

# 2021 Annual Report to The School Community



**School Name: Kerang South Primary School (4949)**



- 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 26 March 2022 at 05:45 PM by Lyn Veall (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 28 March 2022 at 08:38 PM by Mark Bramich (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

Kerang South is located in the small, rural township of Kerang, which is a part of the Southern Mallee Network. Our enrolment for 2021 was 121 students, slightly down from 2020, as the district trend is declining numbers due to outside factors and lower kinder enrolments.

Our vision for the school is 'Each individual at Kerang South thrives as a learner', which includes students and staff. Our core value is Respect and under this umbrella sit Learning, Responsibility, Growth, Inclusiveness and Community Spirit.

Students were divided into 6 composite classes, supported by specialists for art, music, P.E., Respectful Relationships / wellbeing and Indonesian. Our socio-economic band level (SFOE) was high, representing a high level of socio-educational disadvantage, which attracted equity funding and other programs such as Breakfast Club. We had a Koori enrolment of 11%.

In 2021, the school's workforce consisted of an EFT of 10.9 - 1 principal, 1 Learning Specialist based in the classroom, 5 full time teachers, 3 part time teachers, 1 full time business manager and 2 part time integration aides. Local payroll positions included a part time gardener, maintenance person, grounds person and teacher aide.

Our dedicated staff were committed to providing a comprehensive, challenging and engaging curriculum for all students. We follow the Victorian Curriculum, with a strong emphasis on English, Mathematics and STEM. A diverse range of cultural performances, excursions and camps, and extra-curricular opportunities complement classroom activities, although these were very limited in 2021 due to Covid-19 restrictions. Local community groups were utilised as much as possible e.g. Rotary, Lions Club, Gannawarra Shire, health services, MDAS.

Our active School Council and Parents Club activities were severely impacted this year due to the many Covid-19 lockdowns and restrictions on visitors being allowed onsite for most of the year. Generally, parent participation is strongly encouraged and valued by the whole school community. Kerang South continued to nurture a warm, caring and supportive environment, we fondly refer to as our 'VIBE', even though this had to be done remotely.

The School Staff Survey indicated 85% of staff positively responded to school climate (much higher than the state average). Staff results for 10/10 areas for school climate were above the state average, many in the 80-90+ percentage range.

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### Framework for Improving Student Outcomes (FISO)

2021 was our School Review year, pushed back from Term 4, 2020. Our AIP was based on the 3 School Review goals set by DET (mandatory).

\* The first goal was the Learning, Catch-up and Extension Priority (Curriculum Planning and Assessment) - see achievement section below.

\* The second goal was the Happy, Active and Healthy Kids Priority (Health and Wellbeing) - see wellbeing section below.

\* The third goal was the Connected Schools Priority (Parents and Carers as Partners) - see engagement section below.

Our School Strategic Plan (2021-24) was not completed until almost the end of Term 2 and after consultation with our SEIL, the school decided to stay with the AIP from the start of the year. Under these goals, we tried to complete some actions that might apply to our goals in our 2021-2024 SSP if possible. Many actions were chosen from those given as examples from DET for Review schools.

Our AIP also had to be modified due to Covid-19, as teachers focussed on developing a quality curriculum for remote and flexible learning, something they had never had to do before 2020. It was a very steep learning curve with many challenges and long working days. Staff also developed a whole school KSPS Remote Learning Plan and a Roadmap to Return plan.

The following changes were implemented:

- \* Our KSPS Teaching and Learning Model was still used in planning but some lessons had to be changed due to remote learning.
- \* The first priority was to keep the students engaged in the lessons and to have lessons that could be easily delivered online.
- \* SIP funding was utilised to support remote and flexible learning and planning.
- \* Professional learning focussed on our needs during flexible and remote learning e.g. Essential Assessment, wellbeing, remote learning, student voice, Webex etc.
- \* We provided dedicated time for intervention. Extension groups were started. We had students in the DET High Ability program and the DET Enrichment Program.
- \* Staff completed the KSPS Integrated Curriculum overview (as recommended in the School Review) and the KSPS Planning Prompts for the KSPS Teaching and Learning Model.

The networking and connections we had formed with other schools were invaluable and sustained our work through 2021, when Covid-19 restrictions and lockdowns prevented us from continuing the face-to-face work we had planned.

