2021 Annual Report to
The School Community

School Name: Lilydale Primary School (0876)

- 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 25 March 2022 at 01:47 PM by Andrew Weaver (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 01 April 2022 at 06:59 PM by Kelly Dohle (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

Lilydale Primary School is an energetic learning community that focuses on developing each individual student to their full potential. We believe in developing the whole child by offering a range of curricular and extra curricular activities that allow students to experience a breadth of academic and social learning. It is important to us that each student is valued and that the learning programs truly cater for each individual. Lilydale Primary School has maintained and nurtured a strong relationship with its community. The school's excellent reputation reflects its commitment to improvement, cooperative team work and the provision of effective learning programs. Our school is approximately 40km from Melbourne in the town of Lilydale. Our student population reflects those of the beautiful Yarra Valley with our families coming from a wide variety of socio-economic backgrounds and cultures. In 2021, we had 217 students attending our school spread over 9 classes, 110 girls and 107 Boys. The School has 9 full time teachers and six part time teachers, nine ESS staff, a Business manager and one Office staff member. The school offered four specialist subjects: Visual Arts, Performing Arts, Japanese and Science. The School also had a 0.6 teacher focused on the Tutor learning Initiative. The School Improvement Team (SIT) consists one Principal Class member, a Leading Teacher and representatives from each Professional Learning Team (PLT). The School does not have any Aboriginal or Torres Strait Islander staff working at our School. The teams at the school in 2021 include a Prep team, Grade 1 to Grade 2 team, a Grade 3/4 team and a Grade 5/6 team.

The School encourages active student leadership with School Captains, House Captains and the Junior School Council being the most visible demonstration of this. The school values of Perseverance, Respect, Inclusion, Determination and Encouragement are the foundations for all the relationships across the school and each year each class produces a mission statement which reminds students how they are to work with each other throughout the year. The Vision that we have at our school states, "At Lilydale Primary School our students will grow to be strong respectful individuals, they have an understanding of their ability to educate and empower each other as well as themselves. Our students learn to be kind, caring, creative and inspired."

Our Instructional Model ensures consistency of approach in all lessons. This includes HITS (High Impact Teaching strategies) and the 'Learning Pit' which focuses on ensuring that students realise that learning can be difficult but with practice and support from their parents and teachers that they can achieve. They learn to understand that learning is embedded due to hard work, commitment and support.

Our School has clear, documented and evolving curriculum plans in Mathematics, Inquiry and Reading focusing on the needs of our students by analysing the data of formative and summative assessments. The school also has a Chaplain working one and a half days each week. They help to support vulnerable students dealing with a range of problems including out of home care, domestic abuse, sexual abuse, bullying, family bereavement, anxiety etc. The provision of a Chaplain has been vital in supporting students and staff to provide pastoral care and support the physical and emotional welfare of students at the school. Our School does not offer programs for overseas students.

The School has tried to develop the communication with the parents including the development of a regular weekly newsletter, use of email, curriculum overviews distributed every term and a Year Level expo each term where students share their learning with the parents and visitors. The School has a website which has information regarding all aspects of school life. The school is now using emails more regularly and has developed regular surveys to ensure that parental ideas and concerns can be heard. These techniques have also been included in the School Council and Parent Association meetings. Parents are encouraged to help out in the classrooms and increasing numbers of parents are taking up this opportunity. This has resulted in a large number of parents volunteering to help students on the Tutoring Learning Initiative and the School has provided training for these parents. The School also partners with Kids Hope who provide one to one mentors for students who require additional emotional support. Throughout 2021 the school was impacted by the COVID 19 Pandemic but put in place a range of strategies to support our students including regular WebEx sessions, online clubs and online welfare checks. We regularly updated parents regarding the arrangements for schooling and produced regular booklets to explain the situation relating to the latest lockdown or return to school arrangements.

