

# 2021 Annual Report to The School Community



**School Name: Springside Primary School (8911)**



- 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 29 March 2022 at 04:07 PM by Gabrielle Zorko (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 06 April 2022 at 02:11 PM by Sumit Minocha (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

Our School Vision Statement: At Springside we deliver excellence. Our community works in harmony to develop creative learners who think, act and contribute positively to an ever-changing world.

Our School Values: Respect – Optimism – Responsibility – Excellence: At Springside we R.O.R.E!

Our School Motto: Learning Today - Leading Tomorrow

Our School Mission Statement: To embed a Professional Learning Community culture at Springside Primary School, where we work collaboratively and interdependently using evidence-based practice to significantly improve the outcomes of every child at our school.

Intent: Springside Primary School strives to achieve improved outcomes for all students Prep-6 through building the pedagogical capacity of educators whilst increasing their content knowledge, consistent delivery of evidence-based practice and providing explicit feedback on their practice.

Rationale: The school's recent review and self-assessment highlighted:

- \*Student achievement did not meet the expected targets in all areas of Literacy and Numeracy
- \*There was a decrease in the percentage of students performing above the expected level
- \*Teachers have a direct impact on student achievement. The relationships built by teachers, along with their ability to plan a differentiated curriculum to meet student needs are vital
- \*The whole-school adult learning and coaching will support staff to gain clarity, capability and consistency across the school
- \*The use of formative assessment to regularly check on learning progress was developing although not yet consistent
- \*Successful practice improvement will be dependent on building a shared understanding of the high impact instructional practices that would empower adults and students as learners

Focus: Summary of Key Directions in Springside's Strategic Plan (2020-2024)

- \*Learning achievement and growth for all students
- \*Guaranteed and viable curriculum
- \*Assessment for learning
- \*High Impact Teaching Strategies
- \*Effective use of the agreed instructional model
- \*Adult learning using observation, feedback and coaching
- \*Students as active and empowered learners

The following FISO priorities will be the avenue through which improved student outcomes are achieved:

- \*Professional Leadership (Instructional and Shared Leadership)
- \*Excellence in Teaching and Learning (Building Practice Excellence)
- \*Excellence in Teaching and Learning (Curriculum Planning and Assessment)
- \*Excellence in Teaching and Learning (Evidence-based High Impact Teaching Strategies)
- \*Positive Climate for Learning (Intellectual Engagement and Self Awareness)
- \*Positive Climate for Learning (Empowering Students and Building School Pride)
- \*Positive Climate for Learning (Wellbeing)

At Springside Primary School we have a strong focus on student growth across all aspects of their school and beyond school lives. As well as focussing on growth in student learning outcomes, we have our students' engagement and wellbeing at the forefront of our actions. Our priority at Springside Primary School is to meet the individual learning needs of every student and to enhance their learning opportunities and achievement. We believe every child can learn and that every child has the right to learn. We take seriously the responsibility we have in ensuring each child realises

their full potential and grows to participate and contribute to their future community. This is best achieved by parents, students and staff collaboratively working together in partnership.

Supporting this strategic direction is Springside's Guaranteed and Viable Curriculum and lesson structure based on the Springside Workshop Model (coupled with the Gradual Release of Responsibility) which underpins our focus on high-quality learning and teaching. To further support this we have a strategic approach to enhance the capacity of our teachers, through the Professional Learning Community model. We have implemented the School-Wide Positive Behaviour Support approach to enhance the already high expectations we have of our school community.

Springside Primary School made every effort to recruit teachers and leaders who were committed to evidence-based practice with an understanding or interest in the Science of Reading in 2021. In 2020, Springside Primary School had started its journey towards aligning curriculum, instruction and assessment practices to the Science of Reading including explicit, synthetic and systematic phonics instruction in Prep-Year One. In 2021, the whole school (including specialist teachers) continued to focus on vocabulary instruction.

