

2021 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 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.

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

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 2021 enrolment averaged 645 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 2021 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. 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 continues to be used 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 (like 2020) was reduced and the choice of activities limited to COVID safe events during 2021.

A dedicated School Council supports the Principal in guiding the direction of the school. The School Council continued to operate effectively throughout 2021 with meetings being held via a combination of WebEx and onsite meetings. 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 and STAR problem solving model in Mathematics, CAFE reading, 6+1 Writing Traits, the Writing Process and the Lexile reading comprehension program. 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 Jolly Grammar has been introduced and extended from Year 1 to Year 3 in 2021 (with Year 4 to Year 6 to be rolled out in 2022).

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 2021 teachers delivered learning programs through the SeeSaw online platform, live WebEx classroom sessions and pre- recorded instructional videos. Like 2020, the focus was on connecting and engaging students and supporting them in their wellbeing and learning throughout this period. The remote learning programs were consistent with our 2020 structure to ensure a strong emphasis on the academic and wellbeing of students. 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, 28 full time and 15 part time teachers, 1 full time Education Support Staff and 11

part time Education Support staff, and 6 Outside School Hours Care Program staff. Due to a dedicated staff working collaboratively in providing a viable curriculum and a strong collective focus on student learning, our positive school climate results are reflected in our 2021 school staff survey with a higher overall mean score for OPS in comparison to all primary schools.

Osborne PS optimises the use of the range of school facilities across a spacious and treed site. Osborne Primary School has a rich, well-resourced Specialist Program. There are dedicated and purpose-built Science, Music, Art Rooms and a Gymnasium. As well, there are literacy and numeracy support rooms and 2 large shared learning space in the BER. The Library is centrally located and available to students at lunchtime, as well as class time. The school has a full functioning school canteen. Our Outside School Hours Care program, managed by Osborne PS, is accommodated in it's own dedicated building.

Class structure for 2021 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 was 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 FISO improvement initiatives and Priority Goals recommended to our school by the Department of Education for 2021 were:

- (1a) Learning, catch-up and extension priority - Curriculum planning and assessment
- (1b) Happy, active and healthy kids priority - Health and wellbeing
- (1c) Connected schools priority - Building communities

School goals were:

- (2) To improve literacy outcomes for all students with a focus on Reading and Writing.
- (3) To improve numeracy outcomes for all students.
- (4) To improve student engagement in learning with a focus on student voice and agency.

Goal 1a:

Learning, catch-up and extension priority

Action:

Develop data literacy of teachers and education support staff to inform understanding of student needs and progress.

12 month targets were:

*Data used to identify students for tailored supports.

*A documented assessment schedule and evidence of teachers inputting data and moderating assessments will be embedded.

*Classroom observations and 'learning walks' demonstrating take up of professional learning.

*School wide routines will be documented and regularly articulated.

*Students were provided with additional and targeted support through the Tutoring Learning Initiative (small group model).

*Established regular check-in with staff and families of at-risk students with scheduled SSGs.

Goal 1b:

Happy, active and healthy kids priority

Action:

Establish and embed routines and prioritise time in the school day to revisit regularly.

12 month targets were:

A culture of respect and responsibility will be embedded throughout the school.

Students will:

- Be aware of routines and why it is important they are adhered to.

Teachers will:

- Model and are consistent in agreed routines.
- Ensure that school wide routines are consistently implemented across all learning spaces.

The School Improvement Team will:

- Plan and provide professional learning around the effective analysis and use of data.
- Ensure that school wide routines are documented and regularly articulated to staff.

Goal 1c:

Connected schools priority

Action:

Build staff capability to integrate digital learning.

12 month targets were:

The use of digital tools will be embedded to enhance student learning opportunities.

Students will:

- Be able to effectively use a variety of digital tools, devices and programs.

Teachers will:

- Be confident in integrating digital learning pedagogy.
- Embed the use of digital learning for both in class and at home learning.
- Continued to use Webex as a connection/meeting tool with parents where face-to-face meetings are unable to occur.
- Identified tools that were successful for monitoring during remote learning and how they can continue to be implemented.

