

# 2021 Annual Report to The School Community



**School Name: Kingsley Park Primary School (5135)**



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

Attested on 30 April 2022 at 10:38 AM by Gill Gray (Principal)

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

Attested on 02 May 2022 at 03:03 PM by Jess Hegarty (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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

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

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

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

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

Kingsley Park Primary School is the hidden gem of the Frankston Bayside area. We are located in the Lakewood Estate of Frankston, approximately 42 kilometres from the centre of Melbourne in the Bayside Peninsula Area and have a current enrolment of 378 students (54% are male and 46% are female). Nestled in a semi-bush setting, Kingsley Park has a rural feel with spacious tree lined grounds and large play areas. For just over 30 years, the school has served its local community which over the years continues to be a community undergoing demographic change.

Kingsley Park offers an attractive, safe and stimulating learning environment where students are proud of their learning and aim to achieve their best. The school maintains a high focus on structuring differentiated learning programs to cater for the individual learning needs of all students. Teachers personalise learning to maximise student growth in all areas. We strongly believe that working with parents helps our students to achieve their best and we highly value community relationships and working with families to make a difference in the lives of our students. We place a large focus on our core values of Respect, Excellence, Resilience, Cooperation and Community combined with our Keys to Learning Success of Resilience, Persistence, Getting Along, Organisation and Confidence. We are well known in the community to be a friendly, inclusive, family orientated school providing great student and family support. We welcome all families who believe in working alongside us in their child's learning journey to create the best environment we can. Our school motto is 'Together We Make a Difference'.

Our priority areas include improving student outcomes in English and Maths whilst catering to the whole child's wellbeing. This is achieved through explicit teaching catering to the differentiated needs of students, having high expectations, setting learning goals for students, regular assessment tracking, and consistent collaborative efforts of teachers working together in teams. We provide a rich curriculum that ensures engaging learners through the promotion of accountability for learning and Respectful Relationships. Kingsley Park is a BYO iPad device school for students in Years 3 to 6, effectively incorporating Digital Technologies into our daily classroom practices.

The school provides a curriculum framework differentiated to meet student needs. Throughout the school, classes are multiage groupings according to Victorian Curriculum levels with teachers working together for curriculum planning and professional development. Sixteen classes operate – 3 Foundation classes, 5 Junior (Years 1 & 2) classes, 4 Middle (Years 3 & 4) classes and 4 Senior (Years 5 & 6) classes. We have two Principal Class Officers, a Learning Specialist, 16 classroom teachers, 5 specialist teachers, a Primary Wellbeing Officer and 23 Education Support Staff. Kingsley Park is dedicated to providing a wide variety of programs designed to ensure learning is engaging and relevant for all students. Students take part in specialist programs of Physical Education and Sport, The Arts (Visual and Performing Arts), Science, Wellbeing and AUSLAN. Other programs include a breakfast club, Student Representative Council, lunchtime clubs, camps, athletics, swimming, interschool sport and cross country events and school concerts. Our programs reflect the school's focus on providing students with a broad range of experiences and opportunities. Students with special learning needs are catered for with a number of programs including; an effective and efficient Program for Students with Disabilities and Speech Pathology Assistance Program. As the community has grown and changed, so has the need for additional assistance for students.

Parents are encouraged to share in a school/home partnership with a focus on developing positive educational outcomes for their children. Parents are also encouraged to become active in other school activities and programs including our Kingsley Parents Group, fundraising and working bees, School Council, excursions and classroom support. The school uses Sentral as its main communication platform with parents alongside our fortnightly newsletters, website and school Facebook page.

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### Framework for Improving Student Outcomes (FISO)

The school identified Literacy, Numeracy and Wellbeing as continued priorities for 2022 with Learning catch-up and extension and Happy, Active and Healthy Kids and Connected Schools as our Key Improvement Strategies. We delivered as best as we could on our identified actions and key implementation strategies however, some of these actions changed focus and direction and were modified to suit the needs of the return to remote learning and then back to onsite learning. Remote learning and absences due to illness impacted us most during terms 2 and 3.

