

2021 Annual Report to The School Community



School Name: Kerang Primary School (1410)



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

Attested on 06 May 2022 at 10:41 AM by Brenton Taylor (Principal)

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

Attested on 07 May 2022 at 09:06 AM by Gerard Hastie (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Kerang Primary School is located within the central business district of Kerang and has strong Community ties. The effects of drought, floods and a decline in the rural economy has impacted heavily on families within our district. The recent trend of declining enrolments has been reversed with increased enrolments for 2021 and further predicted for 2022. The increasing number of families seeking financial assistance remains. In 2021 we operated on equivalent of 5.6 Teaching Staff, 1 Principal with a part time teaching load, 4 Education Support Staff and a MARC Teacher based at KPS. The MARC teacher serviced the school for 1 day per week.

Specialist lessons for students included weekly MARC Van Literature Appreciation, Physical Education and Art sessions. Through equity funding teacher worked 1 day per week to allow the facilitation of regular weekly timetabled PSG's to occur for students in need. It also allowed the teacher to monitor SOCS referrals and address wellbeing needs in the school. A close association with support agencies also enabled extra assistance for the diverse needs amongst our community.

The use of ICT and touch screen technology with a comprehensive I-pad program has ensured students are being prepared for 21st Century learning. Promethean board learning technology was installed in the 5 classrooms. Five Webex Video Conferencing on the Promethium units have continued to allow students and staff to participate in a number of diverse communicative and learning activities with people and programs on a global scale. This also held us in good stead with Remote & Flexible learning options.

The School Council and Parents Club would normally be actively engaged in school activities and fundraising. Our annual Book Parade and Mother's day High Tea continue to be highlights within our community but were placed on hold during COID times. The annual end of year school concert is always a real hit becoming a special feature on our school calendar. Unfortunately all of these were put on hold during the Covid Pandemic but will be revitalised as soon as allowed. Kerang Primary School is committed to continuous improvement in all areas of the curriculum. A strong emphasis has been placed on Numeracy and Literacy, with a focus on improvement within the Writing curriculum. Numerous professional learning opportunities have targeted this goal. Whole adapting whole school planning to support this united approach to learning in our school.

The school is located in the centre of the Kerang township and is within walking distance of many local facilities such as the Local Library, Swimming Pool, Sporting Venues/Grounds, Kindergarten and the Secondary School. The Primary School utilises these venues frequently to enhance the Learning Programs of the students.

The school was established in 1874 and has a long, proud tradition in the local community with a vision for the future that includes further development and integration of information and communication technologies, high quality explicit teaching in learning neighbourhoods and a policy of putting the student at the centre of learning in a safe, pleasant and friendly learning environment.

The School is striving to create a challenging and supportive learning environment encompassing all members of our community based on the school values of Compassion, Accountability, Respect, Inclusiveness, Nurture and Gratitude.
CARING

Framework for Improving Student Outcomes (FISO)

Building practice excellence

- Building the capacity of all staff across all levels of the school to provide explicit and differentiated teaching and learning opportunities with an individualised focus on each student.

Staff have undertaken PD in Literacy (Writing – VCOP/Big Write- Jolly Grammar) where differentiated and explicit teaching practices has been a key focus on the presentation.

Classroom planning documents have supported this process and all students have an Individual Learning Plan worked through with the class teacher, student and parent/carer.

Staff PDP reflect the school's goals and key improvement strategies of the 2021 AIP.

Staff made the most of the Pandemic time to access and utilize as much On-Line Professional Learning Options as they were able to.

Curriculum planning and assessment

- Enhancing and embedding a whole school approach to the teaching and learning of Literacy with a particular focus on a shared approach to the planning and implementation of an agreed instructional model on the teaching of Literacy with a focus on writing.

The school utilized the support services of a Literacy Coach/Coordinator to establish a whole school Literacy Template and Plan. This is now being embedded into whole school planning culture at KPS.

