2020 Annual Report to The School Community

School Name: Oakleigh South Primary School (4823)

- 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 20 April 2021 at 12:02 PM by Ron Cantlon (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 29 April 2021 at 02:04 PM by Nadia Beauchamp (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

Oakleigh South Primary School is nestled in between Metropolitan and Huntingdale Golf Courses and is located approximately 15 kilometres south of the Central Business District of Melbourne. It prides itself in offering all students a wide range of success orientated opportunities and fosters a caring atmosphere with clearly defined expectations, where students can develop in a supportive and safe learning environment. We value and encourage high academic achievement with a strong focus on English and Mathematics.

The school's vision is for each child to become a happy and confident person, well equipped for the challenges of life-long learning, contributing to the society in which they live and be able to achieve their full academic, creative and social potential. At the heart of Oakleigh South Primary School's educational philosophy is the firm belief that all students can become successful learners and that there are no predetermined limits to what students can accomplish at any age.

Oakleigh South Primary School's community works collaboratively and shares common goals, values and beliefs about the best way to support children and families on their educational path. We encourage respectful, collaborative relationships between children, families, the school, and educators, with our common focus being the child. We value an inclusive, supportive and caring environment where children, families and educators come together as a community of learners. Our excellent facilities enable us to host many after school activities and weekend sporting events to create and support healthy and active communities.

The school provides support to each child to promote their health and wellbeing through a spirit of warmth and respect underpinned by a commitment to social justice. We respect and celebrate the culture and diversity within our community and beyond. We support the individual needs of our children to develop the view that learning is fun, exploratory and exciting. Our school philosophy includes a firm commitment to ensuring child safety and wellbeing, and to provide a high quality, safe and caring school environment.

Oakleigh South Primary School's values are Respect, Excellence, Integrity, Resilience and Working Together. Implementing and promoting the following school values underpins the culture of our school. We encourage our students to be persistent, trustworthy, tolerant and actively involved in their school.

Our students from Prep to Year 6 are provided with a broad, rich and differentiated curriculum designed to cater for a diverse range of learning styles and student abilities with opportunities for support or enrichment at all levels. The school leadership and staff are intentional and purposeful in pursuing the optimal learning experiences for each and every student and as such, seek to provide all children with instruction that is personalised, evidence-based and technologically rich. Our highly successful sporting, arts, sustainability and STEM programs allow for the development of the whole child and assist in developing self-esteem, confidence and resilience.

We have high expectations of our students and set challenges and opportunities for all students to strive to be the very best they can. We continue to revise and develop our approach to student wellbeing to ensure all students are engaged and connected with the school.

Our student enrolment in 2020 was 1063 students, and draws from diverse cultural backgrounds, many with a Language Background Other Than English (LBOTE) and with English as an Additional Language (EAL). EAL enrolments have increased significantly and now account for over 40% of students. The school's Student Family Occupation and Education Index (SFOE) is rated as low (high socio-economic status) and is markedly better compared to 2019.

The 2020 staffing profile consists of 64.5 full time equivalent (FTE) teaching staff and 12.5 (FTE) support staff. Within the staffing profile, the school has a dedicated staff consisting of Principal class leaders, Learning Specialists, Classroom teachers and Education Support staff. We have specialists in Physical Education, Performing Arts, Visual Arts, Japanese, Digital Technologies and Science. Students are also able to receive tuition in musical instruments such as keyboard and guitar.

Framework for Improving Student Outcomes (FISO)

During semester 1, 2020, the school developed its new Strategic Plan (2020-2023). Over this period, the school will focus on the three areas of achievement, engagement and wellbeing and strive to achieve the following goals as recommended by the school review panel.

1. Maximise student learning growth in literacy and numeracy.
2. Improve student active participation in their learning.
3. Enhance student wellbeing.

Through the school's assessment against the Framework for Improving Student Outcomes (FISO) Continua of Practice, the school's identified focus areas for the next four years would be Building practice excellence, Instructional and shared leadership, Curriculum planning and assessment, Empowering students and building school pride, Health and wellbeing and Setting expectations and promoting inclusion dimensions.

During 2020, the school's FISO priority areas were Excellence in Teaching and Learning through Building Practice Excellence and Curriculum Planning and Assessment, along with Positive climate for learning with Empowering students and building school pride, Intellectual engagement and self-awareness, and Health and Wellbeing foci.

