

2020 Annual Report to The School Community



School Name: Osborne Primary School (2655)



- 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 2020 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 30 March 2021 at 12:29 PM by Pamela Anderson (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 April 2021 at 03:30 PM by Sarah Lawrence (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Osborne Primary School (OPS) is located in Mount Martha, around 50 kilometres south east of Melbourne on the Mornington Peninsula. Although initially established in 1873 to serve the needs of a largely rural population, the school is part of a rapidly growing urban area to the east of Mornington. The school's student enrolment has fluctuated from low to mid 600s over the past five years. In 2020 enrolment averaged 655 students. OPS has a varied socio demographic composition. Over the past few years the overall socio-economic profile has fluctuated on a yearly basis from middle range, middle/high range and for 2020 middle/ low range. The student population predominantly draws from the suburban housing areas with a just a few families living in the rural areas remaining intact near the school. A small number of students for whom English is their second or additional language attend Osborne. A small portion of our students and their families has emigrated from the UK and other European or Asian countries. The school's range of programs and events ensure that all students are able to take advantage of the excellent location near to Port Philip Bay and nearby wetland and bushland areas.

The vision for OPS is to foster a caring, inclusive environment that develops values, attitudes, knowledge and skills in our students that will better equip each student to achieve a meaningful and fulfilling life in our complex, changing world. The values of respect, confidence, co-operation, responsibility and resilience guide us in providing a happy, caring and stimulating environment where children will recognise and achieve their fullest potential. The development of skills and knowledge for our students to become life-long learners and well-adjusted citizens of the future, is a primary focus. The "Play is the Way" program has continued to be implemented school wide to enhance our school values and empower our students to pursue their personal best and develop respectful relationships.

OPS has developed a culture which highly values the partnership between the school and home. Parents and carers feel a strong connection to the school and exhibit a high level of parent participation in school programs and events. Strong lines of communication between home and school operate effectively through the Compass electronic communication system. Weekly newsletters/bulletins keep families informed about what is happening at school. The website is updated regularly and notification of school events and forums are posted on Compass. Our enthusiastic "Friends of Osborne" (FOS) group aim to actively engage students, staff, parents and community in a range of social and fund-raising activities. Unfortunately, due to COVID -19, the normal schedule of events was reduced and the choice of activities limited to COVID safe events during 2020. The FOS group were able to run some activities in term 1 and term 4 to connect our families and students with the school. The term 4 disco and end of year outdoor concert and raffle were enjoyed by the students and supported well across the community.

A dedicated School Council supports the Principal in guiding the direction of the school. The School Council continued to operate effectively throughout 2020 with meetings being held via WebEx. School Council played a vital role in the continuation of the work as set out in the school's Strategic Plan and Annual Implementation Plan.

The Victorian Curriculum underpins teaching programs, which offer stimulating learning across a broad range of areas. A culture of high expectations of students' learning achievements is embedded through differentiated teaching practices including programs such as "Point of Need" teaching in Mathematics and "Reading for Meaning" and Lexile reading comprehension programs. A strong focus on phonics is apparent in our teaching of spelling and reading. The Jolly Phonics Program has continued successfully at the Foundation level and was extended to Year 1 through the Jolly Grammar program in 2020.

Across the curriculum a combination of both explicit teaching methods and inquiry learning engage students and support them in reaching their potential. The "Osborne Instructional Model" provides a framework for a consistent lesson structure school wide.

During the periods of remote learning in 2020 teachers delivered learning programs through the SeeSaw online platform, live WebEx classroom sessions and pre- recorded instructional videos. Remote learning presented a whole new scenario for staff, students and families. The focus was on connecting and engaging students and supporting

them in their wellbeing and learning throughout this period. The remote learning programs were established very quickly in response to the situation at hand. Regular surveys of staff, students and parents assisted the school in adapting the programs to best suit the needs of our students and families as the year progressed. Additional assistance from Educational Support staff was invaluable to students during this time. The curriculum was able to continue in all areas during remote learning albeit with adaptations and adjustments for the home learning environment.