The School Improvement Team will:

- Plan and provide professional learning around effective digital pedagogy.
- Provide professional learning around specific digital tools the school is utilising for both in class and at home learning especially those that were successful during remote and flexible learning.
- Updated and informed parent community through Compass and Osborne Primary School Facebook page.

Goal 2:

To improve literacy outcomes for all students with a focus on Reading and Writing.

Action

Strengthen and embed the use of multiple forms of feedback and assessment.

12 month targets were:

A culture of high expectations will be embedded across the three strands of the English curriculum.

Students will:

- Be able to identify their individual point of learning and be supported, guided and challenged to reach their potential.

Teachers will:

- Consistently implement a range of assessment methods and tools to monitor student learning progress.
- Utilise a range of strategies that support differentiation within the classroom.

The School Improvement Team will:

- Provide professional development and support for teachers to develop their capacity in the utilisation of multiple forms of feedback.
- Provide professional development and support for teachers to develop their capacity in the effective use of data for differentiation.

Goal 3:

To improve numeracy outcomes for all students.

Action:

Build staff capacity to effectively utilise the student learning progressions.

12 month targets were:

The use of multiple forms of feedback to gather information about a student's understanding, will have a positive impact on their learning.

Students will:

- Be able to identify what they need to do to improve, and feel encouraged and supported to do so.

Teachers will:

- Communicate feedback to students that articulates progress as well as the next steps required to advance their learning.
- Understand how to utilise student assessment data as a source of feedback for individual students as to inform teaching practice.

The School Improvement Team will:

- Support staff to develop a deeper understanding of effective evidence based feedback.
- Have a strong knowledge of student data to provide feedback to staff on trends in student learning progress.

Goal 4

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

Action

Refine implementation of authentic student voice, agency and leadership.

12 month targets were:

The use of authentic student voice, agency and leadership will enable a learning partnership to develop and promote student engagement and academic progress.

Students will:

- Be able to actively contribute to their learning environment.
- Contribute to curriculum direction and planning within their classroom.

Teachers will:

- Consistently implement a range of assessment methods and tools to monitor student learning progress.
- Implement a variety of information sources (e.g. surveys, assessment data) as a means of providing opportunities for effective student voice.

The School Improvement Team will:

- Be able to clearly articulate what student voice and agency looks like at Osborne Primary School.
- Regularly model the use of strategies to implement effective and authentic student voice, agency and leadership.

Achievement

Osborne Primary School's 2021 NAPLAN achievement data is above like schools in Reading and Writing for Year 3 and 5 students. Year 3 NAPLAN Numeracy results are above like schools and slightly below for Year 5s. Teacher judgment data in English and Maths is above like schools. Whether learning remotely or at school, the students were encouraged to take an active role in their learning through goal setting and self-reflection.

During the remote learning period teachers planned lessons in the areas of English- reading, writing, phonics, grammar and spelling. They provided teaching and learning activities to cover the mathematics curriculum- number and algebra, measurement and geometry and statistics and probability. They also planned weekly inquiry and wellbeing lessons. The daily learning activities were presented to students in a grid format, assisting families to organise the days learning and giving students the opportunity to chose the order in which they completed activities.

In Mathematics during the remote learning period, teachers continued to deliver lessons focusing on areas of improvement identified in the yearly scope and sequence. Students were actively engaged in differentiated mathematics learning through daily WebEx lessons, small groups sessions and focus WebEx meetings where students had the opportunity to seek feedback, additional assistance or extension and ask questions. Teachers planned and delivered maths activities through the SeeSaw platform providing students with written and verbal feedback. Some year levels continued to run PON Math's cycles successfully achieving growth in post test results. Through data analysis obtained during remote learning, teachers identified areas of strength and planned lessons to target the specific needs of students when returning to onsite learning.

The Lexile reading program for Years 3 to 6 continued whilst students were at school. The borrowing of 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. Teachers provided students with a range of comprehension activities that were sourced for remote learning programs and delivered through the

SeeSaw online platform. As with the Math's remote learning WebEx structure, students engaged in online whole, small, and focus group lessons. 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. The LLI and literacy tutoring program continued during the remote learning times with varied success and engagement from some students. The focus to implement a whole school approach for the CAFÉ Reading framework will continue to remain a priority in 2022.