In 2021, the school had 795.4 enrolments, a number that has steadily increased. The school provides an approved curriculum framework differentiated to meet individual student needs with specialist subjects in performing arts, health and physical education, visual arts, Indonesian, food technology, and information and communications technology [ICT]. Furthermore, the school prides itself on its inclusive practices meeting the individual needs all students including our two International Students offering them synthetic, systematic literacy instruction and evidence-informed curriculum and assessment practices. All students with a diagnosis (including those students on the PSD Program) and our four Koorie students are provided individualised learning plans accompanied by a student-centred support group to ensure the development of high expectations and differentiated learning. In 2021, we continued to extend our science of learning approach to instructional practice (with all evidence suggesting it is crucial for some students to learn and harmful for none) to better meet the needs of the student population: 24% EAL, 23% Equity funded students, and 34% of students who required documented adjustments to their learning including one child in out of home care. The Student Family Occupation [SFO] category was 0.5520 and the Student Family Occupation Education [SFOE] index was 0.4076 in 2021. The staffing profile of Springside Primary School included a principal and two assistant principals, 48.1 full-time equivalents [FTE] teachers (including 1 Aboriginal and Torres Strait Islander staff member), 20.1 FTE Education Support [ES] staff, 3.0 FTE office administration staff, a student welfare and child safety standards officer, IT technician and a school nurse.

Springside Primary School is located in the City of Caroline Springs in the western suburbs of Melbourne approximately 34 kilometres from the Melbourne Central Business District. The school was originally founded in 2009 as a campus of Caroline Springs College before establishing itself as Springside P-9 College in 2012. In 2017 a further transition occurred with the opening of a local secondary college. In 2020, the school opened as the newly named Springside Primary School.

School facilities include the Springside Kindergarten complex, over 40 air-conditioned classrooms, a full-size gymnasium and performing arts learning area, library, canteen, food and materials technology spaces, a science room, two art rooms and the administration area. Outside students have open synthetic grass spaces, two playground areas, two basketball courts and many passive playing areas. Information Technology is available throughout the school, with all children having access to mobile computing via wireless internet. There are interactive whiteboards installed in all learning areas and in Years Prep – 6 there is a range of ICT devices and resources allocated to each year level. The school's classrooms are flexible, open designs featuring external glass walls that open into common learning areas. Environmentally sustainable, the school's design features cathedral ceilings and louvre windows that provide natural ventilation throughout the campus. The school also has an impressive Stephanie Alexander Kitchen-Garden program and provides an accredited Out of School Hours Care Program.

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## Framework for Improving Student Outcomes (FISO)

In 2021, the school's AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Setting Expectations and Promoting Inclusion, Curriculum Planning and Assessment, and Health and Wellbeing. The school completed its delayed School Review and immediately actioned the key directions:

- \*formed a purposeful and strategic School Improvement Team with clearly defined roles and responsibilities
- \*ensured the consistent implementation of a whole school lesson structure - Springside's Workshop Model - accompanying the Gradual Release of Responsibility (GRR) Instructional Model
- \*Peer Observation model implemented by Learning Specialists
- \*introduced Professional Learning Observations (PLOs) conducted by the Principal Team
- \*focused on embedding certain parts of the whole school literacy program, decoding and explicit teaching of tier-two vocabulary
- \*re-designed and implemented a new assessment and reporting regime including Ongoing Reporting
- \*raised the expectation of data-informed decision making through the professional development of consistent high-quality PLC practices across all year levels
- \*ensured Learning Enhancement (TLI) was implemented by expert teachers (Teaching and Learning Coaches) and linked to Professional Learning Community (PLC) foci across all year levels in the areas of Numeracy, Literacy and Wellbeing
- \*raised the profile of Student Excellence across the middle years of school driven by our High Ability Program Leaders
- \*increased implementation of the school's SWPBS acknowledge system across all areas of the school

To support the implementation of these KIS, Learning Specialists were appointed as professional practice peer observation leaders alongside Teaching and Learning Coaches who led high-functioning PLCs as well as supported a whole-school responsibility of Literacy, Numeracy, or Wellbeing. Positive gains in Maths Online Interview and English Online Interview showed clear evidence of their impact, with additional evidence gathered through peer observations and PLOs and was recorded as part of 2021 AIP monitoring. Significant gains were also noted in the Tiered Fidelity Inventory (TFI) performed by the SWPBS Coach. Consequently, the collective data showed positive changes in teacher practice and student learning outcomes.