The staffing profile at the school is well balanced with a mix of experienced staff and early career stage staff. The staff comprises 3 Principal Class Officers, 27 full time and 14 part time teachers, 1 full time Education Support Staff and 11 part time Education Support staff, and 6 Outside School Hours Care Program staff.

The dedicated staff work collaboratively in providing a viable curriculum and a strong collective focus on student learning. A positive school climate is reflected in our 2020 school staff survey with a higher overall mean score for OPS in comparison to all primary schools.

OPS optimises the use of the range of school facilities across a spacious and treed site. During 2020 a major capital works program saw the construction of eight general-purpose classrooms, administration offices, library, art room, staffroom, conference rooms and staff and student amenities. The building program included demolition of three main buildings. Work was able to power ahead right throughout the 2020 year. Phase one of the building program was completed during the second semester. The administration area and staffroom were completed for occupancy in late term 3. The Foundation students moved into the new classrooms for the return to onsite learning in term 4. Phase two of the building program comprising the library, art room and classrooms was on track for completion for the commencement of the 2021 school year.

Further highlights for the facilities at OPS are the 'BER' building offering modern classrooms and flexible learning spaces for years 5 and 6, the purpose-built kitchen for the cooking program, the gymnasium, the Performing Arts Centre and the kitchen garden areas of the school. In November the announcement of a successful minor works grant application at OPS will see major improvements to the Year 2 and 3 portable classrooms in 2021. A gallery style enclosure will be constructed over the central area between the portables as well as further upgrades to these portable classrooms.

Class structure for 2020 consisted of 28 straight grade level classes. High quality learning is facilitated by making the best use of a range of collaborative learning spaces and single classrooms. Buildings and facilities are well maintained with a special grounds project being completed each year. With the major construction project dominating the works at OPS for 2020, the installation of a new artificial turf basketball and volley ball court will be completed early 2021. OPS makes excellent use of the ample range of quality facilities to deliver a comprehensive curriculum and engaging educational opportunities for all students.

Framework for Improving Student Outcomes (FISO)

The Annual Implementation Plan for 2020 prioritised the following FISO areas:

1. Excellence in Teaching and Learning with a focus on the dimensions of Building Practice Excellence and Curriculum Planning and Assessment.
2. Positive Climate for Learning with a focus on the dimension of Empowering Students and Building School Pride.

The goals for the 2020 AIP were as follows:

Goal 1

To improve literacy outcomes for all students with a focus on reading and writing.

Goal 2

To Improve numeracy outcomes for all students.

Goal 3

To improve student engagement in learning with a focus on student voice and agency.

During term 2, in response to the changed circumstances due to COVID-19, the Department of Education offered a

COVID adjusted AIP process relevant to the work schools were doing in remote and flexible learning. At OPS it became clear that some of the planned activities and actions in the AIP would not be able to be undertaken due to the circumstances. New key focus areas emerged in the transition to remote and flexible learning in relation to teaching and learning, health, wellbeing and engagement of students. As a result OPS opted for the COVID adjusted AIP process at the outset of the implementation of remote and flexible learning.

The establishment of consistent team planning processes and recording of planning documents was achieved throughout the year. Teams at each year level and across the specialist programs analysed the curriculum plans and evaluated the needs of students before designing curriculum content to be remotely delivered.

The design and delivery of remote learning programs was consistent across the school with the inclusion of independent, supported and assessed tasks. The key learning areas of reading, writing and mathematics were included on a daily basis with the addition of inquiry and specialist sessions across the week. These tasks were provided at differentiated levels to ensure that all students' learning needs were met.