Shared whole school planning and rigorous assessment and use of student data to drive planning was a key element in all school documentation.

Ensuring all staff were familiar with HITS and the use of Learning Intentions and Success Criteria became a key focus of an agreed whole school approach to lesson structure and the delivery of the curriculum. Strong feedback and listening to student voice were major shifts endorsed at KPS in 2021.

It was fortunate that the school focused on the goals early in the year and had a strong understanding and alignment with the HITS.

Staff were able to draw upon their skills & knowledge of this to use as the key driver in maintaining as much as possible a normality for the students in the Remote and On-Site Attendee Learning Options during the Pandemic Crisis.

Achievement

In 2021 Kerang Primary School was again supported with increased Equity funding to support our school with an SFO of 0.768. Given that Low Socio-Economic Profile, the Parent Satisfaction Survey is well above the state median for all Government Schools.

Even though it was a Pandemic year interrupted by Remote learning blocks the students attending school did participate in the annual 2021 NAPLAN Assessment Process.

NAPLAN Data from 2021 reflects the school as: Year 3 and 5 NAPLAN and Victorian Curriculum Assessment Data shows KPS is similar to what we would estimate given the background characteristics of the students. Year 5 has a higher result than year 3 students. And this will result in practices to be put in place in 2021 to address the situation after close analysis of the data. It would also mean that the teaching and learning practices in senior section of the school are moving from evolving to embedding.

All year 3 Naplan Results in both Literacy and Numeracy were below the range of results for the middle 60% of all government schools. In 2021 there was a marked decline of both Reading and Literacy results of grade 3 students over the 4-year average! This will become a focus of support and intervention in 2022 for both students and teaching staff. Year 5 Numeracy was an area to focus for improved student outcomes in 2021. The year 5 NAPLAN Numeracy result was well above the 4 year average for KPS and almost level with the state mean. Writing will still require a whole school approach to achieve greater student achievement across all levels of the school. Based on 2021 data, developing a whole school approach to the teaching of Literacy will be a driving focus of the 2021 school plan. Reading has maintained a level to previous years while Writing has demonstrated a slight improvement on the previous 4 year trend. This could well be attributed to the implementation of the VCOP/Big Write program and methodology.

The NAPLAN learning gain from year 3-5 with this cohort of students has demonstrated growth with many students achieving medium growth and some in the high growth sector. Numeracy & Grammar/Punctuation were the lowest growth areas with writing showing moderate growth and spelling making a much improved growth. This indicates where the the school can go from here now it is back to some form of normality. Further development in enhanced teaching and learning practices are still required to embed strong writing growth in the school while reading and numeracy will require deeper analysis and support to improve future student learning outcomes.

Intervention programs with Classroom Teacher and Education Support Staff complemented targeted teaching groups based on student learning needs were strategies in place to support improved student outcomes. As was a differentiated curriculum to cater for the learning needs of all students. Regular fortnightly Data and Assessment meetings with staff supported this.

During normal school operations in 2021 a 2-hour uninterrupted literacy block with some support in classrooms, operated across the whole school each day. This was supported by the school Literacy and Numeracy Coordinator who provided coaching support to peers and encouraged staff to regular Lit. and Num. PLT presentations.

All students participated in a weekly Physical Education and Art specialist lesson as well as a weekly Literature Appreciation lesson by the Mobile Area Resource Van Teacher.

2021 saw a continual focus on developing the capacity of staff through participation in coaching programs, peer

observations, professional learning, school visitations, feedback sessions and emphasis on using data in planning to drive teaching. Participation in the SIPS program supported staff in the refinement of the Instructional Model and the incorporation of the HITS in teaching practices.

The appointment of Literacy and a Numeracy coordinator to facilitate high quality teaching and develop a whole school approach to teaching and learning assisted in the learning growth from year 3-5. It also supported the adoption and implementation of VCOP/Cold Write to improve the teaching & learning of writing. Staff worked with the coordinator to develop a whole school approach to the teaching of numeracy with an agreed whole school annual plan based on the Vic Curriculum. By the end of 2020 the school had developed an agreed Instructional Model to put into practice in 2022.

