

2021 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 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 29 April 2022 at 10:34 AM by Ron Cantlon (Principal)

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

Attested on 29 April 2022 at 01:36 PM by Maria Gaitan (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

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 2021 was 1069 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 account for over 44% of students. The school's Student Family Occupation and Education Index (SFOE) is rated as low (high socio-economic status) and is slightly better compared to 2020.

The 2021 staffing profile consists of 67.4 full time equivalent (FTE) teaching staff and 14.2 (FTE) support staff. We have one staff member that identifies as Aboriginal and/or Torres Strait Islander. 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)

Due to the significant impacts of COVID-19 on our students, staff and school communities in 2020, this meant refocussing our efforts as a school system on a set of common and core priorities through the State-wide Priority Goal. The three priority areas for the school in 2021 were:

- * Learning catch-up and extension priority.
- * Happy, active and healthy kids priority.
- * Connected schools priority.

The school's FISO priority areas were Curriculum Planning and Assessment, Health and Wellbeing, and Building Communities. The school was able to deliver on the actions to support the three priority areas (Key Improvement Strategies) as set out in the Annual Implementation Plan.

To support the Learning catch-up and extension priority, the school established a strong Tutor Learning Initiative (TLI) program to support students from Prep through to Year 6 in Literacy and Numeracy. The school began its journey with the Tutor Learning Initiative in Term 4, 2020 with a clear vision that was evident in the school's 2021 Annual Implementation Plan (AIP). The Leadership Team attended regular Tutor Learning Initiative professional Learning Webinars, Forums and accessed DET resources to collaboratively develop the school's TLI model for implementation. The school's TLI implementation plan was regularly monitored and evaluated throughout the year. Analysis of whole school data indicated strong outcomes in Reading, Writing and Numeracy across all year levels.

The school's high ability students were supported by the school through 'point of need' teaching and learning Maths and Writing Groups, classroom differentiation, participation in the Victorian High Ability Program and virtual conferences through Ecolinc. Teachers effectively used data to inform understanding of student needs and progress, and identify students requiring additional support. They developed high quality Individual Education Plans (P-6) in Literacy and Numeracy that demonstrated effective differentiated planning and point of need teaching.

To support the Happy, active and healthy kids priority, the school provided essential Professional Learning to staff to support student wellbeing, social and emotional learning, respectful relationships and Cultural Understanding and Safety Training (CUST). Students also participated in programs to support the development of social, emotional and physical learning and life skills, as well as mindfulness.

To support the Connected schools priority, the school continued to strengthen relationships with external support networks such as the Monash Tech School, Robogals volunteers and engage with the community to reintroduce parent support as a part of the RoboClub program. As part of the Oakleigh Education Plan, the school also collaborated with staff from South Oakleigh SC, Huntingdale PS and the Monash Tech School through the STEM Community of Practice Learning group (CoPL) and the Japanese Language CoPL group to support student engagement and improve transition pathways for students' from Primary to Secondary Education.

The school will attend to business unfinished in 2021 which will be evidenced in the 2022 Annual Implementation Plan. This will include re-scheduling professional learning that was postponed during 2021 in the areas of Literacy, Numeracy and Wellbeing.

Achievement

Reporting on the school's achievements allowed reflection time on what had been another significantly challenging year at Oakleigh South Primary School in 2021.

Oakleigh South Primary School continued to focus on providing a high quality education for all our students during 2021, especially during remote learning. The school has a culture of high expectations for all leaders, teachers and

students. To support student achievement and the Learning catch-up and extension priority, the school established a strong Tutor Learning Initiative (TLI) program to support students from Prep through to Year 6 in Literacy and Numeracy. School Leaders and teachers analysed and discussed student learning growth and identified students who would benefit from small group, explicit, targeted instruction delivered by the Tutor Learning Initiative (TLI) program. The school assigned a TLI Coordinator to lead the TLI implementation, and seven tutors were recruited to work with identified students across all year levels (P-6) in the areas of Reading, Writing and Mathematics. Individual Education Plans (IEPs) were developed for identified students and communicated with parents. Tutors worked collaboratively with teachers to regularly discuss student progress, the teaching and learning program and student data. Throughout the TLI program, tutors used a range of formative assessment practices to monitor student learning progress and measure impact of the TLI. Analysis of assessment data collected indicated strong learning outcomes for the majority of students in Reading, Writing and Numeracy across all year levels.

