

# 2021 Annual Report to The School Community



**School Name: Strathmore North Primary School (4821)**



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

Attested on 29 March 2022 at 02:16 PM by Nicole Dimarco (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 05 April 2022 at 09:54 PM by Ben Starick (School Council President)

## How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

#### School Profile

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

#### Achievement

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

#### Engagement

Student attendance at school

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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### Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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

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

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

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

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

At Strathmore North Primary School, our vision is that every child is empowered to learn, achieve and be equipped with the knowledge, skills and personal qualities to positively shape the world around them. Our objective and purpose is to provide an inclusive, caring and rigorous learning environment that engages our students and challenges them to grow academically, socially, emotionally, physically and creatively to their full potential. We prioritise high expectations and authentic relationships which enable learning curiosity and challenge to flourish. Our philosophy is underpinned by the belief that all students can learn and that our strategic actions as a school can make a difference. We believe that a strategic focus on our priorities enables us to achieve positive outcomes for all students. Our 2021 annual school motto "Fired Up and Ready to Go" increased our students' confidence and inspired a whole school commitment to learning.

Strathmore North Primary School is situated in the City of Moonee Valley and was established in 1961 in an area along the Moonee Ponds Creek. It is approximately 10km north-west of central Melbourne, in a well-established residential area which is rich in sporting and service clubs. There continues to be a significant demand for enrolment due to our strong reputation for excellence recognised by the local community and the pride held for our school by students, staff and families. In 2021 our enrolments grew by approximately 15 students with a total of 545 students. The school's Student Family Occupation (SFO) density increased from 0.2898 in 2020 to 0.3032 in 2021. The number of students with English as an Additional Language or Dialect (EALD) increased slightly from 37% in 2020 to 38% in 2021, representing a wide range of cultural backgrounds. In 2021 we had 3 students and no staff who are Aboriginal and Torres Strait Islander. We also had no overseas students. The vast majority of our Foundation students attended preschool from local providers and most of our Year 6 students transitioned to Strathmore Secondary College.

Strathmore North Primary School offers outstanding teaching and learning programs in a secure and stimulating environment. Our entire school community live by our values of Team Spirit, Respect, Personal Best, Independence, Caring, Responsibility, Honesty and Friendliness. Our school has a dedicated and supportive School Council and we share a strong relationship to work collaboratively with our broader school community. Our teachers are committed to a strong educational focus in partnership with our students, parents and carers. The staff, as well as our supportive families, work hard to continually improve our school and the learning opportunities for all, which was especially evident during the periods of remote learning throughout the year.

Our rationale for curriculum is to ensure that all students leave our school with a practical understanding of the Victorian Curriculum and are provided with solid foundations to continue their preferred future school education. In 2021 our school continued to place a strong emphasis on English and Maths which contributed significantly to improved student outcomes. Our curriculum was enhanced by the BYOD program for iPads for Years 3 to 6 as well as other relevant technology programs for our Foundation to Year 2 students. In 2021, our specialist programs included Science, STEM, Physical Education, Japanese and The Arts. Our students were organised into 24 classes: Foundation x 5, Year 1 x 4, Year 2 x 4, Year 3 x 3, Year 4 x 3 and Years 5/6 x 5. Our average class size was 23 students. Our school staffing profile in 2021 had 44.94, equivalent full time staff which included 3 Principal Class, 33 teaching staff including 1.4 Learning Tutors and 15 Education Support staff. Our school continued our well-established student welfare programs and processes that catered for all students including those with additional needs and abilities, supported by a dedicated Welfare and Child Safe Coordinator committed to providing a safe environment for all students.

2021 was the second year of our current School Strategic Plan 2020 - 2023. Our 2021 Annual Implementation Plan (AIP) gave leadership, staff and families clarity in the intended outcomes and guided the focus of the school through continual monitoring and reflection using the Department's Framework for Improving School Outcomes (FISO) Improvement Cycle. Throughout 2021 our staff worked closely as Professional Learning Communities where they analysed teaching approaches, assessed and monitored student progress and planned at the point of need for all children. Our strong leadership structure encouraged and supported the professional growth of our highly effective teaching and educational support staff. We selected new staff carefully and recruited for culture, in particular, student focused staff that are optimistic, reflective and collaborative.