Framework for Improving Student Outcomes (FISO)

Lilydale Primary School worked on its AIP targets though these were impacted by the COVID pandemic. Throughout the year the School worked with the teachers, students and community to ensure that we were able to maintain our programs virtually and share information with all stakeholders regarding the procedures and expectations at different points in the pandemic. The School provided each student that needed a device with one. The teachers then provided two daily hour long WebEx sessions in Literacy and Mathematics followed by wellbeing checks. Each teacher continued to follow the School Instructional model and Literacy and Numeracy Intervention also continued on WebEx. Parents were able to access regular WebEx information sessions and were surveyed regularly to identify and solve concerns. Communication also increased through Email, WebEx and Flexischools. Clubs that included chess and Lego continued on WebEx. Lessons learnt from this time have now impacted the way we communicate with parents including the live streaming of parent information sessions, Assemblies and other key events. Teacher Parent conferences now give parents the opportunity to have an option of WebEx should they be unable to attend in person. During the COVID pandemic the school also provided support for vulnerable students and families of essential workers. Number of students onsite ranged from 20 to 45 depending on the restrictions at any one particular time. This involved teaching and ES staff being rostered on to different days and the Principal being onsite each day. ES staff supported the teachers on WebEx sessions and enable PSD funded students to get extra support. Virtual assemblies were organised each Friday including student of the week awards and fun interactive activities. As a result of our 2021 work the goals that we identified for our Annual Implementation Plan
Goal 1 2021 Priorities Goal
KIS 1
Curriculum planning and assessment
Learning, catch-up and extension priority
Use the Inquiry cycle to support student reading growth through a range of targeted evidence-based interventions.
KIS 2
Health and wellbeing
Happy, active and healthy kids priority
To develop a clear Behaviour Policy
KIS 3
Strategic resource management
Connected schools priority
Strengthen and embed the connection with parents/carers/community developed during remote and flexible learning.
Goal 2
Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students
KIS 1
Curriculum planning and assessment
As a school, we have focused on documenting the School Curriculum in 2021. This work has involved all the staff in identifying the needs of our students and ensuring that we looked carefully at the data over the last five years. We have developed our Scope and Sequence in Reading and the assessment schedule. We are looking now to develop the consistency of the this practice across the other curriculum Areas particularly writing and embed the work that we have completed in Reading.
Define and document the School Curriculum including Scope and Sequence documentation, clear assessment practices, planning practices for Literacy.
Goal 3
Create a Professional Learning Community culture within the school?
KIS 1
Building practice excellence
To further develop the PLC initiative by ensuring that good practice that is trialed during the inquiry phase is embedded using peer collaboration, observation and support with a focus on developing the High Impact Teaching strategies
The PLC program that we implemented during 2020 had been disrupted by COVID19 pandemic. We reinvigorated this work in 2021 this work which will support the learning of the students and ensure positive Data literacy across the school. Through the PLC process staff have worked in teams to identify an area of learning to focus on. Data has then been collected as a pre assessment at the start of the cycle and as a post assessment at the conclusion of the cycle. Staff have trialed a number of ways to collate this data. The data has enabled staff to identify the areas needing to be targeted for the learning cycle and then also allowed staff to see the growth of students over the cycle. All staff have found this a valuable process.

In 2021 all staff have been learning and trialing new forms of Formative Assessment to improve knowledge and understanding of our students. This has been a focus at staff meetings and on Curriculum Days. Many different methods have been introduced with research on how effective each type is to student improvement. Different team levels have trialed different forms of assessment and measured the impact on their student cohorts. Staff have observed each other to improve their own use of assessment practices or given feedback to other staff. This has resulted in increased staff efficacy and flexibility to student needs.