A comprehensive assessment schedule and a whole school planning document is now in place to monitor individual student progress in Literacy and Numeracy. Regular updating of the Data Wall leads to rich discussion among staff and provides valuable information and encouragement to staff to enhance their capacity in order to improve student-learning outcomes. Timetabled fortnightly Assessment/Data meetings facilitated closer analysis of student learning data and where to address intervention support in areas of need.

Student enrolments have increased from the previous year. This increase in enrolment pattern looks set to continue. In 2019 the school participated in a School Review process. A new School Strategic Plan was developed along with a refined school vision, mission statement and school values. New learning goals were developed and targets set to ensure continued school improvement. Due to the interrupted year in 2020/21 the SSP will be the key driver in what we do in 2022 in preparation for the next School Review scheduled for 2023..

Students were amazing and responded well to the remote learning options presented. This has necessitated that On-Line Learning will become a part of regular teaching sessions in preparation for another remote learning situation should it arise.

Engagement

Engagement

Kerang Primary School has a clear moral purpose of education. With our students at the centre. We strive to maintain a whole-school focus on the promotion of positive relationships, student resilience, student motivation, responsible behaviour and improved attendance.

We focus on classroom routines that are consistent with good learning. High quality teaching, with explicit learning, coupled with positive feedback are strategies used to promote improved student engagement and greater school attendance. All students have an Individual Learning Improvement Plan which is addressed twice yearly in conversation with the student and parent.

Our Koorie community are valued and embraced. They are supported by a Koorie Education-Support Officer and Local Elders. Regular parent contacts via our Koori Liaison Officer are encouraged as a means of engaging families and students in schooling.

Student attendance rates have continued to be above state average for three consecutive years but remains similar to 'Like Schools'. Student attitudes to school survey results are lower than other schools after taking into account background differences.

Our continued focus on attendance to achieve data greater than like schools is a high priority at Kerang Primary School.

Unexplained absences are followed up by the Principal after two days to maximize attendance and student learning. Attendance has continued to be of a high standard at Kerang Primary School over the previous 4 years. (Greater than 60% of the state median) Department Wellbeing staff and local Community Health Staff are also engaged to further support students and families with engagement into schooling at KPS. Building strong family/community connections is a focal point of this school.

A huge focus on Engagement in 2021 was to keep students and FAMILIES engaged in schooling during remote learning, The staff become very proactive in checking in on the wellbeing of all and each other during the difficult times. Keeping student learning as the focal point of their core purpose it helped build strong connections between the school and the school community.

Wellbeing

Kerang Primary School has strong programs in place to support our various student transitions, including students entering, exiting and transitioning between levels. During 2020 a high percentage of students were transient enrolments.

Small class sizes in the early years classrooms built confidence and enhanced student learning. Foundation students were aligned to a buddy, which helped to build confidence and enhance student connectedness and belonging. During 2021 staff training in Understanding of Poverty, African Drumming, Continuum of Need and Trauma Informed Professional Learning enhanced their capacity to improve the strong wellbeing needs of students and our community. This really assisted them in dealing with the wellbeing needs of students and families during the Pandemic of 2021. Effective use of Education Department Wellbeing Support Services and Community Wellbeing Services has had a huge impact on supporting our students, parents and staff. Supporting the Whole child to improve student outcomes was acknowledged. Catching on early puberty sessions were conducted by the Secondary School Nurse. Participation in the Rotary leadership programs were an acknowledgement of the increased importance of Student voice and positive relationship development. This provided added incentives for students to engage in school during remote learning.

In 2021 the implementation of our inclusive school policy and Child safety standards highlighted the schools commitment towards acknowledging diversity and the need for a safe learning environment. Regular OHS updates and notifications were agenda items at staff and school council meetings.