We developed our whole school approach to the implementation of tutoring which included building teacher capacity in monitoring student progress and strengthening of assessment practices for identification of student need within tutoring groups. Students moved into their 5 week cycles with tutors, consistency of teaching inclusive of the tutoring was paramount. Our tutoring specialists spent their time working with students who had missed opportunities for learning during remote learning or who did not show their potential during remote learning. All students either worked in small targeted groups with the tutor teacher or smaller focus groups in the classroom to provide intervention or enhancement as needed. Student absences impacted tutoring times as did the difficulty of navigating online groupings for some students and families. The ability of teachers to co-construct learning goals with students was not implemented as remote learning had begun and this was a concept to be introduced whilst onsite. All students identified their learning goals in writing inline with our whole school inquiry focus on writing fluency and sentence structure as part of our whole school goals. Improvement was highly evidenced in NAPLAN results in Writing, Grammar and Punctuation and Spelling.

#### In Literacy :

We had a whole school focus on writing which showed excellent improvement in student outcomes across the school. A writing inquiry cycle was introduced across the whole school to begin the breakdown of success criteria for achieving learning goals. Students were shown the growth progress required and had visual representation displayed. This was identified as a whole school need through data evidencing that writing was still not making the progress required. Our focus on the Writing Traits had left behind the basics of punctuation and grammar so this became the focus. The 'learning bus' was a highly visible and easy to use criteria for students including terminology that was easy to use and identify as goals. Our preps and Juniors continued implementation of the Hartley Handwriting Program with many students demonstrating improved letter formation early on in the year. All year levels focussed on sentence structure and fluency, boundary punctuation, grammar and spelling. Students all had individual goals to work on and tracked their progress. As part of our writing ICC, many students were able to formulate and articulate their learning goals. With the implementation of the Writing/Sentence structure checklist bus students were able to select their goals and develop effective strategies to achieve them. This allowed students to be more independent and informed with their writing. The Instructional Model in Literacy was strengthened with a consistent approach returning across the school in term 4 with the return to onsite. We maintained low class sizes to assist with targeting small groups of students for additional support in reading throughout remote learning. Small group sessions were held with students to target learning needs in focus groups. Our Preps and Juniors implemented a synthetic phonics program aligned with the introduction of Decodable Readers Australia's books. We had a very high number of students at the end of the year who were confident to attempt to decode unfamiliar words and nonsense words with the skills they had learnt throughout the year. We had planned to provide professional development for staff in writing and work with our local cluster schools to moderate writing assessments across the year levels within the school and across schools. Unfortunately this did not occur but has remained a priority for 2022.

#### In Numeracy we:

- \* Reviewed and revised our Maths curriculum planning, with a particular focus in preps of stronger number sense for numbers to 100 following George Booker research and improved planning within mini lessons catering to the many different needs across the school.
- \* Tried double numeracy lessons for sustained focus in some areas.
- \* Used Pre and Post tests for units of work to allow for grouping of students using both ability and mixed ability groupings while learning online and onsite.
- \* Used online learning tools and assessments during onsite and remote and flexible learning to support mathematics learning for students.
- \* Implementation of an Instructional Model in Maths with a slight tweak from the Literacy Model.

In Student Wellbeing the Zones of regulation were implemented consistently across foundation classes and reinforced in junior classrooms. This becomes incidental as students are able to self-regulate however, is continued for students

who need across the school. Our school Values have been the focus of wellbeing and our whole class expectations, including class awards, positive shout outs and restorative conversations. During remote learning respectful behaviours were communicated to students and families. This was recorded in our planning documentation and schedule which was sent home weekly and discussed during morning Google Meets. Most students were extremely respectful during Meets, raising their hands and actively listening. With remote learning, the focus moved from the Zones to student wellbeing as a whole and chasing up of student absences due to health and wellbeing concerns. Connectedness to school needs to be addressed through social circles and student voice gained for engagement - or lack of engagement with school for some students.

The Chaplain, Eugene has been a welcome resource. He engaged with many families and has some great connections with students who have high absenteeism and family issues.

Getting access to School Support Staff Officers has been difficult, although readily available via Webex, this did not assist with the on-site support needed.

All students also had an attendance goal and a School Values goal to assist with our aim of embedding a positive culture enabling shared ownership of school Values, resilience, being socially responsible and demonstrating respectful behaviours. Moving in and out of remote learning throughout 2021 impacted our work in this area, pursuing increased attendance was a common goal across the school as online learning caused fatigue in many students.

