2020 Annual Report to The School Community

School Name: Bundoora Primary School (4944)

Bundoora
Primary School

- 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 19 April 2021 at 02:39 PM by Lee Pollard (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 03 May 2021 at 03:10 PM by David Goldstein (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

The culture and intent of Bundoora Primary School is to support our students to become confident and capable global citizens. We work collaboratively with all members of our school community to develop positive relationships that enhance each student's learning environment. We rigorously monitor all learning programs and assess students' outcomes to assist their success. Our daily actions underpin our belief in the benefit of emotional health and students' wellbeing.

The commonly shared values which form the basis of Bundoora Primary School's actions are:
•	cooperation – through collaboration and teamwork
•	excellence – aiming to achieve personal best through persistence and effort
•	respect – acting with courtesy, tolerance and compassion
•	friendship - be kind with your words and actions and to build positive trust with peers
•	resilience - to persevere, strive to be 'the best you can be', cope with the unexpected

 We work collaboratively with our students, staff and community to work through all decision making processes, to ensure our shared understandings, expectations and norms:
•All staff are expected to be aligned within the school's Vision and Values. We work collaboratively to ensure we are all on the same page with our thinking and planning.
•Staff and School Council have input into Policy development, curriculum plans and school directions.
•We published our Vision, Values, AIP targets and school goals through our newsletter, all meeting agendas, Minutes, documents and community communication. We shared our AIP targets in several public areas throughout the school to assist our entire community to understand our direction and aims.

In 2020, the School Family Occupation Education (SFOE) density was in the low to medium range. It is noted that the level of disadvantage in our school community reduces each year. Our proportion of students who had English as an Additional Language was 26%, which is in the High range, and 3% were Aboriginal or Torres Strait Islanders. The percentage of families who received Camps, Sports and Excursion funding was 25.69% (74 students from 52 families). We commenced 2020 with 291 students, with 46 Prep students and 4 non- SRP funded International students. We maintained 13 classes, with 2 Prep classes (Foundation), 2 Year 1s, 2 Year 2s, 3 Year 3/ 4s and 4 Year 5/6s. By August, the Census recorded 298 students.

We had a mix of Range 1 and Range 2 teachers, with a greater percentage of Range 2. We welcomed one new graduate teacher to the 5/6 area and during term 2, one of our 3/ 4 teachers gained a promotion and subsequent transfer to a Northern Region Leadership position. Our team consisted of 7 classroom Education Support staff, with a new Education Support member employed after the school year commenced. Locally, we employed a Canteen Manager, Library Technician, and additional classroom support as required. One Principal and one Assistant Principal provided high level leadership to the school. Our Primary Wellbeing Officer actively supported the mental health of the students and provided guidance and strategies to their families. Our Corrective Reading Program was commenced, then discontinued, due to the disruption of the COVID lockdowns. English as Additional Language also commenced, however it became online support whilst we were offsite.

Decision making processes at this school were made through the following structure:
•	PLC leaders, led by the Principal team
•	Staff meetings and Professional Development.
•	Consultative group (for workforce planning discussions). Term 1 and Term 4 only
•	School Council and its sub-committees.

Stage 2 of our Capital Works program was completed in March, with the school proudly receiving a new Library, Visual Arts room, STEM room, staff and students' toilets. The landscaping and all aspects of the building were completed to a

very high standard just before the lockdowns commenced. We anticipated receiving Stage 3 funding in the May State budget, however the COVID situation and the impact of the extreme bushfires in Victoria delayed the Budget until November. However, we did receive information from our local member, Colin Brooks, that our school had been granted $1M towards planning for Stage 3. In November, we were granted another $9m to complete Stage 3 of our Master Planning. An Architectural firm (Haskell Architects) was appointed in December, in readiness for the initial discussions leading to the design and development phase.

2020 was a significantly challenging year, due to the COVID Pandemic, the resultant lockdowns and shift to online learning. All teachers fast-tracked their professional learning of the selected online learning programs (Seesaw in Prep-2 and Google Classrooms in Years 3-6) and implemented thorough online learning experiences in all classes. Whilst this period brought us all significant personal, administrative, and technological challenges, our comprehensive evaluations and reflections of our programs, delivery and content, highlighted exemplary professional practices from our staff, with excellent, innovative learning experiences for our students. Most teaching and support staff were rostered on to supervise the children of essential, permitted workers throughout the lockdowns. We had some staff members who worked remotely throughout each lockdown. Education Support staff had a rigorous and documented process for supporting the learning needs of PSD funded students and other students with additional needs.