The support of visiting teachers, SSO'S and Autism connect provided increased assistance for students. Creating some snapshots of students provided greater insight into diverse classroom needs.

Many of these wellbeing programs and initiatives will continue through to 2021 and become embedded into our strong school culture.

KPS has committed to the implementation of the Respectful Relationships program for 2021 and will continue in 2022. In 2019 KPS became a lead school in the Network Respectful Relationships program and continued into 2021. This certainly was useful in guiding teachers to support student Wellbeing in 2021.

The Kathy Walker Model, Play Based Learning in the junior school, The Stephanie Alexander Kitchen Garden Program operating in the 3/4 area provided opportunities for enhancing wellbeing.

The year 6 Transition Program aligns to the Dept. Transition Guidelines and is extended for particular students with needs. Despite the COVID Pandemic School Transition Programs still operated but in a modified version.

The use of the WEBEX On-Line Communication system was a vital resource in supporting the Wellbeing of our students, parents & staff during this difficult time.

Finance performance and position

Kerang Primary School is the Base School for the Kerang MARC Van Cluster and \$59,000 was used to purchase a MARC Van vehicle during 2020.

Kerang primary School also has ongoing commitment of \$10,000 towards upgrading the school ICT equipment and new Ipads so that students are attune to current touch screen technology. With increasing enrolments our class numbers have increased resulting in increased student funding along with an inclusion grant the school was able to purchase 2 Promethium boards for higher engagement in the classrooms.

\$10,500 was used in supporting our school-based programs such as SAKG Program, Brekky Club, Fruit Cut Friday, Play Based Learning in the growing infant area, Art's Council Workshops/Performances and unfortunately the Energy Breakthrough learning program did not occur as a direct result of the Pandemic..

Continued Buildings and Grounds Maintenance and upkeep is a large ongoing expense for the school budget as we are housed in such a large older style building with extensive oval and grounds area. Measures were in place by the VGSBA to address the amount of over-entitled space at KPS. During 2019 the school went through a process of working with the VGSBA to demolish over-entitled spaces and refurbish other areas of the school to a value of \$550,000 under a State Government Refurbishment program. These works were completed by September 2020. During 2021 the school used an extensive amount of funds to further add to these works and undertake an extensive painting program to bring the rest of the school building into line with the newly refurbished area funded under the VSBA Grant.

The school is maintaining funds in the buildings budget to further paint, carpet and upgrade classrooms not included in the VGSBA funded refurbishment program continued in 2021. These works were carried out in the latter stages of 2021 and are continuing. Painting of Library, staffroom and classroom room \$18,500. Floor covering of Library, staffroom room and office for \$12,500 was completed in 2021. The school also had to pay \$50,000 for new drainage

works that had caused cracking to brick walls in the school building.

Being a school with a relatively high SFO we attracted a substantial amount of Equity Funding in the SRP and this was used to provide greater resources for students and in the Professional Learning for staff, to enhance their capacity as teachers to improve the learning outcomes of the students in their care. It also supported the opportunity to facilitate smaller class sizes to meet the demographic and wellbeing needs of our student clientele. It also funded 3 part time ES staff to implement learning intervention support for students in need.

It also allowed the school to support a 0.2 of a teacher salary to be a Wellbeing Coordinator in the school to set up sustainable programs and enhance staff capacity to manage diverse student wellbeing needs.

This extensive equity funding looks set to continue while still available and will be matched to Annual Implementation Plan goals as was done in 2021.

For more detailed information regarding our school please visit our website at
www.kerangps.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 76 students were enrolled at this school in 2021, 41 female and 35 male.

NDP 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).

