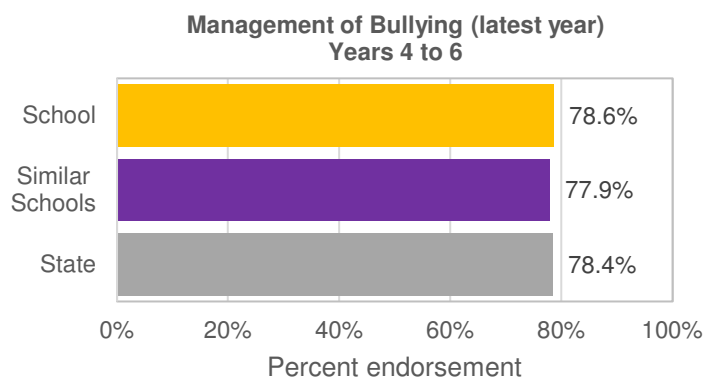


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	78.6%	82.4%
Similar Schools average:	77.9%	79.6%
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

Revenue	Actual
Student Resource Package	\$5,180,100
Government Provided DET Grants	\$439,403
Government Grants Commonwealth	\$16,840
Government Grants State	\$0
Revenue Other	\$7,211
Locally Raised Funds	\$959,907
Capital Grants	\$0
Total Operating Revenue	\$6,603,461

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$5,026,551
Adjustments	\$0
Books & Publications	\$5,653
Camps/Excursions/Activities	\$230,830
Communication Costs	\$3,997
Consumables	\$134,247
Miscellaneous Expense ³	\$17,847
Professional Development	\$45,632
Equipment/Maintenance/Hire	\$101,973
Property Services	\$232,169
Salaries & Allowances ⁴	\$251,727
Support Services	\$110,535
Trading & Fundraising	\$61,580
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,794
Total Operating Expenditure	\$6,271,537
Net Operating Surplus/-Deficit	\$331,924
Asset Acquisitions	\$0

- (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	\$672,085
Official Account	\$55,916
Other Accounts	\$21,663
Total Funds Available	\$749,664

Financial Commitments	Actual
Operating Reserve	\$182,382
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$109,905
School Based Programs	\$265,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,805
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$140,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$707,092

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.