The school's key improvement strategies were:

Building Practice Excellence
* Build consistent and collaborative approaches to teaching and learning.
Curriculum Planning and Assessment
* Build staff capabilities to provide point of need teaching.
Empowering students and building school pride
* Develop a shared understanding of student voice, agency and leadership.
Intellectual engagement and self-awareness
* Develop critical thinking and problem-solving skills through the use of STEM.
Health and Wellbeing
* Build student resilience.

Due to the impact of COVID-19 and the refocussing of the directions of the school with transitioning to remote and flexible learning, the school was able to deliver on some of the actions to support the Key Improvement Strategies as set out in the Annual Implementation Plan.

Throughout 2020, the school continued to build consistent collaborative approaches to teaching and learning in Literacy and Numeracy through the implementation of the SMART Spelling Approach program as a consistent, structured approach to the teaching and learning of Spelling (P-6), and year level teams continued to incorporate VCOP teaching strategies and aspects of the Seven Steps to Writing Success within their writing sessions, and assessment of student writing. Staff participated in internal and external professional learning sessions (online) in SMART Spelling, 7 Steps to Writing Success and Essential Assessment. During remote learning, staff were provided with professional learning on Google Classroom, Google Forms, Google Slides, Google Docs, Loom and Flipgrid to provide consistency in the teaching and learning programs across the school.

To further support consistent collaborative approaches, Assistant Principals attended weekly year level meetings and participated in regular learning walks to discuss with students aspects of their learning, monitor consistent practices and non-negotiables, and provide feedback to year level teams.

The school also continued to build staff capabilities to provide point of need teaching to their students through targeted professional learning in Data Literacy and teachers regularly discussing and analysing student data individually and in teams to plan future learning opportunities, differentiate teaching and learning, and target 'at risk' and 'high ability' students.

The school was able to continue to deliver on actions to support the key improvement strategies in the school's STEM Initiative. The school appointed a Digital Technologies Learning Specialist in 2020 to drive Digital Technologies across the school. Students were provided with STEM based lessons with a focus on developing critical thinking and problem solving skills, and promote student voice and agency, as well as student engagement in their learning. During remote learning, the school created a Learning Hub for the school community on the school's website to support parents and

students. Throughout 2020, the school continued to resource the school's Digital Technologies Lab.
The school will attend to business unfinished in 2020 which will be evidenced in the 2021 Annual Implementation Plan. This will include re-scheduling professional learning that was postponed during 2020 in the areas of Literacy, Numeracy and Wellbeing.

Achievement

Reporting on the school's achievements allowed reflection time on what had been a significantly challenging year at Oakleigh South Primary School in 2020, and all schools across the nation.
The incredible amount of work undertaken by the Leadership Team, teachers and support staff to create a learning environment to best provide for our students during remote learning was exemplary. Many thanks must go to the support of parents and carers during remote learning to enable our students to progress in their learning during these unprecedented times with the ultimate common goal of providing the best outcomes for our students. We, as a whole school community should be congratulated on these achievements. As our school motto says, 'Together we Achieve', and we certainly did achieve.
Oakleigh South Primary School continued to focus on providing a high quality education for all our students during 2020, especially during remote learning. The school has a culture of high expectations for all leaders, teachers and students. The school continued to have a clear focus on excellence in teaching and learning and a whole school expectation that every student will make at least 12 month's growth in a school year where student learning growth is monitored by teachers and the School Improvement Team. The school's priority was to provide time and support for our teachers to focus on student work and to develop a differentiated curriculum. This was complemented by a targeted professional learning program for teachers that continued to develop a whole school belief and understanding around teaching and learning.
Student learning and achievement continued to be a priority at Oakleigh South Primary School throughout year. Our student performance data reflected excellent outcomes in English and Mathematics. Teacher assessment of student progress from Prep to Year 6, based on the Victorian Curriculum in the following English modes indicated that 97.4% of students at Oakleigh South Primary School achieved at or above the expected standard for Reading and Viewing, and 97.3% for Writing. Teacher assessment of student progress from Prep to Year 6, based on the Victorian Curriculum in the following Mathematics strands indicated that 98% of students at Oakleigh South Primary School achieved at or above the expected standard for Number and Algebra, and 97.4% for Measurement and Geometry, and 97% for Statistics and Probability. These results were slightly lower compared to 2019 results, but were well above the State and Region means.
Education ministers across all states made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This meant that students in Years 3 and 5 in 2020 did not undertake the assessment. Thus, the school is unable to reflect on the school's NAPLAN performance linked to the School Strategic Plan and Annual Implementation Plan targets for 2020.
During remote learning, the school focussed on point of need teaching through differentiated learning tasks in Literacy and Numeracy. Teachers also identified students that required additional support and modified the teaching and learning program, and appropriate actions were put in place according to the students specific needs. To support the school's High Ability students, selected students in Years 4, 5 & 6 participated in a Mathematics Enrichment Series through Monash Tech, and selected High Ability students in Year 4 with a passion for Science, participated in a virtual conference through Ecolinc. On return to on-site learning, the school identified students that required additional support (at risk) and teaching resources (staff) were allocated accordingly to all year levels. This included additional support teachers to:
* Prep with a focus on Literacy and Numeracy Intervention.
* Year 1 with a focus on the 'MiniLit' Literacy Intervention Program and Numeracy support.
* Year 2 through the Literacy Intervention Program and additional teachers to support teaching at point of need through the school's writing and maths groups programs.
* Years 3, 4, 5 and 6 through additional teachers to support teaching at point of need through the school's writing