Implementing the 6+1 Writing Traits framework continued to be a priority in 2021, with a particular focus on embedding the Writing Process model. The teaching of the Writing Traits was included in the remote learning programs where possible. Teachers assisted students in further understanding the complexities of the writing process and improve their writing competencies. Embedding this approach school wide is the continued work at Osborne Primary School. Support for students to increase their stamina in writing including handwriting skills is also a future focus. Teachers used the narrative and persuasive assessment rubrics to analyse and moderate students writing.

Engagement

At Osborne Primary School our teaching programs aim to enhance the level of stimulation, motivation and challenge in student learning. In 2021, 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.

During the extended remote learning period in term 3, the whole school WebEx structure was modified with the intent to increase student engagement and to provide optimal teaching and learning opportunities for students. Teachers planned whole class curriculum WebEx sessions daily, followed by small group focus sessions, followed by optional support, feedback and question sessions.

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 an 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 ongoing COVID restrictions. Returning to onsite learning in term 4 OPS prioritised the engagement of students by organising an excursion for each year level. We were fortunate to be able to reschedule the Book Fair which was a great success. Staff quickly organised the Year 6 camp and graduation night.

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 2021 school year, effective transition programs were critical for the engagement and wellbeing of the students. Transition programs for Foundation 2022 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 and staff is underpinned by our ethos at Osborne that promotes consideration, tolerance and empathy towards others. Our school values of Respect, Confidence, Responsibility, Co-operation and Resilience are promoted through many facets of school programs and school life. During remote learning, opportunities to promote school values were created through daily online communication with the students. Our student leaders and Principal team conducted assemblies and a range of peer activities such as reading stories, quizzes and challenges for students to enjoy. The variety of fun activities was to keep students engaged with their teachers and peers. During 2021 Remote learning times, all Specialist teachers and Aides were at school and all classroom teachers taught a class onsite at least once each week. This contact also encouraged the engagement of students with their peers and teachers. Aides and teachers made special contact with students and families needing additional support.

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 when students returned to onsite learning and socialising in term 4. After a long period away from their classmates the Play is the Way activities supported students in adjusting back into the classroom, playground and in getting along together. Students' understandings of the "Life Rafts" associated with the program are consistently taught through group games and teamwork. At every opportunity, the students are encouraged to take responsibility for themselves and build resilience to problem solve and develop skills of independence.

The DET staff survey was administered for 2021. 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 that has always existed at OPS and was so beneficial during another very challenging year.

Staff wellbeing was an important consideration, particularly keeping staff engaged with their students and with other staff through onsite contact at school and through various online fun staff activities. The Wellbeing team and Principal team held regular staff check ins, surveys and sent home care packs. Specific supports were put in place to assist some individual staff members through this time.

The Student Attitudes to School Survey was administered in 2021. During 2021, class-based student surveys were also administered to check on how students were feeling about their learning and to gain insights into their health and wellbeing. In comparison to State and Similar schools' data, our year 4 to 6 students showed a high sense of connectedness with a high four-year average of 88.1%. Managing Bullying also had a very positive response of a high 91.3% average, which is way above Similar Schools and State. Understandably there was a drop in Student Voice and Agency in year 6, however OPS remained above Similar schools and State. 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. Our Primary Wellbeing Officer provided additional support for students' social and emotional development. The Assistant Principal of Wellbeing directly contacted specific families needing additional support at home and in getting students back to school. Our overall supplementary report indicates a level of Excelling in Wellbeing.

The parent surveys enabled parents to give feedback in relation to the school's processes and programs established for remote learning. The feedback received was Osborne's school connectedness remained at a high level of 90%. Foundation students 2021 were once again provided with a complimentary House Polo shirt. On return to onsite learning in term 4, wear your "House Colours Day" was continued 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. On the return to school in term 4, Osborne ensured that all year levels arranged to have at least one excursion to finish what was a challenging year where many events had been cancelled.

At OPS the development of partnerships between parents and teachers is held in high regard. Effective and timely communication between school and home is paramount to enhance the value of learning and the best outcomes for our students. During a COVID restricted 2021, electronic communication replaced our normal face to face meetings and encounters. 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. On our return to school in term 4 our focus was positive reconnection to peers and staff, the Osborne community and education.

