

2021 Annual Report to The School Community



School Name: Caulfield South Primary School (4315)



- 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 23 June 2022 at 07:24 AM by Gayle Yardley (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 12 July 2022 at 05:18 PM by Charles Ngu (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

School Vision and Values:

At Caulfield South Primary, our mission is to empower active, global citizens who understand that they can make a positive difference in our world.

We aim to develop critical and creative thinkers with a high degree of resilience and empathy. This will be achieved through challenging, concept-driven inquiry learning that promotes collaboration and learner agency.

As a community of learners, we value the collaborative partnership between our students, staff, families and the wider community and the crucial role that this plays in achieving the best outcomes for our school.

As an International Baccalaureate World School, Caulfield South Primary values the development of the attributes of the IB Learner Profile. We strive to be reflective, balanced, knowledgeable, caring, open-minded, courageous, principled, communicators, thinkers and inquirers.

School Purpose:

Caulfield South Primary School aims to continue to improve academic outcomes for students, prioritising the key curriculum areas of literacy and mathematics. We also aim to continue to build student voice and agency across the school. To this end, we are focusing on building collective teacher efficacy to support student learning through robust, school-wide pedagogical initiatives, and empowering students to take more ownership of their learning through supported opportunities for choice and reflection. A sustained focus in these areas is important for our school so that we can continue to build upon the strong progress that has been made in recent years.

Priorities for the school include further developing the school's inquiry-based instructional model to ensure more consistent practice between classrooms. We will further develop our data-driven approach to the teaching of writing and explore additional opportunities for the school-wide moderation of literacy. We will continue to embed concept-based, deep-level numeracy engagement, supported by high impact mathematics teaching strategies, and expand opportunities for the targeted support of priority cohorts. Additional priorities will also include embedding opportunities for student agency across the school and building the school community through engagement in learning, collaboration and effective communication.

About us:

Caulfield South PS is located in a high socio-economic (Student Family Occupation Education SFOE band: Low 0.0960) area in South East Melbourne. The school has maintained a population of generally just under 500 children over the past 5 years. In 2021, there were 22 grades with a workforce consisting of 2 principal class, 1 leading teacher, 2 learning specialists, 28 teachers and 7 education support staff. There is a total of 37.5 EFT staff with one ongoing teacher of Aboriginal or Torres Strait Islander descent.

There is a strong focus on teamwork and collaboration across the school community. Teachers plan collaboratively in teams, supported by a Primary Years Programme (PYP) Coordinator, with the aim of creating an engaging, differentiated and supportive learning environment. These collaborative structures give teachers the opportunity to support and learn from one another.

Specialist teaching is provided in Visual and Performing Arts, Physical Education and LOTE (Italian), and as an International Baccalaureate school, collaborative planning meetings are integral to assisting the transdisciplinary nature of the school's Programme of Inquiry. Additional teaching and learning intervention and support is provided for students identified in need. This is led by a trained reading recovery teacher and includes some part-time teacher-allocated hours as well as teacher aides assigned to support student learning. Professional development for teachers is informed by the work of the Professional Learning Action Teams (English, Mathematics, Respectful Relationships, Indigenous Perspectives and Inquiry Learning) and Focus Teams (eLearning, Sustainability, STEAM and Student Leadership). There is also whole staff professional learning on Curriculum Days to support the development and delivery of challenging, concept-driven inquiry learning that promotes collaboration and learner agency. These collaborative

structures give teachers the opportunity to support and learn from one another.

There are extra-curricular programs such as instrumental music, voice training, orchestra and chess during school time as well as a Hebrew language program and sporting activities offered before or after school, on a user-pays basis. There are agreements and/or arrangements entered into by the school council to support these programs where required. The school has a camp program that runs across all year levels, beginning with 'at school', out of hours events for Foundation to Year 2, and three-day camps for students in Years 3 to 6. Our Programme of Inquiry is supported by numerous guest speakers and incursions, run by members of the wider school community or the community at large, in addition to year-level excursions to external locations, all of which enrich student learning.

Framework for Improving Student Outcomes (FISO)

In 2021, under the Department of Education's State wide 2021 Priorities Goal, the school's FISO priorities were:

- Positive Climate for Learning (Happy, active and healthy kids priority)
- Excellence in Teaching and Learning (Learning catch-up and extension priority), and
- Community Engagement in Learning (Connected schools priority).

