2021 Annual Report to The School Community

School Name: South Melbourne Primary School (5559)

- 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 18 March 2022 at 03:53 PM by Noel Creece (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 19 March 2022 at 10:48 PM by Dragan Rajak (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

Vision Statement:
* Inspiring hearts and minds to thrive.

Values:
* Character
* Community
* Learning

Purpose Statement:
* We care for and educate children to be successful learners, confident people and creative individuals who are empowered to be active, empathetic and informed citizens.

Our Learning Philosophy:
At South Melbourne Primary School, every person is significant. Our educational philosophy supports every child to be safe, happy, connected and achieving. We develop a culture of gratitude, empathy and an active care of others and the environment. We aim to develop the essential skills of literacy and numeracy. We strive to develop professional excellence and knowledge of world's best practice which uses data as evidence of growth over time. We constantly inspire students to become curious and engaged in authentic learning experiences. We teach and support social and emotional wellness and ensure children have an active voice in their development. Students will emerge resilient and self-motivated with the ability to articulate goals and growth.

Context:
South Melbourne Primary School opened its doors for the first time in 2018 and is the first vertical government Primary School in Victoria's history; catering for up to 525 students when it reaches full capacity. With conveniently located public transport nearby and a community park being developed, the school will foster a sense of belonging and place for connecting locals and the school community.

The school Values are Character, Community and Learning. We believe in developing emotional and social intelligence in staff and students alike (Character). We believe that people thrive when connected to each other and have a sense of a larger purpose in life (Community). We also believe that every child should be literate and numerate, and curious about the world we live in (Learning). We promote Gratitude, Empathy and Mindfulness by actively seeking instances of these in our daily environment.
The school is a state-of-the-art co-educational Prep-6 facility with community spaces administered by the City of Port Phillip (such as an Early Learning Centre). The school design was awarded the Future Project of the Year at the World Architecture Festival Awards held in Berlin.

The school supports a full range of learning and teaching activities for a range of group sizes – individual, small-group, medium-group through to large community gatherings. Teaching and pedagogy inside these spaces aspire to world's-best-practice and all staff operate in Professional Learning Communities. Being able to operate as a contributing and compassionate team member is paramount.

The school is primarily accessible by public transport. Street parking is limited and restricted by the City of Port Phillip Council. Potential staff should understand the restricted nature of car parking and public transport would be encouraged for employees.

General:
* We had a census figure of 406 students in 2021
* Our school peaked at about 480 students, but the opening of Docklands Primary School in 2021 (with hundreds of students living just near the new building) had a significant effect on the numbers for 2021 at SMPS

* Our school boundary was significantly redrawn as well so this had a compounding effect on the number of students inside the new catchment which is a huge challenge from a budgetting and staffing perspective
* Compounding this further was the retraction of international families due to COVID closing the borders - we rely on business migrants and this number has been severely curtailed
* Despite all of these challenges, our wonderful community of parents, staff and students have stood firm and thrived - with our results in NAPLAN reflecting a high level of achievement and growth

Framework for Improving Student Outcomes (FISO)

Our School Strategic Plan (2020-2023) and Annual Implementation Plan focussed on three main goals:
• Goal 1: To improve outcomes in literacy and numeracy for all students
• Goal 2: Improve wellbeing of all students
• Goal 3: To improve student engagement for all students

General:
2021 saw us continue with a mix of face-to-face and remote teaching. This provided opportunities and also challenges throughout the year. We were fortunate to be well-prepared for remote learning due our prior experiences in 2020. Whilst there are definite downsides to remote learning, especially on the social-emotional side, there are also benefits. A major benefit was the curriculum and learning being more visible to families on a daily basis. We have continued to use Seesaw to support this throughout the return on-site and will be extending its use to Grade 3 in 2022.
Our 3 goals were our main drivers throughout the year. We believe that they reflect a well-balanced approach to education. Our staffing profile reflected these goals, with Curriculum Leaders, Wellbeing Leaders and an Assistant Principal overseeing student engagement. This model ensured that we had passionate advocates of the goals working with all staff to achieve them.