Finance performance and position

Osborne Primary School maintained a very sound financial position throughout 2021. The School Strategic Plan 2018-2022, along with the 2021 Annual Implementation Plan (AIP), continued to provide the framework for school council allocation of funds to support school programs and priorities. Comprehensive budgets were planned and approved by school council to resource the needs of the students and school. All curriculum programs were adequately resourced ensuring spending was targeted and prioritised in line with the 2021 AIP. Financial reports were regularly monitored by the Finance Committee and School Council.

The Net Operating Deficit was due to various works and purchases of furniture and fittings that were unable to be completed in 2020 due to COVID-19 restrictions, these were completed in 2021. Funds had been held over in the school bank account to enable completion of these works and the purchasing of goods and services.

Minor building projects completed following the 2019/20 Capital Building project included the installation of a student toilet block, a storage shed and additional aluminum doors. Playground improvements included a shade sail to the Foundation playground, a bike shed extension, additional fencing and asphalt painting.

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 program which received Federal Government Viability Support Grant funding to assist with costs associated with staffing.

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

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 648 students were enrolled at this school in 2021, 326 female and 322 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

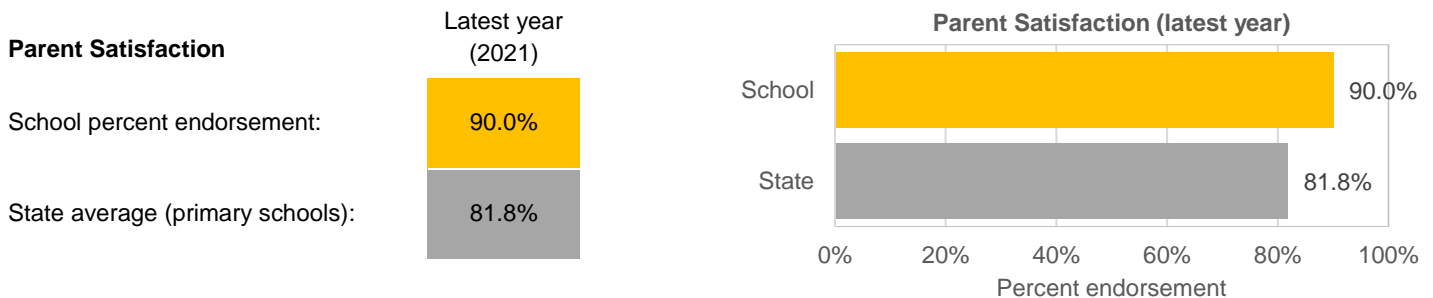
The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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 - Medium

Parent Satisfaction Summary

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

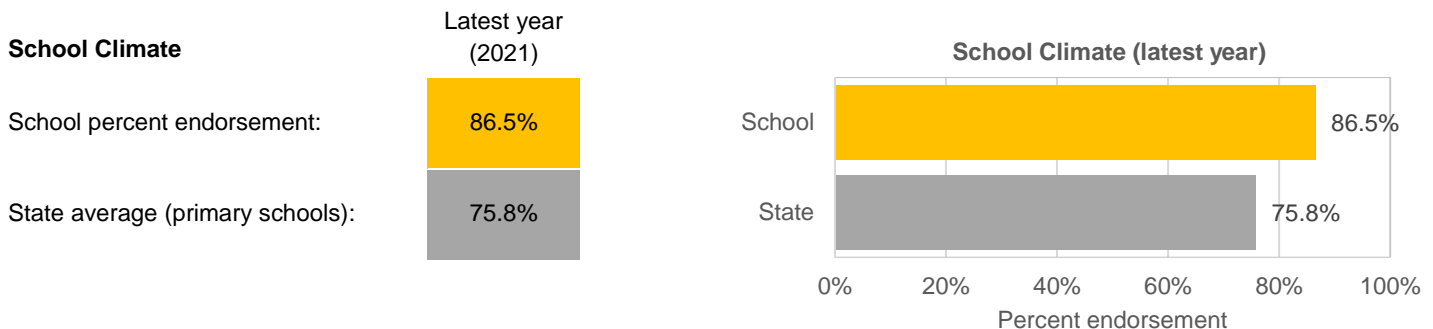
Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.



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.