Many students were super excited to return to school in term 4 and relished every opportunity to be at school and do their best to be at school daily. Our younger students required socialising skills upon their return to onsite learning as they re-learned how to work together in classrooms, take turns and share playground spaces. We have a cohort that have truly struggled over this time. We continue to chase some regular attendance concerns to no avail with DET support. We have implemented some confidence and resilience programs for students with a focus on our values, reengagement and making connections.

Principal Class Officers are regularly following up on absences and working with families, this is an ongoing process for a number of families. There are the few families who continually allow their children to arrive at school late or remain home and although agreements and processes are put in place, parents are at times not upholding their end of the agreement. A further review required for 2022.

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## Achievement

The support of our school community and the collaboration of staff saw 2021 be the most successful we could make it under the circumstances. What began as a positive start with delight at being back onsite, very quickly turned to another unsure year for everyone.

Our Parent Overall Satisfaction with the school remained high with 89.7% of those surveyed showing their appreciation of our work and efforts which was higher than State levels of 81.8%.

Staff Opinion was not as positive with only 63% sharing a positive response to the School Climate compared to 75.8% of staff. Collaborative work was strongly demonstrated in teams however, the increased workload and fatigue due to constant online screen time through remote learning caused great stress to a number of staff.

Teacher assessments of the Victorian Curriculum in the areas of English and Mathematics show that across Year Prep-6 our school performed on par with similar schools and slightly below the State average. In English, 82.6% of our students are at or above the expected level of achievement. This is similar to our similar schools with 82.8% and slightly below the State average of 86.2%. This is higher than 2020 in which we had 80.5% achieving at or above expected level.

In Mathematics, 81.4% of students are at or above the expected level of achievement (79.4% in 2020). This is also very close to our similar schools with 81.6% and the State average of 84.9%.

In NAPLAN, our school results demonstrated;

In Year 3 Reading, we had 62.5% of our students in the top three bands. Similar schools showed 71.7% and State average was 76.9%. Our 4 Year average was 75.5%, higher than similar schools at 71% and on par with State averages at 76.5%.

In Year 5 Reading, we had 61.4% in the top three bands. Similar schools had 64.1% and State average was 70.4%.



Our 4 Year average was 67.6%, higher than similar schools at 62.4% and equal to State average at 67.7%

In Year 3 Numeracy, we had 55.0% of our students in the top three bands. Similar schools showed 61.9% and State average was 67.6%. Our 4 year average was higher than both Similar 63.6% and State 69.1%.

In Year 5 Numeracy, we had 59.6% in the top three bands. Similar schools had 52.6% and State average was 61.6%. Our 4 Year average was 60.8%, higher than Similar schools at 51.2% and equal to State at 60.0%.

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students from year 3 tests to Year 5. 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'. Our Learning Gain demonstrates; in Reading (KPPS= 12% & Similar Schools= 21%) and Numeracy (KPPS=12% and Similar Schools=20%) our High Gain was lower than Similar schools High Gain however, combined with our Medium Gain, kept us achieving at a good level. High Gain in Writing (23%), Spelling (17%) and Grammar and Punctuation was above or at level with Similar Schools (Writing-18%, Spelling 18% and Grammar and Punctuation 20%), this we attribute to our whole school focus on Writing including Sentence Fluency and Punctuation.

Given the return to school at the end of 2020 and the beginning of 2021 and implementation of the tutoring program, some schools immediately used their tutors to target their year 3 and 5 students for NAPLAN preparedness, we chose to target students who were identified as missing a great deal of learning time and those who needed Wellbeing/transitioning back assistance. We felt that connection and wellbeing was paramount to the success of all students while working around high student absenteeism as parents were hesitant on the return to school.

Accuracy of assessments was a challenge at times during remote learning and on returning to school, teachers erred on the side of caution with their assessments needing to triangulate data and have all evidence required before placing students at higher learning levels thus showing across the whole school data fewer students achieving 12 months growth or more.

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.

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## Engagement

Students thrived in first term with being onsite and regaining contact with their friends.