Achievement

The main facets of our SSP Achievement goal included:
• Teacher judgement at or above age expected level for Reading and Viewing increasing from 91% to 95%
• Teacher judgement at or above age expected level for Writing increasing from 88% to 93%
• The percentage positive responses in the staff survey for Guaranteed and Viable curriculum to increase from 63% to 85%
• Having a documented guaranteed and viable curriculum in Literacy and Numeracy
• Creating and embedding an Assessment and Reporting cycle across Prep–Year 6 to include response to intervention in order to monitor, track and improve student outcomes in Literacy and Numeracy
• Embedding a cycle of inquiry within Professional Learning Teams in Literacy to enhance teacher knowledge and capacity to utilise High Impact Teaching Strategies

Curriculum
The combination of both face-to-face on remote modes led to some changes in content and teaching style to suit the relevant environments. We saw strong success with the Reading curriculum and had wonderful engagement with kids reading high-interest texts from home and recommending them to others, along with sharing many stories with their families. We noted drops in Writing skill, stamina and confidence during remote learning. This will be reflected in 2022 where we will focus on writing throughout all areas of the curriculum. Students who are part of the Program for Students with Disabilities worked closely with integration aides both on-site and in remote learning. Key focus areas of their learning were social-emotional skills and coping with changes.
Despite the challenges, most students continued to make the expected progress or more in all curriculum areas.

NAPLAN Outcomes and Learning Gain
We are very proud of our NAPLAN outcomes from 2021. We were above similar schools and the state average in Grade 3 Reading and Numeracy, along with Grade 5 Reading. We had significant percentages of our students making 'high gain' in NAPLAN from Year 3 (2019) to Year 5 (2021). This is a credit to not just the Grade 3 and 5 teachers, but the whole staff for building and extending our students throughout their time at SMPS.

Tutor Learning Initiative
2021 saw the introduction of the state-wide Tutor Learning Initiative. At SMPS, we had 3 tutors employed daily. They worked with small groups of students on core English and Mathematics skills. These students were identified through their results in assessments and also through teacher observation of who was significantly impacted by remote learning. The Tutor Learning Initiative led to substantial growth in these children, with many going on to meet or exceed benchmarks at the end of the year.

Engagement

The main facets of our SSP Engagement goal included:
• Student Voice and Agency to increase from 42% to 75% in the Attitudes to School Survey
• Stimulating Learning to increase from 44% to 75% in the Attitudes to School Survey
• Effective Teaching Time to increase from 62% to 75% in the Attitudes to School Survey
• Unapproved Attendance rate to decrease from an average of 17 to 14

SMPS continued to navigate the challenge of high-level student engagement and attendance as the School adjusted from onsite to Remote Learning, and back again, in response to Covid-19 restrictions.
To support our Student Voice and Agency targets (AtoSS Goal 70%), much work was committed to establish systems and processes for our Junior School Council and School Leaders to play a key role in planning and running whole school events, assemblies and decision-making. We assigned a teacher leader to work alongside the JSC to establish a Whole School Events calendar. JSC met regularly throughout the year with Student Leaders responsible for preparing agendas and facilitating meetings. Students were able to successfully organize a Whole School RockStar Dress-up Day that also doubled as a fundraiser event. Whilst many events were cancelled or postponed due to Covid-19, the students and school leaders were able to establish solid ground by defining our Whole School Events calendar, and clarifying role/event descriptions to support planning in the future. This will enable the work of the JSC to be focused on 'how' to effectively lead events rather than spending time determining 'what' they will do.

Our Student Leaders were also responsible for hosting Whole School Assemblies. This included ensuring the assembly script was prepared and shared with relevant students and staff in advance of each assembly. Students were able to model our school values and develop their own cultural and symbolic leadership skills. It was evident that student confidence grew across the year, as their ability to clearly communicate to a large body of students improved with each assembly.