Springside Primary School delivered on our KIS to develop an agreed instructional model and High Impact Teaching Strategies. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. An example of this is the shift from a conferencing focus to small instructional groups and explicit teaching.

The school had successfully implemented a School Improvement Team structure, where a major focus was on providing rich learning opportunities to other staff by delivering high-quality professional learning based on the High Impact Teaching Strategies and evidence-informed instructional practices.

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## Achievement

Springside Primary School has made significant gains with its academic achievement data over the last two years.

The school's 2021 NAPLAN Year 3 Top Two Bands Reading data showed an incredible improvement of 11%, with steady growth evident in the Year 5 Top Two Bands in Reading (9%), Writing (4%) and Numeracy (7%).

Furthermore, the school's 2021 NAPLAN Year 5 High Growth data score of 34% showed significant gains in Reading increasing 16%, almost doubling the 2019 score of 18%, furthermore, the school increased their High Growth Numeracy score from 13% (2019) to a whopping 31% (2021). The school identified Writing as a PLC priority area in 2022, with NAPLAN benchmark growth data showing a decline.

In 2021, the school continued to work on its AIP goal: To ensure high levels of learning growth for every student in all curriculum areas.

Students across the primary school years continue to improve in both literacy and numeracy although some progress has been somewhat slower than expected in some areas. The school achieved higher than similar schools averages meeting their 12-month targets in Year 3 and Year 5 Reading and Year 5 Numeracy (percentage of students in the top three bands on testing in NAPLAN).

The school also achieved higher 'High Gain' percent Learning scores when offset against similar schools in the areas of Reading, Numeracy, Spelling and Grammar and Punctuation.

Additionally, the school had seen an increase in student learning growth against the Victorian Curriculum, with 84.6% in English and 86% in Mathematics of students working at or above the expected standards in English and Mathematics.

The 2021 AIP targets set against school-based Tier 2 and Tier 3 assessments were not accurately measured due to the continuous interruption to learning as we switched between Remote and Flexible Learning and face-to-face learning.

A range of additional literacy and numeracy support in the classrooms and withdrawal groups were trialled in Years 1-6 in 2021 with significant success as part of our Learning Enhancement Program. In 2022, additional classes and students will access the program to further enhance student literacy and numeracy outcomes. Some students were identified as suitable for the acceleration of their learning and were provided with access to higher-level learning in selected subjects via our Student Excellence Program. In 2022, additional staff will lead the Student Excellence initiative increasing access and engagement across the school.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans and ABELS assessments.

During remote learning, staff were able to utilise online resources for content delivery and assessment and consequently develop new ways of differentiating for students. After numerous variations of Remote and Flexible Learning options, the majority of students responded more to small instructional groups rather than to self-directed learning grids coupled with explicit teaching videos and project-based learning tasks during the remote learning period.

In the future, live teaching sessions closely representing the usual timetable would be pursued after a validating term four trial of this Remote and Flexible Learning option.

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## Engagement

Springside Primary School students are engaged and connected to their school as evidenced in their Attitudes to School Survey showing a steady increase across most areas including school connectedness (increased 2%) and we are proud of the programs which support students in building resilience (increased 2%), motivation and interest (decreased 1%), a sense of confidence (increased 5%), effective classroom behaviour (decreased 1%), managing bullying (increased 1%) and stimulated learning (increased 2%).