Throughout the evolving COVID situation, our administrative team developed and implemented all required aspects of our COVID-Safe plan, including our RoadMap to Remote and Flexible Learning Plan. We adhered to all State government and DET policies and directive to ensure we were compliant with the DET COVID Safe plans.

Framework for Improving Student Outcomes (FISO)

Our Key Improvement Strategies were carried over from 2019, due to PLC training occurring in the second Semester and not completed until October 2019.

KIS 1. Building practice excellence- Develop a PLC approach to analysing data and improving teacher practice (BPE).

We began the 2020 school year with a clear vision as to the implementation of our PLC structure and processes. This was led by our 4 trained PLC Leaders in Prep/1, 2-4, 5/6 and Specialists.
We developed a Meeting Schedule to enable adequate time and development of the PLC Inquiry Cycle.   At the end of 2019, each PLC area decided to start 2020 with a mini-cycle to refresh their knowledge of the process of the Inquiry Cycle. These mini-cycles began strongly until the first lockdown was announced. This shifted the focus of each team to rapidly develop skills and protocols for online learning. Once the lockdowns continued, staff priorities continually altered to developing and delivering online content, suitable for students' needs, as well as defining and refining our delivery and assessment processes.
The Principal team met online with our PLC leaders regularly, to discuss professional practice, Wellbeing issues and continued to build and grow professional capacity. We used the DET templates for diagnosing our strengths and improvement areas. Staff were systematic in developing action plans to ensure that we were improving our practice, complying with DET requirements and meeting the diverse needs of our students.

Whilst we were unable to complete PLC Inquiry cycles as we intended, we maintained our focus on continually assessing our students' learning needs through pre-tests, both formal and informal, and then completing summative tests at the end of learning cycles. This analysis of student learning is an embedded part of our professional practice.

KIS 2 and 3. Building practice excellence
•   Build teacher capacity to design learning programs that are developmental and scaffolded to meet the learning needs of all students (BPE). (note: link to KIS 1)
When this KIS was carried over to 2020 from 2019, we had no idea that we would need to transition to remote and online learning, which involved continual development of content and learning processes.

With complete innocence as to what lay ahead, we began the year reviewing our assessment schedules Prep-6. We ensured that our data collection processes were carefully planned and that all teams had clarity around assessment processes and the resultant scaffolding of learning that the data directed. Our training of Essential Assessments meant that all class teachers were confident in their start up assessment schedules.

DET allocated several additional Pupil Free days to work in teams to develop online learning skills and programs, which we carefully documented in our Roadmap response. Education Support staff also used this time to prepare strategies to implement and document best practices to support students' additional needs, whether they were working remotely, or were onsite.

Once the first Lockdown was announced, we were able to seamlessly adapt Essential Assessment to online learning. We commenced with our entry level EA data and developed our teaching groups. We followed the same pattern of pre-test, content delivery and instruction, then post-testing as is our usual practice. Our challenges in Year 1-6 were in the scheduling of the tests and in the unreliability of student-only work. We discovered that some supervising parents assisted their children with pre-tests, which skewed the data and generated content for their child that was above their understanding and skill level. We also discovered the difficulty in using concrete materials in an online forum to assist learning. This was especially challenging for students in younger classes and those in the older classes who were making numeracy misconceptions and were relying on concrete materials to assist their understanding. Our teaching staff developed innovative ways to assist their students to build their understandings and skills. As the second Lockdown commenced, our teachers developed excellent practices and methods in online teaching, with either live streaming, or with pre-recorded lessons that students could access as their time permitted or to reinforce skills. These sessions were targeted and fun. Our Education Support staff worked through specifically defined processes for contacting, recording, and supporting the students who were PSD funded, or who had always required additional learning support in the classroom.

Our teaching teams met online for regular team meetings, to plan content, strategies and discuss individual students' learning needs and their wellbeing. Staff were extremely professional in all their responses to students and parents and showed empathy and support to the students who were unable to complete online learning at home, for various reasons. Staff feedback was quite clear – they spent far more time planning with each other and developing their content than ever before. Work hours increased, often by many hours each week. Due to the additional and constant workload, we made the decision to allocate the Professional Practice Days for staff to recharge and look after their own personal wellbeing. Specialists uploaded tasks for the classes, that engaged students, however required no teacher support.