Our school delivered remote and flexible learning to a very high standard from March to October and, as a result, the feedback on the parent surveys (KSPS Remote Learning Survey and DET Parent Opinion Survey) and the many comments of praise the school received from the wider community have been incredibly high. Overall, although not all students thrived in the online environment with all the changes, student progress and reports at the end of the year were pleasing and better than anticipated due to all the disruptions to learning. Our students still had access to a quality, broad curriculum.

All students were given access to devices and internet, and extra supports were organised for those students who needed them, including a strong focus on wellbeing (Gannawarra Shire support at home, care calls from staff). Our online platforms allowed all students to interact with teachers and peers and access high quality lessons online. Feedback was given on a daily basis from the end of the first week of remote learning. This was through platforms such as Webex Teams, Webex Meetings, Seesaw and Sentral. Learning packs were sent home as a back up, or worksheets to support online learning and materials packs were also sent home to all families. Students had access to regular specialist classes and face-to-face time with specialists each week. Special wellbeing activity days were organised regularly to break up the online learning and support the wellbeing of families e.g. Therapeutic Thursday, Wellbeing Wednesday, Tools Down Tuesday, Creative Space Day. Even our Preps-2s received the same online lessons and daily live Webex check-in meetings with their teachers to maintain social interactions with them and their peers. Attendance was very good considering this was something we'd never done before or were prepared for.

The school also purchased extra programs to support student learning at home e.g. Wushka readers, upgrades to Seesaw, Literacy Planet. We already had great programs such as Reading Eggs, Mathletics, Essential Assessment, Raz Kids and others. It was also our 4th and final year as a part of a SIP (School Improvement Partnership) with Lake Boga, Kerang and Nyah District Primary Schools. Our biggest project as a part of this partnership was a combined professional learning day with a focus on real time monitoring and re-evaluating / modifying our peer observation model.

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## Achievement

Due to the global pandemic, remote and flexible learning continued in 2021. An important priority for staff was ensuring that the quality of their teaching, and the learning program, was maintained during remote learning, which also went hand-in-hand with high expectations for attendance online and completing work for all students. In 2021, we continued to embed our KSPS Teaching and Learning Model utilising the HITS and using the KSPS Planning Prompts. We also continued to develop units of work utilising the KSPS planning proforma. Planning days were provided for all staff to analyse data in preparation for each term.

Unlike 2020, NAPLAN was conducted in 2021. Standardised testing such as PAT Reading and Maths, Essential Assessment, On Demand tests etc. and other assessment forms, were undertaken to track student progress schoolwide and inform progression points given on end of year school reports for students. All staff members analysed NAPLAN data with a view to developing foci for tutoring and areas for future development. Throughout the school, staff utilised data for planning in more depth with data walls evident in classrooms.

Our teacher judgements (average Preps – 6) for 2021 student achievement show:

- English: 81.1% of students achieved at or above age expected standards. This is similar to the similar school average (81.9%) and below state average (86.2%). This is slightly above the 79% student achievement at or above age expected standard for reading & viewing in 2020.
- Mathematics: 75.5% of students achieved at or above state expected standards. This is below similar school average (82.5) and state average (84.9). This is similar to 2020, in which 75% of students achieved at or above the expected level for number.
- We will continue to work on increasing the percentage of students at or above the expected level, by continuing and becoming more effective in the use of standardised testing, including PM Benchmarks (reading), Burt (reading/decoding), Essential Assessment (Maths), as well as more accurate analysis of PAT testing (English and Mathematics).
- We have used Essential Assessment (Mathematics) to help develop a highly differentiated Mathematics curriculum and gather ongoing information to set individualistic goals and growth targets for students.

#### Reading

- NAPLAN Grade 3 results showed that 84.6% of our students were in the top 3 bands, which is significantly higher than similar schools and the state average.
- NAPLAN Grade 5 results showed that 59.1% of our students were in the top 3 bands, which is below similar schools and the state average.

#### Numeracy

- NAPLAN Grade 3 showed that our school, similar school and the state average were within 6% of each other. We achieved 63.6% of our students in the top 3 bands.
- NAPLAN Grade 5 showed that our students were marginally above similar schools and the state average. We achieved 61.9% of our students in the top 3 bands.