The School recognises that Student Voice and Agency is an integral part of school-life and learning. The current priority is to clearly define and develop our core curriculum, and then embed aspects of student voice and agency within. This will likely evolve over the next 1-2 years.

Our staff, including both ES and Teaching staff, rose to the challenge of maintaining high levels of student engagement during Remote Learning. Staff timetabled effective feedback sessions and processes (e.g. Teams, Seesaw) for students in Literacy and Numeracy. They also provided a wide-variety of online 'extra-curricular' opportunities for students to engage with. For example, dancing clubs, yoga, singing, reading, directed drawing, space adventure, craft, mindfulness/yoga, trivia, coding, body percussion, Music Lab, Lunar New Year, Chopsticks and other physical activities were offered as part of the Remote Learning Program. The school regularly sought feedback via parent surveys regarding the balance of curriculum (academics) and extra-curricular activities to ensure a fair balance was achieved.

In regard to attendance, 2021 had shown improvement against our 4-year average. However, non-attendance was still quite high in comparison to like-schools and fell below are target average of 14 across the year. Attendance was quite strong during Remote Learning. Staff were actively connecting with families and following up any non-attendance in a timely manner. When students returned to onsite learning, a significant number of families held reservations regarding the risks of Covid-19 on students and families and withheld their students from attending school. Some families were also impacted by being 'stuck' overseas. This greatly affected our overall attendance rates as families balanced the health and wellbeing of their children with their education.

The school has established thorough Attendance Standards and procedures that it will continue to implement throughout 2022 to reduce non-attendance.

Wellbeing

The main facets of our SSP Wellbeing goal included:
• Teacher–Student Relations (Teacher Concern) increasing from 74% (2020) positive endorsement to 77% in the Attitudes to School Survey (AToSS): This decreased to 66% in 2021. The school has therefore planned to focus on this with a select 'mini' AToSS survey and whole school goals and actions across 2022.
• Social Engagement (Sense of Inclusion) will increase from 76% positive endorsement (2018) to 92% in the Attitudes to School Survey
• Tripod/School survey (re. student perception of their teacher) will achieve an average score of 80% positive endorsement across the school: We did not conduct the Tripod Survey as we engaged in a whole school approach to re-design the questions and streamline the process for use in future years. We will see the data outcomes related to this in Term 1 2022.
• Focus on building a sense of local identity for the school
• Document a guaranteed and viable curriculum for social and emotional wellbeing
• To regularly implement, monitor and track student feedback to inform professional development and/or whole school/individual foci

Year 2021 was again challenging with both the community-wide quarantine and the remote learning period proving challenging - especially for students with social and emotional needs.

To support student engagement during Remote Learning and in the transition back to onsite learning, our school:
• Deployed Integration Aides to engage with students for daily 1:1 check-ins
• Regularly posted and shared community supports via Compass NewsFeed and the Family iNewsletter
• Employed dedicated Student Wellbeing Officers who made regular check in calls to students with known needs
• Held special days completely devoted to wellbeing online e.g. RUOK Day
• Made constant check ins with all students by using 3 live teaching Webex sessions daily
• Rigorously followed up on non-attendance
• Used the 'chat' function on Microsoft Teams or the Feedback function on SeeSaw to engage with students in groups/1:1
• Engaged Student Support Services Allied Health professionals on transition back to site; to observe and make recommendations for teachers, which were embedded
• Ensured that the curriculum onsite in Term 3 and 4 included a 20minute Wellbeing activity daily, first thing; to support connectedness
• Made use of the Student Wellness Tool to track students in need and take action to support them
• Adapted IEP goals to make sure they were relevant to the Remote Learning setting and then returning to school
• Made changes to the Integration Aide timetable/student's individual timetables so that they could engage in activities relevant to their social and emotional needs
• Regarding Student's sense of connectedness in 2021, the AToSS data showed a 72.7% positive endorsement
• Regarding Student perception of management of bullying, the 2021 AToSS data showed a positive endorsement of 68.2%. In 2022, the school will focus on this area with the support of a School Wide Positive Behaviour Team and Rights, Resilience and Respectful Relationships team, to ensure that both understanding bullying and how to respond to bullying is part of the Social and Emotional curriculum.