2021 saw our capital works program commence with construction started on a new building containing five classrooms as well as a new library, art room and toilet block. The school community are excited that this work has begun after an extensive master planning and design process in late 2020 and early 2021. We are looking forward to the completion of this new building and the next phases beginning in the A and B buildings in 2022.

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## Framework for Improving Student Outcomes (FISO)

Strathmore North Primary School's 2021 Annual Implementation Plan (AIP) focused on the Department's 2021 Priorities goal which included:

- the Learning, catch-up and extension priority

In 2021 we extended our established targeted small group support program for students from Foundation to Year 6 with over 120 students receiving additional support. We prioritised time and space for the catch up tutoring program which was led by an Assistant Principal to actively monitor and document student progress. We focused on the key curriculum areas of English and Maths and targeted intervention and extension opportunities for identified students. The targeted students in these small groups received at least 3 extra explicit targeted teaching sessions each week. Their progress was tracked using both formative and summative assessment tools suited to their targeted need (e.g. Fountas and Pinell, SNPS Maths Essential Learning Maps, teacher checklists and observational notes) in an approximate 5 week cycle, where teachers tracked progress against the set group learning goal/s.

-the Happy, active and healthy kids priority

We built and embedded a cohesive approach to students' health and emotional wellbeing through the introduction of The Resilience Project, aligned with the Department's Respectful Relationships program. Staff wellbeing was also supported through the staff components of The Resilience Project, including our staff whole school mentor text and staff wellbeing reflection diaries that were utilised throughout the year to explore gratitude, empathy and mindfulness.

-the Connected schools priority

In 2021 we continued to utilise the School Council Community Engagement sub-committee to strengthen and embed clear and transparent communication with parents and carers about student learning, including the introduction of termly class celebration newsletters and clarity regarding the process of our Parent Teacher Conferences.

Our school has continued to achieve our high performing targets throughout another complex and disruptive year of the pandemic. Our teachers, through their Professional Learning Communities (PLCs), continued to work collaboratively to plan and deliver programs effectively throughout the year. The timing of the introduction to The Resilience Project was opportune for our school. Our data in the staff and student surveys represented high levels of positive endorsement, including above 94% for student engagement and wellbeing, 92% for staff trust in students and parents and 99% for staff collective responsibility. Despite the challenges to staff professional learning, due to the way we needed to work during the pandemic, we remained committed to the implementation and integration of The Resilience Project and the Department's Respectful Relationships program as well as embedding the work started in 2020 on our Scaffolding Literacy and Phonological Awareness initiatives. We are proud that the number of students in the top two NAPLAN bands in writing and our learning growth data for writing continued to increase well above state and like school results. We remained focused on meeting the needs of our students through differentiation and explicit instruction to extend each child from their identified starting points in the curriculum.

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## Achievement

At Strathmore North Primary School, we base our curriculum implementation on the understanding that students learn best by being engaged and active in their learning. Providing our students with a broad and well balanced educational

experience ensures that each student has the opportunity to explore and release their individual talents and achievements.

In 2021 our school continued work on our School Strategic Plan goal of improving English and Mathematics outcomes for all students. Our students continued to achieve at a high level where teacher judgement results were being beyond state and similar school averages. In 2021, for English our average was 96%, with similar schools at 94.2% and the state at 86.2%. In Mathematics our average was 96.3%, with similar schools at 93.7% and the state at 84.9%. All students funded under the Program for Students with a Disability demonstrated progress at or above their individual targets.

A highlight of our 2021 data improvement was in writing; with Year 3 NAPLAN data showing 85% of our students in the top 2 bands, compared to 65% within our network schools. Year 5 NAPLAN writing data showed 45% of our students in the top 2 bands, compared to 29% within our network schools. Our benchmark growth for writing, measured between Years 3 and 5, had 46% of students above expected growth, compared to 27% in the network. We believe this is the result our writing key improvement strategy implemented over the previous 18 months. This was the systematic introduction and implementation of our school wide approach to the Scaffolding Literacy strategy that supports students to write in increasingly complex ways through explicit instruction and the unpacking of powerful sentence structures used by accomplished writers with support for students to use these structures in their own writing.