and maths groups programs.

During remote learning, the majority of our PSD (Programs for Students with a Disability) students attended the school's onsite learning program. They were supported by Education Support Staff who were provided with educational programs under the guidance of classroom teachers. All students on the Programs for Students with a Disability (PSD) showed highly satisfactory progress in achieving their individual learning goals in 2020. Regular Student Support Group Meetings were held where Individual Educational Plans were established, monitored and celebrated. Each child had SMART goals identified which were reflective of their needs and supported their continued progression in learning. Our data showed that the majority of our PSD students made twelve months growth.

Engagement

The school has continued to actively monitor student attendance through 'Same day notification of unexplained student absences' as outlined in the DET School Attendance Guidelines. Using the school's management software, GradeXpert, the school continued to notify parents through SMS as soon as practicable on the day if a student had an unexplained absence, and parents hadn't notified the school as to why. Parents were requested to notify the school and provide a reason for their child's absence.

During remote learning, parents and carers were requested to complete an attendance note via Google Forms to indicate whether their child was working on set tasks allocated to the Google Classroom. Teachers submitted daily attendance records via GradeXpert and followed up with parents via email or phone calls who had not submitted the daily attendance form. Also, teachers were also able to check attendance via work submitted via the Google Classroom and video conferencing sessions with students. Through this, teachers were able to identify students at risk of poor attendance and implement improvement strategies. This included inviting vulnerable students to attend onsite learning.

Student absence has decreased significantly from an average across the school of 15.6 absence days per student in 2019 to 8.2 average absence days in 2020. School attendance rates varied from 7 -15 absence days across all year levels with student illness the main reason for non-attendance. Also, the percentages of students with 20 or more absence days decreased from 27% in 2019 to 7% in 2020 which was significantly better than similar schools.

Student Attitudes to School Survey data indicated high percentages of positive responses to engagement and learning factors. Our data continues to provide positive results and indicated 85% for School Connectedness, 80% for Stimulated Learning, 78% for Motivation and Interest, and 83% for Self-regulation and goal setting. The school had very solid overall results in most domains with the school's strengths being Managing Bullying, School Connectedness, Differentiated Learning, Classroom Behaviour, Attitudes to Attendance and Self-regulation and Goal Setting. Our overall Student Attitudes to School Survey results were similar to 2019.

During remote leaning, the school was very keen to receive feedback from parents, carers and students. Learning from Home Surveys were administered to parents to gain feedback to improve the school's teaching and learning processes, protocols and practices during remote learning. The school analysed the responses from parents, and made improvements where necessary. Survey results indicated that 90% of parents felt that they received clear communication from the school and 96% felt they could contact their child's teacher when they needed to. Students across all year levels were also regularly surveyed by their teachers to promote student voice and agency in learning, and where appropriate, make improvements to teaching and learning programs.

Student Engagement and school connectedness continued to be promoted throughout the school during remote learning through a range of activities to stimulate and extend the whole child. Stimulating and motivating programs and activities implemented by staff and external providers to support student engagement included; the Victorian State Schools Spectacular Choir and Dance Virtual Rehearsals, STEM related activities, Visual Art activities where students were given opportunities to share their creative talents, Year 6 Production Rehearsals, the Prep Virtual Zoo Excursion, Year Level Assemblies via video conferencing, lunchtime Zoom catch ups with peers, and Virtual Science related Incursions through Ecolinc. Also, various year levels provided weekly activities such as Fun Friday, Dress Up Days, Farry's Kitchen, online quizzes, and interactive games to ensure lessons weren't repetitive. Through these activities, the school aimed to support ongoing engagement, and enhance student health and wellbeing.