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. The School Improvement Team and teachers continued to effectively use student assessment data to monitor student learning growth and develop differentiated teaching and learning plans for all students.

The school's high ability students continued to be supported by the school through 'point of need' teaching and learning Maths and Writing Groups, classroom differentiation, participation in the Victorian High Ability Program and virtual conferences through Ecolinc.

The school's student performance data continues to reflect excellent outcomes in English and Mathematics.

Analysis of our 2021 NAPLAN data indicated high performance in all areas of testing in Years 3 and 5. Our Year 3 Numeracy, Writing, Spelling, Reading, and Grammar and Punctuation data indicated that we were well above State and Similar School means. Our Writing results indicated improvement compared to 2019, with Reading, Spelling, Numeracy, and Grammar and Punctuation results slightly lower compared to 2019 data. Our Year 3 NAPLAN data also indicated that the percentage of students in the top two bands for Reading, Writing, and Grammar and Punctuation were over 80%, which were similar to or greater than 2019 NAPLAN data. Our Writing data once again demonstrated improvement compared to 2019 data with 85% working in the top 2 bands compared to 81% in 2019.

The school's Year 5 Numeracy, Writing, Spelling, Reading, and Grammar and Punctuation data indicated that we were well above State and Similar School means. Our Reading results indicated a slight improvement compared to 2019, with Writing, and Grammar and Punctuation results slightly lower. However, Spelling and Numeracy results were significantly lower compared to 2019 data. Our Year 5 NAPLAN data also indicated that the percentage of students in the top two bands still remains high, however they were significantly lower compared to 2019 data for Reading 76% (2019-81%), Spelling 71% (2019-83%), Numeracy 74% (2019-83%), and Grammar and Punctuation 74% (2019-83%). Our Writing data indicated that 54% of students were working in the top two bands, which was similar to 2019 data (53%).

The school's Benchmark Growth was similar to 2019 data for Reading 35% (2019-36%), Writing 46% (2019-52%), and Grammar and Punctuation 47%, (2019-46%). However, the school's results were significantly lower compared to 2019 NAPLAN data in Spelling 24% (2019-47%) and Numeracy 32% (2019-53%). The school's Benchmark Growth data was significantly higher compared with state and similar schools in Reading, Writing and Grammar and Punctuation. The school will continue to work towards developing high Benchmark Growth in all areas, especially Spelling and Numeracy, whilst continuing to decrease the percentage of students below Benchmark Growth.

The proportion of students assessed as being at or above expected level (Victorian Curriculum) according to teacher judgments in Reading & Viewing 96% (2020-97%), Writing 97% (2020-98%) and Number & Algebra 97% (2020-98%) were similar to 2020 data, and above State and Similar School means.

During remote learning in 2021, 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 2021. 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 demonstrated that the majority of our PSD students made twelve months growth. In 2022, the school will continue to focus on student learning with an increased focus on numeracy through the 2022 Priorities Goal. The school will support both those who need extra support and those who have thrived to continue to extend their learning, in literacy and especially in numeracy. The school will continue to provide additional support for student's through the Tutoring Learning Initiative program and continue to build consistent and collaborative approaches to teaching and learning across the school.

Engagement

The school has continued to actively monitor student attendance throughout 2021. During remote learning, teachers submitted daily attendance records via GradeXpert and followed up any unexplained student absences during morning video conferencing sessions with parents via email or phone calls. Through this, teachers were able to identify students of potential risk of poor attendance and implement improvement strategies. This included calling families and speaking to students to provide support and inviting vulnerable students to attend onsite learning.