Quite a number of students thrived in their home learning time. They enjoyed being able to work quietly, without distractions from others and able to continue learning at their pace while enjoying the challenges of self-direction of their learning. For some time at home was very difficult, some students received limited support due to working parents and others received support as best as parents could in busy home lives. Some students needed complete re-adjustment to school life, getting up on time each morning was difficult for some and returning to their learning stamina and not being able to get up and eat or walk around whenever it suited was a big challenge for others. Re-connection with friends was struggle at times, especially when there had been a falling out over social media or group chats that may have been inclusive of all or exclusive of some.

During the period of remote and flexible learning the students and staff worked hard to maintain these close connections via Google Meets, phone calls and emails. With a return to on-site learning, the staff undertook a number of activities that allowed students and staff to reconnect after the long period of physical isolation. Students were directed to classrooms prior to the Learning Time bell in the mornings to ensure social interaction was fostered and supported and collaborative games started the day as students arrived. Parents were unable to come onsite for the year which made it difficult for some students with anxieties however, most thrived in their increased independence and were happy to be assisted in by an older student or school support worker.

Throughout the year, our student absence figures were only slightly below the State average in 2021 which is an increase to our regular attendance. In general, 90% of our families are very good and truly value their educational experience and try their best to attend on time every day.

Across year levels we had an average attendance rate of 93% or 94% except our Preps who had an average of 92% which was outstanding given that most of our absences in Prep were attributed to three students. Across the other year levels, the high absences can again be attributed to a small number of families. This reflects our students' close connection to our school and their peers. A huge amount of work was done with the families with high absenteeism levels however, this did not help their attendance. Interestingly, our Prep students maintained the best attendance over the year averaging 94% attendance. Our lowest and the only one to drop below 90% was our year 4s. This year level had three students who dropped the attendance well below, without them, the Year 4s would have averaged as one of the highest levels.

The school has maintained a strong focus on regular attendance, punctuality and the community awareness of the direct connection to the attainment of high student learning achievement data and student attendance. Parents of students with an unexplained absence are contacted frequently to determine the reason for the absence. Student attendance is highlighted daily in classrooms and in the school newsletter and students with good punctuality and attendance levels are recognised within classrooms. We work with many families knowing that engagement with school is imperative for regular attendance. Our School Chaplain has assisted a number of families in this area as well as additional support meetings put in place for a number of families.

During the pandemic period and for the remainder of the year, it was difficult to continually contact parents as many had anxieties around returning to school and were working with us to keep unwell students at home. Individual attendance figures are highlighted with parents through Semester Reports on student progress. Parents of those students with high absence rates are contacted via phone initially with follow up calls as needed. Individual plans are established with some families to support them in increasing their child's attendance rate. The Department has also assisted by engaging with some families. High anxieties to returning and getting COVID had an impact across the board understandably and some families chose to home school for the last term.

Communication with parents was the key to everything – if they were kept informed, everything ran smoothly. Regular updates were provided to parents, encouraging them and thanking them at all times. So many phone calls were made and so many awards for celebrations of learning were posted out. It was important to remember things like birthdays to keep the fun items happening.

Our use of Google classroom has continued with years 3-6 but has been modified whilst our Prep to 2s needed some off screen time and far more interaction to monitor their health and wellbeing.

We have a cohort that have truly struggled over this time, the hardest hit being our Year 5/6 girls. The social media that they have accessed while at home has led some into some very dark places that we have sought external supports to assist with. We continue to chase some regular attendance concerns to no avail with DHHS support. We have implemented some confidence and resilience programs with students with a focus on our values and reengagement and making connections.

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## Wellbeing

Student Wellbeing was our highest priority both during home learning and onsite. Regular calls were made daily by Principal Class Officers onsite checking in with families and students of concern. Teachers had daily check-in meetings with students to receive additional assistance with learning or just for social catch-ups online as a class or in smaller groups if needed. Teachers had daily 'Help Desk' Google Meets for students who wanted support or just a chat. Education support Staff were checking in on students who were not attending Meets for one on one Meets or small group chats with friends as needed to maintain connections.

Our Student opinion Survey data was completed with all Year 4 to 6 students. Other Year levels (including years 4-6) had weekly check-in surveys to see how students were feeling. Our data shows that students felt connected and engaged.

Our Sense of Connectedness to School for years 4 to 6 students showed that 80.2% endorsed feeling connected



(Similar Schools and 79.1% and State Average was 79.5%). Our 4 year trend showed that we are equal to both Similar and State levels.

