2020 Annual Report to
The School Community

School Name: Morang South Primary School (1975)

- 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 25 April 2021 at 01:13 PM by Julie Jones (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 19 May 2021 at 04:32 PM by Max Anderson (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

Morang South Primary School is situated in the northern growth corridor of Melbourne, in the city of Whittlesea. The majority of students live in our local area but such is our reputation and size, we have some families from other areas who chose to travel to attend our school

We are a committed and unified partnership of teachers, parents, carers and students. We value diversity and strive for excellence.

Almost sixty percent of the students were born in Australia. However, a small percentage are of Aboriginal decent and many others come from a variety of cultural backgrounds, a significant number of whom have parents born overseas. The remaining forty percent born oversees come from a variety of countries throughout Asia, South-East Asia, the Middle East and Europe.

We are a family friendly, welcoming school and strongly encourage parents to become involved in their child's education and the school community. In 2020 we continued to utilize extensive communication media between the school and the community including a school app, website, email and Facebook Group.

We promote life-long learning and have an active professional learning culture amongst staff, students and the broader community.

The school had the full time equivalent of twenty-five teaching staff including a number of part time members, two Principal class staff - a Principal and Assistant Principal, seven Integration Aides, three administration staff, and an enrollment of 434 students in 2020. There were eighteen grades. Each year we usually host International students both on long and short term study. This broadens our students understanding of other cultures and global citizenship. However, the Covid 19 pandemic and subsequent closed borders resulted in no international students enrolling in 2020.

The parent satisfaction variable for 'General Satisfaction' has been above ninety percent for a number of years and usually above our like schools and the state. However, it was not administered in 2020. Anecdotal feed back indicated that the parents were well satisfied and very appreciative of the efforts our staff put into home learning during Victoria's lockdown periods.

The number of students attending the school with English as an Additional Language (EAL) remained similar to 2019 in 2020. In 2020 we provided a 0.7 teacher for the EAL program.

We are steadfast in our determination to provide a high quality education in a cooperative, caring and safe environment. Children are encouraged and challenged to reach their full potential.

Our school values of respect, learning, trust, honesty, tolerance, caring and cooperation are deeply embedded in our practice and the Student Engagement, Inclusion and Well Being Policy.

We have a strong reputation for the strategic support and relevant programs we provide for our students and their parents. There were twenty students in the Program for Students with Disabilities in 2020. These students have had successful Individual Learning Plans and regular Student Support Group meetings to monitor, maintain and achieve their learning goals. We also provide Student Support Group meetings for a significant number of students who are not part of the Program for Students with a Disability.

There is a strong student leadership focus which supports active Leadership, Junior School Council and Student Voice teams. It was challenging in 2020 to maintain these with the extended periods of lockdown and home learning.

Young people will live and work in a globalized, internationally focused world. They need to be equipped to participate and thrive in a society and economy that is increasingly connected to the rest of the world and to take responsibility as global citizens. This can be achieved by developing their ability to communicate effectively across cultures and boundaries and their knowledge about the world and our interdependence. Consequently there has been a continued focus on developing a 21st century digital learning environment where ICT is used broadly to engage students, enabling them to connect, communicate and collaborate across the globe as active global citizens, while improving their learning outcomes. An effective 'one to one' Netbook program extends from grade 3 to 6, with a combination of android devices and iPads utilized in the P-2 area. Morang South prides itself on taking full advantage of the DET EduStar software package. There is also a range of ICT resources available including interactive TVs and digital cameras. All of which are integrated across the curriculum programs. These resources stood us in good stead during the home learning periods. We were able to provide every student with access to digital devices during this period.

In 2020 our Specialist programs taken by specialist teachers were Arts, Italian, P.E and Science with Library taken by the class teachers from P-6.

Extra-curricular activities were continued when and where possible in 2020. However, opportunities were limited with Covid restrictions. We will look forward to reintroducing these in 2021.