Happy, active and healthy kids priority:

The school's decision to create a Respectful Relationships (RR) Professional Learning Action Team in 2021 saw continued improvements in our school's ability to implement the program. In addition, the decision to allocate more specialist teacher time towards the implementation of the Respectful Relationships action plan during staff meetings, meant that more progress was made with RR initiatives. The school has continued to actively participate in RR regional network activities remotely and in person, and this has further supported our progress.

During home learning, significant efforts were made across the school to better provide for students who required adjustments and further support. These student needs were identified by classroom teachers, Wellbeing and Leadership teams. These adjustments included extra teacher time and participation in the Tutor Learning Initiative throughout the remote and flexible learning program, parent meetings, and differentiated learning resources. Students who required it, were supported to complete their remote learning onsite, with regular communication between home and school about the need for this and the level of support required. Students were also supported through meetings and lessons that had the involvement and commitment of intervention teachers and Education Support staff.

Positive growth in student reporting of school connectedness, motivation and confidence measures on the annual Student Attitudes to School Survey (ATOSS) are one indication that school efforts in this area throughout another year of remote learning were effective in supporting our students.

ATOSS Data Percent Positive 2020/2021

- Sense of Connectedness- 75%/85%
- Motivation and Interest 78%/88%
- Sense of Confidence 77%/87%

Learning, catch-up and extension priority

As a consequence of some preliminary steps the school took at the end of 2020, we were able to begin the Tutor Learning Initiative (TLI) very early in Term 1 2021. By the end of Term 1, we had provided intervention to students from Prep to Year 6 in areas of literacy and mathematics, focussing on phonics and reading strategies and also mental number and computation strategies. Beyond Term 1, and throughout subsequent periods of home learning, the TLI and other interventions have continued in person or remotely, with minimal disruption.

To support teachers with point-of-need teaching and data monitoring and analysis, staff professional learning and protected meeting time was allocated to engage with and analyse student data and associated student Individual Learning Improvement Plans. Whilst this was disrupted during lockdowns, we were able to proceed with this in a reduced capacity never-the-less, therefore continuing to contribute to purposeful planning.

We were able to complete one round of teacher observations in Term 1, and another round was partially completed in Term 2. Further progress, including learning walks and observations was disrupted during remote learning, although a

limited number of staff were able to organise some peer observations of remote learning, with some positive feedback from teachers. Teachers continued to work very closely together throughout the year, and collaborative planning and analysis of student work continued uninterrupted.

The changes in learning context have provided challenges for teachers when differentiating, however this has been a strong focus of teaching teams and teachers have developed a greater range of strategies to support diverse learning needs. During home learning, increased use of small group live teaching sessions, and improvements to asynchronous learning tasks, supported differentiation and personalisation of teaching and learning.

Student learning goals is an area that has been challenging during remote learning. Replacing Student-Led Conferences with Parent Teacher Interviews in Term 2 (due to remote learning changes in priorities), removed one of the most significant opportunities that students, teachers and parents have to come together to reflect on progress and set future goals, with strong student input. In lieu of this meeting, some student goal setting occurred in conference with teachers, but not as consistently or as meaningfully as can be done during Student-Led Conferences. Furthermore, in many instances, the goals students set for themselves were not as immediately relevant to the student following the change in learning priorities and challenges that many students encountered during home learning. Finally, remote learning impacted on some collection of student academic data, so this was not as available as would otherwise have been possible.

Connected schools priority

Sadly, COVID-19 restrictions did not allow school events and community connections to commence in 2021, in the way that the school and community would have liked. School community events in particular, were very difficult to organise and run. Some events, such as the Year 2 Sleepover, were able to be postponed until COVID-19 restrictions eased. Other events, such as the School Disco, were able to be modified so that they could take place remotely online. The Parents' Association ran a few social events, such as a Movie Night, and continued to run meetings online throughout the year to maintain connections and plan as much as possible under the conditions inflicted by the pandemic.

The school worked very hard on communications during the year, and especially during periods of remote learning, providing written communication through the school newsletter and the Flexischools App, as well as video messages from teachers and school leadership, parent information webinars and student-led assembly videos that were produced in collaboration with teachers, school leadership and families when workable. Feedback from the school community indicated that this was very much appreciated, especially when many of our families were experiencing the challenges associated with supporting remote learning alongside their other commitments. Classroom teachers worked collaboratively to put together clear and detailed communication of remote learning activities and expectations. This was supported by the school leadership team through providing templates and clear communication of expectations.