Achievement

Statewide testing through NAPLAN was stopped during 2020, therefore we are unable to present comparative data, show trends or identify areas of strength or weaknesses. However, as a school that values rigorous assessment and the diagnostic opportunities it presents, we used school-based assessment strategies throughout the year, as is our usual practice.

Overall achievement was very encouraging, especially in the older classes. The younger classes, who did not have, or were still acquiring basic literacy and numeracy skills, were the most disadvantaged by the online environment. It is worth noting that by the time our students returned to school in term 4, many of our students had only received 6 weeks of teacher instruction in their classrooms.

Corrective Reading was planned to commence at the beginning of March, then abandoned as the first Lockdown began. We took the opportunity to explore the effectiveness of the CR program and looked closely at the achievement data. As we returned to face-to-face teaching, we decided to allocate our CR teacher to individual support and investigated other programs to support students' literacy learning, in a more data effective way. In Term 4, DET announced a future Tutor Program, commencing in 2021 and we then began investigations for Phonemic Awareness

Programs.
The English as Additional Language program began strongly, however moved to online during remote learning. This presented teaching and communication challenges, which our EAL teacher managed carefully.

By the time we returned to face-to face teaching in Term 4, our teachers were extremely focused on re-engaging their students after so many months away from the onsite classroom, as well as identifying learning gaps.

We adjusted our Semester 1 achievement reports to include online learning skills, engagement and progress. DET required teachers to report on English (Reading/Viewing and Writing) and Mathematics (Number/Algebra) only, using refined parameters. Teaching teams selected the areas that they had covered during the online learning period and reported appropriately. We also made a school-based decision to report against our 4 Specialist areas. Semester 2 reported against the same areas, however teachers added summative comments. We ensured the 'dot' system of reporting progress with the Victorian Curriculum be maintained so that future learning growth could be shown.

At the end of the year, we noticed discrepancies between Teacher Judgement and Essential Assessment data. We were not surprised with this, as the collection of data throughout the year was challenging across all teaching areas. These discrepancies identified the need for future professional learning in Essential Assessments, as well as moderation against the Victorian Curriculum for some staff.

Our Senior Education Improvement Leader was very complimentary about our practices for learning improvement, content delivery, data tracking, as well as our processes for reflecting on our practices and used our strategies as models for other schools.

PSD students
We have actively supported the Education Support staff to improve their professional practice in supporting our students who are funded through the PSD program. Throughout the lockdowns, the ES team experienced difficulty in maintaining a meeting schedule, as most were rostered on for attendance at school for one or more days per week. However, they established an online group to support each other.
We developed efficient communication records to detail all support given online. We also worked with families in positive and supportive ways to offer online learning support and then to re-engage each student to return to school. It is pleasing to note that funded students made progress, to varying degrees, despite the challenges of online learning, PSD students were targeted by Education Support Staff during remote leaning with modifications and adjustments continually being made. Bonds between teaching staff, ES and students were strengthened during remote learning due to regular Facetime and verbal conversations and support. Thorough records were kept by ES staff and placed on Compass Chronicle daily. Teaching staff had access to these documents to ensure they were fully informed at all times. Student Support Group (SSG) meetings were held and documented by Classroom teachers to report progress, strategies and learning goals throughout the year.

Engagement

To ensure that all our students had access to an electronic device and could engage in the learning programs, we loaned out approximately 70 devices, with extremely systematic processes. This included laptops, iPads and dongles and paper packs to a few families.

During online learning, we recognised that our usual rhythm of teaching could not be done in an online environment. We responded to the students' learning needs by creating a variety of activities that met their needs and situations and were often were simply fun to do. Our students participated in virtual 'camps', scavenger hunts in their homes and yards, and many other activities that released them from screens and online learning. Each afternoon, we asked for students to be offline and enjoy a break. We also allowed students to 'meet' with each other in open but monitored chats, to keep the peer connections happening. We set timetables and expectations for class meets, to explain the daily schedule, as well as to enable direct, albeit, screen based instruction. We pre-recorded lessons as well and sent links that could be opened frequently, so that students and their families had some flexibility around scheduling.

Our usual practices of recording student attendances changed and even though we expected parents to accurately record their child's absences through Compass, we found that their entries were often incorrectly recorded, due to confusion about COVID codes. Therefore, it is impossible to say whether our absence data is within State range. We still followed our policy of contacting parents and students, if absences extended to the third day. We did this by a phone call and by email, as well as through Google Classroom/SeeSaw direct reminders. We still expected students to 'attend' each day and followed the DET policy, 'Every Day Counts'.