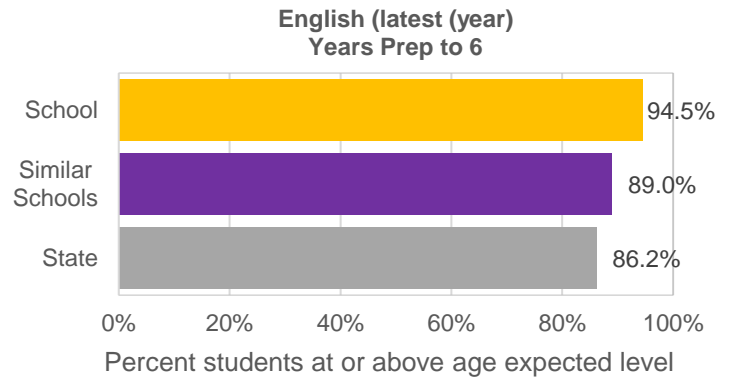
Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

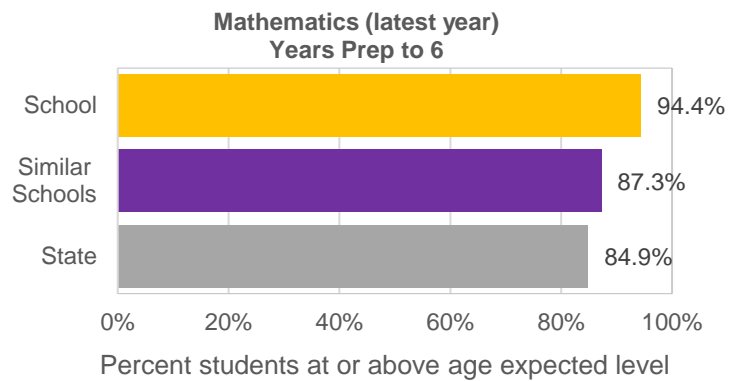
School percent of students at or above age expected standards:	94.5%
Similar Schools average:	89.0%
State average:	86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:	94.4%
Similar Schools average:	87.3%
State average:	84.9%



ACHIEVEMENT (continued)

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

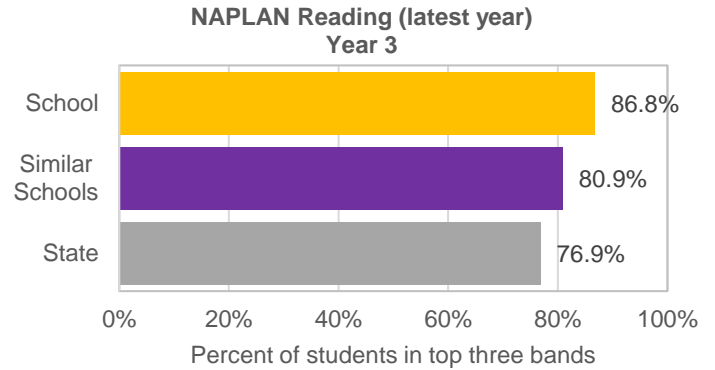
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

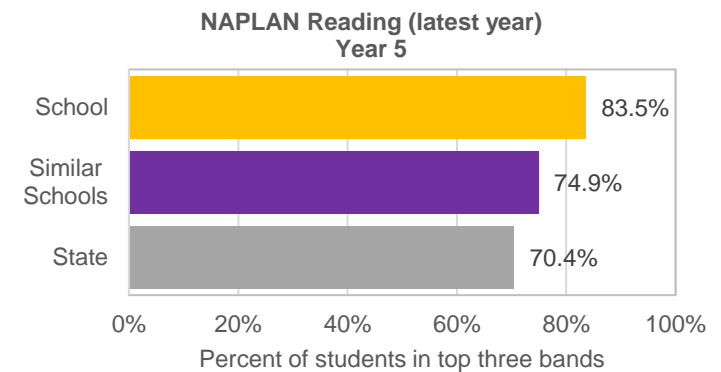
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.8%	86.4%
Similar Schools average:	80.9%	80.8%
State average:	76.9%	76.5%