On the return to onsite learning, the school was very keen to support our Year 6 graduating students as they had missed several highlights and experiences during their final year of Primary School. Even though the Year 6 Production was cancelled due to COVID-19, the school managed to provide an opportunity for students to perform, in costume, a dance routine to the musical Aladdin which was available for download for students and parents. This was a highlight for our Year 6 students. Also, as we couldn't have parents' onsite, the Year 6 Graduation Ceremony was streamed live to parents which was greatly received.

Throughout 2020, the school continued to deliver an engaging, high quality Japanese language program for students across all year levels. The program provided students with rich experiences of Japan's culture, customs, everyday life, as well as language, thus giving a broader perspective of Japan. During remote learning, students participated in wide range of lessons through the Google Classroom which included instructional videos, art and craft activities, written and oral language activities and learning about significant cultural celebrations in Japan. The Japanese team also created a Virtual Tour of Japan for students to view which was supported by the school's Japanese Captains. To support engagement and connectedness to school whilst working remotely, the Japanese team utilised 'Flipgrid' as a platform where students could share their work and designed surveys using Google Forms to receive feedback from students to improve their teaching and learning programs. This gave students an opportunity to have a voice and agency in their learning.

The development of Digital Technologies across the school continued to develop through the introduction of many new initiatives and the schools continued investment in its STEM initiative. The school appointed a Digital Technologies Specialist to support the school's vision in its STEM initiative moving into the new Strategic Plan. Students were provided with STEM based lessons with a focus on developing critical thinking and problem solving skills, promote student voice and agency, as well as student engagement in their learning. During the transition to remote learning, the Digital Technologies Specialist and the very active ICT Professional Learning Team, provided extensive professional learning to upskill staff to support students with the implementation of the Google Classroom, Google Suite and a range of digital tools. The school adopted the Google Classroom program to foster a culture of teacher collaboration, and drive a consistent approach to student learning across all year levels. Throughout 2020, the school continued to resource the school's STEM initiative by purchasing additional laptops and tablets to enhance teaching and learning programs across the school.

As the school transitioned to remote learning, the school's Digital Learning Specialist, with the support of the School Leadership Team, created an Online Learning Hub to support the whole school community. Within the platform included links to teaching and learning programs, how to guides and support videos, key DET links, information and wellbeing supports such as Smiling Mind & Calm apps and tutorials.

The school will continue with the implementation of the Oakleigh Education Plan and provide opportunities to incorporate the key Science Inquiry Skills into STEM based lessons across all Digital, Science & relevant Applied Maths based lessons across the school (P-6). The school will also continue to use digital learning tools that were implemented during remote learning into classroom practice.

Wellbeing

The wellbeing of our students, staff and families continues to be a priority of our school. Our whole school commitment to Child Safety and our guiding values of Respect, Integrity, Excellence, Working Together and Resilience has continued to be reinforced throughout the school.

Throughout 2020, the school made it a priority to focus on the health and wellbeing of the school community and implemented many new initiatives. To support the transition to remote learning, the school implemented extensive health, wellbeing and engagement processes, protocols and practices. An Online Learning Hub was created to support the whole school community with links to Wellbeing supports and resources which was regularly updated. A dedicated wellbeing phone line was set up to address student and parent wellbeing and regular communication via Operoo was sent to support parents with transition to remote learning such as school and DET updates. The school's Student Health and Wellbeing personnel identified any students at risk so they could be closely monitored from the beginning and support packs were created for PSD (Programs for Students with a Disability) students and vulnerable

students.

During remote learning, DET linked each school with a Health and Wellbeing Key Contact to support the whole school in identifying, planning for and supporting vulnerable children. This included facilitating access to additional specialist health and wellbeing referral services within the region and externally to DET if the need arose. A Students at Risk Planning Tool was developed to ensure all vulnerable students were identified and appropriate actions were put in place according to their specific needs. The school's PSD (Programs for Students with a Disability) students and other identified vulnerable children were discussed at a fortnightly meeting with a psychologist who gave advice on how to best support each child. The Students at Risk Planning Tool was updated weekly and sent to the school's Key Contact. There was regular communication with teachers to identify concerns regarding 'at risk' or vulnerable students, followed up by regular wellbeing phone calls to families with students 'at risk' or vulnerable.