It is notable that even through the repeated disruption of periods of remote learning and pivoting back to onsite learning, we engaged in planned professional learning and Professional Learning Community (PLC) improvement cycles for literacy and numeracy. This required significant whole school organisational structures to ensure our PLCs could meet and continue our commitment to ongoing collaborative practices. Our high functioning PLCs continued to drive the work of improvement in student learning outcomes through regular data monitoring discussions, moderation and planning at student point of need. Teams followed our SNPS PLC Pedagogical Model to guide their discussions and followed an inquiry improvement cycle to continually reflect on their impact and to develop differentiated plans that supported all student learning needs.

Our strong culture of staff learning and a positive growth mindset was maintained despite the challenges of working remotely. PLC teams found some innovative ways to support each other with their ongoing professional learning and their commitment to conduct peer observations. English curriculum maps were reviewed and work had begun by all staff on the creation and update of these. However the ongoing restrictions and remote learning periods meant that this work will need to be carried into 2022.

Alongside the Department's Tutor Initiative we continued to self fund and implement our small group targeted intervention programs supporting over 90 students in 2021. These programs included Levelled Literacy Intervention (LLI) and Phonological Awareness. We targeted students assessed below their expected achievement level or whose progress had plateaued, as identified through periodical analysis of cohort data. .

A respectful and supportive learning partnership was greatly valued by staff, students and families. Our school community continued to work together to ensure that both achievement and growth was at an optimal level for every child. We are all very proud of the achievement of our students and the strong commitment to learning by our families during 2021. We look forward to ensuring every child's light continues to shine in 2022.

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## Engagement

At Strathmore North Primary School we maintained our strong foundation of mutual good will, trust and co-operation throughout 2021. Our school data presented extremely positive results from the Department's annual parent, staff and student opinion surveys. In 2021 our school continued to have a dedicated and supportive School Council and we continued to share a positive relationship with our broader school community, which was valued and promoted. Our students are engaged and connected to our school and we are proud of the programs which supported students in building resilience, persistence and engagement during the uncertain times of the pandemic. In 2021 our results in the Parent Opinion Survey for general parent satisfaction were 84%, with the state average at 81% and for school pride and confidence at 93%, with the state at 83%. The results in our School Staff Survey for a positive school climate were

92% with similar schools at 82%, network schools at 75% and the state average at 76%.

We focused on the Key Improvement Strategy related to the Framework for Improving Student Outcomes (FISO) dimension - Connected Schools. Our work was supported by a dedicated and committed School Council and by sharing a positive relationship with our broader school community. These valued relationships were evident in our classroom programs, during onsite and remote school events, online parent forums and our active School Council sub-committees including Finance, Fundraising and Community Engagement.

Our specialist programs included Physical Education, Science, Japanese and The Arts. These programs were modified, but continued through periods of remote and flexible learning. Unfortunately due to remote learning and restrictions from COVID-19, we were unable to host our biennial school concert, annual Year 3 to 5 camps, swimming programs and the majority of the inter-school sporting competitions. Year 6 students were able to attend and enjoy their graduation ceremony as well as an interrupted camp at the end of the year. We offered a modified transition program for Year 6 students transitioning to Secondary College. We also offered a modified Foundation transition program, that included an onsite program for children, an information session for families and our Year 4 Foundation Buddies program. Enrichment programs, including Chess Club, continued throughout the year in both an onsite and remote capacity.

Our attendance data across all year levels continued to be very strong, achieving an average attendance rate over 95% for our school. Attendance patterns were tracked across the year by our Attendance Officer as well as utilising Compass communication with families to help track explanations for unexplained absences. Automated Compass messages informed families to help track unexplained absences and phone calls were utilised to assist parents in getting their children to logon to remote learning programs. The importance of school attendance was highlighted in our school newsletter and at assemblies to clearly promote the message Every Day Counts. Our school also continued to focus on student lateness with the leadership team visibly present and very active in the yard welcoming students to school at the start of each day.