Student absence has decreased significantly from an average across the school of 15.6 absence days pre-COVID to 8.2 average absence days in 2021. School attendance rates varied from 7 - 9 absence days across all year levels with student illness the main reason for non-attendance. The school's 2021 12-month Target for Attendance was to decrease the percentage of students with 20 or more absence days and demonstrate improvement on 2019 data (27%). Even though there was a significant improvement in 2021 (8%), the school felt that this could have been due to the lockdowns where families were not able to travel.

Attitudes to School Survey data indicated high percentages of positive responses to engagement and learning factors. Stimulated Learning, Differentiated Learning Challenge, Self-Regulation and Goal Setting and Attitudes to Attendance were strong. However, even though our results for Student voice and agency demonstrated slight improvement on the previous year, this will continue to be a focus for 2022.

The School Improvement Team attended the Amplify professional learning series through the DET to establish a common understanding of Student Voice, Agency, and Leadership (SVAL), evaluate current practice, and create opportunities for SVAL at OSPS. Teachers reflected on the current opportunities they provide in their classrooms to support student voice and agency and identified areas where improvements could be made. During remote learning, students at different year levels were provided with opportunities to provide feedback to their teachers on the teaching and learning program via student surveys and through circle time discussions.

To further support Student Voice, Agency and Leadership at OSPS, the school's Digital Technologies Captains redesigned the OSPS Intranet page for teachers and students. The school also provided opportunities for students to connect with community through student lead assemblies. Our Year 4 to 6 assemblies were established and designed to be student led. Assembly content and Technology delivery was driven by our Year 6 leaders.

The school' student representative group, 'Student Voice' which includes students from Years 4-6 remained active during 2021 where they discussed whole school projects and made recommendations to leadership on areas, they thought the school could improve.

In 2022, the school will continue to provide further professional learning with Student Voice, Agency and Leadership and what it looks like at Oakleigh South primary School.

Throughout 2021, the school continued to support the school's current Strategic Plan goal to improve student active participation in their learning, through developing critical thinking and problem-solving skills through the use of STEM. The Digital Technologies and Science Specialists, as well as members from the STEM Professional Learning Team were involved in the "Design2Innovate: Introduction to Design Thinking" Professional Learning program. Following this, STEM Specialists implemented Design Thinking into their teaching and learning programs where students participated in STEM based activities and were provided with opportunities to collaborate and share their learning to support the development of capabilities in Design Thinking. To support the Oakleigh Education Plan vision 'To create a student-focused Learning Precinct that connects three schools engaged in collaborative STEM teaching and learning', the school felt it was important to continue with its work into 2022 and further implement Design Thinking into classroom practice.

The school's Digital Technologies Learning Specialist continued to collaborate with members of the Oakleigh Education Plan Community of Practice group to plan and deliver an intra-school Design Thinking & Robotics challenge that was conducted at South Oakleigh College.

As part of the Oakleigh Education Plan (OEP), a Japanese Language Community of Practice group was established with South Oakleigh SC, Huntingdale PS and Oakleigh South PS. The OEP, Japanese Language Community of Practice group created a Vision for Japanese Language Learning as part of the OEP and set specific goals and scheduled activities to support student engagement in Japanese Language learning. The Vision for Language Learning in the Oakleigh Education Plan was 'For students to aspire to continue their language learning to a high level up to VCE and provide a smooth transition and pathway for students'. Students from Oakleigh South PS, Huntingdale PS and South Oakleigh SC participated in an Online Incursion with the Japanese company, 'Kewpie' at South Oakleigh Secondary College to support Japanese Language Learning and student engagement, whilst linking Japanese Learning to Science as part of the OEP.

In 2022, the school will deliver an ICT Expo to promote Community Engagement and showcase the school's implementation of its STEM Initiative, such as robotics, coding and digital systems.