General:
Many students returned to school late in 2021 very unsettled and in need of social and emotional support; this put a real strain on staff and students alike. The school experienced some quite abnormal behaviours in a handful of students who were not funded in the PSD program. The school stretched as far as possible to remediate these behaviours, though it was certainly challenging at times. For these reasons, the school has since invested in a full time Wellbeing Leader, together with 2 ES support staff targeted to Support and Inclusion. This will include a specialized program for students with Social and Emotional needs daily.

Finance performance and position

After 2020 we hoped 2021 would be a lot smoother, but COVID-19 had other plans. With staff working offsite for what felt like majority of the year, program budgets and utilities expenditure were lower than anticipated however other budgets such as cleaning supplies for hand sanitisers and CRT/Non-Teacher Relief for on-site supervision sky rocketed yet again. Our fee collection rate decreased in 2021 than previous years which would have been due to student numbers dropping, financial hardship as a result of COVID-19 and also for the fact that the students were learning remotely and families may not have felt as connected to the school as previous years.

We were successful in being granted our request for a credit to cash transfer of $150k to top up our overspent staffing costs from 2020 (CRT, local payroll, PD, Covid staffing, etc.) as well as being granted $13,100 from Sporting Schools Grant and $2,000 to enhance our sustainability program.

The Financial Performance and Position report shows an end of year deficit of $141,629 which there are a number of reasons for. As we are in a CJUA with the City of Port Phillip which the School initially covers their 29% of utilities and maintenance costs for their spaces to then be reimbursed, there is currently $70K of reimbursements from the last 6 months of 2021 to be paid. We updated our Audio/Visual system in our Gym costing $65k which we had not budgeted for however we used $30k residual funds from our Building Fund which parents have donated to over the last 4 years. We spent the student excellence funding wisely and purchased spelling master series resources which have really been useful. The equity and tier 2 school level funding has been rolled over to use in 2022 in the hope of a more steady year with face to face learning. Our Parents Association introduced a second hand uniform stall that along with our Easter Raffle raised $9,345.20 which will be spent on line-markings for our children to play with at recess and lunch. No new contracts were entered into by the School Council.

For more detailed information regarding our school please visit our website at
https://southmelbourneps.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 415 students were enrolled at this school in 2021, 201 female and 214 male.