During the lockdowns, our Office Manager organised our staff to contribute to the compilation of several fun presentations to maintain the school/community connections. These were really appreciated and were received very well by our staff and community.

Our PLC leaders met online regularly to discuss wellbeing within their teams, for both staff and students. We constantly adjusted our programs, content, and delivery to consider the emerging needs of all. Once we returned to face-to-face learning, we anticipated that students would demonstrate some uncertainties about re-engaging and therefore implemented programs to allow for that.

Our K-Prep transition program was also significantly affected, with our usual events unable to occur. Our Prep teachers recorded most of their transition information and sent presentations, games, stories, and fun activities to our incoming families. They also organised a street Beep and Greet, virtual get togethers and virtual school tours. Our Information night was also conducted online with excellent attendance. They engaged with our incoming families so successfully that our enrolments continued to increase, despite families not being able to tour the school.

As a staff, we reviewed our online practices and reflected on our own professional journeys. We were proud of our professional growth and developed recommendations to continuing many of the practices we had collaboratively developed. In some year levels, the continuation of online learning practices continued in Term 4 with improved achievement of some students. This was particularly evident in Year 5/6 Writing. The Prep-2 cohort continued to use SeeSaw for extension activities.

The restrictions of 2020 unfortunately meant the cancellation of all school events that have always been so valued: whole school Concert, all year level camps, (including the new Canberra tour), all excursions and incursions, the whole school Social Enterprise event and all community events. Virtual Camps and other engaging activities were developed by teachers to fill this void with extremely positive feedback provided by parents/carers.

Our Social Enterprise program was unable to operate their events and were subsequently unable to offer financial support to their chosen charities, as was their stated goal. However, a food collection for Diamond Valley Food Share was very well supported in Term 4.

Wellbeing

The challenges of 2020 affected our entire community – students, staff and families. Our COVID-safe practices were immediately effected, in response to DET and Health Department directives. In addition, other policies that affected or influenced workplace wellbeing were adjusted accordingly.

Our wellbeing data has always reflected a school community that values relationships and connectedness. Despite the challenges of remote, online learning, this ethos remained. This has always been clearly shown in our data sets, with our results for Sense of Connectedness, as well as Management of Bullying, being above the 90th percentile and Above, when compared to Similar Schools. Despite our school NOT participating in the Attitude to School Survey in 2020, we ensured that our embedded wellbeing practices remained, with adjustments made for the changing circumstances.

We included Child Safe and Wellbeing as a standard Agenda item in all team and staff minutes, whether meetings

were conducted online, or face-to-face and ensured concerns were raised, discussed and appropriate actions initiated. During the lockdowns, all staff members were particularly alert to student disengagement, student distress or a general lack of coping strategies. The lockdowns allowed us to observe family situations and monitor wellbeing, even engaging extra wellbeing support if required. Our own Primary Wellbeing Officer, despite working from home, continued to make frequent contact with the students and families who usually required her support. We looked to engage additional Psychology services to support her and our students, however this proved impossible with the COVID restrictions. We were accepted by Scholl Focussed Youth Services for additional funding to develop programs to support students who demonstrated difficulties with emotional intelligence, resilience and coping strategies. Unfortunately, this was unable to proceed due to COVID restrictions. Students who were deemed at risk, even if their parents did NOT have an Approved Work Permit, were invited into the school for onsite learning and targeted support. Students at risk academically or emotionally were discussed at PLC Leaders meetings and actions developed. These actions included modification to the online content, choices of work tasks, styles of presentations, reduction of expectations and/or additional support through our Education Support teachers.

Even though cyber safe practices are an important part of our curriculum, this became an imperative, as we were requiring all students to be online. We ensured our important links were safe for students to open and view. As well, we needed to specify online behaviours, to ensure online learning behaviours considered the needs and sensitivities of all participants.
We provided online opportunities to ensure connectedness between peers was maintained throughout online learning. Our teaching teams established live links where all members of the class could come together and socialise, under teacher supervision.

During Term 4, once we returned to face-to-face teaching, staff were focused on ensuring that every available learning opportunity was offered. Therefore, staff elected to relinquish an approved Pupil Free day, to enable minimal disruptions to student learning.