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 2021, it was a priority to support the ongoing health and wellbeing of our whole school community. Oakleigh South Primary School staff were provided with the opportunity to participate in a series of professional learning workshops – 'Wellbeing: It's Not Just A Policy' delivered by the Life Skills Group to develop skills and strategies for managing their own wellbeing, as well as practical tips for teaching wellbeing in their classrooms. Throughout the workshops, staff developed a better understanding of Mindfulness and the practical skills to manage stress and how physical, mental, and emotional health factors affect one's lifestyle. They identified the triggers that can cause stress and dissatisfaction and were introduced to simple and practical strategies for changing such behaviour. Staff explored the power of generous listening as a tool for managing difficult conversations and developing compassion, and how our wellbeing impacts the learning environment. Staff also learnt how to support the teaching of emotions through identifying ones emotions and self-regulation.

Students in most year levels participated in a new program facilitated by the Life Skills Group, 'Building Resilience & Managing Anxiety' to support students to develop social, emotional and physical learning and life skills, as well as mindfulness. Throughout the program, students developed skills to build awareness of their physical, social, and emotional health and wellbeing, with a focus on resilience, managing anxiety and other emotions, and fostering friendships. They participated in a range of activities that promoted understanding of lifelong values, fundamental movements, and positive psychology through a range of discussions, games, breathing exercises, and guided relaxations. Each week there was specific lesson focus linked to a particular value such as resilience, teamwork and respect, and students learnt strategies to manage stress and anxiety and their ability to self-regulate their thoughts, feelings and behaviours. Aspects of the program were reinforced in the classroom and through the Life Skills GO program. Unfortunately due to lockdown, some year levels did not participate in the program.

Attitudes to School Survey results provided evidence that the school had made progress toward achieving its goal of supporting the ongoing health and wellbeing of every student. This was evidenced by strong positive responses in the Attitudes to School Survey factors related to Sense of Connectedness, Sense of Inclusion, Self-regulation and goal setting, High Expectations for Success and Managing Bullying.

The school's very active Wellbeing Professional Learning Team (PLT) has continued to develop and embed a shared vision and commitment across year level teams to student Health and Wellbeing, and Social and Emotional Learning. The school's processes for monitoring and responding to student wellbeing concerns was reviewed and modified by members of school council and was shared with the Wellbeing Professional Learning Team for their input. Once completed, this was placed on the OSPS website and communicated to the school community through the newsletter. The Wellbeing PLT regularly met to collaborate, share ideas and resources, with a clear focus on student engagement, strategies to address bullying, school attendance and behaviour.

To support the Health and Wellbeing of the whole school community and the return to remote learning, the school continued to support families through extensive health, wellbeing and engagement processes, protocols and practices. The school's PSD (Programs for Students with a Disability) students and other identified vulnerable children were closely monitored and discussed at Leadership and Team meetings. There was regular communication with families of 'at risk' or vulnerable students, through regular wellbeing emails and phone calls to 'check in' and provide necessary support. Through community feedback, video conferencing (Zoom) sessions were increased to support student learning, wellbeing and connectedness to school. Students were provided with weekly lessons from the Life Skills GO platform, differentiated learning programs targeted at their point of need and Social Zoom sessions. The school also organised Special Events such as Footy Day, Wellbeing Wednesday, RUOK? Day and a Whole School Disco.

Oakleigh South Primary School has a very diverse community. We have students and their families from many different countries from around the world. The school supports the many diverse cultures within our school by celebrating Harmony Day, Multicultural Day and 'Acknowledgement of Country' at all school assemblies and School Council meetings. In 2021, teachers attended the Cultural Understanding and Safety Training (CUST) delivered by the Region's Koorie Engagement Support Officer. The training involved deepening teachers' understanding of indigenous culture, the importance of equity and inclusion in educational practice, and what schools can do to provide a culturally safe learning environment for Koorie students. Oakleigh South Primary School's School Captains participated in a workshop with the Region's Koorie Engagement Support Officer to develop Oakleigh South Primary School's Acknowledgement of Country.

In 2022, the school will continue to focus on student wellbeing through the 2022 Priorities Goal. The school will effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. The school will also attend to business unfinished in 2021. This will include teachers, students and the

parent community participating in the Resilience Project to provide practical, evidence-based, positive mental health strategies to build resilience and happiness within the school community.