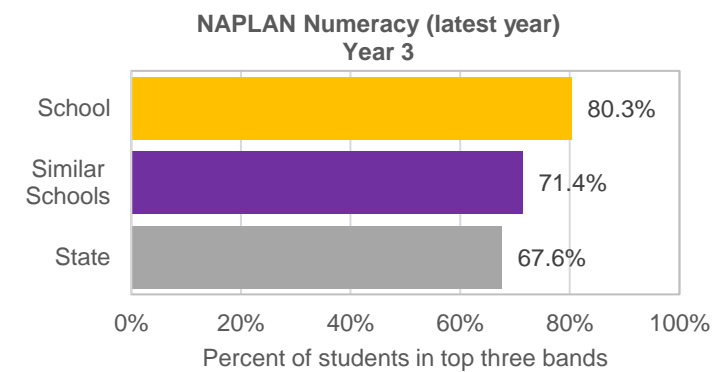
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.5%	75.8%
Similar Schools average:	74.9%	72.2%
State average:	70.4%	67.7%



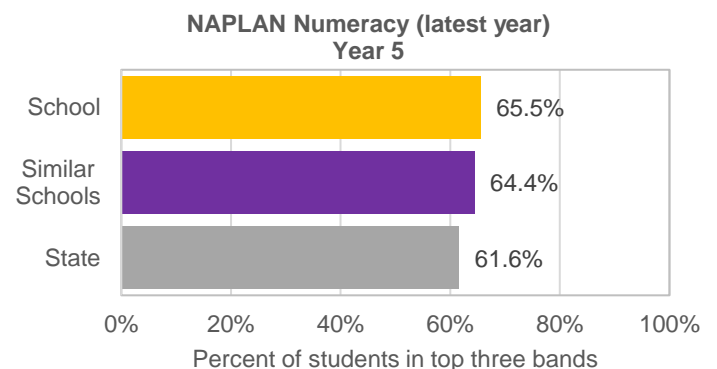
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.3%	77.7%
Similar Schools average:	71.4%	73.9%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.5%	65.0%
Similar Schools average:	64.4%	62.7%
State average:	61.6%	60.0%



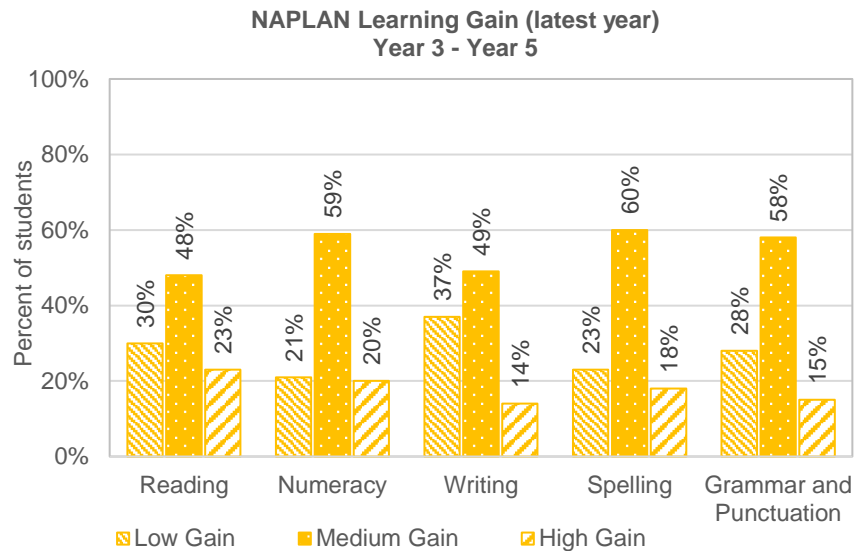
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	30%	48%	23%	22%
Numeracy:	21%	59%	20%	20%
Writing:	37%	49%	14%	21%
Spelling:	23%	60%	18%	21%
Grammar and Punctuation:	28%	58%	15%	20%