We are proud of our students who met the challenges of 2021 with independence and optimism, embracing our motto of 'Fired Up and Ready to Go'. We were appreciative of the collaborative partnerships forged between staff and families to creatively support student learning engagement, despite the challenges encountered in 2021.

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## Wellbeing

Student wellbeing continued to be an important focus for Strathmore North Primary School. We continued our strong commitment towards maintaining a high standard of discipline and an established culture where students feel valued and respected, by enabling meaningful opportunities to contribute to our school and broader community. Developing emotional intelligence and increasing skills such as resilience and empathy are paramount for preparing students for the future. Specific programs such as our leadership program for Year 6, the Learning to Learn start up program with a focus on developing positive classroom cultures and a growth mindset as well as other initiatives such as our Service Learning Challenge supported students to develop these important life skills. This was especially important during another year of uncertainty and change. Maintaining and utilising the strong partnership between our school and our families to continually improve student wellbeing was essential, particularly during times of remote learning and transitions back to learning onsite at school.

The Service Learning Challenge continued in 2021 with our Year 6 students set the task to independently run an event, fundraise for charity or create a lunchtime club where they were offering a service to our school or wider community without expecting something in return. Students embraced this challenge which provided many inclusive lunchtime activities for other students as well as raising money for important causes. Student leadership and voice were developed through the mentoring of our School Captains and the continuation of Junior School Council, who identified ideas to improve aspects of our school and also provided feedback on the design and upgrade of the local creek to the Moonee Ponds Creek revitalisation program. Our student leaders were also invited to meet our School Councillors and observe a School Council meeting.

During the year we continued our well-established welfare program which accommodated a number of students with

additional needs. Our staff continued to implement a welfare tracking system recorded on Compass. This enabled all staff to access current information (e.g. medical and incident reports) when following up any welfare issues. The continued allocation of a full-time Welfare and Child Safety Officer supported new enrolments, welfare assessments, regional Student Support Services Officers liaison, behaviour management, wellbeing initiatives and support to parent and carers.

Our high level of parent satisfaction is attributed to the ongoing support and engagement we provide our families through ongoing transparent consultation as well as via Compass updates, video messages and our school newsletter. Through our partnership with The Resilience Project and implementing the Department's Respectful Relationships program, our student wellbeing team promoted parent seminars, webinars and regularly provided a range of articles on different wellbeing topics through our school newsletter.

During extended periods of remote learning in 2021, strategies were in place to maintain and facilitate interactions between students and teachers to promote positive wellbeing, including through The Resilience Project lessons. This engagement provided targeted social and emotional care as well as learning support that maintained positive connections between students, families and teachers. During remote learning, communication was maintained with each student and family through our morning check ins, live lessons and small group interactions. We also nurtured students, (including those that experienced significant anxiety) through regular contact with our full time Welfare and Child Safety Officer. Where appropriate we connected students and their families to allied health and mental health services. We also provided ongoing support to 'At Risk' students through invitations to attend school on site during the periods of remote learning.

In 2021 we conducted the Department's annual Years 4 to 6 Student Attitudes to School Survey with our results for sense of connectedness at 91%, well above the state at 77% and similar schools at 78%. For managing bullying our results were 91%, well above the state average of 80% and similar schools at 84%. Additionally, our school based student surveys continued to be regularly conducted as an avenue for children and families to reach out for support during remote learning.

Despite the challenges faced by staff teaching remotely and during lock downs, the 2021 School Staff Survey results demonstrated that our staff are positive; are actively involved in activities; and promote a culture that is conducive to improving student outcomes with 92% of our staff indicating they were positive about the school climate, well above similar schools at 82% and the state average of 76%.

Proudly, we can confirm that our entire school community worked in an open, respectful and engaging partnership to support the social and emotional wellbeing of every child.

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## Finance performance and position

Strathmore North Primary School maintained a sound financial position throughout 2021. Our School Strategic Plan 2020 - 2023, along with the 2021 Annual Implementation Plan, continued to provide the framework for School Council allocation of cash funds to support school programs and priorities. The School Council Finance sub-committee actively monitored and reviewed all financial reports throughout the year, meeting prior to each of the 8 School Council meetings held in 2021. We completed a very positive financial audit by the Department in 2021, which also enabled our school to reflect and improve on our budgeting and financial processes.