The PLC process has helped to refine our planning techniques and assessment and the focus now must be on ensuring that the lessons we learn about good practice and effective teaching strategies are embedded not only within year levels but also across the school as a whole

Achievement

The Students responded very positively to the Remote Learning offered by the teaching staff and worked hard in their Numeracy and Literacy Sessions. The NAPLAN tests were conducted in 2021 and the Teacher judgments reflected progress across the school. 84.9% of students from Prep to Grade 6 where at or above the age expected standards for English compared to 82.9% for similar schools. 87% of students from Prep to Grade 6 where at or above the age expected standards for Mathematics compared to 82.3% for similar schools and above the State average of 84.9%. In Naplan the School achieved 64.3% Year 3 and 65.5% Year 5 in the top three bands for Reading. In Naplan the School achieved 60.7% Year 3 and 62.1% Year 5 in the top three bands for Numeracy.

During Term 4 2020, our school used summative and formative assessment to identify students who we felt had not reached their full potential during 2020.This data was used to compile a list of students and identify which Tier of support they would require throughout 2021. The achievement of these students was tracked and monitored throughout the year and their baseline performance used to measure progress in the future. PSD Funding is used to support students with disabilities to access the curriculum. The School also provides additional funds to these students so that no student is left behind. This funding is used for students to access the curriculum at their level, provide support reassurance and challenge and ensure that the child's disability is recognised and supported.

Engagement

Lilydale Primary School worked hard to support and maintain the engagement of our students throughout 2021 when they were faced with the unprecedented challenge of transitioning backwards and forwards between remote learning and onsite provision. This had a major impact on our community and on our students and we supported our students engagement in a number of ways. These included:

• Teachers or ES were required to make weekly Health and Wellbeing checks for all students via phone call, or WebEx meetings conducted by all staff.

• Disengaged families who did not connect with Webex sessions were monitored and regular calls from the office were made to check the reasons why.

• Those students deemed to be at risk, families were contacted and encouraged to send their child to school

• Grade 5/6 the initial focus was on supporting students already identified as at risk or needing extra support.

• The Student Health and Wellbeing Team compiled a list of these students and regularly monitored their progress during this period

• A range of events were offered to encourage the connectedness of students to their peers, teachers and school. These included:

o Virtual Interschool Sports and Cross Country

o Virtual Assemblies which took place on WebEx and we continued to celebrate students learning by giving out Students and Citizenship awards as we as connecting in with a clear message of Perseverance and support. We regularly had 120 to 140 families attending. We also gave out the Aussie of the Month awards

o Virtual Lego club which occurred for all students. The students decided on what we should build the following

week and we enjoyed creating together

o   Breakfast Club was extended in partnership with Victoria Foodbank to offer more of a variety of food available when the students returned to school

•   We regularly surveyed the parents and staff in order to find out what information they needed and how we could ensure that our processes could be enhanced to further support families

•   We monitored our budget relating to the costs of Covid 19 including extra technology, CRT costs etc. We closed all budgets and streamlined our budget to ensure we had adequate money to cope with each eventuality When Returning to Site in Term 4

•   We created a Drop off and Pick Up timetable that would ensure that we did not cause too many parents to be hanging around the school gates

•   We modified our timetables to adapt to the change caused by the Pick Up and Drop off timetable including yard duty and specialist timetables

•   Each staff member contributed to the start and end of the day either greeting or farewelling students at the gate, doing duty in the Golden Forrest or running the Breakfast Club or supervising students in their class.

The School has a range of strategies to ensure regular attendance including regular celebration of those students who attend every day during a Term, prize raffles for students attending every day during a week. We also expect parents to inform us of the child's absence and the reason for the absence this includes follow up emails and phone calls. There are also strategies in place to support students who attend school late with the provision of extra learning time at Recess and lunchtime to ensure no student is left behind.