The use of data to inform teaching was a strong focus throughout the year. The increased use of technology necessitated through remote learning facilitated an increase in technology skills of students and of staff including an increase in data literacy. The planned assessment schedule was adhered to where possible with some assessments being completed online during remote learning. Assessment data was utilised in planning for appropriate learning tasks and differentiated student learning needs throughout both remote and on-site learning. The borrowing of technological devices was offered to families to ensure that all students had equitable access enabling everyone to access and participate in remote and flexible learning. Offline work packs were provided to families where special reasons for opting for paper and pen work.

Teacher professional planning days and whole staff professional learning opportunities were able to go ahead throughout the year. A range of online PD was accessed by staff, including online PD presented by our staff for teachers both within our school and beyond to the wider teaching community. This led to teachers quickly building their skills and expertise in remote and flexible teaching and implementing new strategies to enhance their teaching. The Learning Specialists and Leading Teacher supported teachers through providing professional learning and wellbeing support during this time of intense change and uncertainty.

Literacy initiatives such as the Jolly Phonics program in Foundation, the Jolly Grammar program in Year 1 and the 6 plus 1 Writing Traits underpinned the learning offered remotely. Students requiring additional support were supported by literacy support teachers and teacher aides throughout the year. Small focus groups via WebEx were conducted as well as individual phone sessions by teacher aides to target support for specific students throughout the remote learning period.

The Levelled Literacy Intervention (LLI) program continued throughout the year. During remote learning families were able to pick up LLI learning packs from the school so the students could have access to the books and learning materials specific to the program.

Continual progress has been made in establishing a Positive Climate for Learning through emphasis on "student voice" and empowerment of students in their learning. Opportunities were provided for students to self-assess, track their progress and set learning goals throughout the year. During remote learning student leaders provided regular videos and assemblies that were shared with the whole community. Future work is planned in extending opportunities for student voice and agency in all areas of learning and school life.

Achievement

OPS's student achievement data for 2020 is above similar schools for teacher judgements in both English and Mathematics. Although NAPLAN assessments did not take place during 2020, the teacher judgement data reflects sound standards school wide. Whether learning remotely or at school, the students were encouraged to take an active role in their learning through goal setting and self-reflection.

In mathematics during remote learning, differentiated curriculum was delivered through the SeeSaw online platform. Small group focus sessions conducted via WebEx ensured students' learning was targeted and effective. Although remote learning was highly challenging for some students, every effort was made to engage students at risk. Learning gaps were identified and ongoing support put into place for the students concerned. A future focus for the following year is providing a tutor program for learning catch up for students to build their mathematical concepts and competencies.

The Lexile reading program for Years 3 to 6 continued whilst students were at school. Borrowing of the Lexile books was not possible during remote learning so teachers found alternate ways to provide reading materials for the students. Once back at school the students engaged fully in the Lexile home reading program again. A range of remote learning comprehension activities were sourced for remote learning programs and delivered through the SeeSaw online platform. The Fountas and Pinnell reading assessment tool was utilised for assessment once students returned to school. School based assessment data reflected sound standards in reading across the school however low learning growth for some students was identified. Extending the LLI reading intervention program and establishing a school wide approach to reading utilising the CAFÉ reading model is the next level of work.

The implementation of the 6 Plus 1 Writing Traits continued in 2020. The teaching of the writing traits was embedded in the remote learning programs where possible. Teachers assisted students in further understanding the complexities of the writing process and improving their writing competencies. Embedding this approach school wide is the continued work at OPS. Support for students to increase their stamina in writing including handwriting skills is also a future focus.

Engagement

At OPS our teaching programs aim to enhance the level of stimulation, motivation and challenge in student learning. In 2020, due to COVID-19, the engagement of the students was a particular focus during remote and flexible learning. It was of high importance to have students check in daily for remote learning and engage fully in the learning and wellbeing programs. Attendance data for OPS over the year was above similar schools and state. However, a small cohort of students at Osborne did experience difficulties in engaging with remote learning and in some cases were reticent to return to school onsite. Supports were put in place including aides making regular contact to assist these students in reengaging in school life and in learning catch up where appropriate. This will be a continued area for focus and support.