We are proud of the school's achievements, the quality of curriculum delivery by our professional staff and the reputation that our school enjoys in the community as a result.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement. Research (Hattie J – Visible Learning) indicates that the teacher and their capacity is a strong source of influence over improving student outcomes. At MSPS there is a range of experience among the teaching staff. The purpose of this initiative is therefore to harness and build the teaching capacity of all the teaching staff in the school to improve student outcomes. Due to the extended period of home learning our initial focus on our Literacy and Numeracy goals shifted more towards developing student agency and voice and maintaining student engagement and well being..
We also made progress towards refining and improving our Inquiry Learning approach.
Excellence in Teaching and Learning
Building practice excellence
The Key Improvement Strategies in 2020 were as follows:
- to increase staff data literacy in Numeracy in order to inform classroom practice
- to refine and attain precision in the instructional model of the teaching of mathematics
- to extend staff curriculum knowledge relating to the teaching and learning of mathematics
- to increase staff data literacy in English in order to inform classroom practice
- to refine and attain precision in the instructional model of the teaching of writing
- to extend staff curriculum knowledge relating to the teaching and learning of English modes
- to develop and build upon whole school understanding of student voice and agency

Professional Leadership
Building leadership teams
At MSPS the current School Improvement Team consists of enthusiastic and talented leaders. In order to strengthen the capacity of this team to effect change and improve student outcomes focus needs to be placed on providing them with opportunities to build their skills and develop as change agents. (School Improvement Leaders – SIL)
Key Improvement Strategies
Achievements
- Resources Allocation
- PL and increase opportunities for leadership; coaching; change
- Increase SIL capacity as leaders
- Scaffold and support leadership skill development
- Communities of Practice – Middle Leaders WSN
-School Improvement Leaders (SIL) – collective efficacy for Strategic Plan, AIP and leading of team meetings immediately after SIL meeting
- Reflection and discussion during SIL meetings
- Community Engagement in Learning

Building communities
The parent opinion survey data prior to 2018 for 'parent participation' was marginally below both the State and School Type variables. In 2019 the 'parent participation variable was above this variable for similar schools, network schools and the state. However, the survey was not administered in 2020. Parents were also restricted from attending on-site
Key Improvement Strategies:
- Resources Allocation
- Continued connection to Be You (KidsMatter)
- Continued Respectful Relationships implementation
- Parent Involvement budget

- Transition sessions - these were limited in 2020. However, we made every effort to fully utilise ICT to include parents and connect with our 2021 Prep students.
- Communication budget
- uEducateUs App
- Website
- Facebook Group
- All staff regularly connect to parents through school our App., phone calls and Zoom These were used extensively and highly valued during home learning.
- End of Year Letters to all parents

Setting expectations and promoting inclusion
- The school community will identify the skills and dispositions of an autonomous learner and co-construct a whole school approach

Intellectual engagement and self-awareness
- Co-design student opportunities to exercise authentic agency in their learning

Achievement

The current strategic plan was written along with the 2020 Annual implementation Plan.
The goals for the current strategic cycle are as follows:
1. To optimise Numeracy outcomes for all students.
2. To optimise Literacy outcomes for all students, with a focus on writing
3. To develop autonomous learners through enhancement of student voice and agency

At Morang South Primary School we aim to provide rich programs for all students by having a differentiated, innovative curriculum where improved learning outcomes for students are the focus.
Morang South Primary School is proud of its achievements in student learning and the positive improvement in teacher capacity through professional development.
The teacher judgments with regard to P-6 student achievement in English indicate that student achievement is just below comparative schools and above the State median of all schools.
The teacher judgments with regard to P-6 student achievement in Numeracy indicate that student achievement is just below comparative schools and only .06 below the State median of all schools.

In 2019 we translated to NAPLAN on computer. NAPLAN was not implemented in 2020.