#### NAPLAN Learning Gain

- In reading there were 38% that had low gain, 48% medium, 14% high. Interestingly similar schools had a high gain of 23%.
- In numeracy we had a similar gain to like schools of 25%. We had 35% of students with a low gain and 40% medium gain.
- In writing with 21% of students making a high gain, we were above similar schools.
- Spelling didn't see the same growth as other areas of NAPLAN with 55% only achieving low gain. We were below similar schools in high gain with only 10%.
- Grammar also didn't see the same growth as other areas of NAPLAN with 45% only achieving low gain. We were below similar schools in high gain with only 10%.

A tutor was appointed 3 days a week to help support students who needed intervention due to the disruptions to learning caused by Covid-19 lockdowns and learning from home in 2020. It was difficult to continue these small group sessions whilst students were learning from home, but once back onsite, many students benefited with the majority of students making great progress in their reading, as shown on Fountas & Pinnell testing. The school also financed extra intervention and extension support for students in all grade levels through education support staff.

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## Engagement

Student engagement at Kerang South is promoted through engaging and differentiated lessons complemented by student leadership opportunities, student led assemblies, extra-curricular activities (sports clinics, guest speakers, Webex link ups for performances and workshops, excursions, lunch time clubs like Minecraft etc.). Specialist subjects include P.E., Art, Music, Respectful Relationships and Indonesian and other curriculum areas are delivered through MAPPEN (Integrated Studies) such as science, technology, humanities, cooking and buddy activities.

In our 2021 Annual Implementation Plan, we wanted to establish a whole school approach to belonging and engagement and establish an agreed approach to monitoring and responding to student wellbeing concerns. This was commenced but is still a work in progress.

In 2021 our Attitudes to School survey results were exemplary, demonstrating excellent growth.

- Student voice and agency – increased from 61% (2020) to 77% in 2021
- Stimulated learning increased from 68% (2020) to 92% in 2021
- Differentiated Learning Challenge - increase from 82% (2020) to 92% in 2021
- Effective Teaching Time - increase from 81% (2020) to 94% in 2021
- Attitudes to Attendance - increase) from 83% (2020) to 93 % in 2021

These results were applauded at a district and state level, as nearly all areas were above the state average.

In 2021, we continued to offer live check-in Webex Meetings with class teachers each day and lessons were sent to students via Webex (2/3, 3/4T to 5/6) each day or via hard copies for the junior school. These were checked off daily. Senior students continued with their 'help' workshops, live lessons, afternoon catch-ups and extra-curricular activities e.g. cooking. Feedback on students' work was sent via Webex. Students in Grades 3-6 could message or call their teachers via Webex to ask questions and seek assistance. Specialists and the principal could join in on check-in meetings, have their own meetings or they had their own Webex Teams groups for their specialist area to post work and messages. Students were set daily agendas and tasks that they were able to complete at their own pace. Many students were able to complete the work much more quickly as the recommendation for remote learning was less hours than at school. Some students had more one-to-one support from parents than in a classroom, which worked well for some students, and others relied on parents to help them straight away rather than attempting the work independently.

During this time there were some students, who normally have difficulty with focusing in class and staying on task to complete work, who connected strongly with remote learning and completed more work than usual with less distractions. Others struggled at home without a teacher expecting a certain standard of work or encouraging them to work more independently and be problem solvers. Technology issues also presented difficulties for some students. Although devices were provided to anyone who needed them, internet was often an issue. In Term 4, we needed to focus on getting students back into routines and striving to meet high expectations for work presentation and standards, as all the interruptions this year have meant they haven't had consistency with this for nearly 2 years.

Mappen integrated units of work were implemented across the school to engage students and ensure they were covering the expected outcomes in the Victoria Curriculum subjects like humanities, science, technology and the capabilities. These were received well by many students. During lockdowns and restrictions, our students drew pictures and wrote letters to elderly residents in isolation through Kerang District Health.

Providing more rigorous opportunities for student voice and using feedback to improve practice will be a focus on our new School Strategic Plan (2021-2024). The school will also be focusing on student engagement and providing stimulating learning.

Over the past few years, Kerang South has focused on our absence data and reducing the average number of absence days and this will always be a focus in the future. In 2021, student engagement related to absence needs to be considered in light of students having no choice for attendance during the second Covid year. So many factors need to be considered including the SFO, parent support (and ability to support), technology issues. All students were provided with devices where necessary but internet wasn't always available. Students were marked present when they attended a class meeting in the morning and submitted the majority of tasks (other schools marked students present unless they were notified a student was unwell). Students who didn't attend the morning meeting and didn't complete sufficient tasks were marked absent. Our school average number of absence days was 18.5, above the state average

of 13.8 and 2.5 days above that of similar schools. The attendance rate across the school per year level was fairly consistent at around 90%.