2021 had different impacts on school finances. Areas such as fundraising and locally raised funds were down affecting our revenue. However, we made savings on casual relief teachers (CRTs) and utilities. Other areas had higher expenditure, such as ICT as we continued to upgrade our digital resources for the online learning environment.

We continued to be supported by our school community with a high percentage of voluntary parent payment contributions received, allowing us to support school programs and invest in school facilities, furniture and learning resources. Our 2021 Equity funding was a small allocation of \$15,197.60, which was used to boost the staffing of our additional intervention and support programs. Bendigo Bank continued to support our Year 6 Excellence Awards.



Our school ended 2021 with a surplus. However, most of this is committed for expenditure during the 2022 financial year with the anticipated completion of our capital works, and is built into the 2022 budget.

**For more detailed information regarding our school please visit our website at**  
<https://www.snps.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 559 students were enrolled at this school in 2021, 271 female and 288 male.

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

### Overall Socio-Economic Profile

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

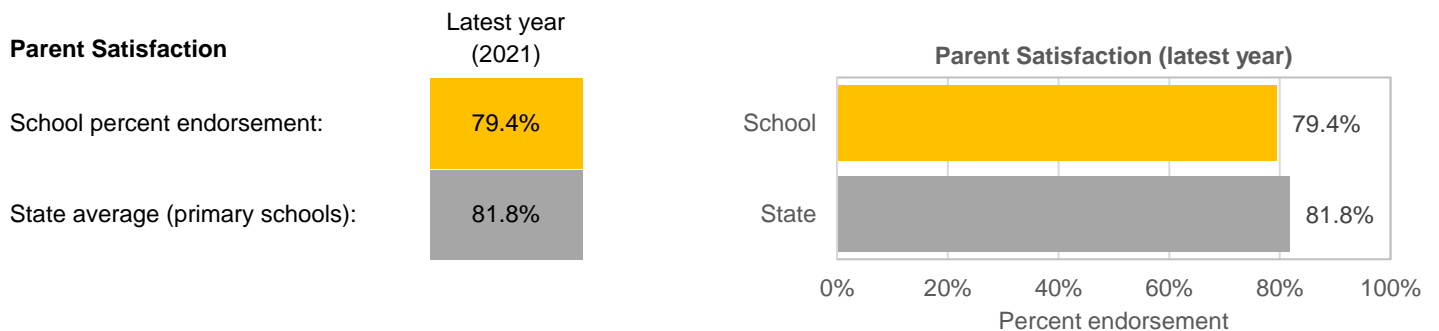
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

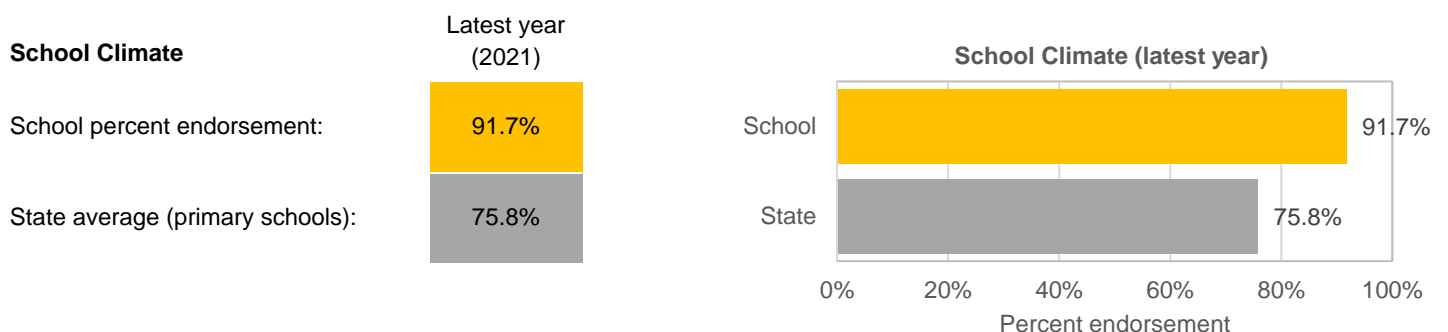


### School Staff Survey

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:

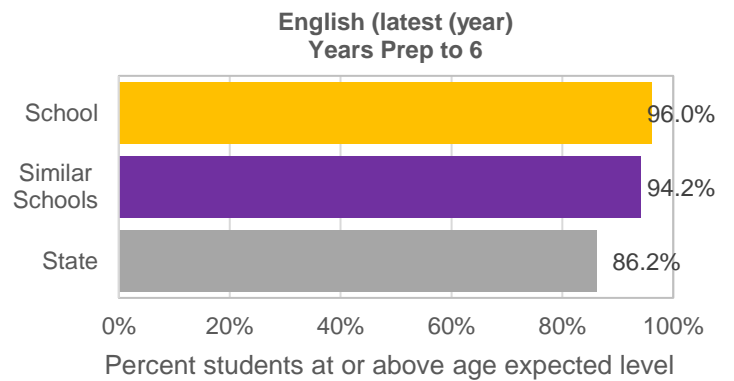
96.0%

Similar Schools average:

94.2%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

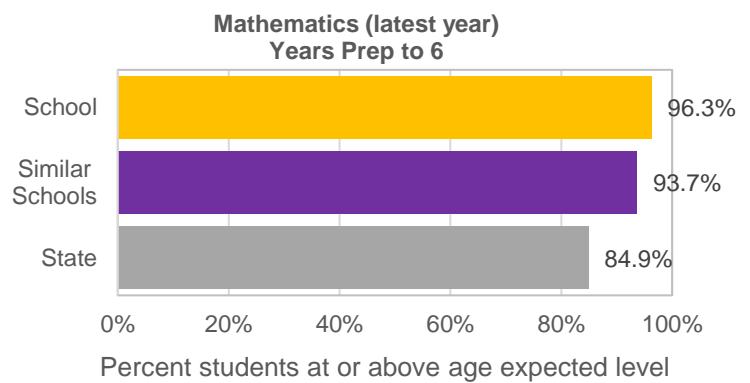
96.3%

Similar Schools average:

93.7%

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.

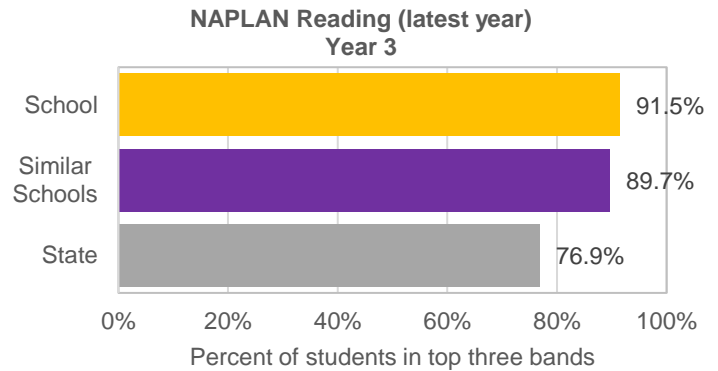
**NAPLAN**

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.

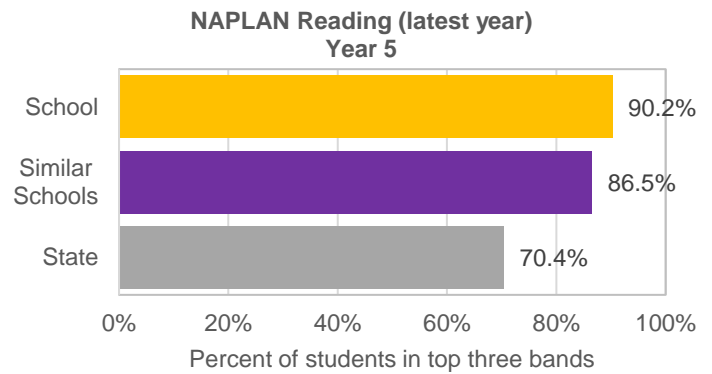
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.5%	92.2%
Similar Schools average:	89.7%	88.7%
State average:	76.9%	76.5%