This year the school focused on KIS related to the FISO dimension Health and Wellbeing. The SWPBS work in this area is ongoing, intentional and, in 2021 included priorities such as consistency of our Acknowledgement System - Success Slips, purposefully planned Start Up and Social and Emotional Learning Program (Respectful Relationships), Continuum of Responses to Behaviour, Zones of Regulation, School Leaders Program, Step Up / Transition Program along with attendance and analysis of Compass chronicle data to inform explicit teaching of pro-social and expected behaviours. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school and the addition of more targeted SATs (Student Action Teams). Students were authentically engaged as stakeholders in Student Action Teams focused on school improvement in 2021.

The school had a focus on improving students' engagement and learning as evidenced in the Parent/ Carer Opinion Survey showing noticeable increases in managing bullying (increased 10%), student voice and agency (increased 4%) and school connectedness (2%). Other factors showed slight declines likely impacted by the disruptive shift between remote and flexible learning and on-site learning: stimulating learning environment (decreased 6%), effective teaching (decreased 2%), confidence and resiliency skills (0%), student motivation and support (decreased 3%). The target of consistently scoring above state and similar schools were met in all areas despite the shift in scores outlined above.

In 2021, Springside Primary School continued to work with families to ensure students were at school and learning during on-site instruction. The school continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. The school worked closely with the wellbeing team and welfare officer to support chronic absences and return to school processes. The school's attendance during remote learning was similar to the attendance while on-site.

The school's Student Absence Years Prep-6 data has remained lower than similar schools and similar to state averages.

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## Wellbeing

We have continued to maintain above-average scores to similar and state school with all of our student wellbeing data over the past two years, and this is reflected in ongoing improvements in our Parent/ Carer Opinion survey data that aligns with our Attitudes to School Survey (AtoSS) results. In 2021, results in all areas of AtoSS remained in the 4th quartile, consistent with the improvements over the past two years. Through these consistently high outcomes, Springside Primary School remains with 'above' average comparison to like schools and state when measuring Student Safety, Student Distress, Student Morale and Classroom Behaviour.

Despite the Curriculum being a significant priority area, student wellbeing continues to be a focus. If students are not feeling safe, learning can often be difficult. In 2021 the school continued to promote a positive learning environment for all students through SWPBS and continued to employ a Student Welfare Officer and School Nurse. In 2021, our Sense of Connectedness and Management of Bullying scored almost 10% higher than Victorian Schools, a large feather in the cap for our ever-evolving wellbeing practices.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results considering the turbulent year we had, performing slightly lower than the state average of all Victorian Schools. Parent/ Carer focus groups (both virtual and on-site) will be set up to enact a better understanding of how to boost parent satisfaction data in 2022.

The staff satisfaction, according to the School Staff Survey, fell below the state average of all Victorian schools despite noticeable gains in 6 of the 8 focus areas: Guaranteed and Viable Curriculum (increased 6%), Use High Impact Teaching Strategies (increased 8%), Plan Differentiated Learning Activities (increased 12%) and Teacher Collaboration (increased 1%). An action plan is underway to identify priority areas in addition to school's strategic plan goals of understanding how to use student feedback to improve practice and understanding formative assessment and actions for 2022.

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## Finance performance and position

Springside Primary School maintained a very sound financial position throughout 2021. The 2020-2024 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end-of-year surplus of \$352,541. The carried forward surplus was \$212,261 with a surplus credit allocation of \$66,074.00 deducted to contribute to the 2022 Tutor Learning Initiative funding. This surplus occurred through careful and considerate staffing, reducing the Education Support (admin &

library) profile, a reduction in the school's leadership profile, understaffing with the principal team in 2021 as two assistant principal recruitment processes took place, a steady climb in enrolment numbers over the year resulting in higher class numbers in some cohorts and targeted teaching areas in 2021. The equity funding was spent on staffing the school's welfare officer and school nurse. Within the Financial Commitments section of this report, the School-Based Programs refer to the Early Years Koorie Literacy and Numeracy funding \$1,700, Spade and Spoon \$4,900, Parents and Friends Association cumulative commitment of \$24,867, Student Excellence \$16,955, Kinder \$808,882, Swimming & Water Safety \$11,056.