Finance performance and position

At the end of the 2021, Oakleigh South Primary School was in a solid financial position and carried forward a surplus into 2022 to support planned projects. Expenditure in 2021 had increased in some areas and no major projects were undertaken in 2021.

In 2021 we had some major areas of expenditure which included:

- * Guided Reading literacy resources for the senior school.
- * A vast selection of library books to support the school's Accelerated Reading Program.
- * 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 teaching at point of need 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 1069 students were enrolled at this school in 2021, 507 female and 562 male.

44 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).

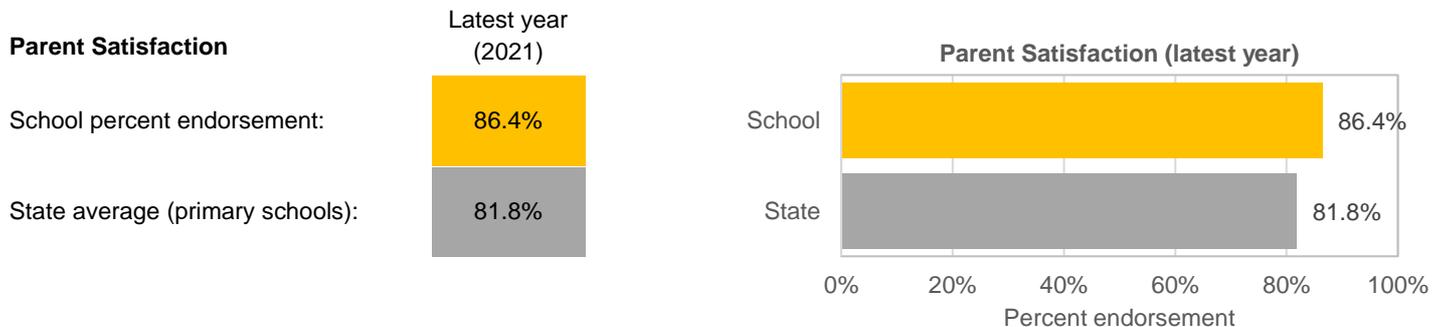
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