Professional Practice Days are provided for each teacher each term. Our teachers were given one day each in Terms 2 and 3, as days to consider their own wellbeing, away from the constant demands of online learning. All staff elected to abandon the usual method of Professional Development Plans, in favour of allocating their time and energy to planning and implementing the best possible online content. During remote learning, staff were not online from 1.35, so that they could meet with their teams, plan content and attend to feedback. Students used this time to complete specialists' sessions, catch up, or have down time, if required.

Students at risk academically or emotionally were discussed at PLC Leaders meetings and actions developed.
Once we returned onsite in Term 4, we increased our yard duty coverage, to assist the engagement, wellbeing and socialisation skills of our students, many of whom had felt the effects of social isolation. We developed play bubbles and play plans as well, which assisted our students with play strategies. In the classrooms, the focus was on wellbeing, assessment and academic catch-up.

Transition practices for each year level was undertaken with consideration for the implications for many students, due to the lack of social connections that some students had felt throughout the year. Class Creator, a program used for creating classes, was used for the second year, however students remained with the same teacher for 2021, to enable their sense of connectedness.

Our PLC leaders, in particular those in Years 3-6, researched the use of wellbeing diaries that could be implemented in 2021 and selected a variety that used the Berry St Model, as their focus.

The Principal and Assistant Principal remained onsite each day throughout the lockdowns and made regular contact with staff members, for either those who were rostered on duty, or those who worked from home. The PLC leaders, the Principal and Assistant Principal met online regularly to monitor the wellbeing of all, identify students with specific needs, check in on staff morale and plan any adjustments, as required. All DET requirements and feedback processes were addressed.

Financial performance and position

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Our 2020 Reconciliation of our schools Operating Budget recorded a budgetary surplus of $83,048.00.

Our surplus is due to the fact that unfortunately we were not able to run all programs, camps, and/or activities that we had planned for 2020, due to the Covid19 Pandemic and State restrictions. Many refunds could not be made until 2021.

Our school was lucky enough to be successful in securing the Sporting Schools Grant each term in 2020, though this was a smaller amount than previous years, which assisted with the purchasing of sports equipment.

Due to the Covid19 restrictions, camps and excursions did not proceed, therefore some funds were refunded in 2020. However, our School Council motioned that a small fraction of the surplus in funds received for the 2020 excursion/incursion fee, be carried over to cover the same fee in 2021.

DET directed that the CSEF received in 2020, could be re-allocated. We applied this to our ICT voluntary charges and used to purchase further ICT equipment for the school in term 4, although invoicing did not occur until late 2020 or early 2021, which has contributed greatly to the surplus.

**For more detailed information regarding our school please visit our website at
www.bundooraps.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 295 students were enrolled at this school in 2020, 143 female and 152 male.

26 percent of students had English as an additional language and 3 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.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)
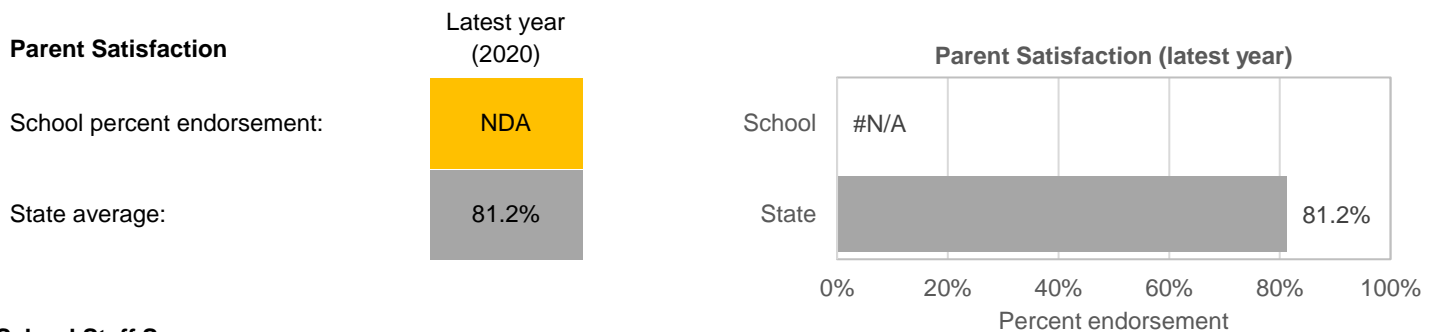
School: #N/A
State: 81.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	70.1%
State average:	77.8%