Wellbeing

Our PRIDE values are - Perseverance, Respect, Inclusion, Determination and Encouragement. The values provide the framework for the development of a respectful and safe learning environment. These are very important to us and they form the framework for all the conversations that we have with students regarding their behaviour and wellbeing at school. The Values are the focus of our assemblies as we celebrate student citizenship with awards and recognition. The School employs a Chaplain who works at the school two days a week. The Chaplain focuses on helping students who need extra support due to home or school situations. The Chaplain provides the students with pastoral care and organises activities and events to help the students to feel safe and secure whilst also identifying any further support that is necessary. The Chaplain talks to the teachers, support staff and parents and offers strategies to help ensure the student receives the best possible support.

The school offers a Breakfast program every day. This program is supported by local organisations and allows any student, access to good quality food and drink before the school day starts so that they are ready to learn. Our Breakfast Club also allows staff and the Chaplain to talk to students in a social setting and identify any students who may need extra support or help.

Student wellbeing programs are implemented across the school with circle time used to allow students opportunities to talk about issues or concerns either at School or at home. Restorative practices are used with students to address difficulties between students. These practices ensure that the relationship is restored and each student can move on. Cyber safety is taught across all year levels culminating in the Grade 5/6 students completing the Alannah and Madeline foundation Digital Licenses which focuses on teaching students the skills so that they can keep themselves safe online.

All our Preps have a Year 5 buddy and we run a Pre-School helpers program for Year 4 students. Year 5 and 6 students attend transition programs at our local secondary schools. Our Pathway to Learning Program begins in Term 2 with focused teaching on the skills the students require to start Prep and School orientation and experience sessions. Our leadership program includes School and House Captains, Junior School Council and Responsibility Day. The Kids Hope Program identifies vulnerable students and matches them to a trained mentor who remains with them during their time at the school.

Finance performance and position

In 2021, we were in a deficit credit position due to the changes in staffing that had to be made during the COVID Pandemic. We will need to continue to monitor our budget to ensure that we can cater for the equipment and staffing needs due to the projected increase in enrollments from 2022 onwards. Grants for a new Futsal Pitch and Gym storeroom have been acquired in 2021. The Capital Works grant that was expended in 2021 focused on improving the flexibility of workspaces to ensure that staff and students have modern facilities that support modern teaching and learning practices. These grants will have a significant impact on the buildings and grounds as well as the Science teaching and Curriculum at the school. Equity Funding was used in 2021 to provide extra Literacy and Numeracy support for disadvantaged students. Operating costs continue to be monitored to ensure that funds are directed at the point of need for our students and staff.

For more detailed information regarding our school please visit our website at
www.lilydaleps.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 217 students were enrolled at this school in 2021, 110 female and 107 male.