Student engagement was enhanced through Inquiry investigations in the curriculum areas of science, history, geography and the arts. Inquiry planning each term related to one of the "through lines" at Osborne - Diversity, Creating, Understanding and Sustainability. During remote learning, Inquiry, the arts and specialist programs provided many fun and hands on activities that could be carried out in the home. This was a welcomed dimension to the remote learning program that provided opportunity for students to be active and creative learners and have a break from screen time during the day.

The Specialist programs cover the following curriculum areas - The Arts: Visual and Performing, Physical Education and Health, Science and Languages - Indonesian. These programs aim to tap into every child's interest level and extend students to take on new challenges. The range of extra curricula opportunities at OPS provides avenues for each child to develop their talents, leadership and personal and social skills. Whilst many of the extra curricula activities and events were put on hold due to COVID restrictions, some new opportunities were introduced. Students participated in the making of a promotional video about the school. Online assemblies, talent quests, concerts and quizzes were all enjoyed by the students during this very different year.

Teachers have developed a repertoire of strategies to empower students to be active in their learning journey. Students are encouraged to take an authentic role in decision making both within the classroom and across all aspects of school life. Students are becoming proficient in setting goals and self-assessing their knowledge, understanding and effort. Providing genuine feedback via teacher to student, student to student as well as student to teacher is essential in establishing a culture of growth and improvement. Decision making, taking responsibility for one's learning, self-assessment and taking feedback on board are elements that were all incorporated into the remote learning program in some form.

A well-structured transition program makes for seamless transition between all areas of the school. Considering the challenges of the 2020 school year, effective transition programs were critical for the engagement and wellbeing of the students. Transition programs for Foundation 2021 and Year 6 students moving to secondary school were adapted to include online parent and student information sessions. These sessions were highly successful and well received by all concerned. Fortunately, onsite transition sessions were able to go ahead for these students late in term 4. Transition sessions for students going up to the next year level at OPS were also successfully conducted in term 4.

Wellbeing

The wellbeing of our students is underpinned by an ethos at OPS that promotes consideration, tolerance and empathy towards others. Our school values of Respect, Confidence, Co-operation, Responsibility and Resilience are promoted through many facets of school programs and school life. Opportunities to promote school values school were created through online communication with the students. Our student leaders and Principal team conducted assemblies and a range of peer activities such as regularly reading stories online for students to enjoy.

At OPS strategies have successfully been employed to teach social skills and enhance students' personal development through the "Play is the Way" program. This was particularly helpful as students returned to onsite learning in term 4. After a long period away from their classmates the Play is the Way activities supported students in adjusting back to the classroom and playground and in getting along together. Students' understandings of the "Life Rafts" associated with the program are consistently taught through group games and team work. At every opportunity, the students are encouraged to take responsibility for themselves and build resilience to problem solve and develop skills of independence.

The Student Attitudes to School Survey and Parent Survey were not administered in 2020 but were replaced with school based student surveys. The staff survey however was administered by DET for 2020. OPS was well above state for school climate on this survey. The positive results of the staff survey are testament to the strong team cohesion and supportive culture at OPS during a very challenging year. The wellbeing team and the Principal team held regular staff check ins and surveys. Specific supports were put in place to assist staff members through this time.

During 2020 school based student surveys were also regularly administered to check on how students were feeling about their learning and to gain insights into their health and wellbeing. Feedback from the surveys led to adjustments to the remote learning programs and to further wellbeing supports being put in place where appropriate. On return to onsite learning in term 4 a range of activities were offered to students to help the students reconnect with their peers and school routines. A staff member in the role of Wellbeing Officer provided additional support for students' social and emotional development.