Students in Years 4 and 6 participated in the 'Healthy Skills for Life' program face to face in term 1. The program continued to reinforce the school's values, provide students with opportunities to explore these values through discussion, reflection and decision making activities and participated in mindfulness activities to improve health and wellbeing. Due to COVID and DET Operational Guidelines, the school had to cancel all sessions for the remainder of the year. Thus, to support the health and wellbeing of students during remote learning, the school invested in the online program Life Skills GO for all year levels. The Life Skills GO is a social, emotional and physical learning platform. Teachers from each year level designed their own program, choosing content material to suit the needs of their year level. Students were given weekly lessons from Life Skills GO to support their health and wellbeing and to build resilience. Year level teams also added additional activities to their Social, SEL (Social and Emotional Learning) programs such as yoga and mindfulness to support student wellbeing.

During remote learning, through community feedback, video conferencing (Zoom) sessions were increased to support student learning, wellbeing and connectedness to school. The school also implemented Wellbeing Wednesdays to students and families to allow less screen time. Teachers designed Student Surveys and Google Classroom activities for students about their health and wellbeing and how they were tracking at home. From this, teachers were able to follow up any concerns with parents and students, and strategies put into place to support the health and wellbeing of the student.

Due to the impact of COVID-19 and the refocussing of the directions of the school with transitioning to remote and flexible learning, the school will re-schedule professional learning that was postponed during 2020 in the areas of wellbeing, specifically the Resilience Project.

Financial performance and position

At the end of the 2020, Oakleigh South Primary School was in a strong financial position and carried forward a surplus into 2021 to support planned projects. Expenditure in 2020 had decreased in some areas due to COVID 19 and no major projects were undertaken in 2020. However, the school completed the new Senior Playground.

In 2020 we had some major areas of expenditure which included:

* Fencing around school grounds.
* Purchasing of new Chrome Books and a major upgrade of interactive whiteboards in classrooms.
* The investment in whole school programs such as GradeXpert, Mathletics, Accelerated Reader, myON, Essential Assessments, Reading Eggs. Life Skills GO and Reading Eggspress.

The school has continued to use SRP funds for intervention support programs in literacy and numeracy, and fund additional Education Support Staff to support student intervention programs. The school has also utilised additional Equity funding to support the Prep/Year 1/Year 2 Literacy Intervention and EAL programs, as well as Literacy and Numeracy support for the students at risk students through our Writing and Maths Groups.

For more detailed information regarding our school please visit our website at https://oakleighsouthps.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 1061 students were enrolled at this school in 2020, 514 female and 547 male.

43 percent of students had English as an additional language and NDP 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

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:	85.0%
State average:	81.2%

Parent Satisfaction (latest year)
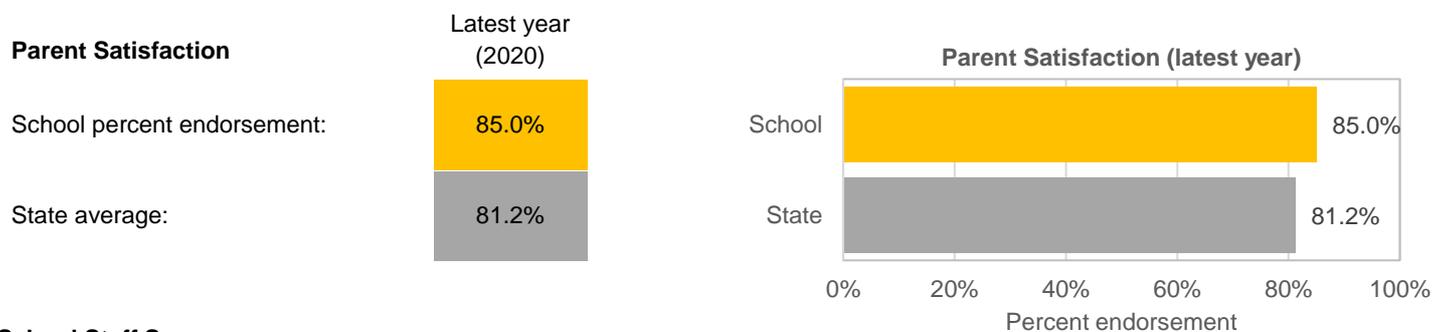
School Staff Survey