7 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).
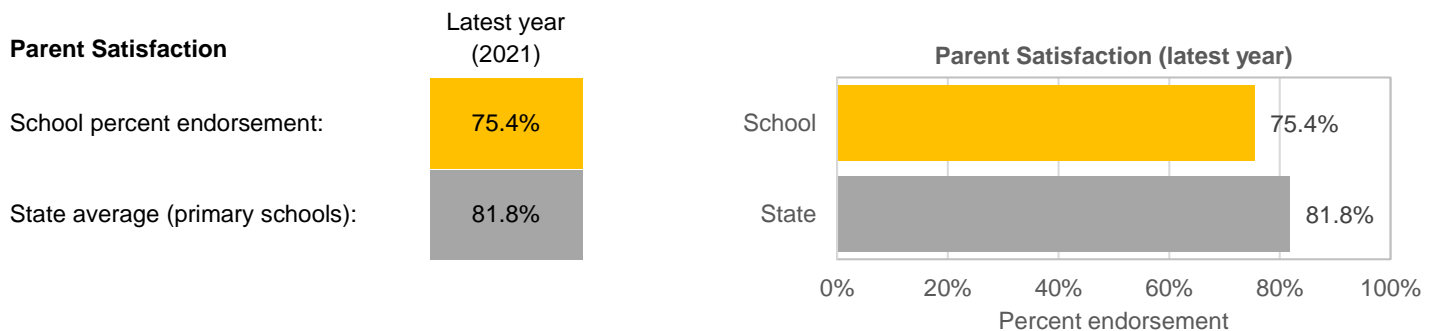
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.
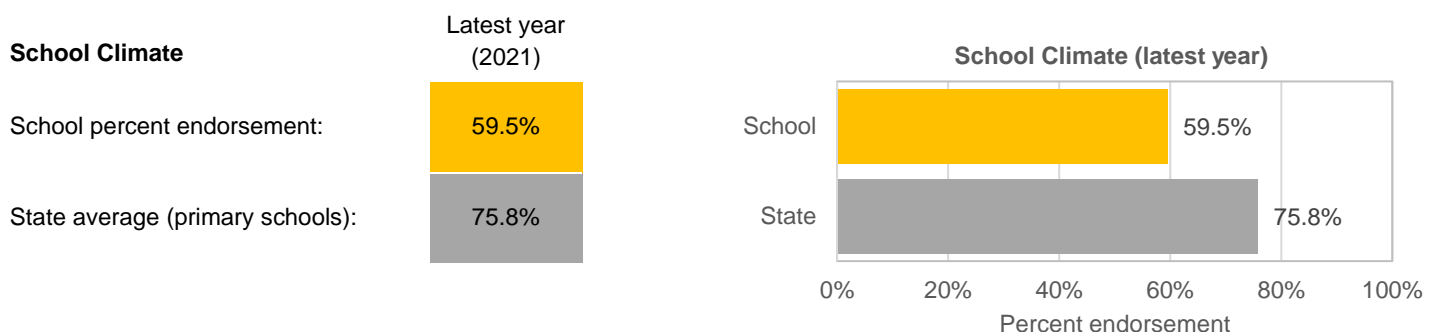
Parent Satisfaction	Latest year (2021)
School percent endorsement:	75.4%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

School	75.4%
State	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:	59.5%
State average (primary schools):	75.8%

School Climate (latest year)

School	59.5%
State	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:	84.9%
Similar Schools average:	82.9%
State average:	86.2%

English (latest (year) Years Prep to 6

School 84.9%
Similar Schools 82.9%
State 86.2%

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

Percent students at or above age expected level
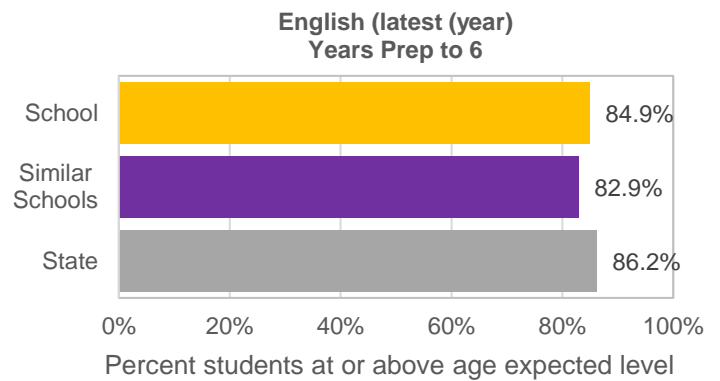
Mathematics **Years Prep to 6**	Latest year (2021)
School percent of students at or above age expected standards:	87.0%
Similar Schools average:	82.3%
State average:	84.9%

Mathematics (latest year) Years Prep to 6

School 87.0%
Similar Schools 82.3%
State 84.9%

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

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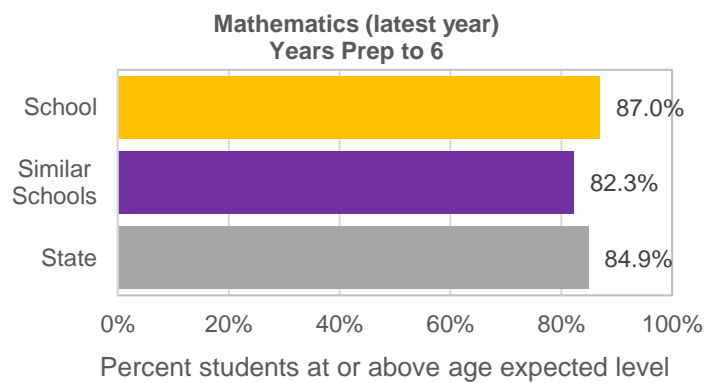
ACHIEVEMENT (continued)