The school based parent surveys enabled parents to give feedback in relation to the school's processes and programs established for remote learning. The feedback from the surveys was conveyed to parents. The feedback was very positive and any suggestions emanating from the surveys were considered and acted upon where possible.

An initiative of our Wellbeing team together with school council saw the introduction of House coloured tee shirts offered to students across all year levels. Our Foundation students 2020 were provided with a complimentary house tee shirt to launch the initiative. On return to onsite learning in term 4, "House Colours Day" was held every Friday. Students participated in sports and house team events during the school day. This initiative was an important part of building school spirit, student connectedness to school and the wellbeing of students during term 4. It also provided an excellent opportunity for the House Captains to build their leadership capacity.

At OPS the development of partnerships between parents and teachers is held in high regard. Sound communication between school and home is paramount to enhance the value of learning and this results in the best outcomes for our students. During 2020 electronic communication replaced our normal and face to face meetings and encounters due to the COVID restrictions. The school continually worked on developing relationships and keeping the lines of communication open throughout the remote learning period and on return to onsite learning.

Financial performance and position

Osborne Primary School maintained a very sound financial position throughout 2020. The School Strategic Plan 2018-2022, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Financial reports were regularly monitored by the Finance Committee and School Council.

The Capital building project which commenced in 2019, continued throughout 2020 including demolition of three buildings and the construction of three buildings. The Financial Performance and Position report shows an end of year surplus of \$324,567. This surplus occurred as purchasing of furniture, fittings and ground improvements associated with the Capital building program was delayed due to COVID-19 restrictions.

Additional support resources including digital platforms were purchased to ensure students' learning could continue during the remote learning phase of 2020.

Equity funding contributed to the employment of literacy support staff for students requiring additional needs in literacy. The school continued to operate an Outside School Hours Care (OSHC) program which received Federal Viability Grant funding to support costs associated with staffing.

For more detailed information regarding our school please visit our website at
www.osborneps.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 658 students were enrolled at this school in 2020, 331 female and 327 male.

1 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

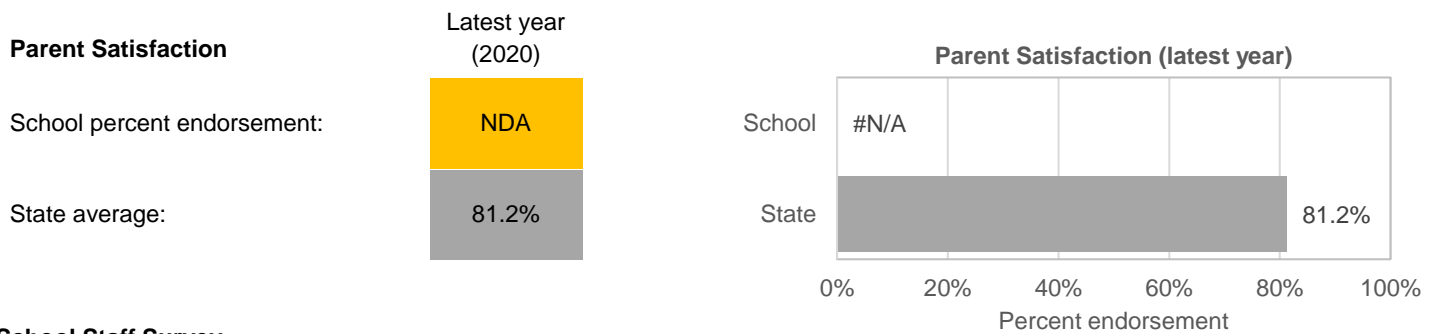
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

