**2021 Annual Report to**

**The School Community  
  
School Name: Wangaratta West Primary School (4642)**

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| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/" \t "_blank)). * 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 31 March 2022 at 05:29 PM by Kristy Keenan (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 06 April 2022 at 04:44 PM by Cam Meggs (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**

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| School context |
| Originally opened in 1950, Wangaratta West Primary School is located between Phillipson and Donald streets in Wangaratta. It is comprised of 23 classroom learning spaces located within four permanent blocks and three sets of relocatable buildings. A large multi-purpose hall, with attached canteen and music suite is adjacent to the main administration office block. This administration building also houses staffroom facilities, the principal and assistant principal offices and a wellbeing room. The Library and an Art room, along with a dedicated Science room complete the school’s built facilities. Within the school grounds are a number of adventure playground sets, a large hard-court area and grassed playing areas.   In 2021 the school’s enrolment was 485 students with a SFOE of 0.4185. Most students were drawn from within Wangaratta, with a small number travelling into the school by bus from surrounding rural areas.   The staff profile in 2021 consisted of a principal, 1.8 FTE (full time equivalent) assistant principals, 2.67 FTE learning specialist teachers, 24.6 FTE teachers (including specialist subject teachers), 1.4 FTE Learning Tutors. The Education Support team consisted of 10.49 FTE classroom support and administrative support staff, and a full time Business Manager. A wellbeing team supports the school’s students and families through the services of a 0.4 FTE Chaplain and a 0.8 FTE Wellbeing Officer. No staff in 2021 identified as Aboriginal and/or Torres Strait Islander.  The vision of Wangaratta West Primary School is to create learners for life who care for themselves, others and the environment.  Our school's values are: - Honesty - Respect - Resilience - Empathy - Gratitude  The school's intent (purpose) is to maximise the learning growth and achievement of all students in Literacy and Numeracy. There is an emphasis on high impact, data-informed practice in all areas of the curriculum but particularly in the teaching reading, writing and mathematics. The school has been focussing on developing and embedding a whole-school curriculum planning approach and making authentic links between Literacy and Numeracy learning and real-world contexts. The school has simultaneously focussed on developing all teachers’ capability to effectively engage students through differentiated and challenging learning experiences.  The school further seeks to improve the wellbeing of all students. Whilst survey data relating to the areas of managing bullying and effective classroom behaviour shows that students’ and parents’ perceptions have increased in relation to levels of positive endorsement, school leaders, staff and students identified that there are still opportunities to strengthen consistency of practice and to build a school-wide repertoire of intervention strategies to support all students’ emotional self-regulation and resilience. For this reason, this area was selected for focus and improvement again in 2022. In order to achieve this, the school will strengthen all staff members’ capability to implement agreed, multi-tiered wellbeing approaches and inclusive practices, as well as enhancing the school-wide culture of respect. Proactive approaches to building resilience and confidence will also be implemented.  Overseas students were offered access to intervention programs aimed at assisting with the development of literacy skills (Mini Lit/Multi Lit). Teachers also differentiated content and success criteria for students depending on individual skill levels. |
| Framework for Improving Student Outcomes (FISO) |
| Throughout 2021 our school made significant progress towards Strategic Plan goals through work against Key Improvement Strategies.   Goal #1 - To maximise the learning growth and achievement of all students in Literacy and Numeracy. The school focussed particularly on Key Improvement Strategy 2 of this goal, namely to "Develop all teachers’ capability to effectively engage students through differentiated and challenging learning experiences" This was done through: - Targeted whole staff professional development, particularly in the area of numeracy and grammar & punctuation - Providing staff with opportunities to learn from and with one another during timetabled collaborative planning time - The scheduling of weekly Professional Learning Community meetings focussed upon analysing data and planning targeted actions, and  - Support provided by both Learning Specialists, Leading Teachers and Assistant Principals. Professional Learning Community meetings and case management discussions allowed staff to collaboratively plan units of work with a focus on differentiation and provide targeted support for individual students whilst tutoring and intervention programs generated strong performance results for students.   