Using teacher judgement of student achievement, the percentage of students working at or above age expected standards in English from P - 6 is greater than both similar schools and the state

Using teacher judgement of student achievement the percentage of students working at or above age expected standards in Mathematics from P- 6 is greater than similar schools and only 0.6 below the state.

The end of year PAT data indicated that a number of students were impacted heavily by the move to home learning in both English and Maths. In 2021 the school will allocate experienced staff to implement the government Tutoring initiative.

In 2020 the Write 2 Read program was further embedded across the whole school. It is expected that this will continue to result in improved Literacy outcomes in future NAPLAN results.
All students in the Program for Students with a Disability showed progress at satisfactory or above in achieving their individual goals.

In English we will continue to focus on the non-negotiable classroom requirement practices incorporating:
•   Morang South Primary School Reading Strategies including HITS
•   Questioning

- Learning Intentions/ Success Criteria
- Explicit Teaching
- Early Year's Literacy model
- Write to Read Framework
- Writing through experience - from the spoken word to the written word
- Minimum 10 hours English per week

In Mathematics we will continue to focus on the non-negotiable classroom required practices incorporating:
- Lesson plan structure of fluency, launch, exploration, summarize
- Open-ended tasks/differentiation
- Problem Solving
- Learning Intentions/ Success Criteria
- Explicit teaching
- Early Year's Numeracy model
- Minimum 5 hours Maths per week
- Targeted Maths P- 6
- Investigations

Professional Learning and classroom practices will continue to focus on improvement in literacy and numeracy across the school.
Additional support will be provided to identify students who are vulnerable and require extension in the following areas
- Literacy Intervention for years 1& 2
- Mathematics Extension for year 5 and year 6 students
- Chess to support problem solving - Terms 1 & 4 in 2020
- A 'user pays' instrumental program - this was conducted via digital meeting software in 2020

We are committed to continued use of student data to differentiate teaching and learning. Professional Learning Communities (PLCs) continuously gather accurate and broad data to establish where students' current achievements fall, set targets and measure growth over time. With this knowledge, staff tailor programs aimed at maximizing growth beyond average levels and towards excellence.
The school will continue to build a consistent whole school approach to learning and teaching based on core teaching protocols. There will be continued emphases on developing whole school writing, reading and spelling approaches and continued refinement of teaching practices. Continued teacher planning for differentiation in Mathematics will be a focus in 2021
We are committed to engaging learning mentors and consultants with expertise in the fields of Literacy, Numeracy and Inquiry in order to enhance the skills set and repertoire of our teachers.
All students at the school set individual learning goals. In 2020 we continued to work with 'Wabisabi Learning' to build teacher capacity around inquiry and differentiation.

Engagement

Our goal at Morang South Primary School is to provide a safe and secure environment that fosters student engagement.
The building blocks for a great education begins with regular attendance, so students coming to school each and every day is a focus at Morang South. Staff are proactive in tracking student absences and acknowledging good attendance, while also working closely with those families for whom attendance is an issue. When necessary we work with the Regional Office staff and the DFFH to improve attendance for particular families. Common reasons for non- attendance include illness and extended family holidays.
Our students' attendance is marginally below that of similar schools and the state. All grade levels have attendance at or above ninety-two percent which was the school's goal for 2020. It is our aim to raise that to at least ninety-three percent and achieve this; across all grade levels. We continue to believe there is reason to continue our focus on increasing attendance. We have used the DET resources and recommendations from the "It Is Not OK to be Away" kit