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.
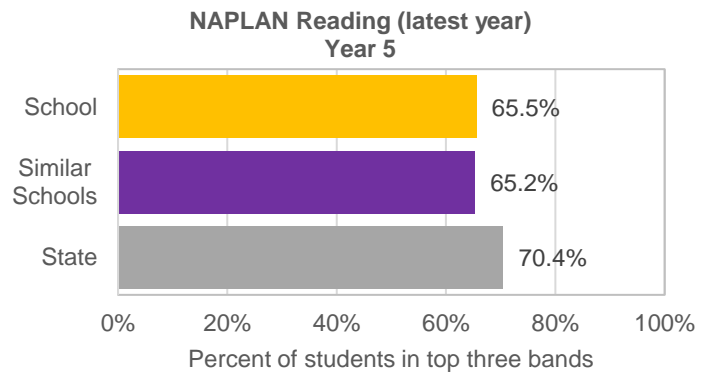
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	64.3%	69.9%
Similar Schools average:	71.5%	71.2%
State average:	76.9%	76.5%

NAPLAN Reading (latest year)
Year 3

School	64.3%
Similar Schools	71.5%
State	76.9%

Percent of students in top three bands
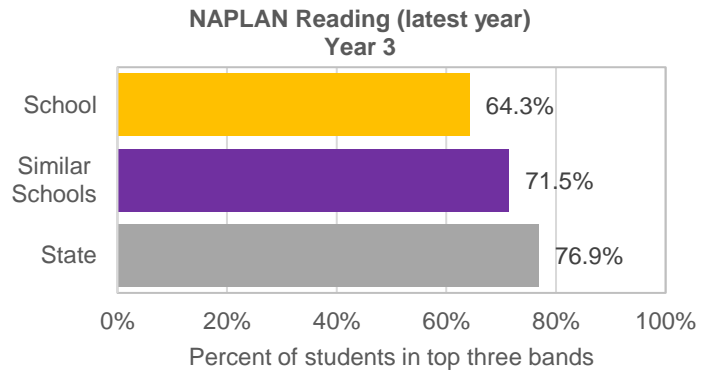
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	65.5%	65.8%
Similar Schools average:	65.2%	64.0%
State average:	70.4%	67.7%

NAPLAN Reading (latest year)
Year 5

School	65.5%
Similar Schools	65.2%
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:	60.7%	66.3%
Similar Schools average:	63.9%	64.5%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year)
Year 3

School	60.7%
Similar Schools	63.9%
State	67.6%

Percent of students in top three bands
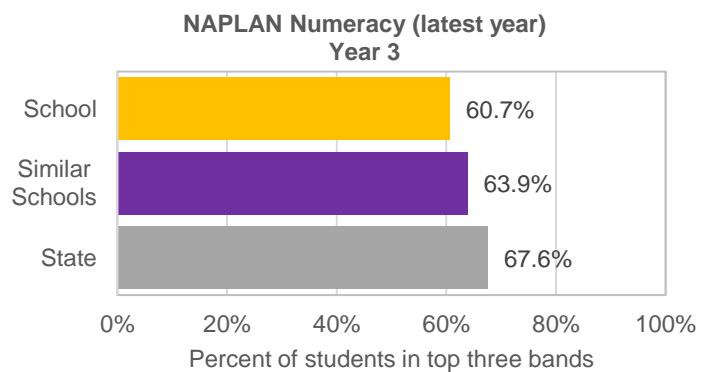
Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	62.1%	51.3%
Similar Schools average:	53.7%	52.9%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year)
Year 5