Significant improvements were evident within both the Student Attitudes to School Survey and the Staff Opinion Survey (as shown below): Student Attitudes to School Survey: - Motivation and interest up from 71% (2020) to 76% in 2021 (target of 85% by 2024) - Differentiated learning challenge up from 77% (2020) to 85% in 2021 (target of 85% by 2024) - Stimulated learning up from 62% (2020) up to 73% in 2021 (target of 80% by 2024)  School Staff Survey: - Academic emphasis up from 50% (2020) to 68% in 2021 (target of 75% by 2024)  - Collective efficacy up from 63% (2020) to 74% in 2021 (target of 80% by 2024)  - Guaranteed and viable curriculum up from 66% (2020) to 86% in 2021 (target of 80% by 2024)  The school's approach to remote and flexible learning proved highly successful. Prioritised during 2021 was consistency across the school in relation to setting activities in the core areas of the curriculum, with teams working together to create and share videos/resources/lesson plans and setting consistent work expectations in line with DET guidelines. The school sought to ensure access to learning for all students was equitable and achievable for all students, providing hard copy packs as requested, offering video support for students and parents/carers, and by seeking parent/carer feedback to ensure the work set was hitting the mark for families. Anonymous parent/carer survey data supporting our approach included appreciation of:  • Daily WebEx meetings within daily routines.  • Encouraging, timely feedback (written and voice)  • The option of paper and pencil activities in addition to technology-based tasks • The ability of students to enact choice and take responsibility for their own learning through the matrix-based learning activities.  • The inclusion of both demonstration videos and live teaching • Teachers keeping in touch with families and making themselves available to help. Some of the beautiful feedback we received included: - “Keep up the awesome and creative work! The support and understanding from teaching staff has been amazing.” - “You're all doing an incredible job to keep delivering and changing your methods based on feedback. Thank you!” - “So appreciative of the hard work from everyone. Thank you all for the effort you are ALL continuing to put in to keep our kids engaged and involved in their learning with a mixture of hands on, tech based and traditional pen and paper work. Keep up the amazing efforts.” - “The teachers are doing a great job despite the extremely hard circumstances. This is not how anyone wanted school to be. Please let them know they’re doing an amazing job, and we know it’s hard.”  The school's second Key Improvement Strategy relating to this goal, namely to "Develop and embed a whole-school curriculum planning approach that makes authentic links between Literacy and Numeracy learning and real-world contexts", will be addressed in 2022 and beyond.   Goal #2 - To improve the wellbeing of all students In 2021 the school focussed particularly on Key Improvement Strategy #2 - "Enhance the school-wide culture of respect, and the proactive approaches to building resilience and confidence" . This was done through teachers planning explicit activities to build students' respect, resilience and wellbeing within weekly timetabled lessons and the inclusion of wellbeing activities within weekly tasks set as part of each period of remote and flexible learning. Students also engaged in targeted learning provided by the Resilience Project with funds allocated within the budget to engage guest speakers from The Resilience Project to provide professional learning for staff, students and the community. Staff also articulated a consistent school-wide language when addressing student behaviours (positive and undesirable).  Significant improvements were evident within the Student Attitudes to School Survey (see below): - Students at this school treat teachers with respect (up from 54% in 2020 to 66% in 2021) - Students at this school treat each other with respect (up from 51% in 2020 to 62% in 2021) - It is okay to be different at this school (up from 86% in 2020 to 95% in 2021)  The Parent Opinion Survey showed similarly strong results in relation to respect. For example: - Respect for diversity rose from 88% positive in 2020 to 89% in 2021 - Confidence and resiliency skills rose from 88% in 2020 to 92% in 2021  The school's other Key Improvement Strategy relating to goal 2, namely to "Strengthen all staff members’ capability to implement agreed, multi-tiered wellbeing approaches and inclusive practices" has been prioritised for 2022. |
| Achievement |
| In relation to student achievement our school had two key focus areas throughout 2021 - Numeracy and Grammar & Punctuation. Within both of these key curriculum areas the goal was to decrease the percentage of students making low growth in NAPLAN between years 3 and 5, and increase the percentage of students making high growth. The school aimed to achieve this by implementing a number of strategies and initiatives including:  - The refinements of the Tutor Learning Initiative which was hugely successful. Improvements were seen not only in student data, but also in confidence and mindset.  - Staff collaboratively planning units of work based on relevant, timely student data, with a focus on differentiation and providing targeted support for individual students.  - The expansion of the school's Mini Lit & Multi Lit reading intervention programs to support and enhance students' reading progress  - Individual Education Plans created for students in need of academic support - Extension opportunities provided for students including the Extension and Enrichment program (120 students enrolled) and the Victorian High Ability Program (12 students enrolled).  Our 2021 student NAPLAN results showed fantastic results across all curriculum areas (see below): - Reading: 56% of students in year 3 placed in the top 2 bands, outperforming both similar schools (50%) in top 2 band results. Only 10% of students placed in the bottom 2 bands. Year 5 students achieved the best results in 5 years in relation to both top 2 band and bottom 2 band data. 38% of year 5 students placed in the top 2 bands, outperforming similar schools (33%). 94% of students placed in the top or middle bands, meaning that only 6% of students were placed in the bottom 2 bands.   - Writing: Year 3 students achieved the best results of our school in the last 5 years. 54% of students in year 3 placed in the top 2 bands and only 7% placed in the bottom 2 bands. Students outperformed similar schools (40%) and were only 1% off state (55%) in top 2 band results.  