Achievement

Against the standard academic measures of teacher judgements and NAPLAN results, Caulfield South Primary School performed well above the State average and overall comparably with similar schools.

In English, teacher judgements show that 95% of students achieved at or above their expected level. This was well above the State average of 86% and equivalent to the similar schools average of 95%. In NAPLAN Reading, 88% of Year 3 students achieved in the top 3 bands, above the State average (76%) and just below similar schools (90%). This trend was repeated in Year 5, with the school's 85% in the top 3 bands being above the state mean (70%) and slightly below similar schools (87%).

In Mathematics, teacher judgements show that 93% of students achieved at or above their expected level. This was well above the State average of 85% and slightly below the similar schools average of 95%. In NAPLAN Numeracy, 91% of Year 3 students achieved in the top 3 bands, above the State average (68%) and above similar schools (84%). Similarly in Year 5, the school achieved 82% of students in the top 3 bands, this being well above the state mean (62%) and slightly above similar schools (79%).

Whilst these very pleasing headline measures indicate that the school is supporting our students to achieve very strong

educational outcomes in Literacy and Numeracy, NAPLAN analysis of learning gain for matched students between Year 3 and Year 5 in Literacy, indicates higher than desirable numbers of students in the medium growth category in Writing (69%), the low growth category for Reading (46%) and the medium growth category for Grammar and Punctuation (57%). Measures are included in the 2022 Annual Implementation Plan that focus on supporting more students to achieve high growth in Literacy.

Engagement

As mentioned in the commentary on FISO, positive outcomes for Attitudes to School Survey measures of student connection, motivation and interest, and self-confidence when compared to results from previous years were pleasing to observe, particularly when put in the context of such a difficult period for many students, going through multiple long periods of remote learning and pandemic-related restrictions on social and community involvement. These survey results support anecdotal observations that students were grateful when they were able to be at school, felt well supported during remote learning and appreciated their time at school so much more with the growth in perspective that this period served to develop. School absence data showing 96-97% student attendance throughout 2021, and less than half the state average of days absent from school by our students (7.1 compared to 14.7), were further positive measures of student engagement.

Significant efforts by our staff to engage students and maintain connections through periods of remote learning, combined with the enormous effort of our school community to support their children's participation in learning during these periods, are major factors that the school attributes to these positive outcomes.

Wellbeing

Despite the positive measures of student engagement, for some of our students there have been longer-lasting wellbeing impacts from periods of isolation and remote learning. Supporting students and families through these challenges was a high priority for the school throughout 2021 and this will continue in 2022. This support involved wellbeing phone calls and meetings, classroom-level adjustments, reprioritisation of social and emotional learning tasks (including the Respectful Relationships program) and use of flexible learning spaces. Beyond the classroom this has also included professional learning for teachers, liaising with Department of Education support services and linking in with external providers for wellbeing support and intervention.

During the time of Remote Learning, vulnerable students were identified by the school and offered the opportunity to complete their remote learning program onsite, under the supervision of teachers. This process involved discussions between classroom teachers, parents and the school leadership team, working together to best support students. Onsite staff were aware of the different needs of the students attending onsite and were able to support and cater to their specific needs. Classroom teachers closely monitored the engagement of all of their students and referred any concerns about student wellbeing and engagement to the school leadership team that worked with teachers and parents to resolve problems and support student wellbeing and learning.

Student wellbeing and engagement was a focus in staff meetings, particularly throughout the periods of remote learning. Staff regularly shared ideas of activities and games that resulted in high student engagement and teams used these ideas when planning their remote learning program.

Finance performance and position

Caulfield South Primary School maintained a solid financial position in 2021 whilst continuing to work in the extraordinary circumstances caused by COVID-19 and the significant impact this had on normal school operations. The 2021 Annual Implementation Plan aligned closely with Department priorities introduced to address the issues arising out of the pandemic and these goals and priorities continued to be supported by school council allocation of funds. Years of diligent fiscal management ensured additional expenses incurred by COVID-19 and the challenges of a changed learning context, along with the resultant OH&S requirements, were well covered by the school's reserve

funds.

The school renovated a large storage space to provide a 'conference room' which now accommodates social distancing of staff as an additional staffroom, while also providing a further learning space for small groups and catch-up teaching sessions provided for by funding from the Tutor Learning Initiative. This new room also provides an additional well-ventilated space for parent and other meetings that better caters for social distancing and supports health of well being of the students, staff and community.