and will continue to do so using the resources from "Every Day Counts" & 'Its cool to Be at School'. Improved in 2020
Morang South Primary School is proactive in managing student non-attendance. These students are monitored closely through:
•Consistent review of individual attendance by classroom teachers
•Consistent communication with parents by notification letter, email, telephone or interview.
During remote learning there were more direct connections with parents to support them to ensure their children are engaged in their learning and connected with their peers and teachers. Some families found remote learning particularly challenging. Every effort was made by classroom teachers, specialist teachers, aides and PCO staff to provide strategic support. Many students, where families were finding home learning difficult, were offered an opportunity to attend on-site and receive small group or individual support with their learning. Most families took full advantage of this and appreciated the support.
Our programs are geared to foster student engagement, and connectedness to peers, the school, local and global communities.
We commence each year with a Social, Emotional and Well Being unit of work, which focuses on our values and the skills and knowledge to support the development of positive relationships and the setting of high expectations across the school.
Our student leadership profile includes school captains and vice captains and house captains, Arts, Science and Language Captains, ICT leaders, reporters and photographers. These positions are held in high esteem and are keenly sought after. There are high expectations, accountability, and a rigorous process underpinning these roles. They contribute to students connectedness and pride in their school
A broad range of student enrichment programs are traditionally provided such as ICAS assessments, Chess, Coding club and a Glee club. These were limited in 2020 due to home learning, however they will be continued in 2021.
Usually our PE, sport and camping programs continue to make a significant contribution to our students' social and personal growth and connectedness. We have been particularly active in taking advantage of The Sporting Schools program, providing our students with many opportunities to experience a variety of sports, particularly during play times. Due to home learning and pandemic restrictions these were all limited or not able to be provided in 2020. We are determined that these will be reinstated in 2021 given the removal or reduction of restrictions.
Parents are encouraged to be involved in their children's education and participate in the 'life' of the school. A variety of opportunities both formal and informal have supported these in recent years. The opportunity to come on site was heavily restricted in 2020, however the staff increased the level of personal contact with parents during home schooling. We look forward to welcoming parents back on site in 2021 and not only maintaining but expanding our partnership with the students and their families.

Wellbeing

There is a strong Student Engagement, Well Being and Inclusion policy in place. This was developed in conjunction with the whole community and is regularly reviewed and changed to reflect the needs of the community. There will be a deep review of this policy will be conducted in 2021. We believe "Everyone has the right to work and learn" and "Everyone has the right to feel safe and comfortable"
We aim to have a high level of student wellbeing whereby students are socially responsible, motivated, engaged and resilient with a strong sense of connectedness to their peers, the school, their teachers and communities.
During home learning and pandemic restrictions, vulnerable students were linked to not only their class teacher but to a variety of support staff depending on their needs. The support staff contacted the students and their families regularly, often more than once a week. Identified vulnerable students were invited to 'learn' on site. This was a flexible program and where required it was expanded to cater for all students whose teachers were concerned for the student and/or their families.
The Attitudes to School Survey 4 year percentages of the variables of 'sense of connectedness' and 'management of bullying' are all above similar schools and the state.
This is clearly reflected in the eagerness with which our students participate in the student leadership process and in the anecdotal evidence from discussions with the students themselves and their parents.
We commenced a partnership with DBT psychological services in 2019, which provide a psychologist at school for two days per week in 2020 both on-site and during remote learning.
These continued via digital meetings during home school and pandemic restrictions.
The Be You association and Respectful Relationships initiatives will be continued in 2021.
The following programs support and foster student well being:

- Respectful Relationships and Our Watch
- Social and Emotional Learning
- Values Education
- We provide positive support for students as they move through the school and enter and exit.
- Extensive and effective Transition K to F and extensive and effective Transition 6 to 7. These were limited in 2020 due to the pandemic, however digital meetings or software was used where possible to facilitate connections.
- Extensive and effective Transition between grade levels
- Seven core values along with statements of rights and responsibilities
  "Everyone has the right to be safe and comfortable at school"
  "Everyone has the right to work and learn"
- Bounce Back & You Can Do It programs
- Student Voice
- Community involvement
- Partnerships with parents and careers, teachers and students (Student-led three-way conferences)
- School buddies program (across all grades)
- "Every day counts" – aimed at improving attendance
- Friendship seat and Buddy Bench
- Maintain eSmart accreditation
- Providing information sessions for families in areas such as cyber safety. This was completed using digital resources in 2020.