**For more detailed information regarding our school please visit our website at**  
<https://springside.vic.edu.au/about/>

# 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 795 students were enrolled at this school in 2021, 386 female and 409 male.

34 percent of students had English as an additional language and NDP 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).

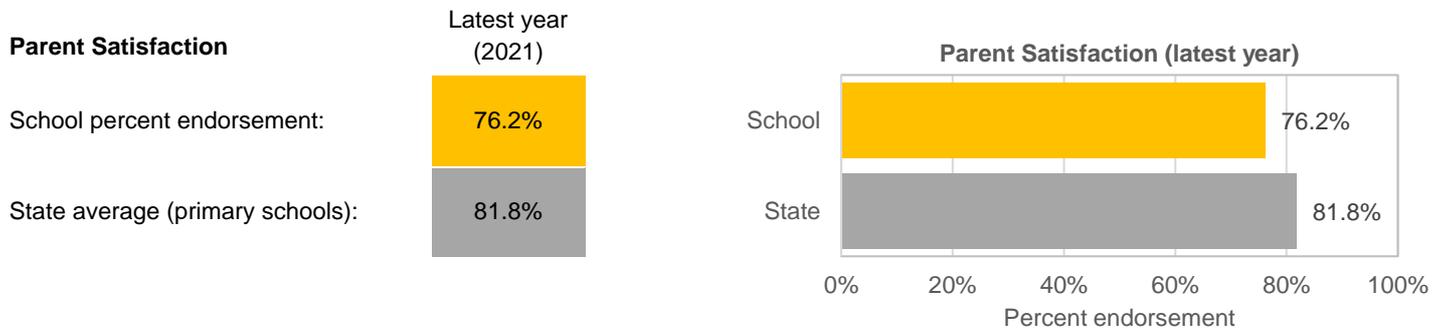
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

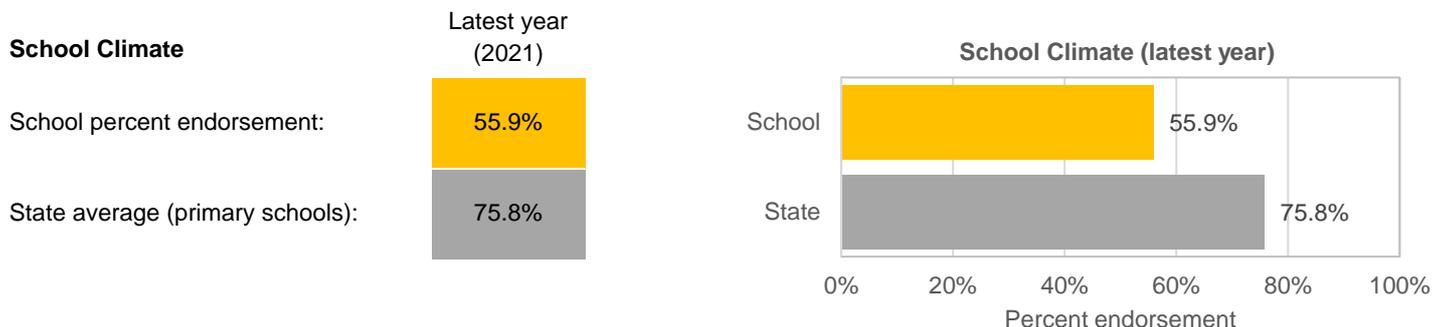


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

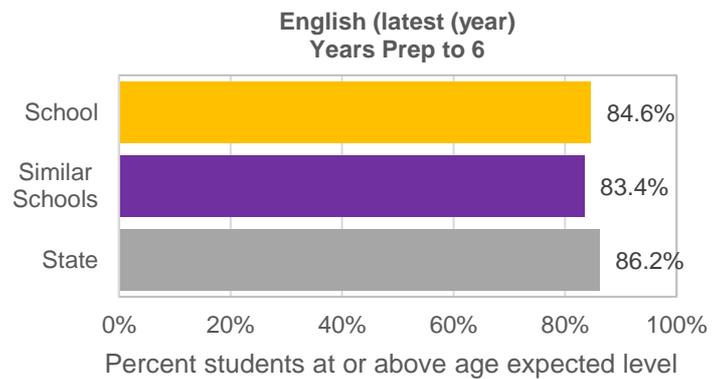
84.6%

Similar Schools average:

83.4%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

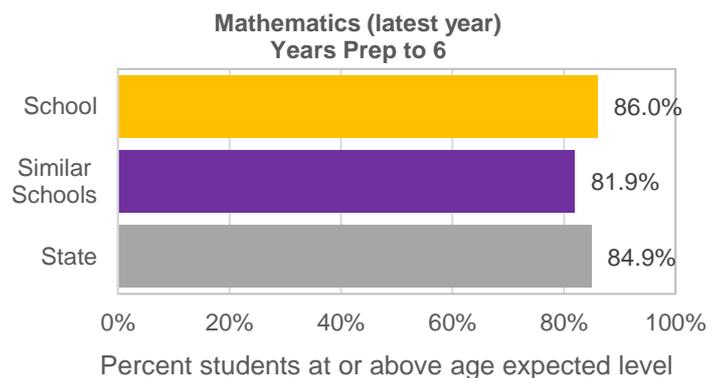
86.0%

Similar Schools average:

81.9%

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.

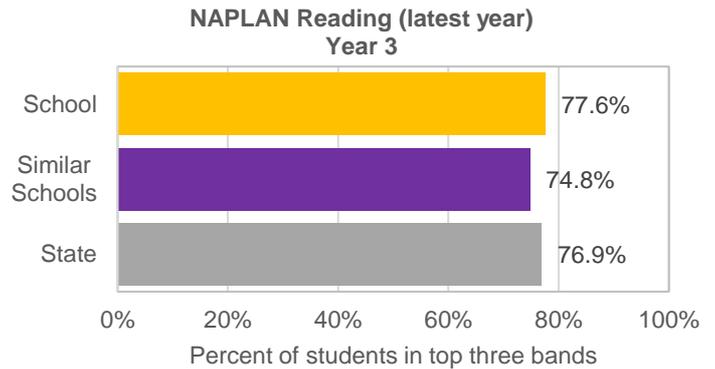
**NAPLAN**

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.

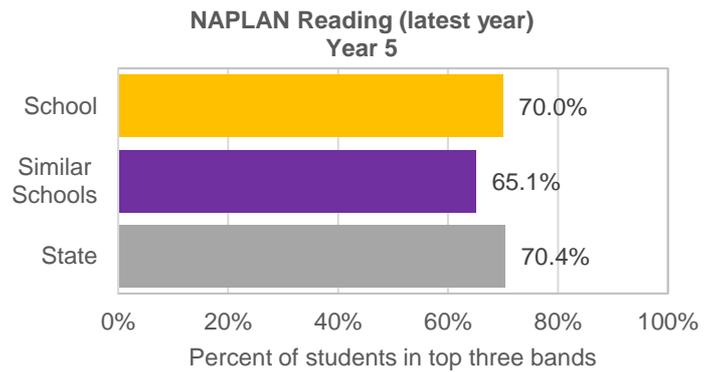
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.6%	71.9%
Similar Schools average:	74.8%	73.5%
State average:	76.9%	76.5%