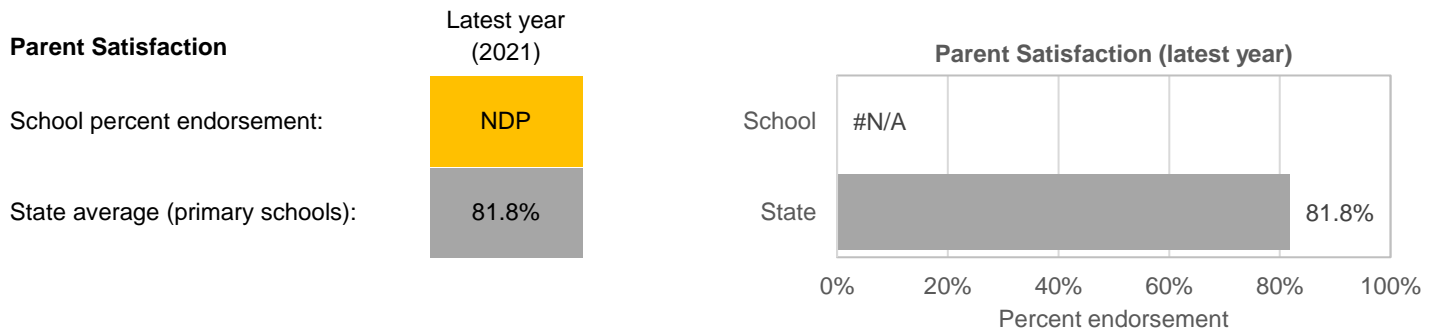
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

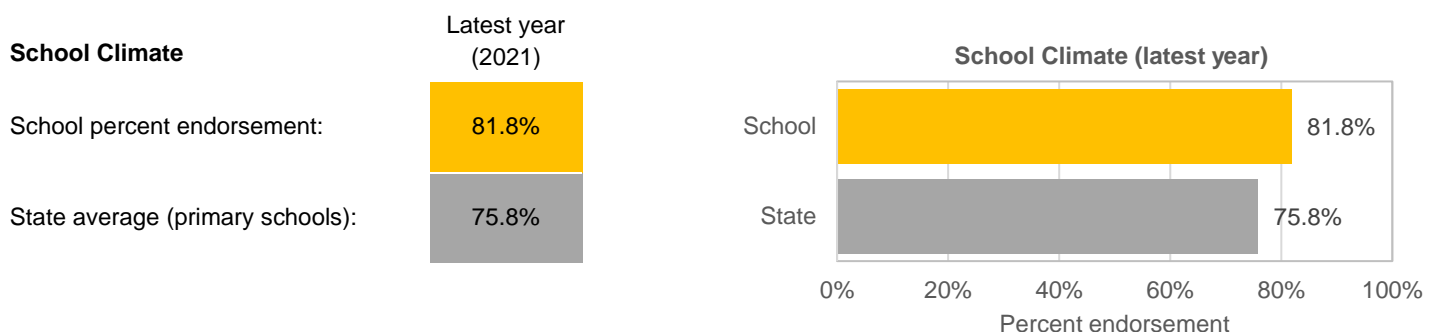


School Staff Survey

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:

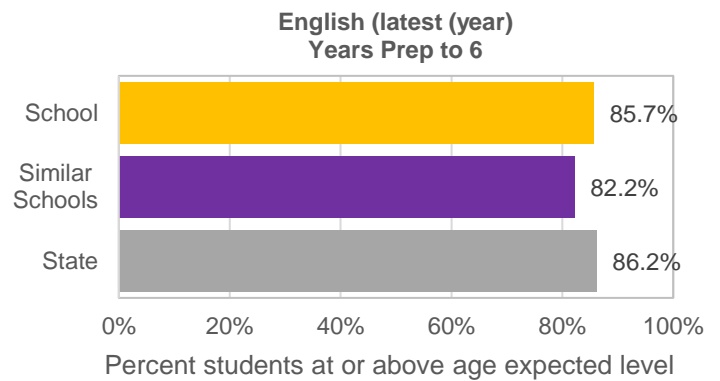
85.7%

Similar Schools average:

82.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

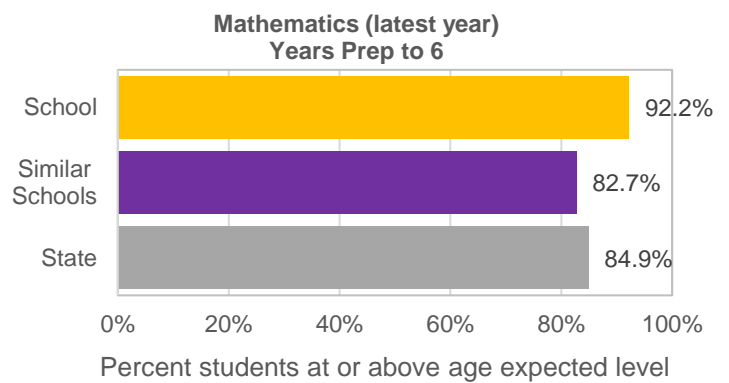
92.2%

Similar Schools average:

82.7%

State average:

84.9%



ACHIEVEMENT (continued)

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

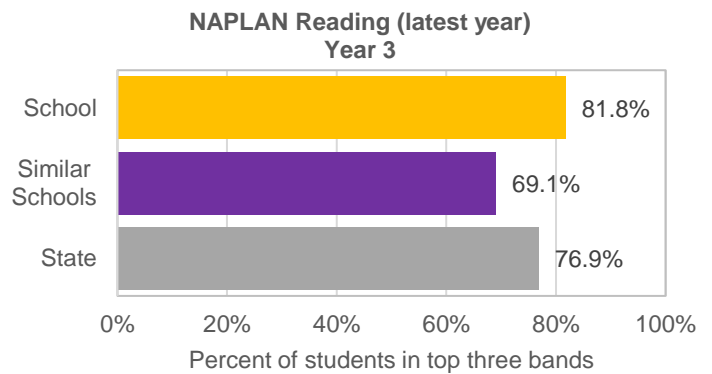
NAPLAN

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

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

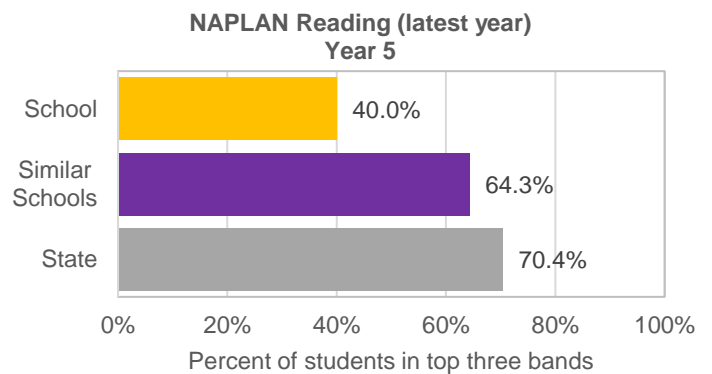
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.8%	61.5%
Similar Schools average:	69.1%	69.6%
State average:	76.9%	76.5%



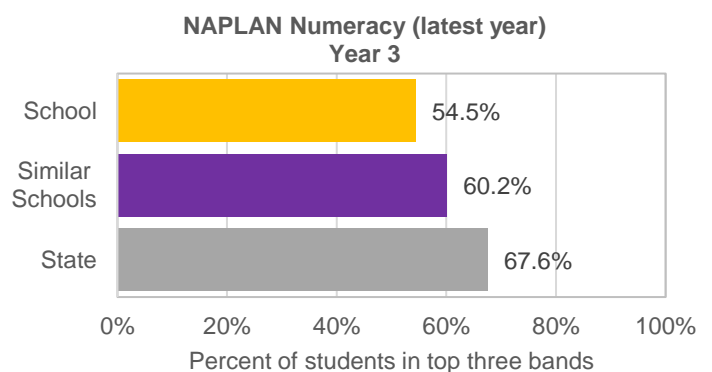
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.0%	42.9%
Similar Schools average:	64.3%	60.8%
State average:	70.4%	67.7%