Although the outcome of such exceptional expenditure whilst operating under such unusual circumstances, was an operating deficit in 2021, the school still managed to finish the year with a healthy financial balance overall. Sound financial management throughout this time ensured that school expenditure remained closely aligned to the school's goals and priorities and the wellbeing and ICT needs of remote and flexible learning.

Budgets and school finance reports were diligently prepared and monitored by our Business Manager and monitored by school budget coordinators, the school principal, leadership team and school council. Funds have been astutely expended for student learning and wellbeing during this time as well as to continue to maintain buildings and grounds to the high expectations of our community.

During 2021, school fundraising opportunities were once again extremely limited, adding to the tighter than usual financial position of the school.

Equity funding was expended as planned to support the 2021 Annual Implementation Plan and to support students in need, as a result of lockdowns and extended periods of remote and flexible learning.

In the second half of 2021, we received our first Tier 2 Disability Inclusion Funding. These funds were used to provide support to students by way of supplementary resources that strengthened our school's capacity and capability to provide required adjustments and inclusive practice for students with a disability who require support outside of the individualised funding of the Program for Students with a Disability, which is provided to eligible students. The Tier 2 funding afforded our school the opportunity to provide additional teaching and support time as well as time to build staff knowledge and capacity in this area.

There are agreements and/or arrangements entered into by the school council where required to support external programs that are run using school facilities, all of which support the school community while minimising the disruption to the use of facilities required for ordinary school purposes. The school received less income as a result of these external hirers also suffering from the negative impact of the pandemic. School Council endorsed amendments to agreements where required.

Concerns have been raised with the Department about how the school has expended locally raised and Department funds to support the achievement of educational outcomes and other operational needs of the school, and whether expenditure has been consistent with Department policies, School Council approvals, and the purpose for which funding was provided or raised. The Department is in the process of addressing these concerns.

For more detailed information regarding our school please visit our website at
<https://caulfieldsthps.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 499 students were enrolled at this school in 2021, 247 female and 252 male.

12 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

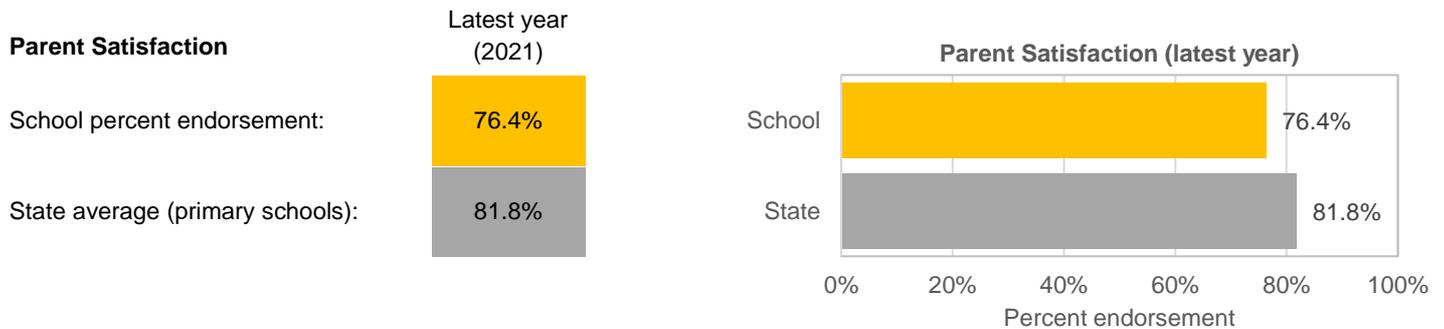
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