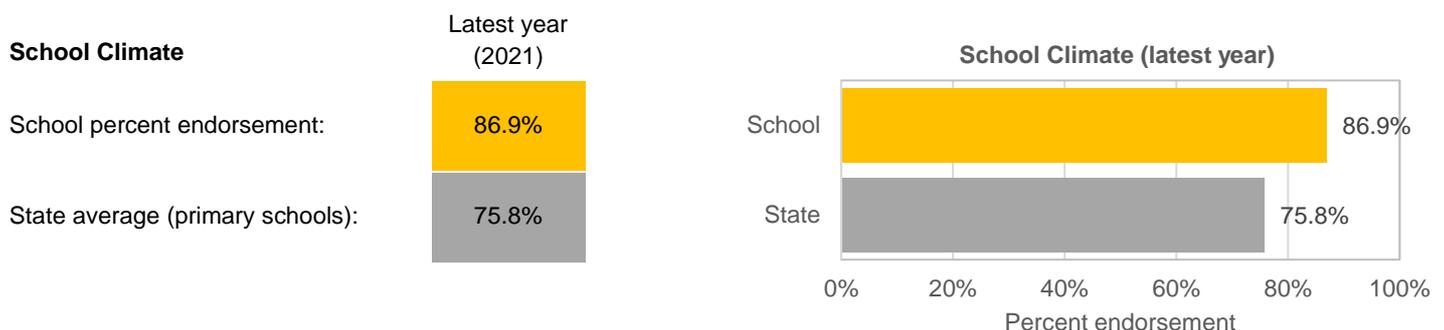


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

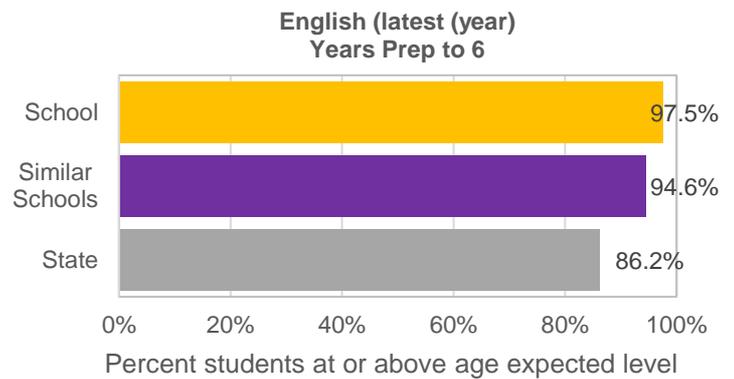
97.5%

Similar Schools average:

94.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

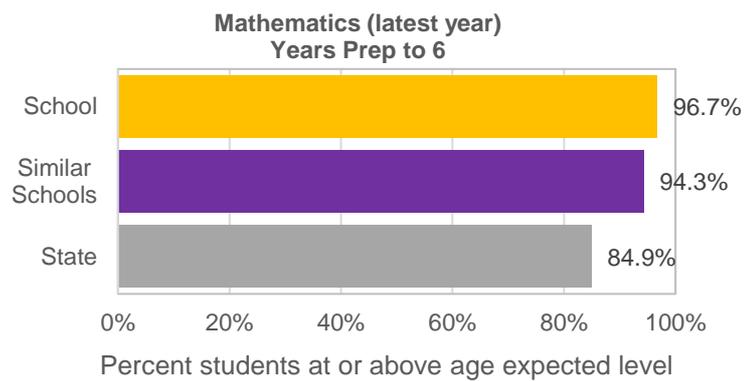
96.7%

Similar Schools average:

94.3%

State average:

84.9%



ACHIEVEMENT (continued)

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

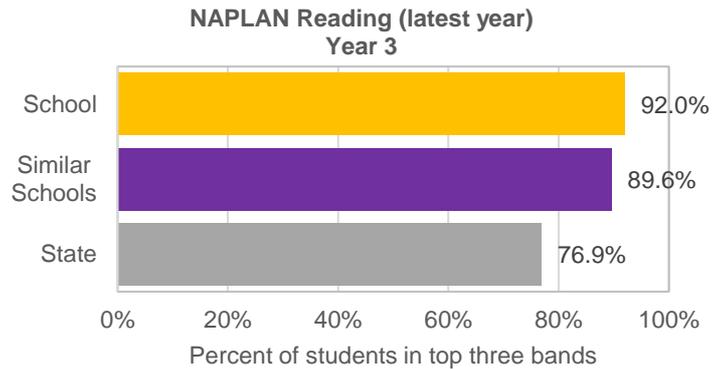
NAPLAN

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

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

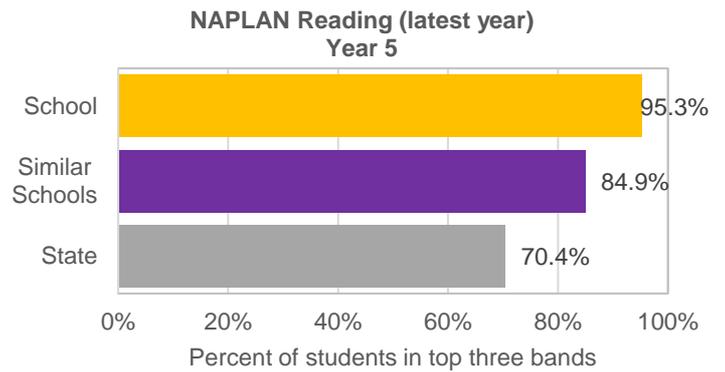
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.0%	94.0%
Similar Schools average:	89.6%	89.0%
State average:	76.9%	76.5%