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## Wellbeing

Wellbeing has always been a strong focus for our school, which was even more important in 2021 during the many Covid lockdowns and periods of remote learning. Being in and out of lockdowns so often was more disruptive in some ways than the previous year's 2 longer periods of lockdown, as it created uncertainty. Our school became the hub of the whole school community for wellbeing and learning, which strengthened connectedness and communication.

We believe our 2021 data from the Attitudes to School Survey indicates Kerang South continued to provide a safe and inclusive environment for our students where they had the opportunity to develop strong, healthy relationships with their peers and staff. We are very proud that the hard work the whole community put into wellbeing (a strong focus for our school) continued to support and nurture our students. This was noticeable by our staff, families and particularly our students, as indicated by their 2021 AToSS results. Our school's wellbeing results in 2021 were recognised by our region as being those of a top performing school in the state in terms of growth.

Our goal, based on data from the last 2 years, was to increase student perceptions of connectedness, respect for diversity, classroom behaviour, teacher concern and management of bullying.

- School connectedness (now sense of connectedness) – increased from 66% (2020) to 81% (2021) Above state level.
- Respect for diversity increased from 63% (2020) to 87% (2021) Above state level.
- Sense of inclusion 96% (2021) Above state level.
- Effective classroom behaviour increased from 75% (2020) to 84% (2021) Above state level.
- Teacher concern increased from 71% (2020) to 83% (2021) Above state level.
- Management of bullying increased from 68% (2020) to 82% (2021) Above state level.

### Parent Opinion Survey 2021

- Student connectedness increased from 88% (2020) to 92% (2021)
- My child feels accepted by other students 89% (2021)
- Promoting positive behaviour 82% (2021)

We attribute our increased wellbeing data to the following:

- Commencement of an agreed school approach to monitoring and responding to student wellbeing concerns.
- The introduction of weekly wellbeing surveys in every classroom to gather feedback on how individual students were tracking and to give them the opportunity for student voice. Teachers followed up on these surveys and any issues with students each week during dedicated wellbeing time.
- Respectful Relationships being explicitly taught throughout the school by our wellbeing teacher.
- The introduction of a wellbeing dog (Louie) into our school. We joined Dogs Connect to support our training across the school.
- Wellbeing days being scheduled every fortnight during remote learning – Therapeutic Thursday, Wellbeing Wednesday.
- Fostering strong connections with our community and partnerships with external providers and our local Shire.
- Inviting vulnerable students to learn onsite during lockdowns. All staff regularly checked in with students and families. Follow-up supports were put in place where needed.
- Lunchtime was shortened by 10 minutes to allow for at least 10 minutes of mindfulness across the school directly after lunch. This decision has also resulted in an increase in positive behaviour and a decrease in lunchtime issues.
- A staff belief that every student is everyone's responsibility. Taking the time to get to know each student as an individual.

At the end of 2021, a decision was made to use some of the new Mental Health Funding (coming in Semester 2, 2022)

for Berry St Training, to build the capacity of all staff to further support our students' wellbeing.

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## Finance performance and position

In 2021, Kerang South Primary School maintained a healthy financial position overall through careful and strategic planning and budgeting.

By the end of the year, we had a managed deficit of \$34,903 in the credit budget, which was offset by our cash equity funding. The school worked with this deficit so it could maintain the quality programs and excellent learning opportunities it has offered in the past. We had anticipated this possibility and discussed scenarios with DET workforce planning and finance.

Equity funding and Koori funding were used to fund intervention and extension programs through engaging extra support staff hours and a Reading Recovery teacher. It was also used to fund professional learning to continue to enhance staff capacity around excellence in teaching and learning.

Locally raised funds and Parents Club fundraising was severely limited due to Covid restrictions and being unable to run fundraising events or the canteen.

The school was successful in gaining several grants and other funding. These included \$8,900 in Koori Literacy and Numeracy funding, \$47,123 to employ a tutor, \$7,958 SIP funding, \$20,000 extra for maintenance, \$25,000 DHHS shade sail grant (to be completed in 2022), Sporting Schools grant for cricket, Artist in Schools funding for 6 months, \$2000 local funding for Fountas & Pinnell resources, 14 meg of permanent water, extra cleaning funding, and the continuation of the Food Bank school breakfast program. The Department also announced that Kerang South was to receive \$2.915 million to upgrade and modernise the school (planning started in 2021, building commencing in 2022, completion in 2023).