School Climate (latest year)

School: 70.1%
State: 77.8%
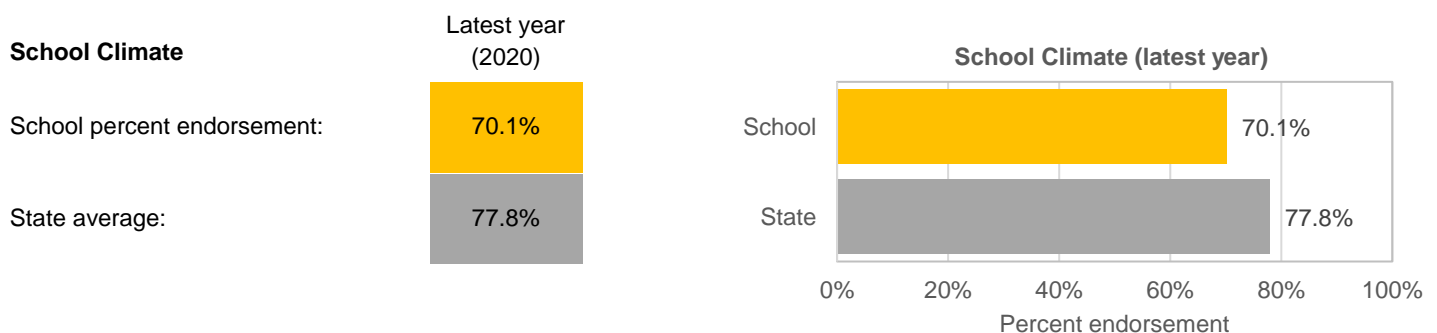
ACHIEVEMENT

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:	86.2%
Similar Schools average:	86.2%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	86.2%
Similar Schools	86.2%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
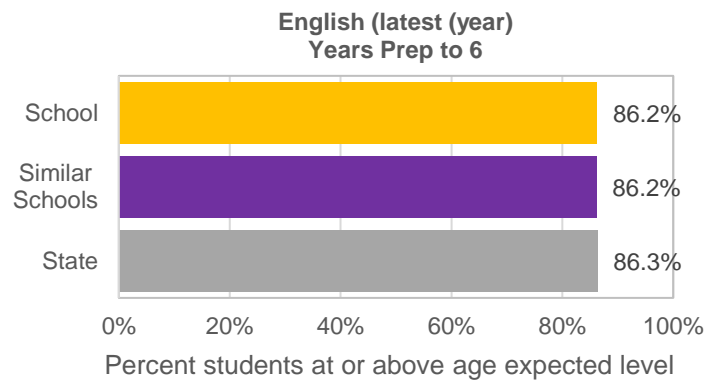
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	81.9%
Similar Schools average:	85.5%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	81.9%
Similar Schools	85.5%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
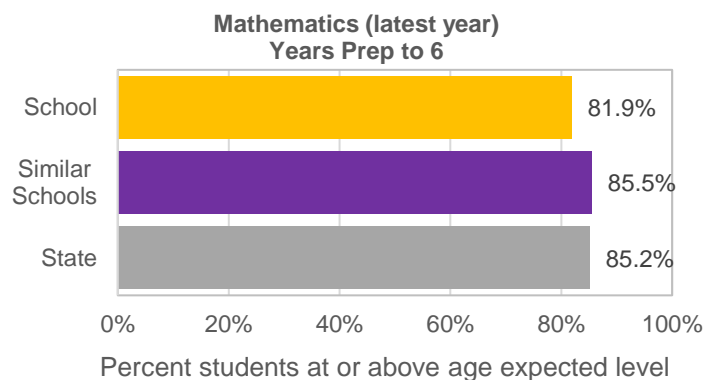
NAPLAN

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).

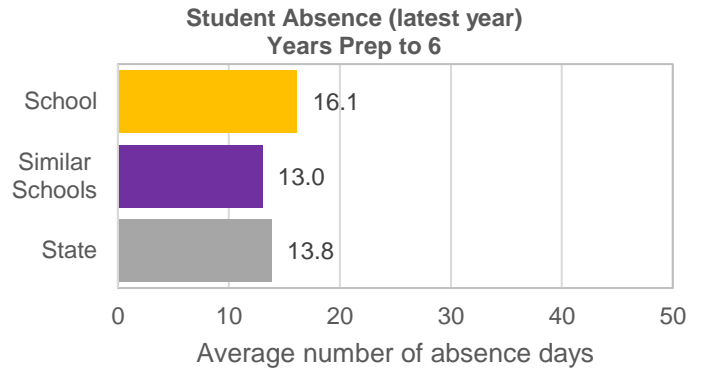NAPLAN tests were not conducted in 2020.