ENGAGEMENT

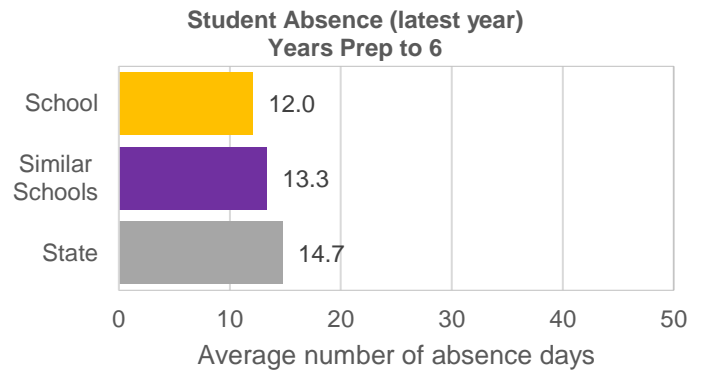
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	12.0	12.7
Similar Schools average:	13.3	13.7
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):	95%	95%	93%	94%	94%	94%	92%

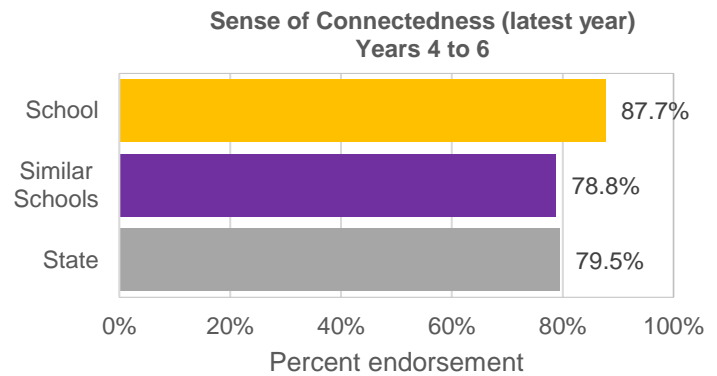
WELLBEING

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:	87.7%	88.1%
Similar Schools average:	78.8%	80.7%
State average:	79.5%	80.4%

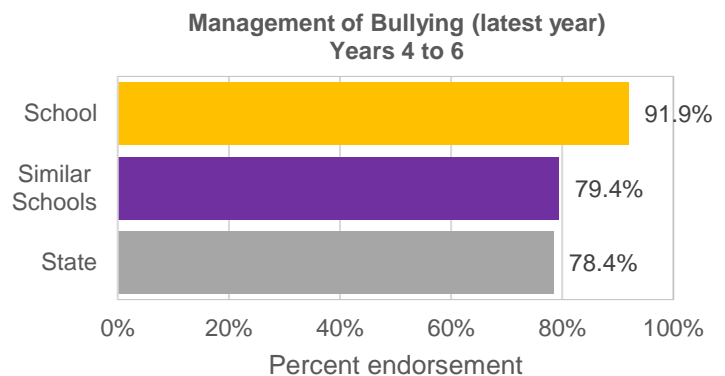


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	91.9%	91.3%
Similar Schools average:	79.4%	81.4%
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	\$5,197,984
Government Provided DET Grants	\$455,481
Government Grants Commonwealth	\$220,320
Government Grants State	\$0
Revenue Other	\$5,328
Locally Raised Funds	\$478,771
Capital Grants	\$0
Total Operating Revenue	\$6,357,884

Equity ¹	Actual
Equity (Social Disadvantage)	\$61,323
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$61,323

Expenditure	Actual
Student Resource Package ²	\$5,289,048
Adjustments	\$0
Books & Publications	\$6,716
Camps/Excursions/Activities	\$109,345
Communication Costs	\$6,383
Consumables	\$176,307
Miscellaneous Expense ³	\$44,823
Professional Development	\$26,167
Equipment/Maintenance/Hire	\$148,127
Property Services	\$214,789
Salaries & Allowances ⁴	\$272,568
Support Services	\$74,148
Trading & Fundraising	\$32,822
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$54,525
Total Operating Expenditure	\$6,455,769
Net Operating Surplus/-Deficit	(\$97,885)
Asset Acquisitions	\$293,204

- (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	\$542,443
Official Account	\$22,235
Other Accounts	\$1
Total Funds Available	\$564,679

Financial Commitments	Actual
Operating Reserve	\$157,637
Other Recurrent Expenditure	\$11,956
Provision Accounts	\$17,222
Funds Received in Advance	\$43,896
School Based Programs	\$76,714
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$78,953
Capital - Buildings/Grounds < 12 months	\$170,035
Maintenance - Buildings/Grounds < 12 months	\$125,771
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$682,183

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.