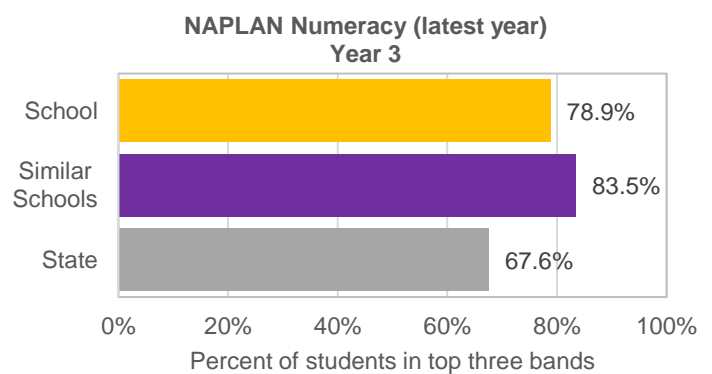
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.2%	84.8%
Similar Schools average:	86.5%	82.9%
State average:	70.4%	67.7%



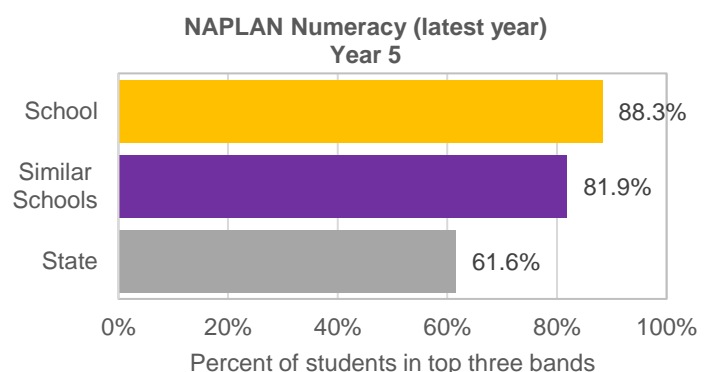
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.9%	83.0%
Similar Schools average:	83.5%	84.1%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.3%	83.4%
Similar Schools average:	81.9%	79.4%
State average:	61.6%	60.0%



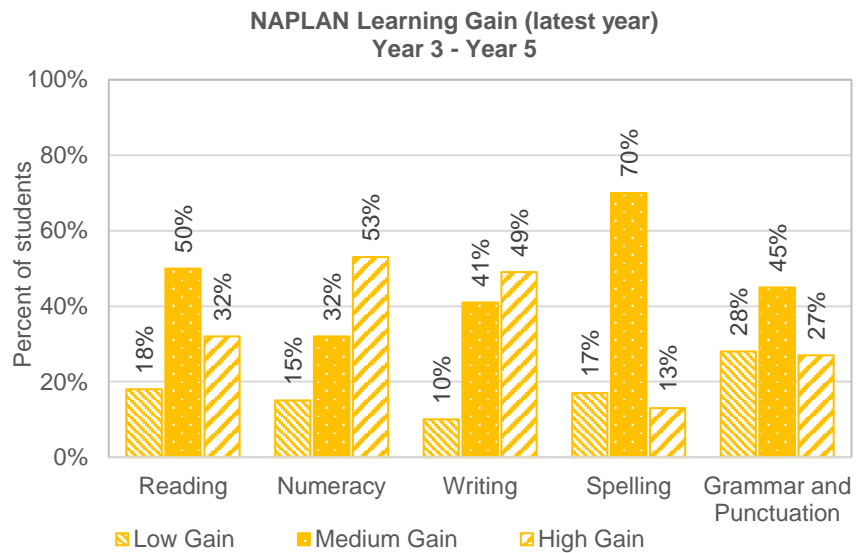
**ACHIEVEMENT (continued)**

**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)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	18%	50%	32%	30%
Numeracy:	15%	32%	53%	34%
Writing:	10%	41%	49%	33%
Spelling:	17%	70%	13%	29%
Grammar and Punctuation:	28%	45%	27%	34%



