**2021 Annual Report to**

**The School Community  
  
School Name: Mount Pleasant Primary School (1436)**

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| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 28 April 2022 at 11:32 AM by Katherine Robinson (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 | | To be attested by 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**

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| School context |
| Mount Pleasant Primary School, established in 1855, is an inner city state government primary school situated 3 kilometres south east of the original Ballarat Post Office. It has an enrolment of approximately 91 students and 18 staff members - teaching and non-teaching (full time and part time). We have 13.10 FTE staff. We currently have 0 Aboriginal and Torres Strait Islander staff.  The school has three main buildings. Building 1 - the original school building - accommodates six senior classrooms (each with student withdrawal and staff administration areas). Building 2 - houses 3 junior classrooms (each with student withdrawal and staff administration areas), the school’s administration, resource centre, Information Technology Centre, art/craft room, staff amenities, kitchen and student toilets. Building 3 – our Arts Centre – includes a large multi-purpose room used for a variety of purposes including physical education and whole school assemblies, our LOTE room and school kitchen.  Our buildings provide students and staff with exceptionally pleasant and aesthetically pleasing learning and teaching environments. All classrooms are equipped with modern, networked computers and each has an interactive whiteboard to facilitate teaching and learning. The terraced school ground caters well for the needs of all students and provides recreational facilities for the community outside of school hours. Facilities include a netball court, bat tennis courts, an oval, two climbing and adventure areas, a Fun & Fitness playground, landscaped gardens and extensive sealed and shaded areas.   Our vision is to empower all students to achieve their best and to provide a happy, secure and challenging learning environment that caters for the needs of all learners within a positive, inclusive and supportive learning community. Students are encouraged to realize their potential through a broad range of educational and social experiences. We empower students to develop their knowledge, skills and dispositions that will enable them to be successful in learning and life. We value and promote strong home-school partnerships and connections with the wider community. Our practices reflect the school’s values of respect, responsibility and resilience.  In 2021 the school successfully secured three grants. One of these grants has enabled a playground to be resurfaced with rubber and create a safer area near the oval, this has also doubled as outdoor stage space for students. This has greatly enhanced the area both aesthetically and the safety of students using the equipment. The school also secured a grant of $343,897 to refurbish the student toilets. This work is in partnership with the VSBA and will begin in 2022. The third grant is for a new shade sail on the oval next to the Sensory Garden, this will also be completed during 2022.  There is a focus on student learning outcomes, particularly the acquisition of literacy and numeracy skills, through child centred and teacher directed activities and the development of each child as an individual and as a team member. The development of personal attributes, including self-esteem and respect for others, is a high priority. The school utilizes contemporary teaching and learning methodologies and techniques to promote teaching and learning. This includes discovery based learning in the junior classes including Sounds Write a systematic, synthetic approach to reading. The senior years also use embed the Extended Code of Sounds Write and Inquiry student led program each term.   Parents, teachers and children are equally valued in the educational partnership and the school uses a range of ways to communicate with families including; the weekly school Newsletter is sent via email every Friday, SMS is used for general school reminders, families and the wider community can ttay up to date with school celebrations via Facebook and Instagram and teachers use SeeSaw to send updates of child/ren’s learning.   2021 was the school's first year of implementing the new Strategic Plan. This was an exciting year and has been a collaborative process has included the development of a School Improvement Team (SIT) that aligns with key roles in the schools new Strategic Plan and informed the 2021 Annual Implementation Plan. |
| Framework for Improving Student Outcomes (FISO) |
| The school is organised into two Professional Learning communities - Junior (Years F - 2) and Senior (Years 3 - 6). Both teams meet on a regular basis to monitor student progress, analyse student achievement and plan for future teaching and learning. The teams also meet together as a whole school PLC to use data and develop learning sequences. This provides the opportunity for the teachers to further analyse student data and provide greater differentiation whilst supporting their professional learning. During 2021 the school continued to developed and refine a range of systems and processes to support assessment and reporting throughout Remote Learning. This enabled the school continue to embed an Instructional Model for Reading, develop formative and summative assessment processes and meeting students at their point of need.   The school is guided by the Reading Rope to teach reading. Students in F-2 have a Sounds Write lessons to develop sound/letter knowledge, accurate word decoding and automaticity in decoding simple words. Students in Years 3-6 have daily Spelling Mastery lessons. Spelling Mastery is an evidence based program that interweaves three approaches according to students' skill development to help effectively teach the spelling skills students need to become proficient readers and writers. As our students become more proficient their language comprehension is developed by; activating word meanings, understanding sentences, making inferences, comprehension monitoring and understanding text structure. During 2021 all teachers began implementing work guided by the Writing Revolution to further develop students understandings of sentences as the building blocks of writing, sentence expansion and note taking, planning before writing, single paragraph outlines and revising drafts of writing. The school engaged the services of Literacy consultant Emina McLean as a "critical friend" to continue to develop a refine the Literacy Instructional Model and evidence based practices that support Reading and Writing.   