The above initiatives will continue in 2021.

Financial performance and position

In 2020 the school received approximately $63000 in equity funds which were used to implement a range of intervention and improved student achievement strategies through extra staffing. Due to the pandemic restrictions and closing of schools for home learning there were very minimal funds raised externally. Parents' Association was unable to me and carry out fundraising events. They traditionally raise in excess of $20000 which supports our extensive ICT program, Library and Reading stock. This money was not available to the school in 2020. The funds from facilities hire and rent from Out of School Hours Care were severely diminished. The school also contributed in excess of $13000 to the government Tutoring Initiative
Therefore the total of assets at the end of 2020 was almost $80000 less than in 2019.
At the end of 2020 there was a moderate surplus. This included prepayment of Essential Resources monies; funds allocated for 2021 staffing - cash to credit and unspent funds from the DET Maintenance Blitz grants, provided in term 4 2019, which will be completely expended in 2021. The 2020 surplus will also need to contribute at least $85000 to the 2021 program budgets.
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 reviews and approves the intent/purposes for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at
https://www.morangsouthps.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 430 students were enrolled at this school in 2020, 180 female and 250 male.

27 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
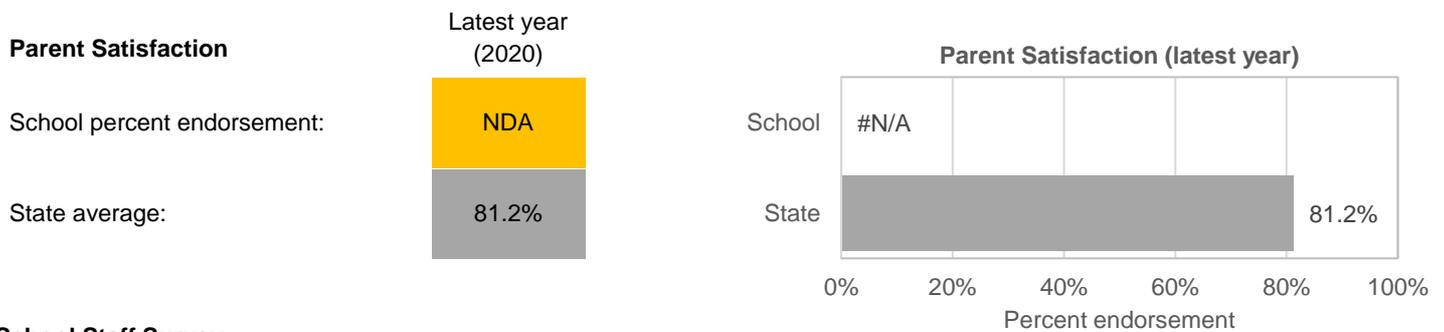
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
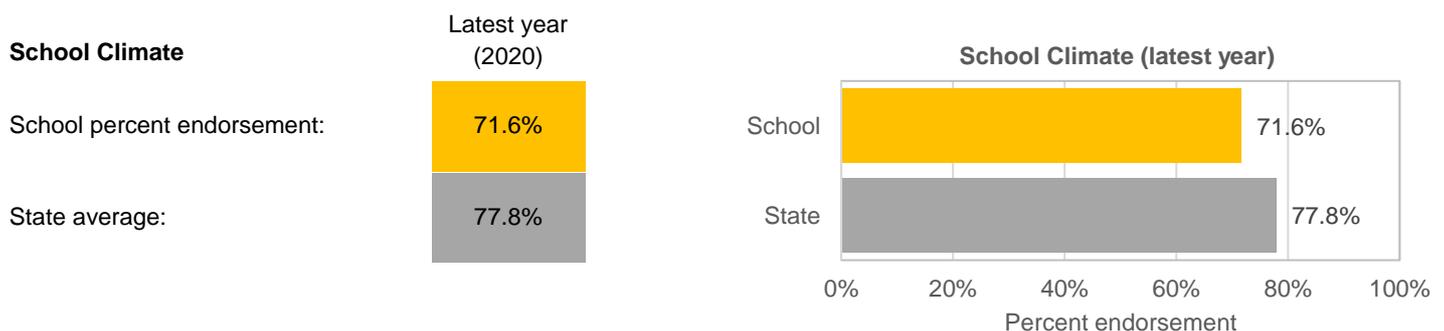
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)