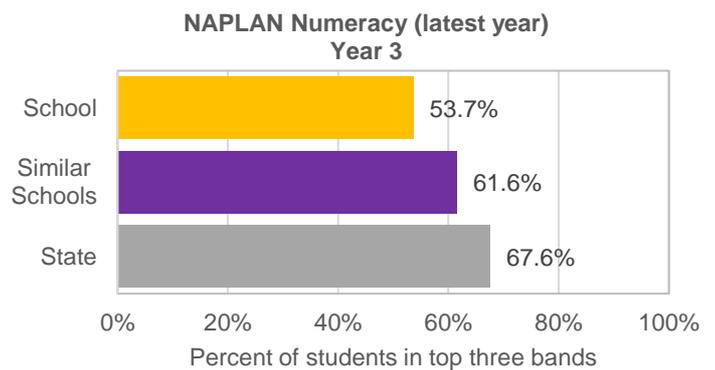
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	55.0%
Similar Schools average:	65.1%	61.6%
State average:	70.4%	67.7%



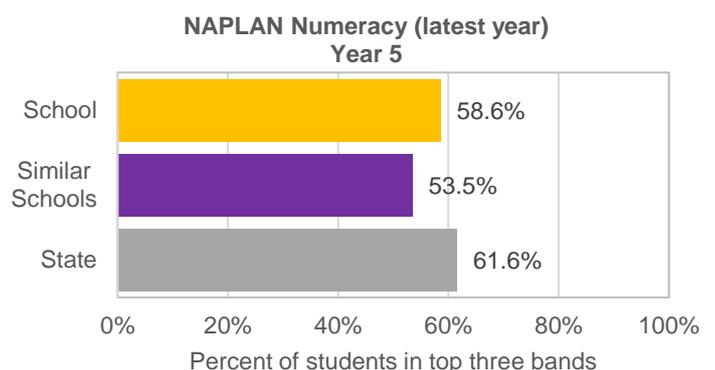
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.7%	59.7%
Similar Schools average:	61.6%	62.5%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.6%	46.0%
Similar Schools average:	53.5%	52.3%
State average:	61.6%	60.0%



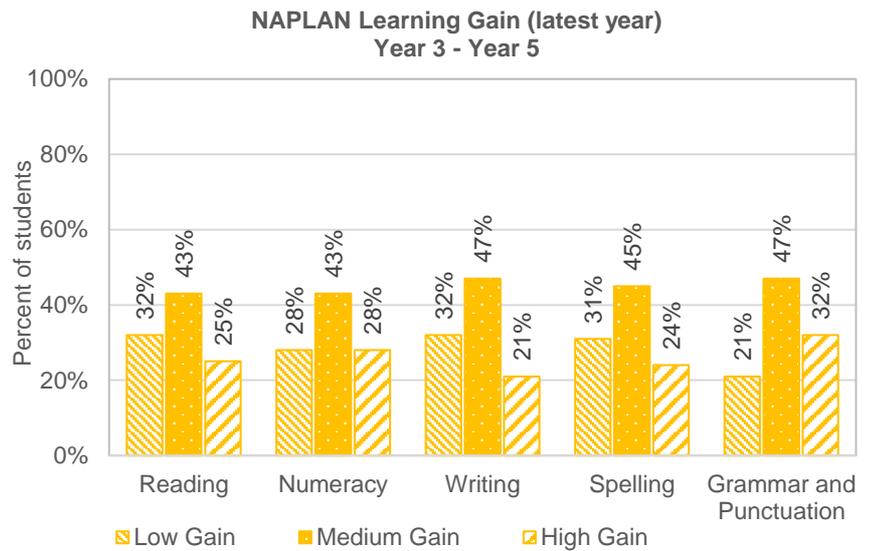
## ACHIEVEMENT (continued)

### 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:	32%	43%	25%	21%
Numeracy:	28%	43%	28%	24%
Writing:	32%	47%	21%	25%
Spelling:	31%	45%	24%	23%
Grammar and Punctuation:	21%	47%	32%	25%