21% of students in year 5 placed in the top 2 bands, outperforming similar schools (12%) and state (20%) alike.   - Numeracy: Year 3 students achieved the best results of the past 5 years with 38% of students placing in the top 2 bands, outperforming similar schools (29%) and only 3% off state in top 2 band results. Only 6% of students placed in the bottom 2 bands, meaning that 94% of students were at or above the expected level.  19% of year 5 students placed in the top 2 bands and 13% in the bottom 2 bands (down from 19% in 2020).   - Spelling: Consistently strong results in year 3 with 56% of students placing in the top 2 bands. The school also outperformed similar (35%) and state (50%) in top 2 band results. More than 1/3 of students (36%) placed in the top 2 bands or spelling, outperforming similar schools (23%) and placing them only 1% off state (37%) in top 2 band results. Only 12% of students placed in the bottom 2 bands.  - Grammar & Punctuation: Year 3 students again achieved the school’s best results in 5 years. Almost 2/3 of students in year 3 (63%) placed in the top 2 bands and outperformed similar schools (50%) and state (60%) in top 2 band results. Year 5 students also achieved the best results our school has seen in the last 5 years. 33% placed in the top 2 bands, outperforming similar schools (25%) and finishing only 2% off state (35%). Only 9% of students were in the bottom 2 bands.  The school's 2021 Annual Improvement Plan targets for Numeracy were unfortunately not met as these were based on growth rather than band performance. We aimed for less than 25% of students making low growth however the data trended upwards from 31% low growth in 2019 to 43% low growth in 2021. Similarly the school aimed for more than 25% of students to make high growth however only 14% of students fit into this category in 2021. This became a focus within the 2022 Annual Improvement Plan.  Alternatively great progress was seen in relation to Grammar and Punctuation. The school aimed for less than 35% of students making low growth (down from 53% in 2019) and this was achieved, with 29% of students making low growth. Similarly the school aimed for more than 18% of students to make high growth (up from 13% in 2019) and this too was achieved (with 29% of students making high growth).  PSD students - In 2021 there were 19 students funded under the Program for Students with Disability. Each of these students had an Individual Education Plan with both long and short term goals articulated and each made progress towards these goals throughout the year. Each were supported by an Education Support staff member and were provided with access to additional programs within the School including reading intervention, Tutor Learning Initiative and/or Hands On Learning.  Future Directions (2022) for Wangaratta West Primary School in relation to student achievement include: - A strong focus on students' academic growth in numeracy, particularly in the middle years (3-5). - A focus on improving growth mindsets in numeracy, particularly with female students in the middle years.  - A review of the whole school teaching and learning model to include opportunities for links to be made between literacy and numeracy, and for connections to be made to real world contexts. - A reinvigoration of the school's approach to teaching writing through a transition towards 6+1 Writing Traits. |
| Engagement |
| In relation to improving student engagement, the school worked hard to maximise learning through enhancing motivation and stimulating learning opportunities. Student Attitudes to School survey data reflected improvements in Stimulating Learning (up from 62% in 2020 to 73% in 2021) and Student Motivation (up from 71% in 2020 to 76% in 2021)   Throughout 2021 a number of strategies and initiatives supported these improvements, including: - The introduction of a shift towards Inquiry learning, with units of work culminating in a WOW Week which showcased student learning. - Students being offered a range of intervention and engagement programs (Tutor Learning Program; Hands On Learning; Reading intervention, etc.). - Differentiated learning tasks and activities offered for students at various levels.  - The development Individual Education Plans for students requiring further adjustments (extension or support). A number of positive recognition strategies were also used to celebrate successes including postcards written by staff, Principal awards/Students Of The Week, values wristbands and class reward systems.   Parent feedback through the Parent Opinion Survey was strong and showed improvements upon 2020 data. In particular: - Student motivation and support - 84% positive response rate - Stimulating learning environment - 86%  Improving student engagement through connectedness was also a focus. Enhancing student connectedness and engagement during periods of remote and flexible learning was obviously challenging however the school worked hard to maintain strong connections with students and their families during these times. This included:  - The use of Seesaw as a consistent remote learning platform, with links to weekly learning packs, daily Webex links, and live teaching session links. Skill building workshops were run for staff resulting in improvements to knowledge and competence, and staff confidence with live teaching through Webex increased.  - A range of learning programs/engagement strategies offered during both on site and remote/flexible learning to increase connections with the school (i.e. Hands On Learning, live teaching, online wellbeing sessions, etc.) - Attempts to further enhance school communication methods through increasing the school's use of Seesaw, email, newsletters, facebook and texts. - The establishment of a Prep 2022 Seesaw page to encourage early participation with the platform by families and to communicate information/share videos to increase student familiarity with the school.   