School	62.1%
Similar Schools	53.7%
State	61.6%

Percent of students in top three bands
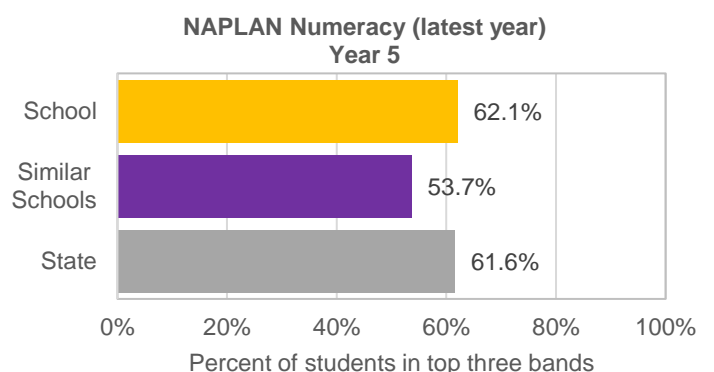
ACHIEVEMENT (continued)

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:	32%	46%	21%	22%
Numeracy:	29%	36%	36%	20%
Writing:	21%	66%	14%	18%
Spelling:	34%	52%	14%	19%
Grammar and Punctuation:	24%	45%	31%	21%

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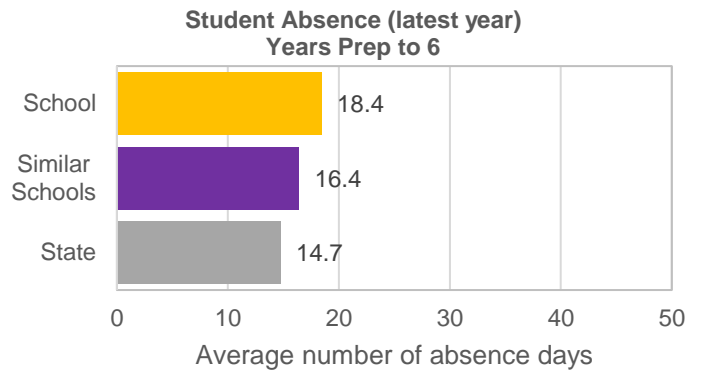**Year 3 - Year 5**
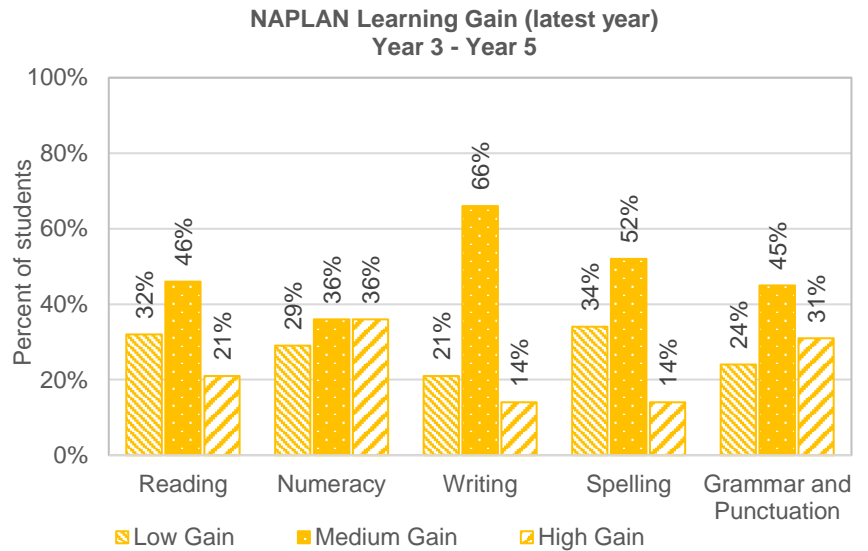
ENGAGEMENT