During 2021 the school continued to embed teaching Numeracy with the Big Ideas by Professor Di Siemon. The Big Ideas are about creating "number sense" - a person’s general understanding of number and operations along with the ability and inclination to use this understanding in flexible ways to make mathematical judgements and to develop useful and efficient strategies for managing numerical situations. The Big Ideas are the sequential building blocks to "number sense". In 2021 we began working with Numeracy Consultants to develop shared understandings of Numeracy progression as well as collaborative learning experiences such as peer observations. The Numeracy Consultants have worked with teachers to; develop shared understandings, host whole school professional learning on "number talks", analyse student data, implement the Maths Online Interview F-2, co-create learning sequences for Number and develop collaborative practices including peer observations and feedback.   Cross school moderation was implemented to develop consistency in teacher judgements in Reading and Performance Development Plans are aligned with goals and priorities of the school's Annual Implementation Plan and FISO priorities and improvement strategies. Staff were engaged in observations and feedback based around the High Impact Teaching Strategies of Structuring Lessons, Explicit Teaching and Differentiation in Numeracy that has impacted consistent pedagogical practices and further shared understandings.   Remote Learning saw teachers setting differentiated tasks in hard copy as well as distributing devices and dongles for those in need. Our communication with families, surveys, timely phone calls and individual online and onsite meetings, provided an excellent feedback and support mechanism. There was ongoing teacher professional learning to enable staff to continue collaborating and planning successfully together. The school ensured ongoing connections to families with 1:1 conversations was an excellent initiative continued and additional supports for students with special needs was revised. |
| Achievement |
| During 2021 the Whole School Assessment schedule was re-developed with a cater for Remote Learning and finding new ways to differentiate. During Remote Learning teachers and students were able to build on new practices developed in 2021 through small group Webex and 1:1 online Webex meetings. The allowed teachers to continue to work with individual students at their point of need.   Students are tracked through a central data system and data walls continued to be implemented at remote Professional Learning Community meetings to monitor and track student learning, trends are identified and tasks are differentiated. Moderation occurs formally each term and informally during teacher planning time. The Instructional model for Reading, Writing and Number began to be explored and developed to ensure a more consistent approach to teaching learning across the school and to support consistency in Teacher Judgements against the Standards. In 2021 the school implemented the Tutor Learning Initiative. The was supportive of current practice with a Sounds Write trained tutor. Students worked in groups of five, they were rotated through on a 5-6 week learning cycle.    There are documented Whole School Planners for Maths and English recently updated to match the Victorian Curriculum. There is a documented Whole School Assessment Schedule recently updated to align with the change in teaching practices that supports Sounds Write, Spelling Mastery and the implementation of school wide Maths Online Interview. Teachers have dedicated time during a weekly PLC to monitor and review student data resulting in lesson planning. Teachers plan according to the goals and priorities of the Annual Implementation Plan in Literacy and Numeracy so support student learning.  In 2021 teachers worked with students to develop meaningful short and long term, visible Reading goals and to embed the use of planning templates that reflect the Instructional Model, embedded Sounds Write as part of a whole school approach to Systematic Synthetic Phonics as well as a Response to Intervention for the Tutor Learning Initiative, actively participated in PLC's that supported the teaching of student learning needs in reading. Students continued to develop their ability to articulate Reading goals and the strategies they can use to support them achieving them.  Future directions for the school in 2022 include continued participation in the Professional Learning Community training and embedding this as a structured approach to planning and updated planning documents that support the Literacy Instructional Model will be implemented. This will continue to develop the skills of teams to accurately use student learning data to inform planning and cater for individual student learning needs. During 2022 will continue to work with regional PLC Manager to continue to embed and guide us through the development of consistent approaches to reading from F-6. Work within Literacy and Numeracy will continue to evolve and be strengthened through documentation that supports instructional practices. In 2022 we will begin using DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) to measure the acquisition of students literacy skills Year 3-6 teachers will implement Spelling Mastery training. |
| Engagement |
| The school annually elects members from each class to represent their classmates on the SRC second to this in 2021 we will continue our Student Leadership Team. This provides all students with an opportunity to provide input into decision making within the school. The school also encourages student nomination for student leadership positions every year. School captains have the added responsibility of leading the school assemblies, being ambassadors and model school values. The student body also nominate and elect the Sports House Captains. Student social, emotional and academic achievement is widely celebrated through the community via assembly awards, newsletters and social media.   During 2021 the school continued to offer a wide range of ways to connect to our community during Remote Learning. This included the use of online platforms such as a Padlet to host whole school community events each fortnight including; Movie Night, Welcome BBQ, Cooking Classes. All of these whole school community events had an emphasis on building connections to community - staying together even when we are apart. The schools work in community engagement was celebrated through a range of local and national media items in newspapers and television interviews. These online community events were a cornerstone to both maintaining and continuing to build relationships with families and students during Remote Learning.    