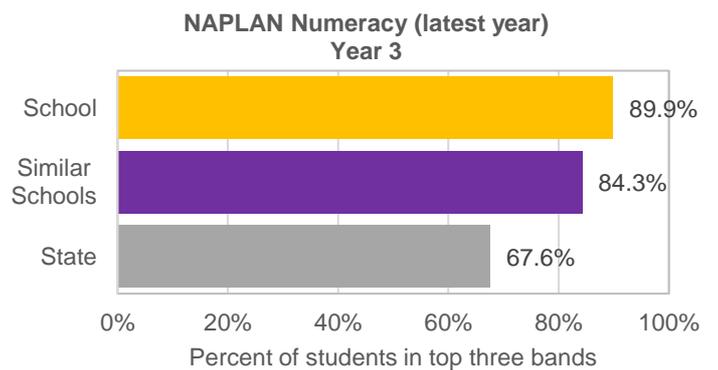
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	95.3%	93.6%
Similar Schools average:	84.9%	82.8%
State average:	70.4%	67.7%



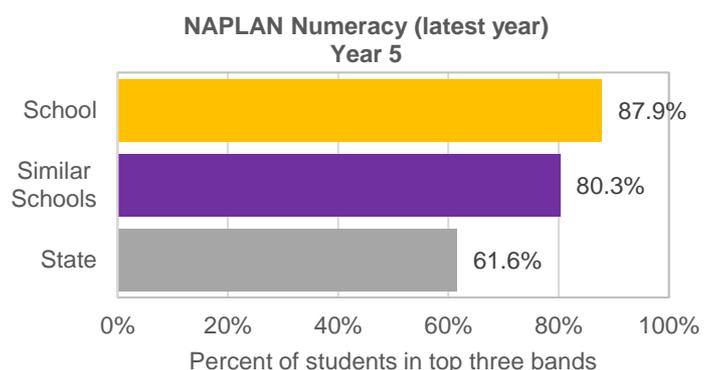
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	89.9%	93.6%
Similar Schools average:	84.3%	85.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.9%	92.2%
Similar Schools average:	80.3%	79.4%
State average:	61.6%	60.0%



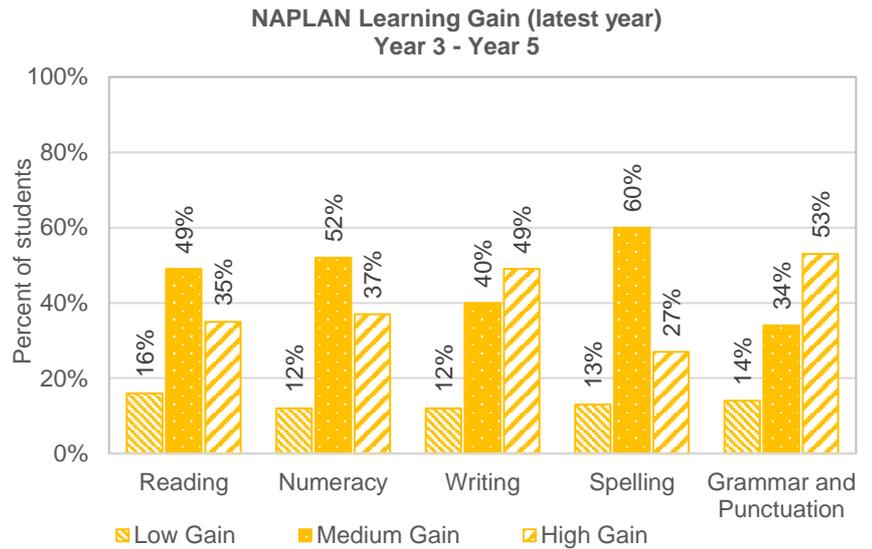
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	16%	49%	35%	29%
Numeracy:	12%	52%	37%	34%
Writing:	12%	40%	49%	35%
Spelling:	13%	60%	27%	31%
Grammar and Punctuation:	14%	34%	53%	36%