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:	18.4	16.8
Similar Schools average:	16.4	16.0
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School	18.4
Similar Schools	16.4
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):	94%	91%	91%	90%	91%	92%	87%

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:	97.2%	79.8%
Similar Schools average:	78.9%	79.6%
State average:	79.5%	80.4%
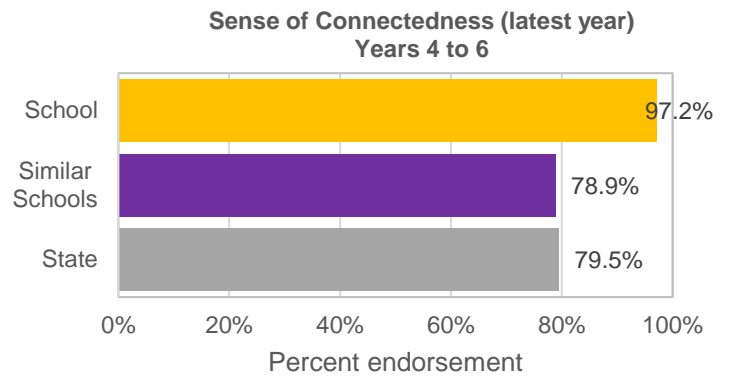
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School 97.2%
Similar Schools 78.9%
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).

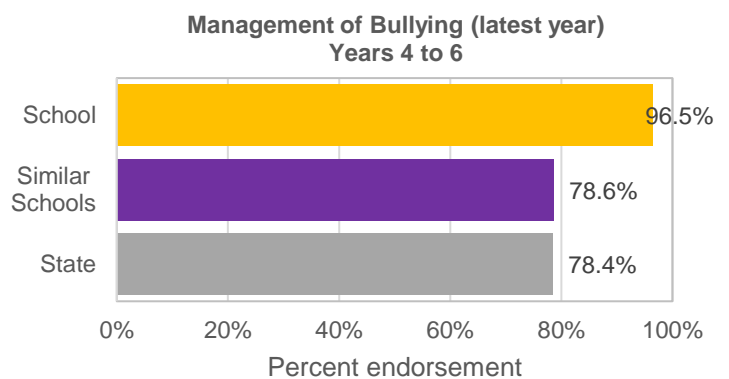| Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	96.5%	81.5%
Similar Schools average:	78.6%	79.8%
State average:	78.4%	79.7%

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 96.5%
Similar Schools 78.6%
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	$2,147,225
Government Provided DET Grants	$279,598
Government Grants Commonwealth	$13,702
Government Grants State	$0
Revenue Other	$6,592
Locally Raised Funds	$106,321
Capital Grants	$8,200
Total Operating Revenue	**$2,561,637**

Equity [1]	Actual
Equity (Social Disadvantage)	$115,203
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$115,203**

Expenditure	Actual
Student Resource Package [2]	$2,230,165
Adjustments	$0
Books & Publications	$1,238
Camps/Excursions/Activities	$58,055
Communication Costs	$5,177
Consumables	$37,256
Miscellaneous Expense [3]	$5,150
Professional Development	$6,171
Equipment/Maintenance/Hire	$41,198
Property Services	$42,050
Salaries & Allowances [4]	$63,849
Support Services	$27,170
Trading & Fundraising	$5,348
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$27,057
Total Operating Expenditure	**$2,549,884**
Net Operating Surplus/-Deficit	**$3,553**
Asset Acquisitions	**$92,395**

(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	$153,753
Official Account	$17,861
Other Accounts	$0
Total Funds Available	**$171,614**

Financial Commitments	Actual
Operating Reserve	$48,367
Other Recurrent Expenditure	$2,333
Provision Accounts	$0
Funds Received in Advance	$58,748
School Based Programs	$3,411
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	$20,253
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$133,111**

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.