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:	16.1	15.2
Similar Schools average:	13.0	15.3
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	16.1
Similar Schools	13.0
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	91%	93%	91%	91%	93%	90%

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	93.6%
Similar Schools average:	NDP	80.6%
State average:	79.2%	81.0%
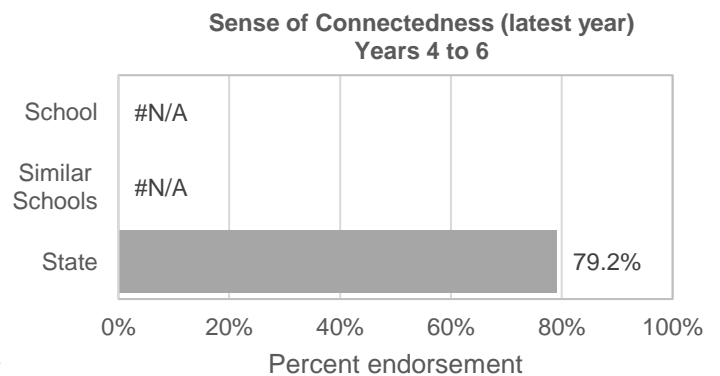
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	#N/A
Similar Schools	#N/A
State	79.2%

0%   20%   40%   60%   80%   100%
Percent endorsement

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.

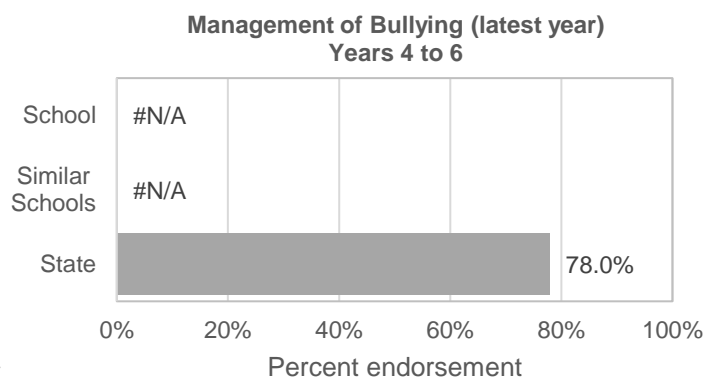| Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	95.0%
Similar Schools average:	NDP	80.0%
State average:	78.0%	80.4%

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.

Management of Bullying (latest year) Years 4 to 6

School	#N/A
Similar Schools	#N/A
State	78.0%

0%   20%   40%   60%   80%   100%
Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$2,509,925
Government Provided DET Grants	$300,543
Government Grants Commonwealth	$9,700
Government Grants State	NDA
Revenue Other	$7,758
Locally Raised Funds	$293,757
Capital Grants	NDA
Total Operating Revenue	**$3,121,684**

Equity [1]	Actual
Equity (Social Disadvantage)	$47,453
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$47,453**

Expenditure	Actual
Student Resource Package [2]	$2,453,587
Adjustments	NDA
Books & Publications	$849
Camps/Excursions/Activities	$4,557
Communication Costs	$5,879
Consumables	$73,341
Miscellaneous Expense [3]	$23,715
Professional Development	$2,932
Equipment/Maintenance/Hire	$115,514
Property Services	$54,653
Salaries & Allowances [4]	$173,928
Support Services	$13,116
Trading & Fundraising	$18,798
Motor Vehicle Expenses	$850
Travel & Subsistence	NDA
Utilities	$40,578
Total Operating Expenditure	**$2,982,298**
Net Operating Surplus/-Deficit	**$139,386**
Asset Acquisitions	**$18,893**

(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	$428,981
Official Account	$11,873
Other Accounts	$21,434
Total Funds Available	**$462,288**

Financial Commitments	Actual
Operating Reserve	$81,417
Other Recurrent Expenditure	$47,753
Provision Accounts	$4,854
Funds Received in Advance	$130,610
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$3,877
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$75,000
Capital - Buildings/Grounds < 12 months	$110,000
Maintenance - Buildings/Grounds < 12 months	$132,526
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$586,037**

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.