Our Management of Bullying showed that 82.3% endorsed feeling positive that we manage bullying well. This was higher than Similar Schools at 78.1% and State at 78.4%. Our 4 Year trend was equal to both State and Similar schools. (KPPS/79.9%, SS/79.6% and State/79.7%)

Wellbeing Wednesdays were well enjoyed by most students as either a break from online learning or engagement in a fun and active way with our Specialist staff (Phys Ed, Visual Arts, AUSLAN, Performing Arts and Science.) This gave classroom teaching staff a day to catch up on assessment and marking, planning and checking in with individual students as needed. Students enjoyed the fun days and the friendly competitions on offer. Our captains opened the day with a weekly assembly, chatting about the week and reading out Student Award winners and special mentions. Student Awards were then posted out to families or hand delivered by the Principal. Birthdays were always mentioned and birthday cards were also posted out or delivered.

Transitioning back in Term 4 was readily accepted by most families. Some families who were still very anxious chose not to return immediately. This reflected in our attendance data with the average number of days absent creeping up to 17 per child (our 4 year average is 15 days) The Similar Schools average was 16.5 and State average was 14.7. This data is open to interpretation as schools were told that if a student logged in for remote learning in the morning they were marked as attending. Our staff wanted accuracy of data so if students were simply logging in but were not connecting or completing some tasks, they were marked absent. This allowed us to track and communicate with families who we could see were struggling and needed additional assistance. Many of these students were deemed vulnerable and were offered at least two days of learning onsite during remote learning times. Our students on the Program for Students with Disabilities (PSD) program were also attending school daily until at least lunchtime for many so they did not miss valuable learning time and were maintaining connections with others at school. Our school Therapy Dog (Axe) attended school at least two days per week during remote learning which was greatly appreciated by our many vulnerable students and those of essential workers. Many students needed at least one mental health day within the week which was highly acceptable as screen fatigue was highly apparent. We offered wellbeing Wednesdays as a fun day with Specialists. Many students engaged on these days and had some fun, others chose this as their mental health day off screen and enjoyed family time. In general, our families did their absolute best and were to be highly congratulated on their efforts and truly thanked for their support of students and the school.

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## Finance performance and position

Kingsley Park Primary School has continued to allocate resources to enable the achievement of the school's goals and priorities. The school has been proactive in utilising resources to enable us to improve learning and teaching in many areas.

The provision of Equity Funding in 2021 has provided the school with options in regards to staffing and programs that are enriching our students' learning and allowing support to students and families with additional needs. COVID did cause a drain on resources in a few areas including staffing replacements and ICT resources. We have been able to keep our class sizes relatively small at the expense of a Student Wellbeing Officer and offer some support to the resourcing of our Literacy and Reading resources.

Other funds have enabled the school to improve the school buildings and grounds in line with our Essential Maintenance Schedule. Property maintenance continues to be a focus of the school due to the size of the property and design of the buildings.

Overall, the school remains in a sound financial position with a net operating surplus in 2021 while maintaining programs within the school with reduced enrolments. A well planned annual income and expenditure budget ensured the school's resources supported its educational priorities and goals for the year it was provided for. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position through the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2021 was compared against the budget and variances investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2021 year. We have

received notification of an audit in early 2022.

**For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at www.kingsleypark.vic.edu.au](http://www.kingsleypark.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 378 students were enrolled at this school in 2021, 184 female and 194 male.

4 percent of students had English as an additional language and 2 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.

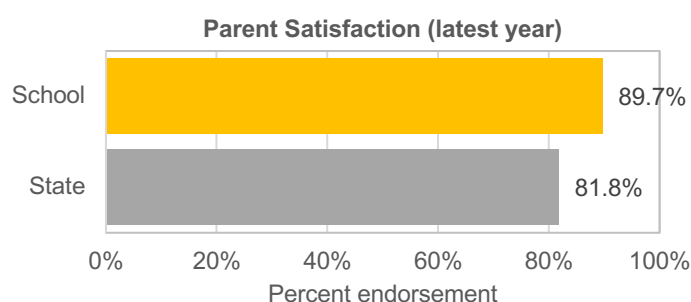
This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2021)
School percent endorsement:	89.7%
State average (primary schools):	81.8%