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:	88.4%
State average:	77.8%

School Climate (latest year)
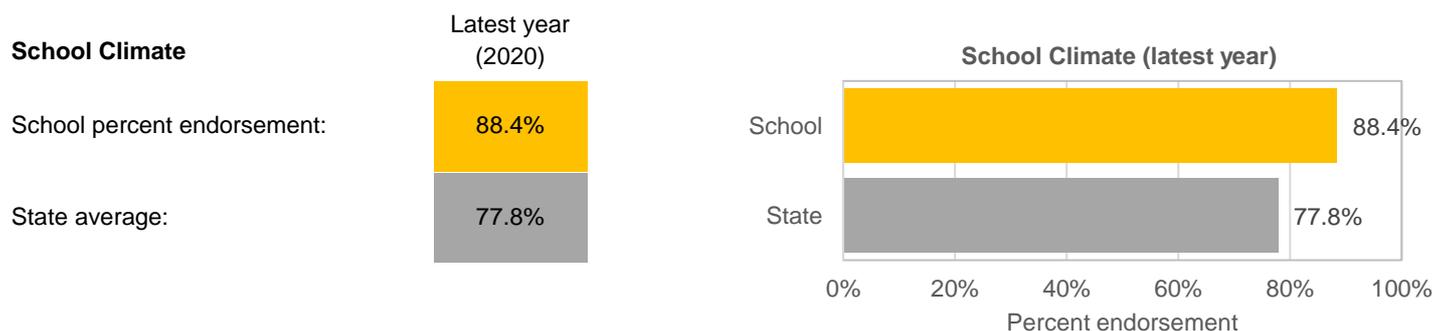
ACHIEVEMENT

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)

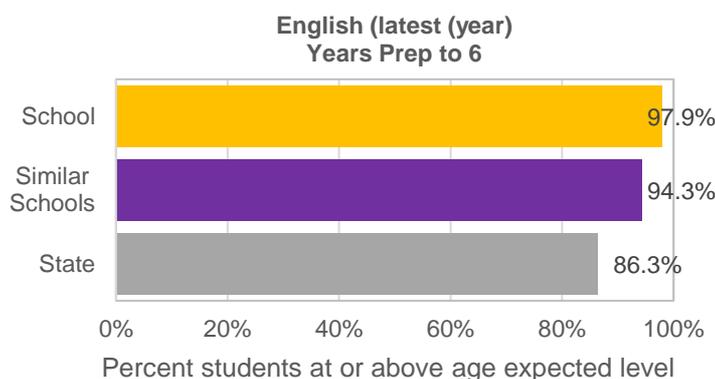School percent of students at or above age expected standards:

97.9%

Similar Schools average:

94.3%

State average:

86.3%

English (latest (year)
Years Prep to 6

School	97.9%
Similar Schools	94.3%
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:

97.4%

Similar Schools average:

93.5%

State average:

85.2%

Mathematics (latest year)
Years Prep to 6

School	97.4%
Similar Schools	93.5%
State	85.2%

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

Percent students at or above age expected level
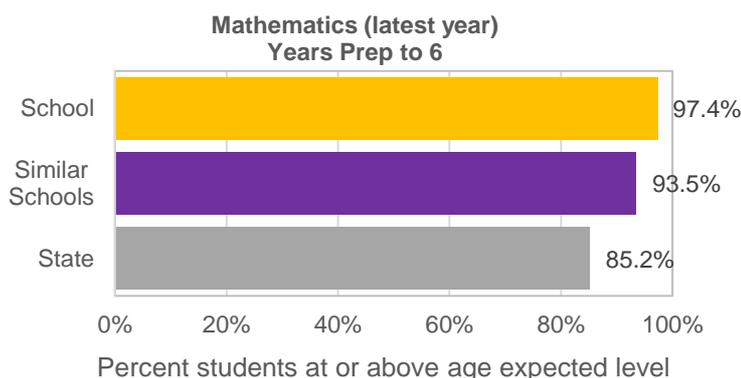
NAPLAN

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).
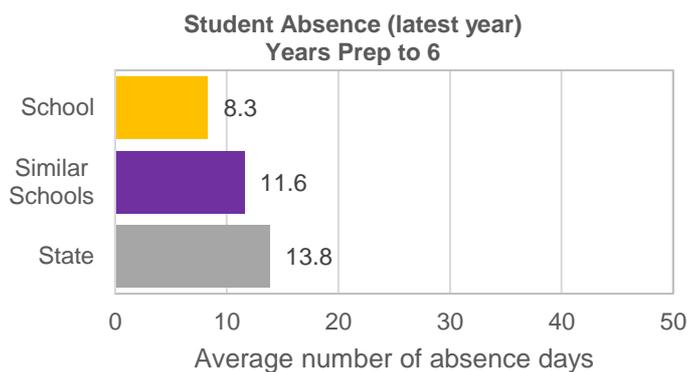
NAPLAN tests were not conducted in 2020.