Parent feedback through the Parent Opinion Survey also showed improvements upon 2020 data in this area, such as: - School connectedness - 88% - "There is effective two-way communication between the teachers and parents/caregivers/guardians at this school" - 89% positive response rate.   Within the Parent Opinion Survey, parents and carers commented directly on our approach to remote and flexible learning. The following data were collected: "I feel well supported by my child's school and teachers to help my child learn from home" - 87% positive response rate "I can contact my child's teacher(s) when I need to" - 93% positive response rate Overall, how satisfied are you with the school's approach to remote and flexible learning? 82% positive response rate.   Non-attendance, both during on site learning and periods of remote and flexible learning, was a focus of the attendance team at the school. Strategies to improve attendance and engagement with schooling included: Daily texts where students were absent; follow-up calls made by classroom teachers, the school chaplain, wellbeing leader and/or member of the leadership team; and deliberate actions to re-engage students who were showing signs of disengagement including the delivery of hands on home learning packs.  The next focus area for the school is a shift to inquiry learning in order to enhance student engagement. |
| Wellbeing |
| In 2021, Wangaratta West Primary School sought to improve student resilience and provide a safe, calm learning environment for students with effective management of bullying and improved student behaviour. The Student Attitudes to School survey data reflected improvements in each of these areas, including: - Management of bullying - 83% positive response rate, above similar schools (78%) and state (79%) - Not experiencing bullying - 84% positive response rate, again above similar schools (79%) and state (82%).   The school also set the goal of improving Student Attitudes to School Survey data in relation to School Connectedness: "I feel like I belong at this school", aiming to move positive responses to this particular prompt from 68% in 2020 to 75% in 2021. This was achieved (with a 75% positive response rate in 2021). School connectedness overall rose from 78% in 2019 and 73% in 2020 to 80% in 2021. This was equal to the state and similar schools (79%).  The Parent Opinion Survey showed similarly strong results in relation to respect. For example: - Confidence and resiliency skills - 92% positive response rate - Management of bullying - 86% positive response rate - Promoting positive behaviour - 94% positive response rate - Overall safety - 87% positive, above similar schools (82%) and state (83%).   To support students' wellbeing, the school: - Provided a targeted focus on building students' resilience through the school-wide explicit teaching of resilience. The resilience budget was utilised to purchase Resilience Journals and finance presentations for staff, students and parents/carers. - Made deliberate attempts to strengthen relationships with students and families, particularly 'at-risk' students, in order to increase their sense of belonging. - Provided individualised support to students and families (school chaplain and/or wellbeing leader) - Promoted wellbeing throughout remote learning through regular staff check ins and the inclusion of wellbeing activities within students' weekly planners (each level including wellbeing activities within their weekly matrix). This was positively received by parents and carers (evidenced through feedback). - Created Behaviour Support Plans for students, held regular Student Support Group meetings and made numerous applications for Severe Behaviour Support funding. - Employed several additional Education Support staff to assist students within the classroom and in the yard. - Celebrated positive behaviour through Student of the Week awards, Principal awards, Values wristbands and positive praise. |
| Finance performance and position |
| The school carried forward a surplus within both cash funds available at end of year and credit (staffing) as part of careful budgeting for future planned expenditure. Significant expenditure for 2022 include the recarpeting of an entire pod (4 classrooms plus an additional middle area), the rubber surface to be laid on the third basketball court (postponed to 2022 due to COVID lockdowns), the landscaping of the Out of School Hours Care area, funds held for the ongoing upgrade of student iPads and additional staffing costs associated with Education Support staffing beyond allocation (whilst awaiting funding applications) and additional expenditure on Casual Relief Teachers caused by staff isolation periods).   The school received $260,475 in equity funding in 2021. This was used for staffing such as the school's chaplain, wellbeing leader, speech therapist and education support staff delivering reading intervention programs. It was used to facilitate the school's positive behaviour program and cover costs associated with The Resilience Project, and was used to support the welfare of our disadvantaged students and families through initiatives such as fresh fruit Wednesdays, support for camps/excursions, Breakfast Club and more.   The school entered into a contract with a cleaning company, coordinated by the school council. No other contracts, agreements or arrangements were entered into by the school council.  The school successfully obtained a grant for a new inclusive playground as part of the Inclusive Schools program (totalling approximately $200,000) as well as gaining approval for substantial grounds modifications through the Accessible Building Program. |
| **For more detailed information regarding our school please visit our website at <http://www.wangwestps.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 483 students were enrolled at this school in 2021, 230 female and 253 male.