Funds have been committed for major works such as building maintenance, grounds improvements (e.g. oval, resurfacing asphalt area, extra funds for major building works), upgrading of technology and continuing to provide intervention to students.

**For more detailed information regarding our school please visit our website at**  
[www.kerangsouthps.vic.edu.au](http://www.kerangsouthps.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 121 students were enrolled at this school in 2021, 60 female and 61 male.

0 percent of students had English as an additional language and 11 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).

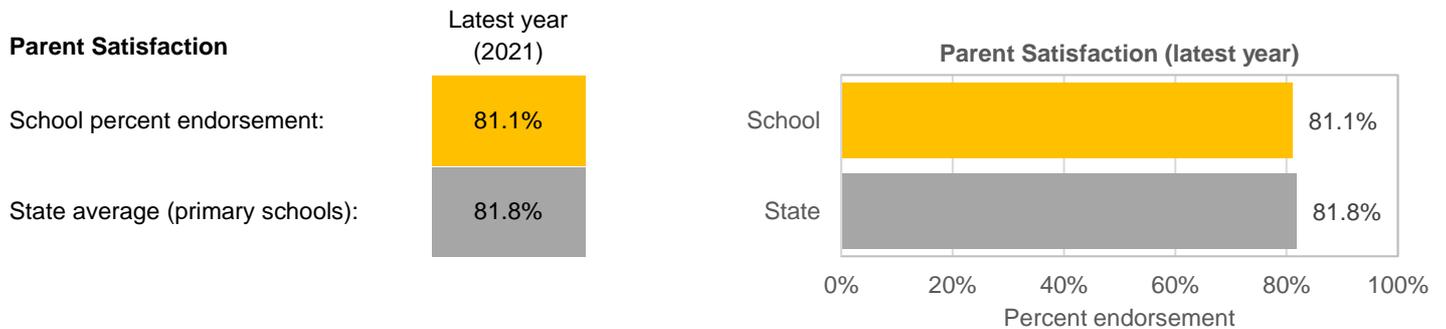
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

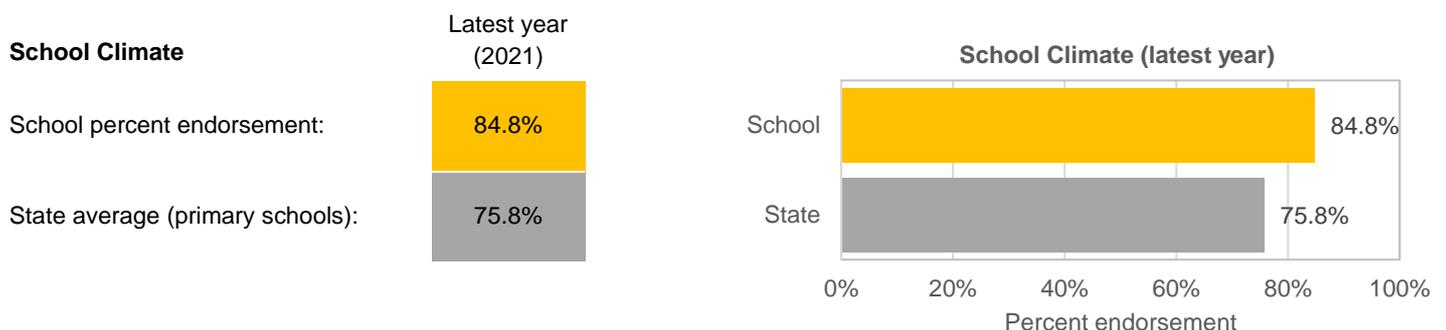


### School Staff Survey

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:

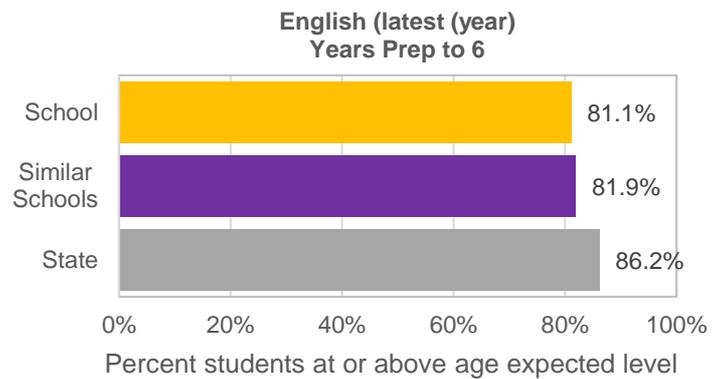
81.1%

Similar Schools average:

81.9%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

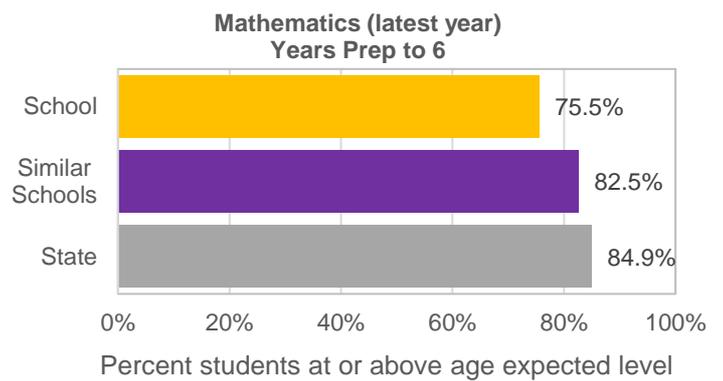
75.5%

Similar Schools average:

82.5%

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.

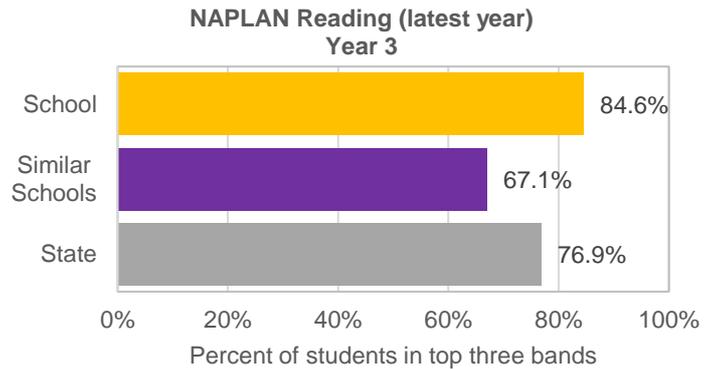
**NAPLAN**

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.

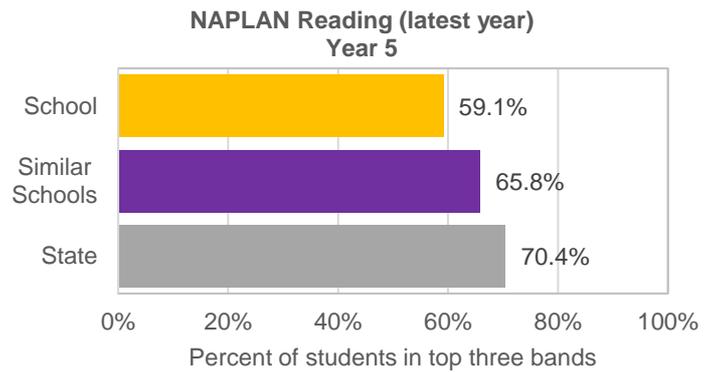
**Reading  
Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 84.6%              | 71.2%          |
| Similar Schools average:                       | 67.1%              | 68.1%          |
| State average:                                 | 76.9%              | 76.5%          |



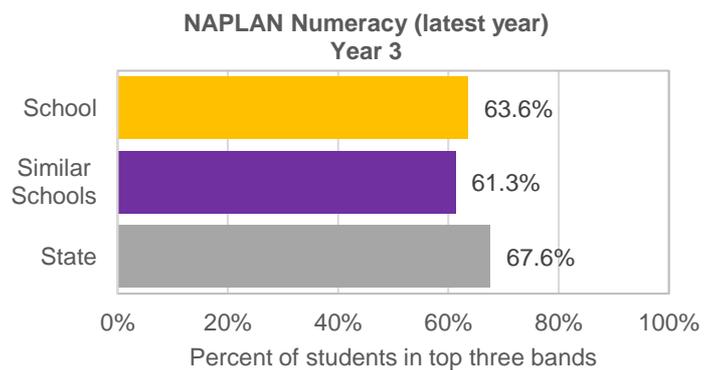
**Reading  
Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 59.1%              | 55.1%          |
| Similar Schools average:                       | 65.8%              | 62.5%          |
| State average:                                 | 70.4%              | 67.7%          |