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:	8.3	12.9
Similar Schools average:	11.6	13.4
State average:	13.8	15.3

Student Absence (latest year)
Years Prep to 6

School	8.3
Similar Schools	11.6
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):	96%	95%	95%	96%	96%	96%	96%

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.
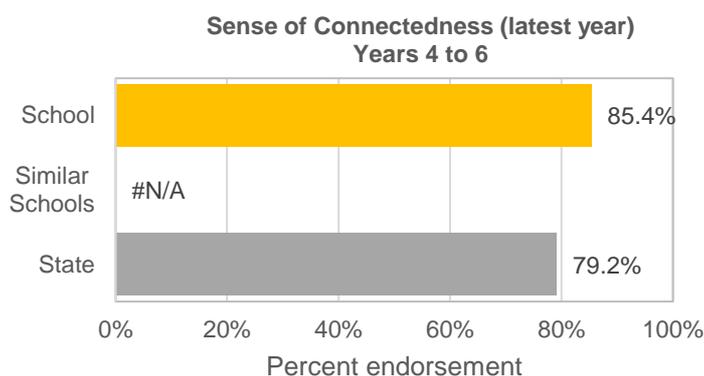
Student Attitudes to School – Sense of Connectedness

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:	85.4%	86.7%
Similar Schools average:	NDP	83.7%
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 — 85.4%
Similar Schools — #N/A
State — 79.2%

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:	82.7%	83.9%
Similar Schools average:	NDP	81.7%
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.
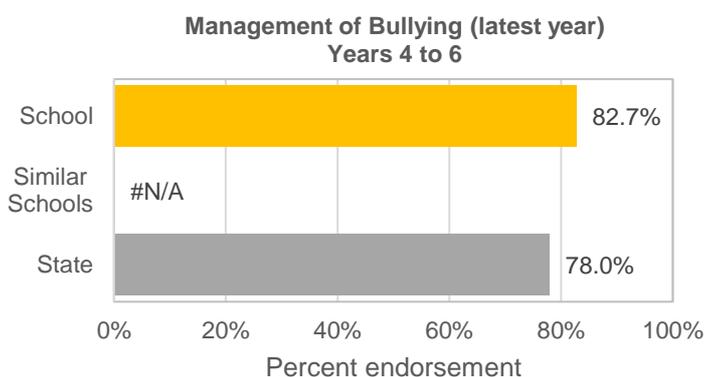
Management of Bullying (latest year) Years 4 to 6

School — 82.7%
Similar Schools — #N/A
State — 78.0%

Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$8,411,470
Government Provided DET Grants	$841,876
Government Grants Commonwealth	$5,461
Government Grants State	NDA
Revenue Other	$54,689
Locally Raised Funds	$609,885
Capital Grants	NDA
Total Operating Revenue	**$9,923,381**

Equity [1]	Actual
Equity (Social Disadvantage)	$33,991
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$33,991**

Expenditure	Actual
Student Resource Package [2]	$7,852,069
Adjustments	NDA
Books & Publications	$10,137
Camps/Excursions/Activities	$150,166
Communication Costs	$7,126
Consumables	$161,802
Miscellaneous Expense [3]	$41,867
Professional Development	$8,748
Equipment/Maintenance/Hire	$230,660
Property Services	$82,593
Salaries & Allowances [4]	$412,540
Support Services	$88,686
Trading & Fundraising	NDA
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$80,547
Total Operating Expenditure	**$9,119,635**
Net Operating Surplus/-Deficit	**$803,746**
Asset Acquisitions	**NDA**

(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	$746,596
Official Account	$20,730
Other Accounts	NDA
Total Funds Available	**$767,326**

Financial Commitments	Actual
Operating Reserve	$198,934
Other Recurrent Expenditure	$27,081
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$300,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$526,015**

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.