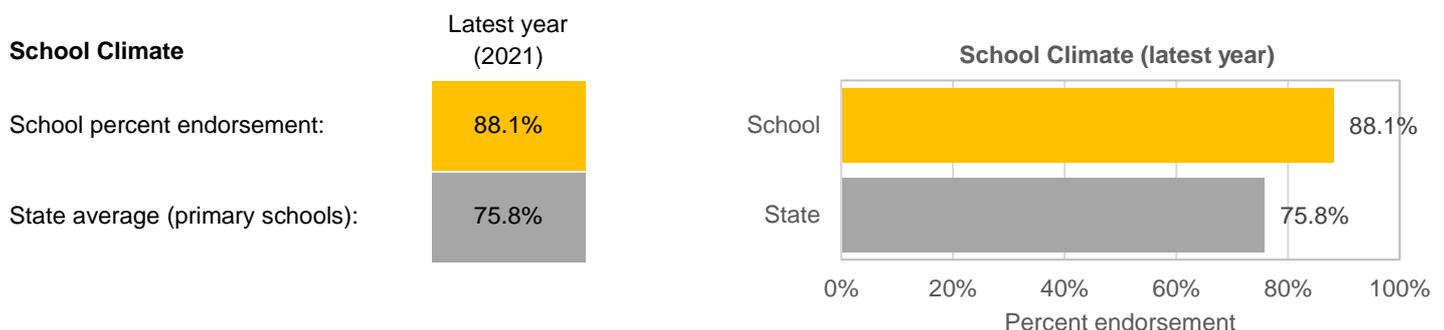


School Staff Survey

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:

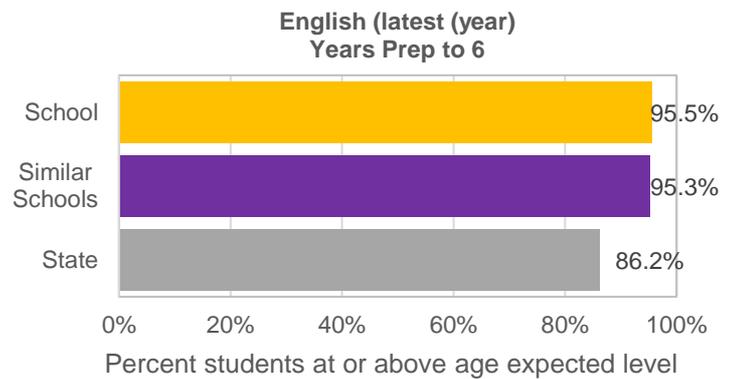
95.5%

Similar Schools average:

95.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

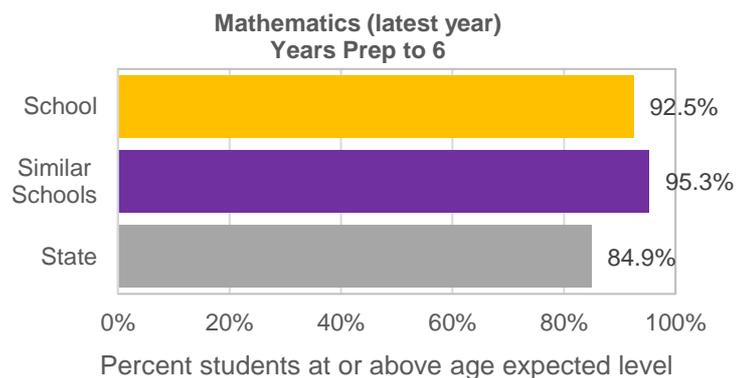
92.5%

Similar Schools average:

95.3%

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.

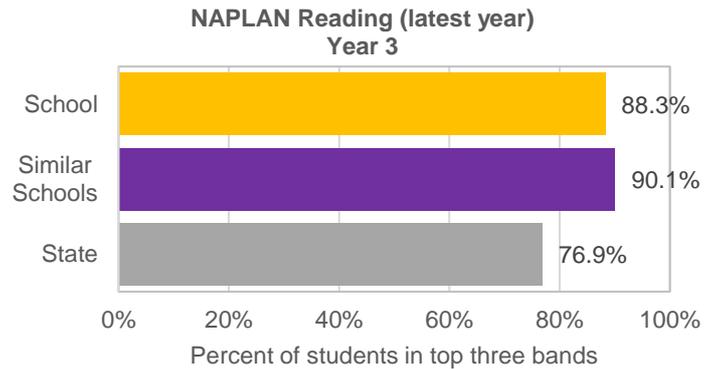
NAPLAN

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.