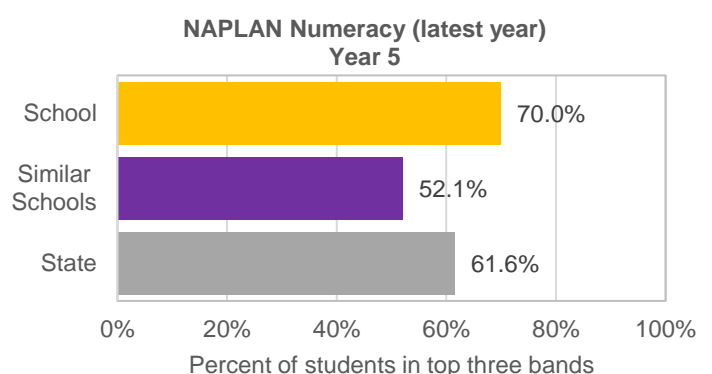
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.5%	50.0%
Similar Schools average:	60.2%	62.2%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	48.1%
Similar Schools average:	52.1%	53.4%
State average:	61.6%	60.0%



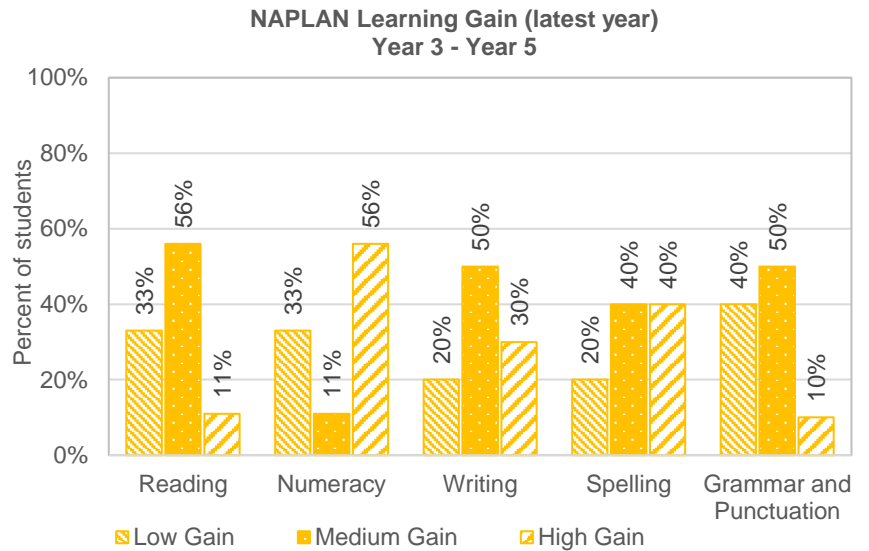
ACHIEVEMENT (continued)

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:	33%	56%	11%	26%
Numeracy:	33%	11%	56%	22%
Writing:	20%	50%	30%	18%
Spelling:	20%	40%	40%	27%
Grammar and Punctuation:	40%	50%	10%	22%



ENGAGEMENT

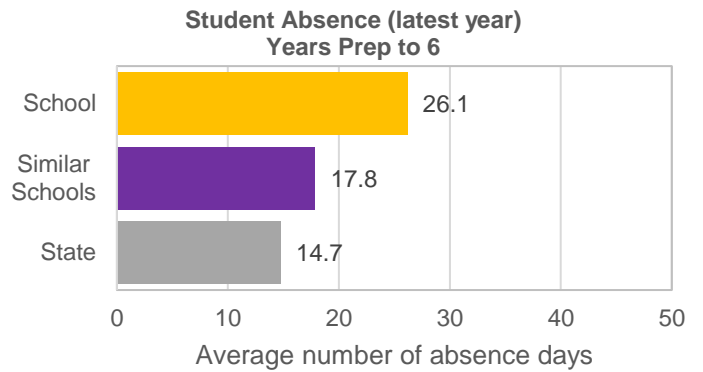
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.1	23.2
Similar Schools average:	17.8	17.3
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):	90%	84%	NDP	89%	90%	89%	80%