## ENGAGEMENT

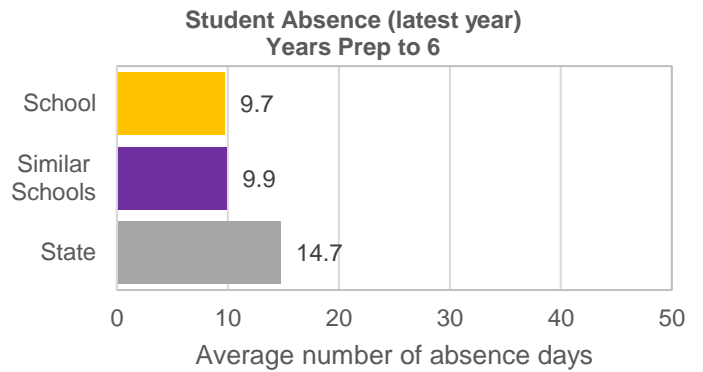
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	9.7	10.6
Similar Schools average:	9.9	11.9
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):	96%	95%	95%	96%	95%	95%	93%

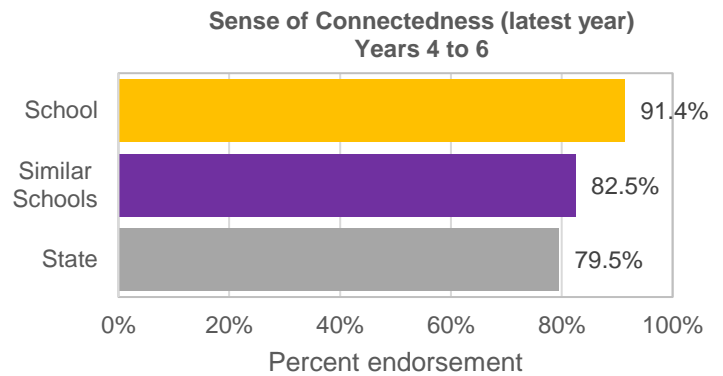
## WELLBEING

**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:	91.4%	92.3%
Similar Schools average:	82.5%	82.5%
State average:	79.5%	80.4%

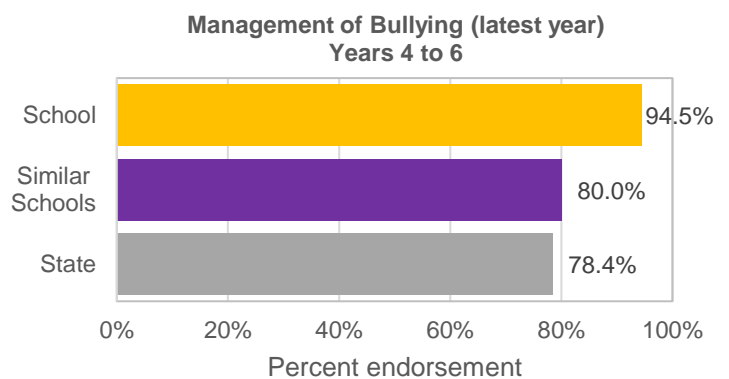


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	94.5%	95.8%
Similar Schools average:	80.0%	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	\$4,916,122
Government Provided DET Grants	\$394,882
Government Grants Commonwealth	\$11,525
Government Grants State	\$0
Revenue Other	\$6,368
Locally Raised Funds	\$420,788
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,749,685</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$15,198
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$15,198</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,640,096
Adjustments	\$0
Books & Publications	\$6,654
Camps/Excursions/Activities	\$30,740
Communication Costs	\$6,730
Consumables	\$209,838
Miscellaneous Expense <sup>3</sup>	\$19,066
Professional Development	\$12,388
Equipment/Maintenance/Hire	\$61,031
Property Services	\$99,512
Salaries & Allowances <sup>4</sup>	\$0
Support Services	\$206,956
Trading & Fundraising	\$17,676
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,212
<b>Total Operating Expenditure</b>	<b>\$5,349,898</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$399,786</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

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



## FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$349,105
Official Account	\$35,022
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$384,127</b>

Financial Commitments	Actual
Operating Reserve	\$104,027
Other Recurrent Expenditure	\$9,404
Provision Accounts	\$0
Funds Received in Advance	\$112,101
School Based Programs	\$21,056
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$120,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$376,589</b>

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