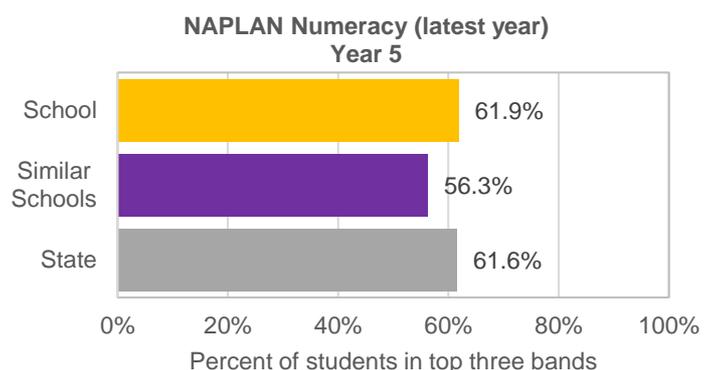
**Numeracy  
Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 63.6%              | 61.2%          |
| Similar Schools average:                       | 61.3%              | 63.8%          |
| State average:                                 | 67.6%              | 69.1%          |



**Numeracy  
Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 61.9%              | 51.9%          |
| Similar Schools average:                       | 56.3%              | 54.4%          |
| State average:                                 | 61.6%              | 60.0%          |



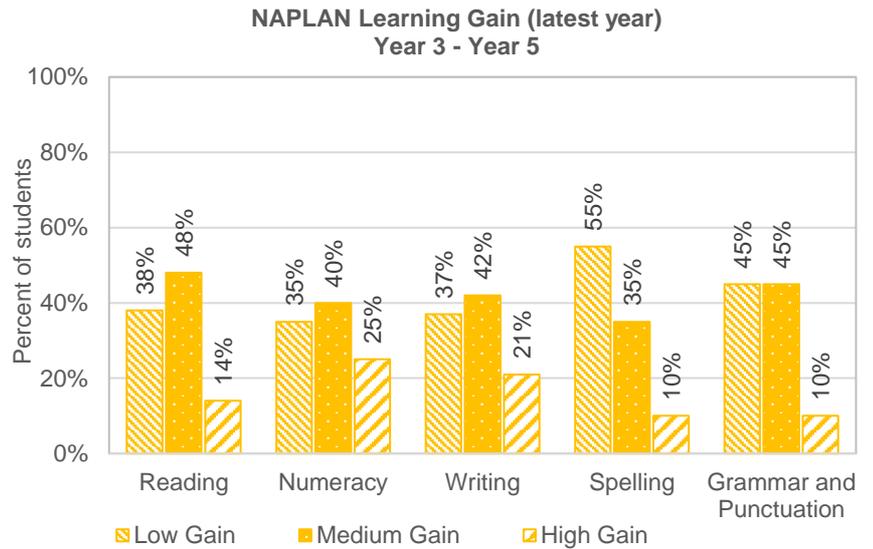
**ACHIEVEMENT (continued)**

**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:                 | 38%      | 48%         | 14%       | 23%                         |
| Numeracy:                | 35%      | 40%         | 25%       | 24%                         |
| Writing:                 | 37%      | 42%         | 21%       | 15%                         |
| Spelling:                | 55%      | 35%         | 10%       | 19%                         |
| Grammar and Punctuation: | 45%      | 45%         | 10%       | 16%                         |



## ENGAGEMENT

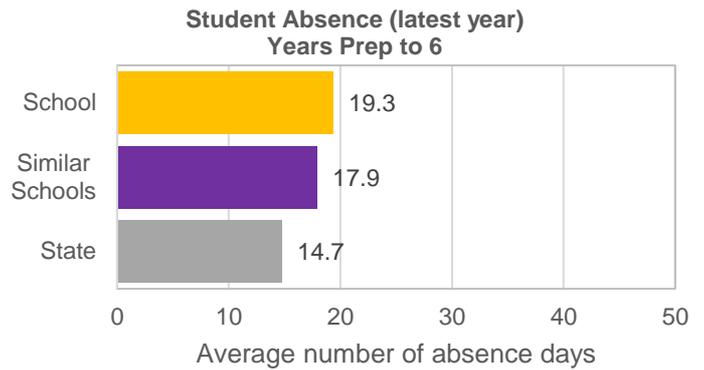
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 19.3               | 17.7           |
| Similar Schools average:               | 17.9               | 16.8           |
| State average:                         | 14.7               | 15.0           |