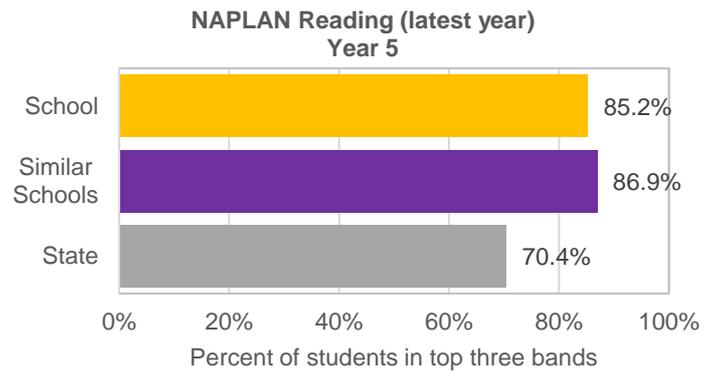
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.3%	89.2%
Similar Schools average:	90.1%	89.9%
State average:	76.9%	76.5%



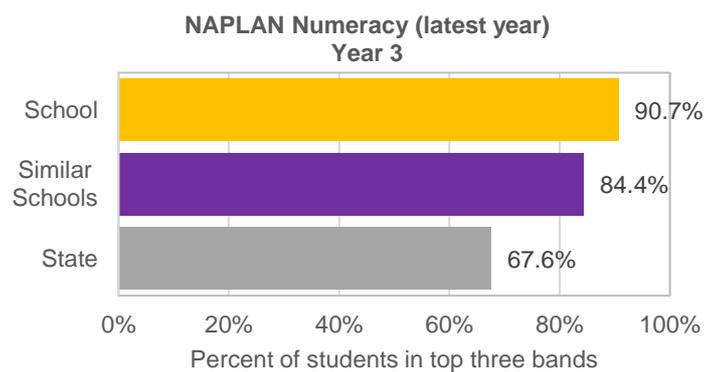
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.2%	82.4%
Similar Schools average:	86.9%	84.7%
State average:	70.4%	67.7%



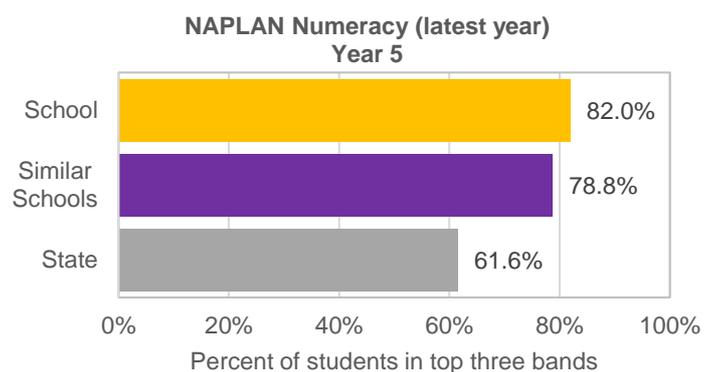
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.7%	85.2%
Similar Schools average:	84.4%	85.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.0%	82.6%
Similar Schools average:	78.8%	78.7%
State average:	61.6%	60.0%



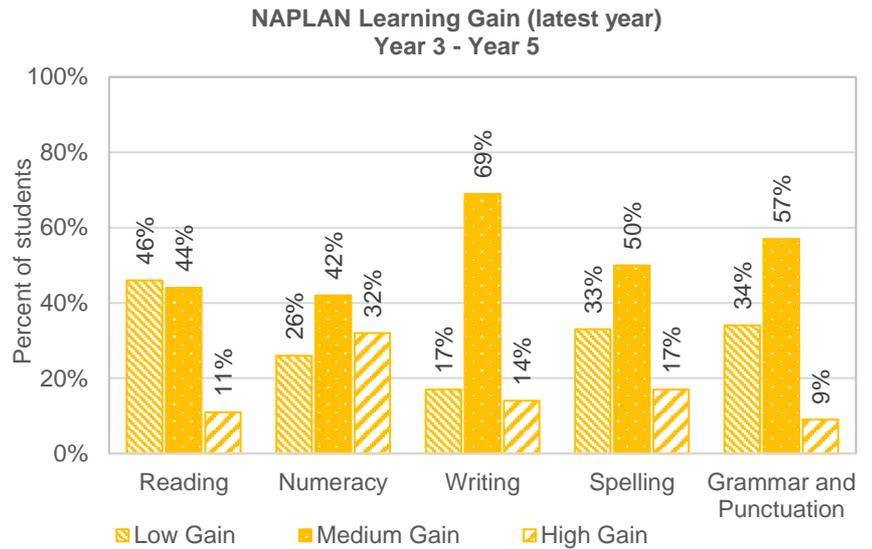
ACHIEVEMENT (continued)

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:	46%	44%	11%	29%
Numeracy:	26%	42%	32%	29%
Writing:	17%	69%	14%	30%
Spelling:	33%	50%	17%	28%
Grammar and Punctuation:	34%	57%	9%	27%