4 percent of students had English as an additional language and 3 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.

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| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 86.3% |
| 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.

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| **School Climate** | Latest year (2021) |
| School percent endorsement: | 81.7% |
| 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.

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| **English**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 86.3% |
| Similar Schools average: | 79.2% |
| State average: | 86.2% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 81.6% |
| Similar Schools average: | 78.2% |
| 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.

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| **Reading**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 78.0% | 78.3% |
| Similar Schools average: | 69.6% | 70.4% |
| State average: | 76.9% | 76.5% |

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| **Reading**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 77.9% | 70.6% |
| Similar Schools average: | 64.1% | 61.5% |
| State average: | 70.4% | 67.7% |

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| **Numeracy**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 70.9% | 65.2% |
| Similar Schools average: | 57.1% | 61.6% |
| State average: | 67.6% | 69.1% |

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| **Numeracy**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 64.1% | 55.1% |
| Similar Schools average: | 52.3% | 50.4% |
| State average: | 61.6% | 60.0% |

ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all ‘similar’ Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as ‘High’; middle 50 percent is ‘Medium’; bottom 25 percent is ‘Low’.

**Learning Gain**

**Year 3 (2019) to Year 5 (2021)**

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|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 25% | 66% | 8% | 19% |
| Numeracy: | 45% | 41% | 14% | 19% |
| Writing: | 27% | 48% | 25% | 17% |
| Spelling: | 29% | 38% | 33% | 17% |
| Grammar and Punctuation: | 27% | 44% | 29% | 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 15.9 | 14.8 |
| Similar Schools average: | 16.7 | 16.0 |
| State average: | 14.7 | 15.0 |

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| **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% | 93% | 94% | 91% | 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).

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 80.0% | 76.5% |
| Similar Schools average: | 78.8% | 80.0% |
| 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: | 83.0% | 79.0% |
| Similar Schools average: | 78.9% | 80.6% |
| 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 | $4,646,389 |
| Government Provided DET Grants | $647,127 |
| Government Grants Commonwealth | $208,623 |
| Government Grants State | $0 |
| Revenue Other | $22,355 |
| Locally Raised Funds | $276,640 |
| Capital Grants | $0 |
| Total Operating Revenue | **$5,801,132** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $260,475 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$260,475** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $4,392,129 |
| Adjustments | $0 |
| Books & Publications | $2,054 |
| Camps/Excursions/Activities | $73,080 |
| Communication Costs | $8,676 |
| Consumables | $107,611 |
| Miscellaneous Expense 3 | $12,210 |
| Professional Development | $35,235 |
| Equipment/Maintenance/Hire | $131,330 |
| Property Services | $326,991 |
| Salaries & Allowances 4 | $300,019 |
| Support Services | $47,811 |
| Trading & Fundraising | $54,770 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $51,948 |
| Total Operating Expenditure | **$5,543,865** |
| Net Operating Surplus/-Deficit | **$257,267** |
| Asset Acquisitions | **$0** |

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

FINANCIAL POSITION AS AT 31 DECEMBER 2021

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $408,012 |
| Official Account | $46,582 |
| Other Accounts | $0 |
| Total Funds Available | **$454,593** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $155,700 |
| Other Recurrent Expenditure | $14,468 |
| Provision Accounts | $1,931 |
| Funds Received in Advance | $0 |
| School Based Programs | $0 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $30,000 |
| Repayable to the Department | $112,000 |
| Asset/Equipment Replacement < 12 months | $70,000 |
| 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 |
| Total Financial Commitments | **$454,098** |

*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.*