## ENGAGEMENT

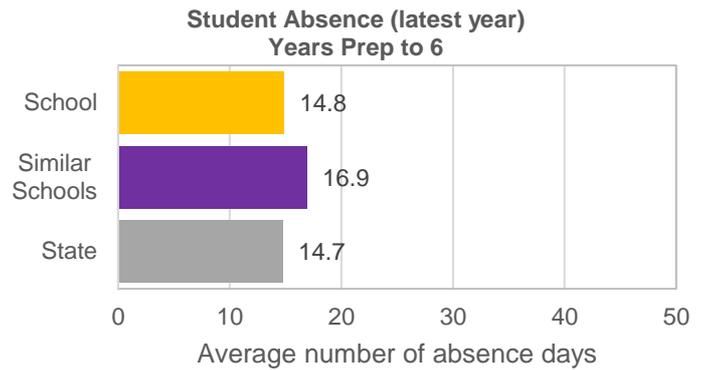
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	14.8	15.7
Similar Schools average:	16.9	16.5
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):	92%	93%	92%	93%	94%	92%	92%

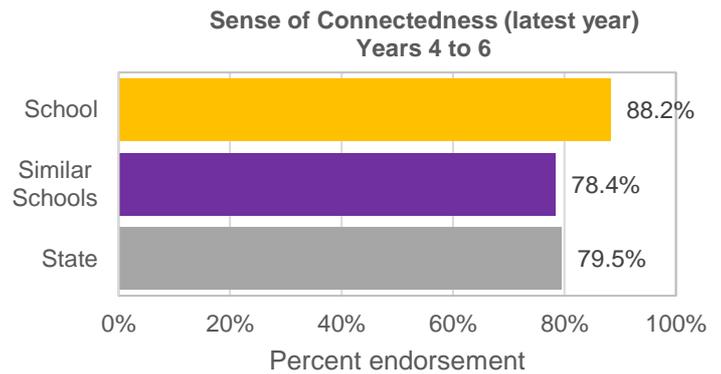
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	88.2%	86.3%
Similar Schools average:	78.4%	79.1%
State average:	79.5%	80.4%

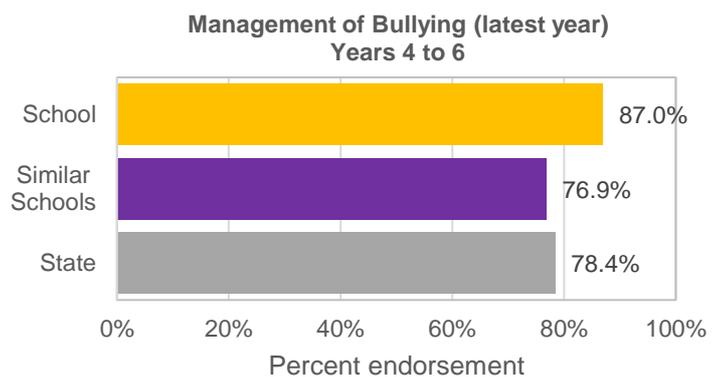


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.0%	86.0%
Similar Schools average:	76.9%	78.4%
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	\$7,264,442
Government Provided DET Grants	\$1,515,934
Government Grants Commonwealth	\$11,943
Government Grants State	\$10,778
Revenue Other	\$30,619
Locally Raised Funds	\$276,890
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,110,607</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$229,815
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$229,815</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,030,260
Adjustments	\$0
Books & Publications	\$5,915
Camps/Excursions/Activities	\$36,761
Communication Costs	\$23,172
Consumables	\$105,074
Miscellaneous Expense <sup>3</sup>	\$60,276
Professional Development	\$9,736
Equipment/Maintenance/Hire	\$72,871
Property Services	\$214,144
Salaries & Allowances <sup>4</sup>	\$986,038
Support Services	\$125,070
Trading & Fundraising	\$15,248
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$73,502
<b>Total Operating Expenditure</b>	<b>\$8,758,066</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$352,541</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	\$1,725,828
Official Account	\$94,632
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,820,461</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$277,436
Other Recurrent Expenditure	\$0
Provision Accounts	\$106,524
Funds Received in Advance	\$0
School Based Programs	\$870,060
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$95,995
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,350,015</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.*