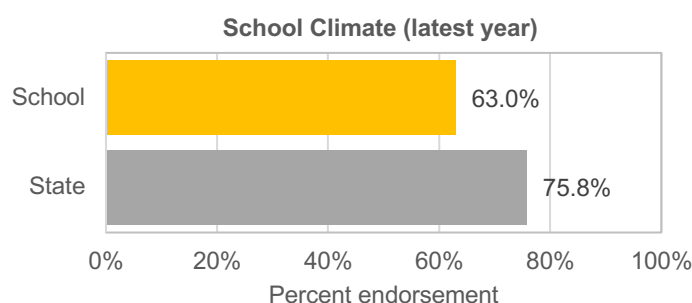
### School Staff Survey

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:	63.0%
State average (primary schools):	75.8%



## 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:

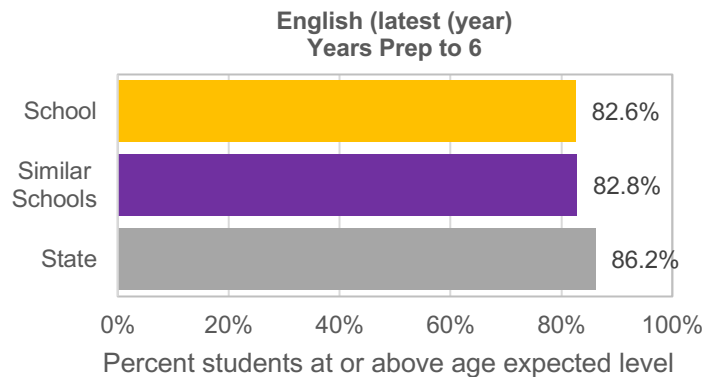
82.6%

Similar Schools average:

82.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

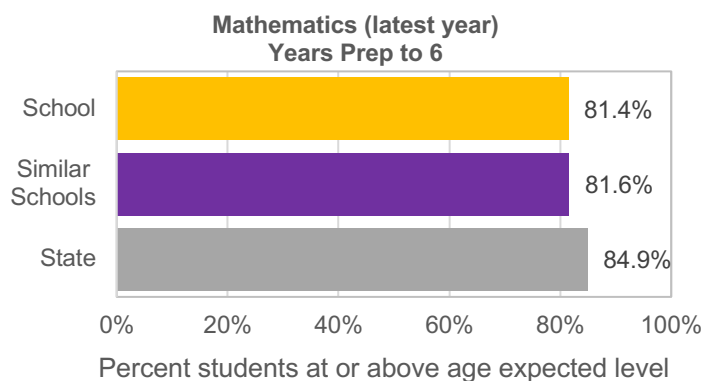
81.4%

Similar Schools average:

81.6%

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.

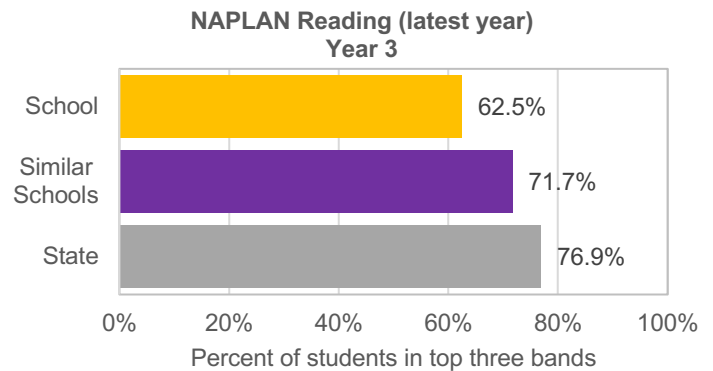
### NAPLAN

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.