ENGAGEMENT

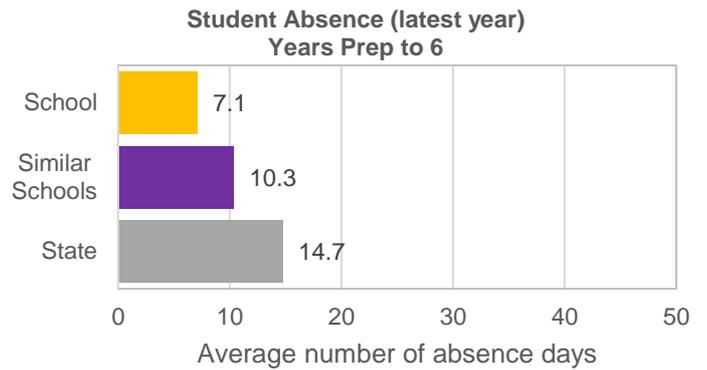
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	7.1	9.7
Similar Schools average:	10.3	11.5
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):	97%	97%	96%	96%	97%	96%	97%

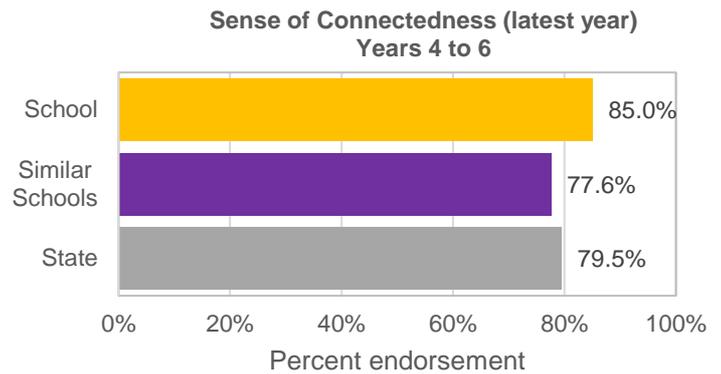
WELLBEING

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:	85.0%	78.8%
Similar Schools average:	77.6%	79.1%
State average:	79.5%	80.4%

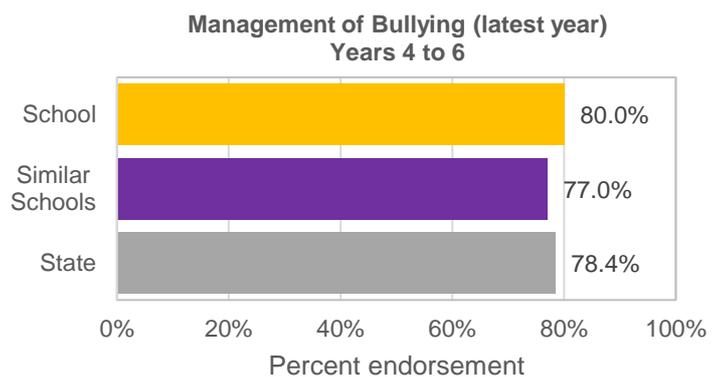


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	80.0%	72.9%
Similar Schools average:	77.0%	78.9%
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	\$4,159,824
Government Provided DET Grants	\$258,201
Government Grants Commonwealth	\$13,384
Government Grants State	\$0
Revenue Other	\$9,511
Locally Raised Funds	\$454,570
Capital Grants	\$0
Total Operating Revenue	\$4,895,489

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$4,274,881
Adjustments	\$0
Books & Publications	\$2,608
Camps/Excursions/Activities	\$142,924
Communication Costs	\$7,877
Consumables	\$106,451
Miscellaneous Expense ³	\$64,469
Professional Development	\$20,080
Equipment/Maintenance/Hire	\$69,946
Property Services	\$89,643
Salaries & Allowances ⁴	\$0
Support Services	\$241,901
Trading & Fundraising	\$12,086
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,887
Total Operating Expenditure	\$5,055,752
Net Operating Surplus/-Deficit	(\$160,262)
Asset Acquisitions	\$56,313

- (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	\$334,787
Official Account	\$22,345
Other Accounts	\$0
Total Funds Available	\$357,132

Financial Commitments	Actual
Operating Reserve	\$120,900
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$244,739
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	\$73,785
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$439,424

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.