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

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

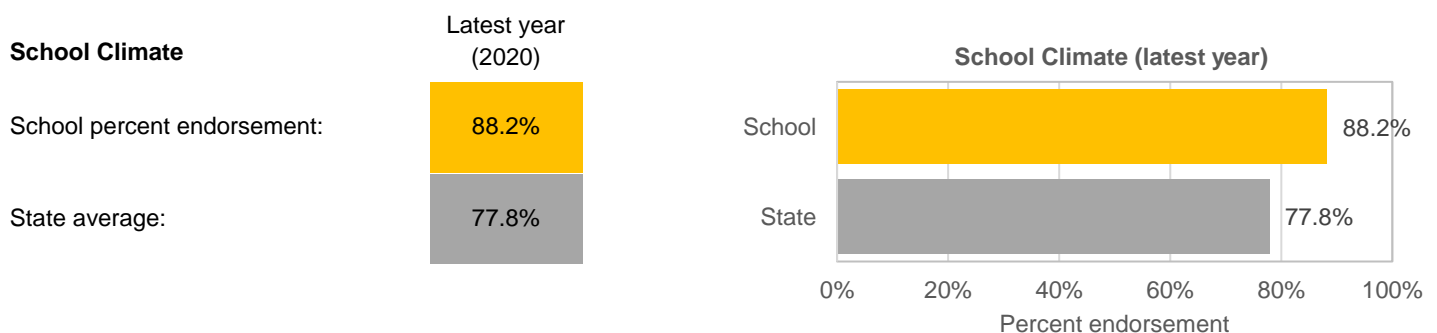


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

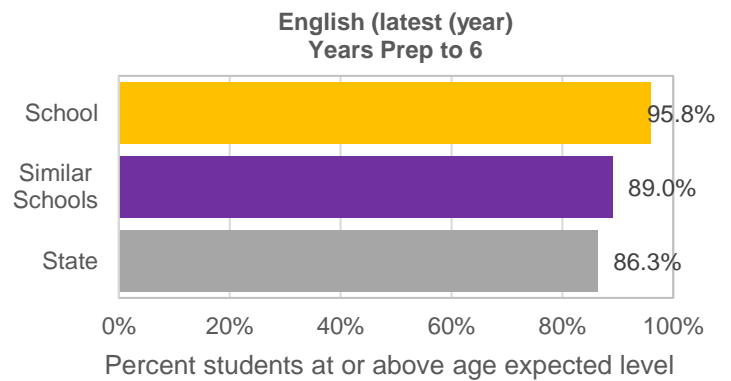
95.8%

Similar Schools average:

89.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

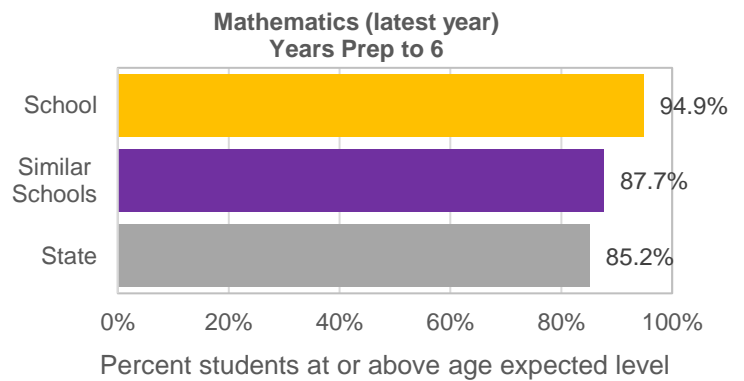
94.9%

Similar Schools average:

87.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

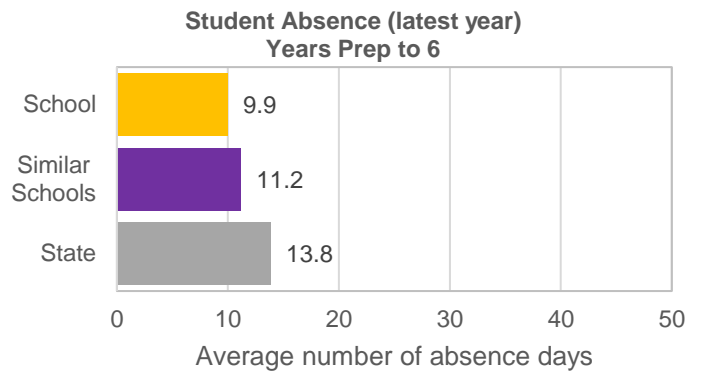
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.9	13.6
Similar Schools average:	11.2	14.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	94%	95%	93%	96%	95%	94%

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.