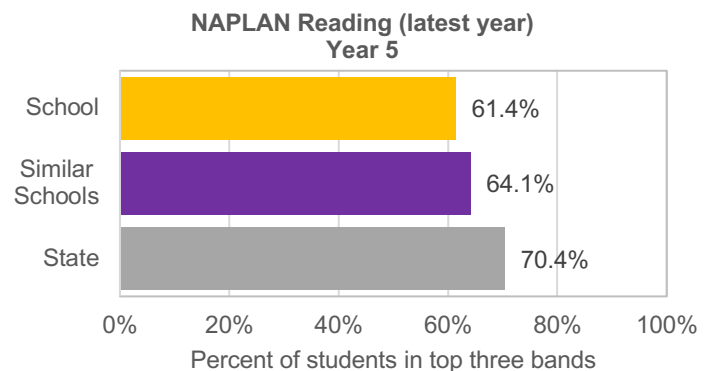
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	75.5%
Similar Schools average:	71.7%	71.0%
State average:	76.9%	76.5%



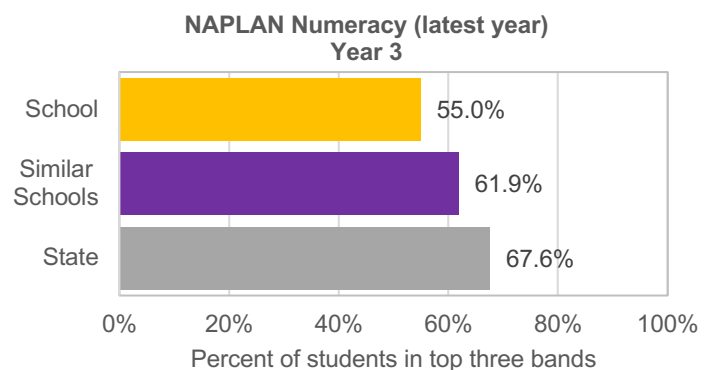
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.4%	67.6%
Similar Schools average:	64.1%	62.4%
State average:	70.4%	67.7%



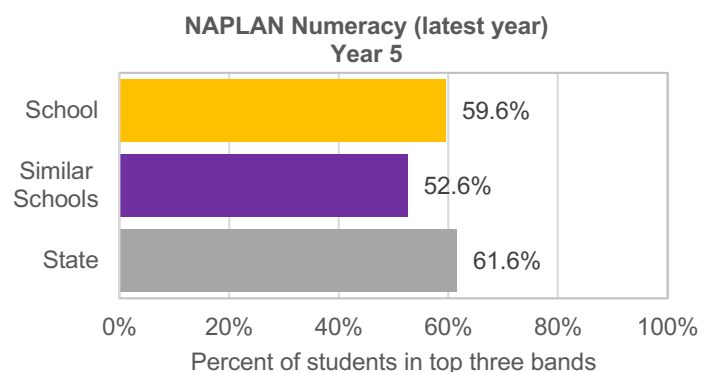
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.0%	72.8%
Similar Schools average:	61.9%	63.6%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.6%	60.8%
Similar Schools average:	52.6%	51.2%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

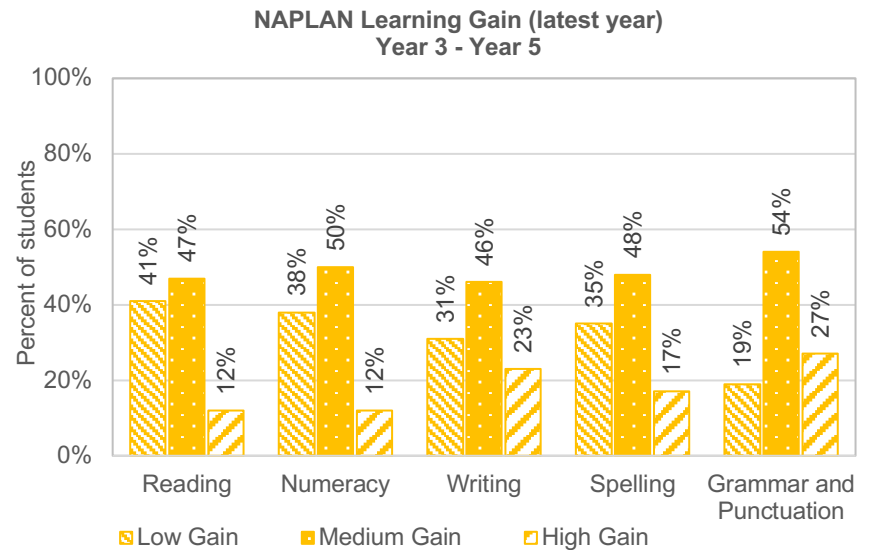
### NAPLAN Learning Gain

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:	41%	47%	12%	21%
Numeracy:	38%	50%	12%	20%
Writing:	31%	46%	23%	18%
Spelling:	35%	48%	17%	18%
Grammar and Punctuation:	19%	54%	27%	20%