54 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
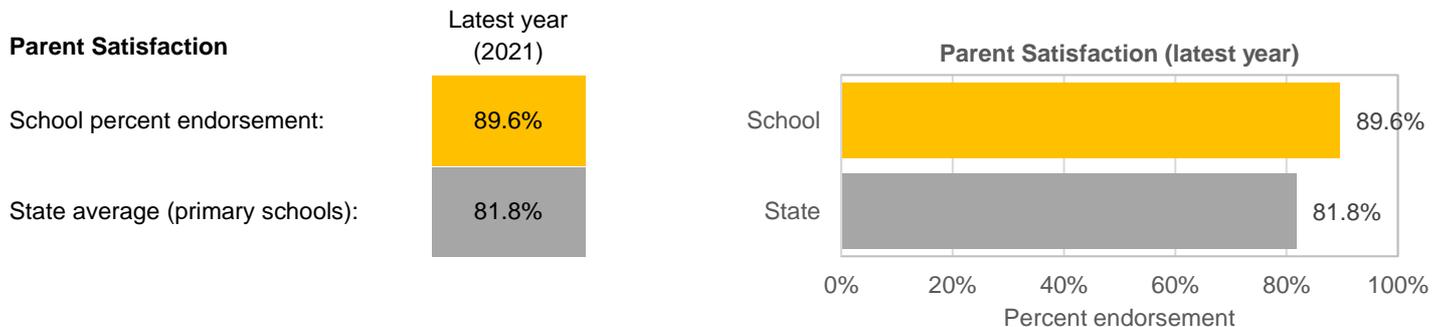
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.
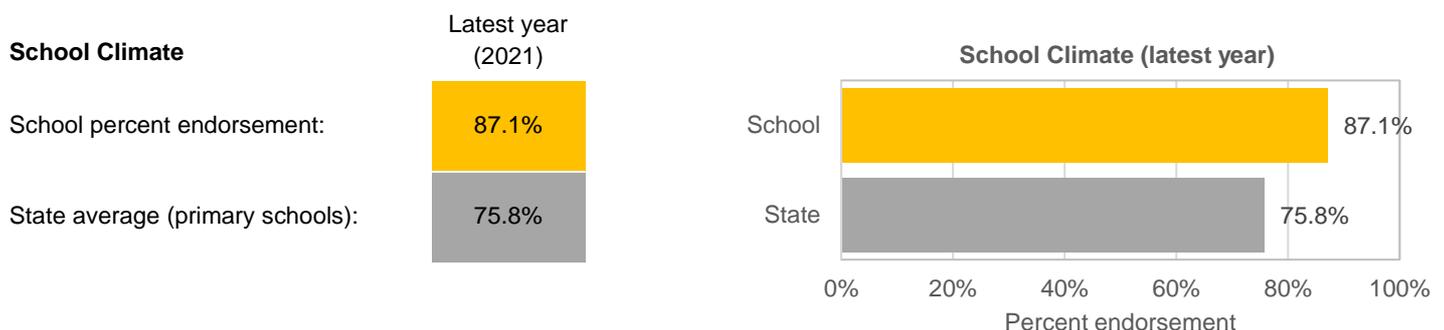
Parent Satisfaction	Latest year (2021)
School percent endorsement:	89.6%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

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.

School Climate	Latest year (2021)
School percent endorsement:	87.1%
State average (primary schools):	75.8%

School Climate (latest year)

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:	95.2%
Similar Schools average:	91.7%
State average:	86.2%

English (latest (year)
Years Prep to 6

School — 95.2%
Similar Schools — 91.7%
State — 86.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
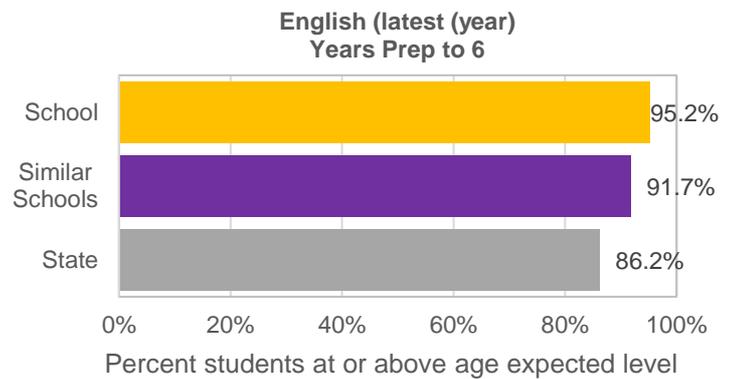
Mathematics
Years Prep to 6

Latest year (2021)

School percent of students at or above age expected standards:	92.1%
Similar Schools average:	89.8%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School — 92.1%
Similar Schools — 89.8%
State — 84.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
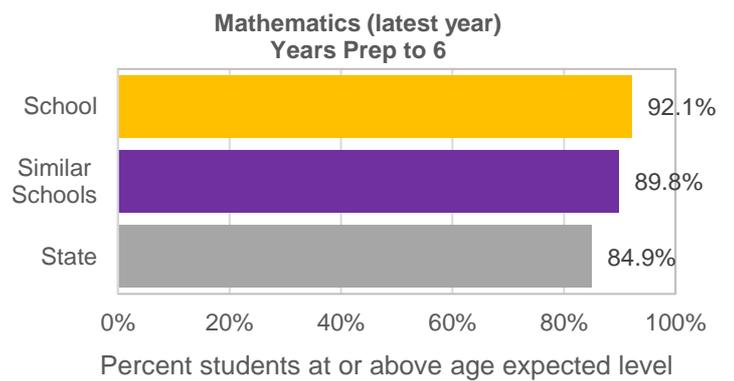
ACHIEVEMENT (continued)