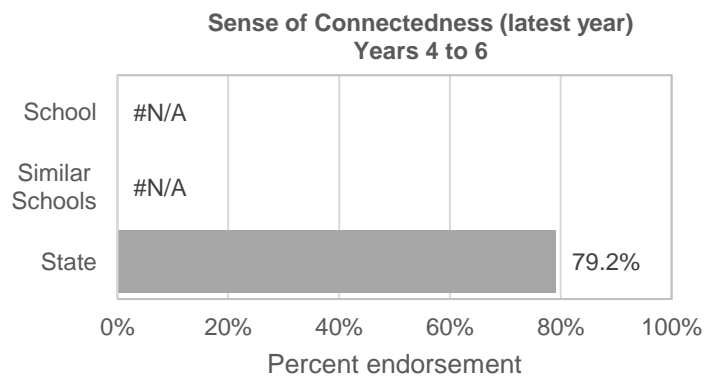
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	90.2%
Similar Schools average:	NDP	81.9%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

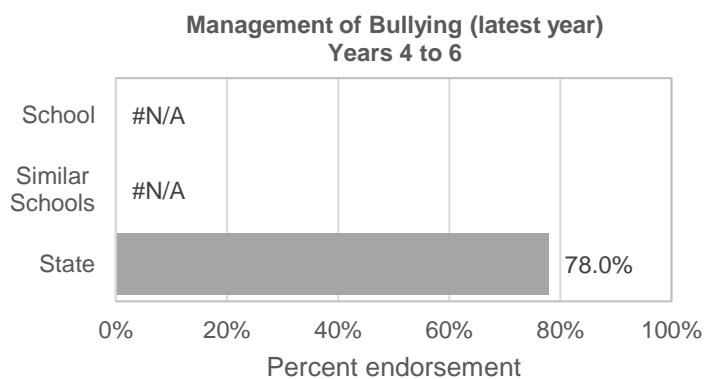
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	92.8%
Similar Schools average:	NDP	82.4%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$4,935,840
Government Provided DET Grants	\$675,681
Government Grants Commonwealth	\$272,835
Government Grants State	NDA
Revenue Other	\$8,781
Locally Raised Funds	\$292,622
Capital Grants	NDA
Total Operating Revenue	\$6,185,760

Equity ¹	Actual
Equity (Social Disadvantage)	\$67,591
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$67,591

Expenditure	Actual
Student Resource Package ²	\$5,077,465
Adjustments	NDA
Books & Publications	\$6,621
Camps/Excursions/Activities	\$24,713
Communication Costs	\$7,410
Consumables	\$143,574
Miscellaneous Expense ³	\$14,249
Professional Development	\$12,274
Equipment/Maintenance/Hire	\$113,755
Property Services	\$117,770
Salaries & Allowances ⁴	\$192,469
Support Services	\$37,679
Trading & Fundraising	\$37,211
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$58,003
Total Operating Expenditure	\$5,843,193
Net Operating Surplus/-Deficit	\$342,567
Asset Acquisitions	\$316,758

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$922,004
Official Account	\$36,534
Other Accounts	\$10,641
Total Funds Available	\$969,178

Financial Commitments	Actual
Operating Reserve	\$111,492
Other Recurrent Expenditure	\$16,363
Provision Accounts	\$17,222
Funds Received in Advance	\$153,309
School Based Programs	\$46,932
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$771
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$366,281
Maintenance - Buildings/Grounds < 12 months	\$175,300
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$937,670

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.