ENGAGEMENT

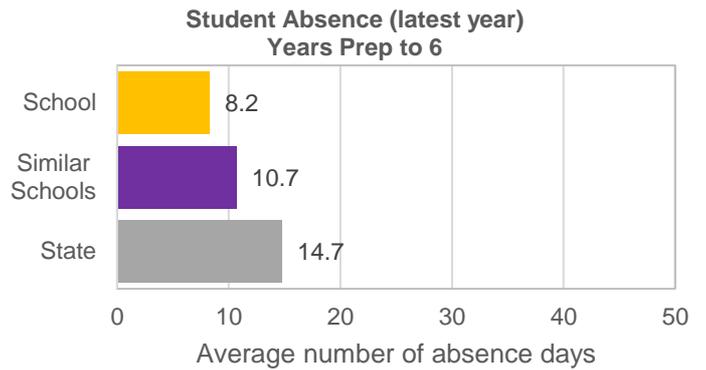
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.2	11.0
Similar Schools average:	10.7	12.5
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	96%	95%	96%	96%	96%	96%

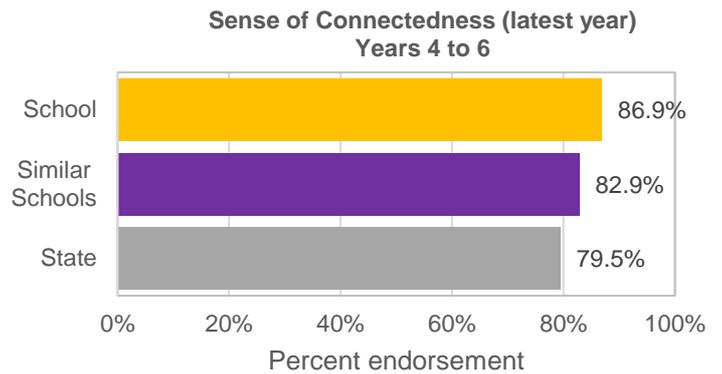
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	86.9%	86.8%
Similar Schools average:	82.9%	83.4%
State average:	79.5%	80.4%

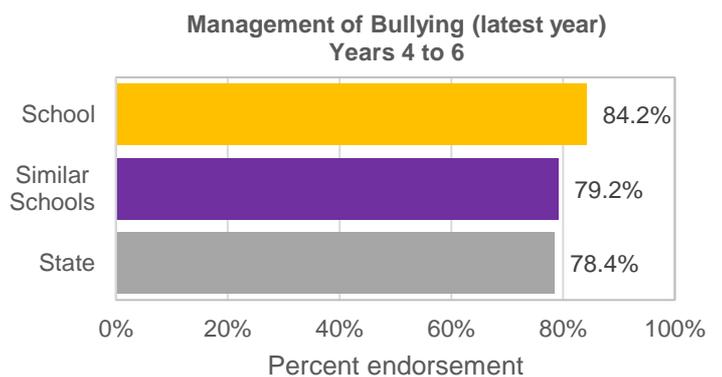


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	84.2%	83.8%
Similar Schools average:	79.2%	81.0%
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	\$8,778,851
Government Provided DET Grants	\$785,731
Government Grants Commonwealth	\$11,352
Government Grants State	\$0
Revenue Other	\$17,133
Locally Raised Funds	\$794,044
Capital Grants	\$0
Total Operating Revenue	\$10,387,110

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,362
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,362

Expenditure	Actual
Student Resource Package ²	\$8,430,151
Adjustments	\$0
Books & Publications	\$15,277
Camps/Excursions/Activities	\$272,634
Communication Costs	\$7,051
Consumables	\$237,233
Miscellaneous Expense ³	\$19,559
Professional Development	\$8,307
Equipment/Maintenance/Hire	\$28,042
Property Services	\$103,540
Salaries & Allowances ⁴	\$385,195
Support Services	\$72,795
Trading & Fundraising	\$4,089
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$21
Utilities	\$72,260
Total Operating Expenditure	\$9,656,154
Net Operating Surplus/-Deficit	\$730,956
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	\$1,111,375
Official Account	\$38,021
Other Accounts	\$0
Total Funds Available	\$1,149,396

Financial Commitments	Actual
Operating Reserve	\$193,099
Other Recurrent Expenditure	\$31,333
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$400,000
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	\$624,433

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.