School	#N/A
State	81.2%

Percent endorsement

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:	71.6%
State average:	77.8%

School Climate (latest year)

School	71.6%
State	77.8%

Percent endorsement

10

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English
Years Prep to 6

Latest year
(2020)

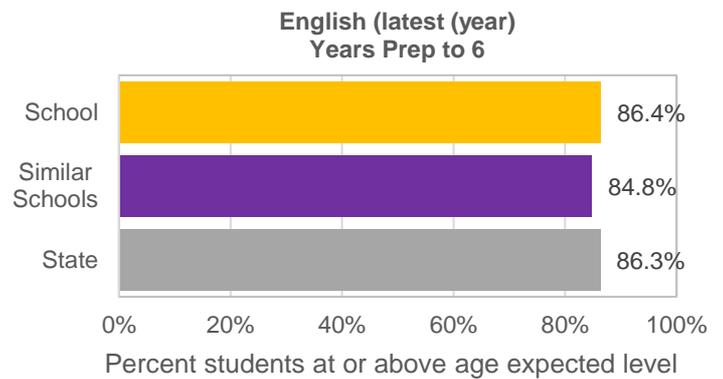School percent of students at or above age expected standards: | 86.4%

Similar Schools average: | 84.8%

State average: | 86.3%

English (latest (year)
Years Prep to 6

School — 86.4%
Similar Schools — 84.8%
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: | 84.6%

Similar Schools average: | 83.8%

State average: | 85.2%

Mathematics (latest year)
Years Prep to 6

School — 84.6%
Similar Schools — 83.8%
State — 85.2%

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

Percent students at or above age expected level
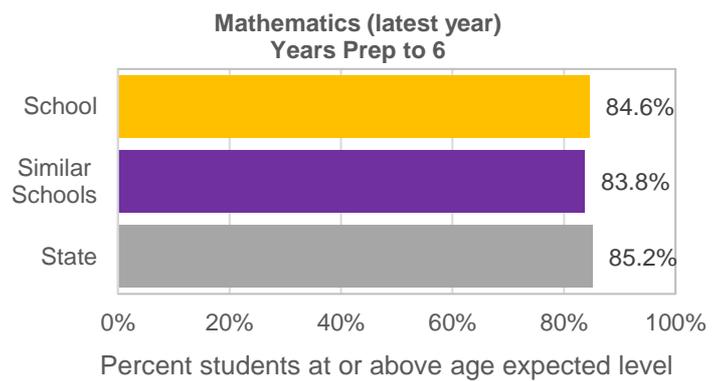
NAPLAN

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).

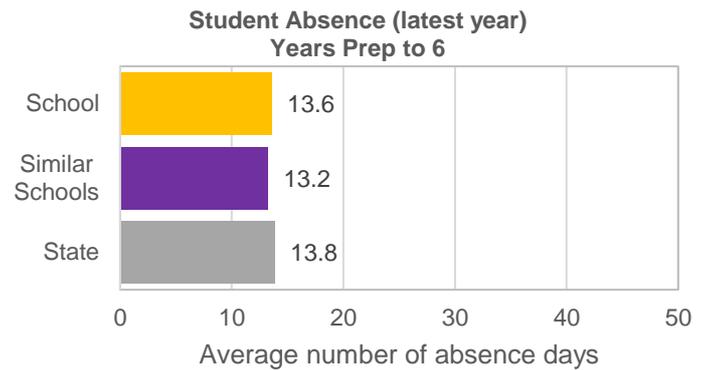NAPLAN tests were not conducted in 2020.