## ENGAGEMENT

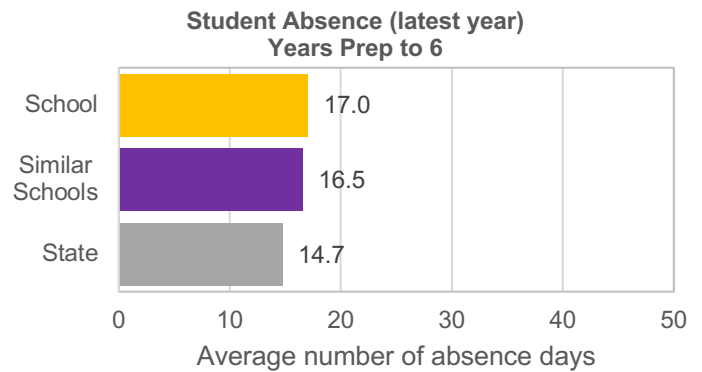
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	17.0	15.6
Similar Schools average:	16.5	16.0
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):	94%	92%	92%	90%	89%	91%	90%

## WELLBEING

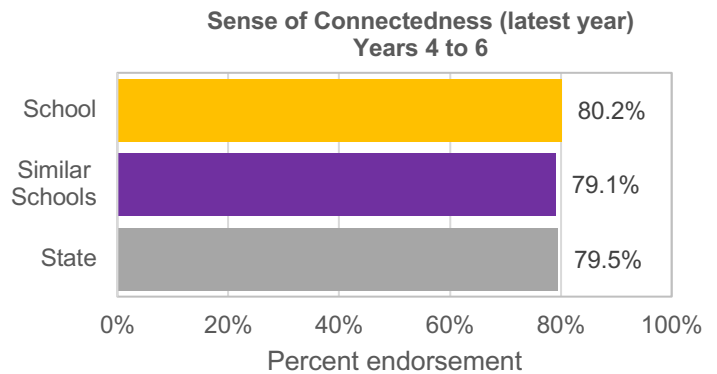
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	80.2%	79.1%
Similar Schools average:	79.1%	79.7%
State average:	79.5%	80.4%



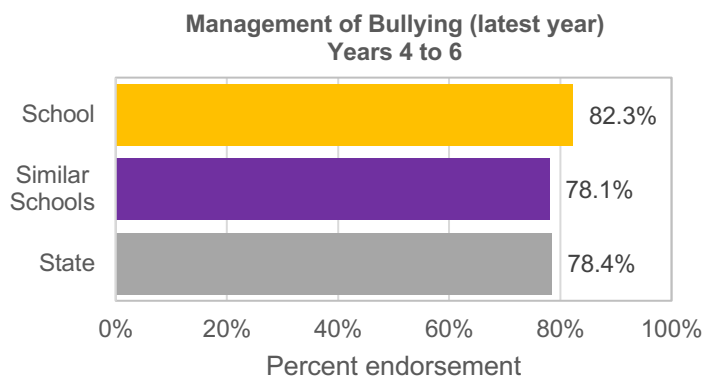
*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	82.3%	79.9%
Similar Schools average:	78.1%	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	\$3,695,270
Government Provided DET Grants	\$397,731
Government Grants Commonwealth	\$3,749
Government Grants State	\$0
Revenue Other	\$10,320
Locally Raised Funds	\$251,797
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,358,865</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$173,304
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$173,304</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,550,716
Adjustments	\$0
Books & Publications	\$405
Camps/Excursions/Activities	\$40,849
Communication Costs	\$2,695
Consumables	\$59,089
Miscellaneous Expense <sup>3</sup>	\$21,136
Professional Development	\$4,992
Equipment/Maintenance/Hire	\$84,393
Property Services	\$86,502
Salaries & Allowances <sup>4</sup>	\$169,229
Support Services	\$52,446
Trading & Fundraising	\$91,669
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$252
Utilities	\$30,398
<b>Total Operating Expenditure</b>	<b>\$4,194,772</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$164,094</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$137,237
Official Account	\$26,879
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$164,117</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$94,824
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$84,117
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$70,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$258,941</b>

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