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.
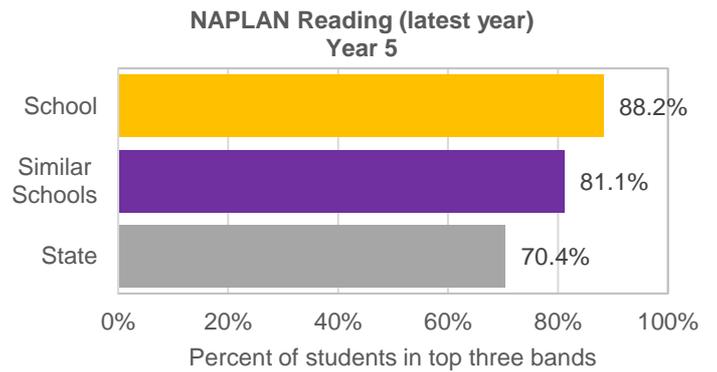
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	85.9%	82.9%
Similar Schools average:	85.1%	85.6%
State average:	76.9%	76.5%

NAPLAN Reading (latest year) Year 3

School 85.9%
Similar Schools 85.1%
State 76.9%

Percent of students in top three bands
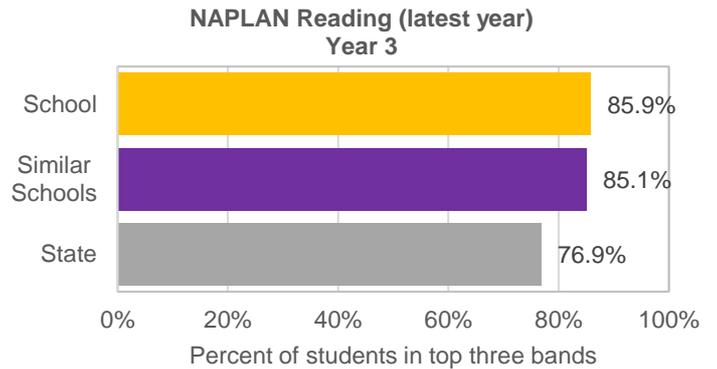
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	88.2%	69.4%
Similar Schools average:	81.1%	79.9%
State average:	70.4%	67.7%

NAPLAN Reading (latest year) Year 5

School 88.2%
Similar Schools 81.1%
State 70.4%

Percent of students in top three bands

Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	84.4%	80.2%
Similar Schools average:	78.4%	80.5%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

School 84.4%
Similar Schools 78.4%
State 67.6%

Percent of students in top three bands
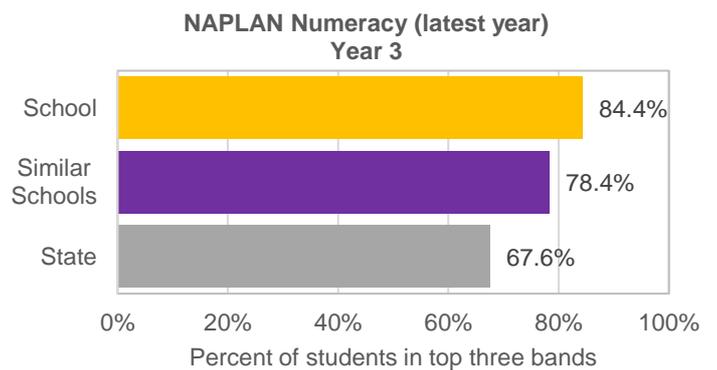
Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	72.2%	58.0%
Similar Schools average:	76.8%	77.5%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