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:	13.6	15.6
Similar Schools average:	13.2	15.2
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	13.6
Similar Schools	13.2
State	13.8

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	94%	92%	93%	94%	94%	93%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.2%
Similar Schools average:	NDP	80.6%
State average:	79.2%	81.0%
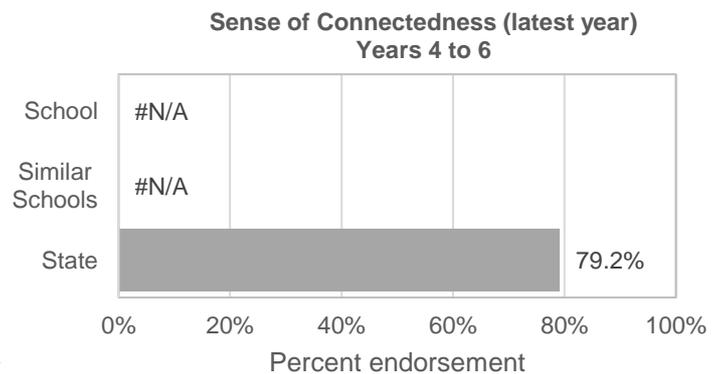
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

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

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

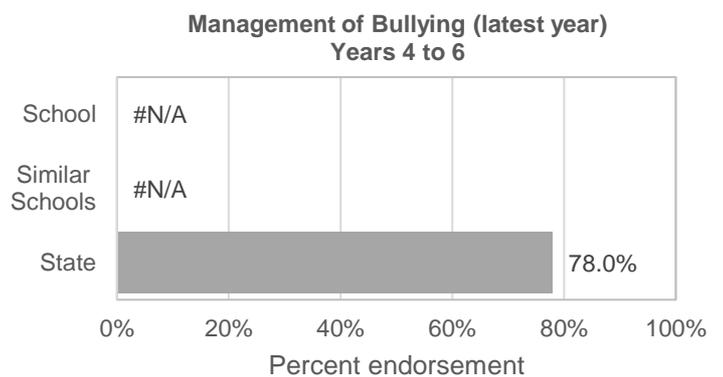| Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	91.5%
Similar Schools average:	NDP	80.2%
State average:	78.0%	80.4%

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

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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$3,609,647
Government Provided DET Grants	$441,549
Government Grants Commonwealth	$3,982
Government Grants State	NDA
Revenue Other	$13,617
Locally Raised Funds	$45,050
Capital Grants	NDA
Total Operating Revenue	**$4,113,845**

Equity [1]	Actual
Equity (Social Disadvantage)	$75,198
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$75,198**

Expenditure	Actual
Student Resource Package [2]	$3,586,238
Adjustments	NDA
Books & Publications	$174
Camps/Excursions/Activities	$19,671
Communication Costs	$6,497
Consumables	$68,459
Miscellaneous Expense [3]	$21,965
Professional Development	$4,957
Equipment/Maintenance/Hire	$83,853
Property Services	$99,706
Salaries & Allowances [4]	$126,848
Support Services	$104,163
Trading & Fundraising	$2,916
Motor Vehicle Expenses	$7,070
Travel & Subsistence	NDA
Utilities	$44,757
Total Operating Expenditure	**$4,177,274**
Net Operating Surplus/-Deficit	**NDA**
Asset Acquisitions	**$9,667**

(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	$200,995
Official Account	$25,887
Other Accounts	NDA
Total Funds Available	**$226,883**

Financial Commitments	Actual
Operating Reserve	$84,001
Other Recurrent Expenditure	$3,861
Provision Accounts	$537
Funds Received in Advance	NDA
School Based Programs	NDA
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	**$88,400**

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.