### Attendance Rate (latest year)

|                                       | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 92%  | 94%    | 91%    | 89%    | 92%    | 90%    | 86%    |

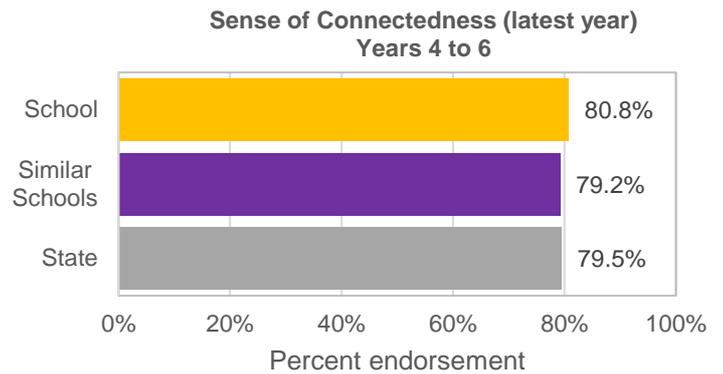
## WELLBEING

**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:         | 80.8%              | 72.4%          |
| Similar Schools average:            | 79.2%              | 80.2%          |
| State average:                      | 79.5%              | 80.4%          |

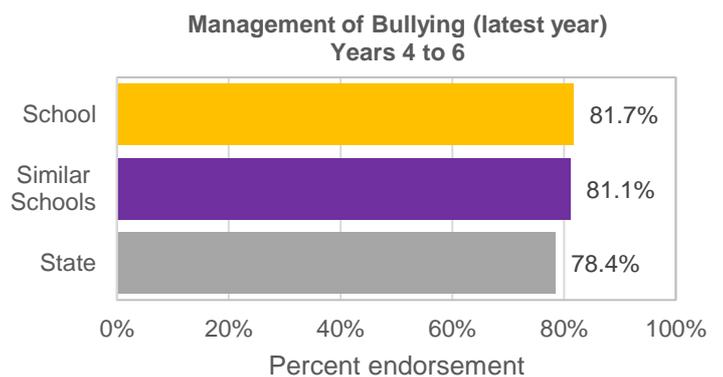


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:         | 81.7%              | 74.9%          |
| Similar Schools average:            | 81.1%              | 81.1%          |
| 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       | \$1,251,100        |
| Government Provided DET Grants | \$356,634          |
| Government Grants Commonwealth | \$2,200            |
| Government Grants State        | \$29,535           |
| Revenue Other                  | \$12,447           |
| Locally Raised Funds           | \$73,059           |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$1,724,975</b> |

| Equity <sup>1</sup>                                 | Actual           |
|---|------------------|
| Equity (Social Disadvantage)                        | \$160,268        |
| Equity (Catch Up)                                   | \$0              |
| Transition Funding                                  | \$0              |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0              |
| <b>Equity Total</b>                                 | <b>\$160,268</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$1,286,003        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$12,036           |
| Camps/Excursions/Activities           | \$31,759           |
| Communication Costs                   | \$1,767            |
| Consumables                           | \$28,262           |
| Miscellaneous Expense <sup>3</sup>    | \$9,878            |
| Professional Development              | \$1,127            |
| Equipment/Maintenance/Hire            | \$46,553           |
| Property Services                     | \$79,302           |
| Salaries & Allowances <sup>4</sup>    | \$113,803          |
| Support Services                      | \$6,574            |
| Trading & Fundraising                 | \$24,234           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$18,895           |
| <b>Total Operating Expenditure</b>    | <b>\$1,660,192</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$64,783</b>    |
| <b>Asset Acquisitions</b>             | <b>\$11,890</b>    |

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

**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$565,135        |
| Official Account              | \$47,102         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$612,237</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$56,231         |
| Other Recurrent Expenditure                 | \$952            |
| Provision Accounts                          | \$3,628          |
| Funds Received in Advance                   | \$0              |
| School Based Programs                       | \$300,144        |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$10,000         |
| Repayable to the Department                 | \$31,000         |
| Asset/Equipment Replacement < 12 months     | \$25,000         |
| Capital - Buildings/Grounds < 12 months     | \$52,000         |
| Maintenance - Buildings/Grounds < 12 months | \$36,000         |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$514,955</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.*