School 72.2%
Similar Schools 76.8%
State 61.6%

Percent of students in top three bands
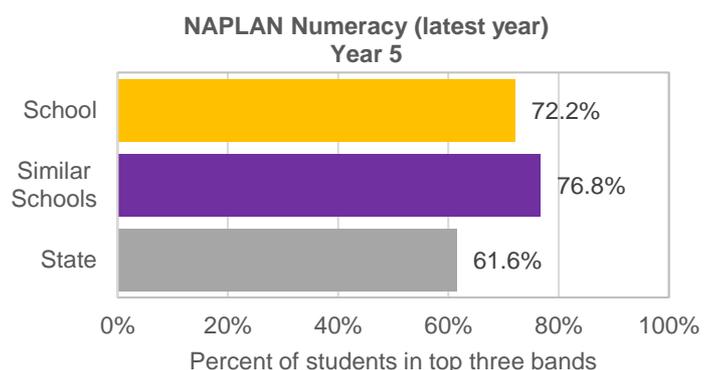
ACHIEVEMENT (continued)

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:	0%	38%	62%	30%
Numeracy:	14%	21%	64%	36%
Writing:	21%	36%	43%	34%
Spelling:	23%	46%	31%	34%
Grammar and Punctuation:	0%	31%	69%	38%

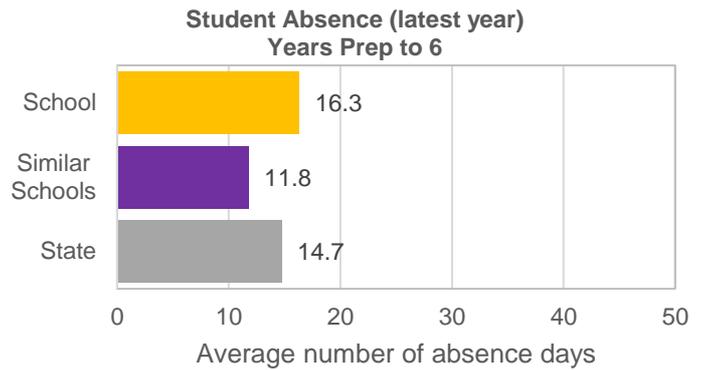NAPLAN Learning Gain (latest year) Year 3 - Year 5
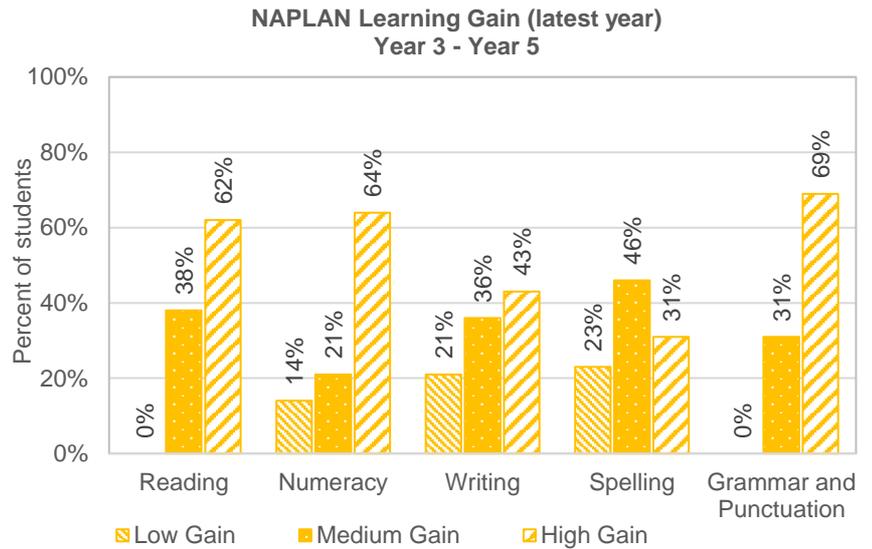
ENGAGEMENT