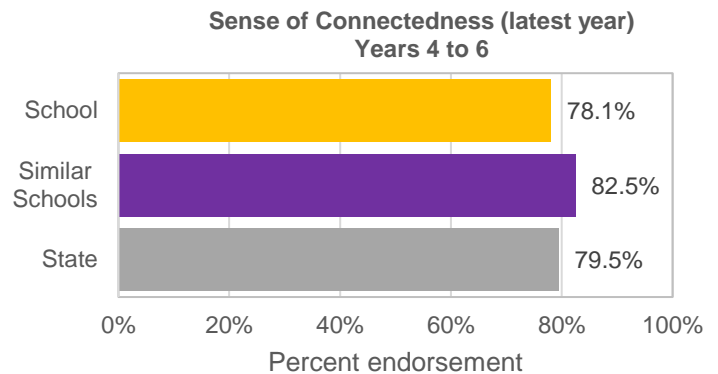
WELLBEING

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:	78.1%	73.9%
Similar Schools average:	82.5%	81.7%
State average:	79.5%	80.4%

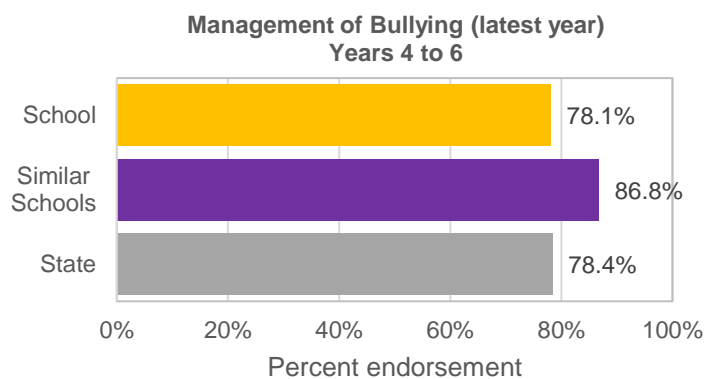


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	78.1%	74.7%
Similar Schools average:	86.8%	83.5%
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	\$1,055,252
Government Provided DET Grants	\$304,966
Government Grants Commonwealth	\$1,700
Government Grants State	\$0
Revenue Other	\$15,054
Locally Raised Funds	\$13,234
Capital Grants	\$0
Total Operating Revenue	\$1,390,207

Equity ¹	Actual
Equity (Social Disadvantage)	\$202,850
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$202,850

Expenditure	Actual
Student Resource Package ²	\$1,056,362
Adjustments	\$0
Books & Publications	\$3,803
Camps/Excursions/Activities	\$4,010
Communication Costs	\$1,918
Consumables	\$20,032
Miscellaneous Expense ³	\$12,094
Professional Development	\$3,580
Equipment/Maintenance/Hire	\$36,931
Property Services	\$116,472
Salaries & Allowances ⁴	\$71,140
Support Services	\$1,700
Trading & Fundraising	\$7,442
Motor Vehicle Expenses	\$4,273
Travel & Subsistence	\$0
Utilities	\$23,697
Total Operating Expenditure	\$1,363,455
Net Operating Surplus/-Deficit	\$26,752
Asset Acquisitions	\$86,109

- (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	\$320,370
Official Account	\$3,943
Other Accounts	\$0
Total Funds Available	\$324,313

Financial Commitments	Actual
Operating Reserve	\$36,636
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$153,924
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$160,516
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$361,076

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.