Each year the school begins the year with 20 days of Learning to Learn. The emphasis is on developing routines and learning behaviours which support students to work with resilience and develop independence. The implementation of the SWBP has resulted in the creation of a school wide Behaviour Matrix, a newly developed School Engagement Program, creation of calm corners, Traffic Light System and flow chart created in dealing with behaviours consistently across the school. During 2021 we continued to revise this work through the exploration of Restorative Practices.   During 2021 we continued to support students with Good News Notes - this is a way we communicate the great things that our students do every day at school. We encourage families to celebrate with us when our students have wonderful achievements that can be social, emotional and academic. Developing student dispositions such as empathy, kindness and community are also celebrated with whole school Kindness Awards at Assembly.   In 2021 we further refined our established inclusive practices. This has included continuing to offer a range of small group activities such as Arts Intensives, Cartooning, Coding Club, recess and lunch play Clubs. In addition to this the school has supported students emotional, social and mental wellbeing through small groups with our Wellbeing Support Officer. These groups are aligned with specific student learning needs. To support student engagement in the transition back to onsite learning the school used a Tier Triangle to identify specific student needs including social and emotional supports. The school places high value on consistent attendance and being at school on time. Families are offered support to ensure students are able to attend school on time and every day the school is open for learning. During 2021 we implemented a Student Attendance Officer role to support identification of chronic absence and ways to support families. Part of the Attendance Officer's role is to track, monitor and communicate student attendance in a supportive way with families and build community expectations of attendance. |
| Wellbeing |
| The school has embedded a School Positive School Wide approach to managing behaviours. During 2021 the school will continued to embed School Wide Positive Behaviour to support a consistent, supportive and orderly environment for all of our learning community. School Wide Positive Behaviour has built a foundation for our school community to begin to develop a shared language and understanding of behaviour expectations. Further work will continue to build high expectations of classroom behaviour, student behaviour management and high expectations for all our learners.   Health and wellbeing support such as Art Intensives, Small groups, Seasons groups to support changes and transition were prioritised for students. Education Support staff supported small groups based on specific student learning needs and learning aligned with personal goals to support inclusion of students needing support with self-regulation and for those needing additional support transitioning back to school after Remote Learning.  The school continued to maintain and build strong partnerships with agencies to support students requiring intensive assistance to access the curriculum including; Student Support Groups meetings, small groups, art intensives and a Wellbeing Support Officer started working with small groups of students on transitions and change. The Wellbeing Support Officer also supported a range of families and staff when required.  The school has a dedicated staff member to support students well-being which includes identifying, assessing and supporting students with learning difficulties or disabilities. Creation of Sensory Space -2 lots of inclusion funding through department and application to purchase resources to set up space and PD for staff. The success of the School Wide Positive Behaviour program being celebrated as being one of two leader schools in Ballarat with best improvement and consistent practices in conflict resolution, bullying and promoting positive behaviour. The school provides dedicated 2 hours a week to physical activity for all students with an additional 1 hour a week provided by Kelly Sports for 6 weeks each term.   In 2021 the school implemented Arts Intensives and Small groups to support students in a range of ways. These intensive programs have support students to strengthen a sense of belonging whilst engaging in activities that are supporting social, emotional learning and wellbeing. Towards the end of 2021 the school began developing the Disability Inclusion Initiative. This is a state wide initiative to support students with additional needs. Staff began training and a Co-ordinator was nominated to begin this transition from PSDMS to DI. As part of this process the school changed documentation for Individual Education Plans to manage and support students identified as at risk.  During 2022 the school will continue to support the social, emotional and learning needs of students through the implementation of the Disability Inclusion initiative. This will include ongoing training, support from Central Highlands Regional Office and networks with other schools. |
| Finance performance and position |
| The annual financial performance for Mount Pleasant Primary School shows the school finished 2021 with an Operating Surplus of $359,289. The school is in surplus due to funds being carried forward from the previous year's surplus, which was partially being utilised for staffing to support student learning.   Funding was also used to support community engagement during Remote Learning. Equity money was again utilised effectively in providing staff support with Curriculum, Teaching & Learning Coach to support students social, emotional and learning needs.    The school equity funding in 2021 enabled the school to:  • Employ education support staff to support the learning needs of individual students and cohorts • Development of Education Support staff to lead small Groups of students who have specific emotional, social and academic learning needs • Intervention Programs - Employment of additional Education Support Personnel to support literacy and numeracy in the classrooms • Staff ongoing training in Sounds Write - Systematic Synthetic Phonics whole school program and Response to Intervention for at risk students  All funds held by Mount Pleasant Primary School as at 31/12/2021 were reported and certified by School Council at the February 2022 meeting, with the Financial Commitment Summary being presented and accepted. Required Financial Attestation was completed by both the Principal and Business Manager, as per department requirements. |
| **For more detailed information regarding our school please visit our website at** [**https://mtpleasps.vic.edu.au/**](https://mtpleasps.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 100 students were enrolled at this school in 2021, 44 female and 56 male.