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:	16.3	17.5
Similar Schools average:	11.8	13.6
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School	16.3
Similar Schools	11.8
State	14.7

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	91%	92%	91%	91%	94%	94%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	72.7%	78.3%
Similar Schools average:	83.7%	84.3%
State average:	79.5%	80.4%
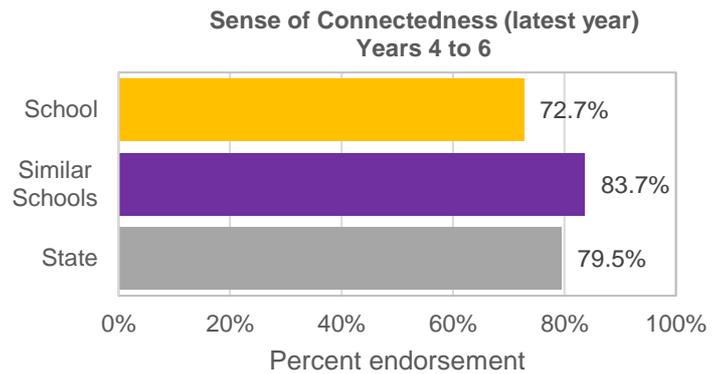
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	72.7%
Similar Schools	83.7%
State	79.5%

Percent endorsement

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:	68.2%	74.6%
Similar Schools average:	79.7%	81.3%
State average:	78.4%	79.7%
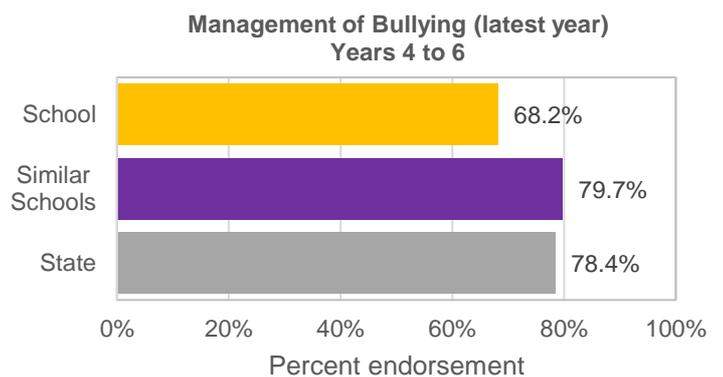
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School	68.2%
Similar Schools	79.7%
State	78.4%

Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$4,003,905
Government Provided DET Grants	$644,585
Government Grants Commonwealth	$18,880
Government Grants State	$0
Revenue Other	$50,568
Locally Raised Funds	$250,101
Capital Grants	$0
Total Operating Revenue	**$4,968,038**

Equity [1]	Actual
Equity (Social Disadvantage)	$24,006
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$24,006**

Expenditure	Actual
Student Resource Package [2]	$3,676,502
Adjustments	$466,816
Books & Publications	$15,437
Camps/Excursions/Activities	$93,229
Communication Costs	$10,780
Consumables	$134,850
Miscellaneous Expense [3]	$34,484
Professional Development	$6,251
Equipment/Maintenance/Hire	$208,826
Property Services	$145,299
Salaries & Allowances [4]	$91,688
Support Services	$147,938
Trading & Fundraising	$1,222
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$76,344
Total Operating Expenditure	**$5,109,667**
Net Operating Surplus/-Deficit	**($141,629)**
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	$426,952
Official Account	$29,395
Other Accounts	$14,503
Total Funds Available	**$470,850**

Financial Commitments	Actual
Operating Reserve	$145,394
Other Recurrent Expenditure	$16,509
Provision Accounts	$0
Funds Received in Advance	$600
School Based Programs	$104,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$10,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$276,503**

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.