NDP percent of students had English as an additional language and 6 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.

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| --- | --- |
| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 83.1% |
| State average (primary schools): | 81.8% |

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.

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| **School Climate** | Latest year (2021) |
| School percent endorsement: | 69.7% |
| State average (primary schools): | 75.8% |

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.

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| --- | --- |
| **English**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 71.4% |
| Similar Schools average: | 76.9% |
| State average: | 86.2% |

|  |  |
| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 58.3% |
| Similar Schools average: | 74.8% |
| 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: | 75.0% | 55.3% |
| Similar Schools average: | 66.9% | 66.6% |
| State average: | 76.9% | 76.5% |

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 66.7% | 58.5% |
| Similar Schools average: | 57.9% | 58.3% |
| State average: | 70.4% | 67.7% |

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| **Numeracy**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 25.0% | 33.3% |
| Similar Schools average: | 55.5% | 58.5% |
| State average: | 67.6% | 69.1% |

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| **Numeracy**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 11.1% | 24.5% |
| Similar Schools average: | 48.7% | 48.0% |
| 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)**

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 50% | 50% | 0% | 21% |
| Numeracy: | 50% | 38% | 13% | 23% |
| Writing: | 63% | 38% | 0% | 18% |
| Spelling: | 38% | 50% | 13% | 20% |
| Grammar and Punctuation: | 38% | 38% | 25% | 18% |

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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 19.5 | 18.7 |
| Similar Schools average: | 19.6 | 17.5 |
| State average: | 14.7 | 15.0 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2021): | 90% | 88% | 93% | 93% | 86% | 91% | 91% |

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).

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| --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 68.4% | 69.1% |
| Similar Schools average: | 76.9% | 77.3% |
| 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).

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 83.3% | 72.2% |
| Similar Schools average: | 79.0% | 78.3% |
| 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 | $1,474,178 |
| Government Provided DET Grants | $419,816 |
| Government Grants Commonwealth | $1,030 |
| Government Grants State | $1,700 |
| Revenue Other | $47,329 |
| Locally Raised Funds | $21,971 |
| Capital Grants | $0 |
| Total Operating Revenue | **$1,966,024** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $288,879 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$288,879** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,197,971 |
| Adjustments | $0 |
| Books & Publications | $3,786 |
| Camps/Excursions/Activities | $24,066 |
| Communication Costs | $2,353 |
| Consumables | $51,456 |
| Miscellaneous Expense 3 | $9,561 |
| Professional Development | $31,996 |
| Equipment/Maintenance/Hire | $41,944 |
| Property Services | $121,941 |
| Salaries & Allowances 4 | $73,312 |
| Support Services | $26,914 |
| Trading & Fundraising | $3,596 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $17,839 |
| Total Operating Expenditure | **$1,606,735** |
| Net Operating Surplus/-Deficit | **$359,289** |
| Asset Acquisitions | **$0** |

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 | $178,922 |
| Official Account | $6,062 |
| Other Accounts | $682 |
| Total Funds Available | **$185,666** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $56,533 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $11,790 |
| School Based Programs | $39,242 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$107,565** |

*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.*