

2020 Annual Report to The School Community



School Name: Southmoor Primary School (4910)



- 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 29 April 2021 at 02:04 PM by Marie Kick (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 30 April 2021 at 01:11 PM by Amanda Thomas (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

SCHOOL VISION

Southmoor Primary School strives to provide all its students with enriching and challenging experiences throughout their seven years of primary education, driven by 21st century classroom practices that impacts on student engagement and learning outcomes and fostered by a sense of shared purpose and commitment from a community who trust in, invest in, and engage with the school. Southmoor Primary - continually aspiring for good, to great, to excellent education!

The school is located on five hectares of spacious, maintained grounds, featuring a native garden setting, with water and garden features, playground areas, water and energy saving initiatives and organic vegetable, fruit and herb production.

SCHOOL VALUES

After previous consultation with the school community Southmoor Primary describes these guiding principles and beliefs under the following headings for 2018 – 2021 SSP.

Southmoor's Learners are: Curious, Creative & Confident

Southmoor's Teachers are: Passionate, Engaging & Respectful

Our school community values: Communication, Respect & Community

PURPOSE

Intent

The school context includes evidence that Southmoor has added value to students learning as they move through the middle and upper year levels.

Within this context, Southmoor's intent is to achieve even higher standards of learning for all students. The school will continue to accelerate performance for all students, including raising the bar for those already performing at or above high standards. It also intends to further enhance student engagement and wellbeing outcomes.

An initial emphasis for the strategic plan will be on improving early years outcomes, extending more students to achieve high standards in Writing, and on problem solving in Mathematics. STEM (Science, Technology, Engineering, and Mathematics) and Inquiry models will be further enhanced.

The school intends to continue its recent approach to improving outcomes for all students through development of a consistently embedded differentiated instructional model.

Rationale

The FISO curriculum planning and assessment initiative indicates that curriculum and assessment for learning have been shown to have a significant impact on student outcomes over time. As a result, a rationale is IF an evidence-based differentiated teaching and learning model is embedded in every classroom THEN consistently high quality teaching focused on each student's point of need will occur AND every student will demonstrate at least targeted learning progress.

Focus

While the school will pursue all FISO factors linked to improved student outcomes, the focus will be on the initiatives and dimensions in the Excellence in Teaching and Learning priority.

The school context includes evidence that Southmoor has added value to most students' learning as they move

through the middle and upper year levels, despite the periods of remote learning from home during Southmoor’s 2020 Strategic Plan period, enforced upon schools due to the COVID–19 worldwide outbreak. The COVID-19 pandemic, also known as the coronavirus pandemic, is a continuing global pandemic of coronavirus disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). It was first identified in December 2019 in Wuhan, China. Some students flourished in their learning and academic development, whilst others for one reason or another found remote learning did not suit their learning style and consequently fell behind making little or no progress during 2020. Tutoring for these students will be arranged by DET and the school, with funding from both DET and the school contributing to small group, school–based programs during the academic year of 2021, in order to alleviate the lag in learning experienced.

Within this context, Southmoor’s intent was to achieve higher standards of performance for all students. The school continued to accelerate performance for all students, including raising the bar for those already performing at or above high standards. Our focus also intended to further enhance student engagement and wellbeing outcomes. An emphasis for the current strategic plan continued to be on improving early year’s outcomes, extending more students to achieve high standards in writing, and on problem solving in Math. STEM and inquiry models were further enhanced through targeted Professional Learning for staff and the adoption of the FLA program (Future Learning Academy) for an initial group of 14 staff members who worked to achieve their accreditation. The approach to improve outcomes for students was further achieved through the development of a differentiated instructional model. Staff in level teams, supported by their Learning Specialist, continued to plan for their inquiry teaching and learning prior to the start of each new term with the FLA consultant.

Southmoor pursued all FISO factors linked to improved student outcomes, our focus was concentrated on the initiative.

SCHOOL SIZE, STRUCTURE & GEOGRAPHIC LOCATION

Southmoor Primary School, was established in 1963 is situated in the bayside suburb of Moorabbin, with an enrolment of 542 children in 2020. Out of this total enrolment a significant percentage of students do not live in the immediate catchment of the school. For 2020, the school only enrolled students who resided in the DET created zone of the school, even though between 60 and 70 expressions of interest for enrolment were kept on a waiting list for some time, although not granted a place due to DET.

WORKFORCE COMPOSITION

Southmoor PS employed (2) principal class officers (2) administration staff members (39) Teaching Staff, (14) Education Support staff and (2) Miscellaneous Staff during 2020 making a total of FTE number of teaching staff is (30.02) and ES staff is (15.20). Southmoor’s Workforce Composition for 2020 features no Aboriginal nor Torres Strait Islander personnel on staff.

SOCIAL AND ENROLMENT CHARACTERISTICS

A large proportion of students who attend Southmoor live outside of the school zone. In the past before the enrolment policies changed parents chose to enrol their student/s at Southmoor due to the outstanding programs including the PSD program, the outdoor learning environment of the school that features "learnsapes", the SAKG program and the Prep Reggio Emilia program.

DETAILS OF PROGRAMS OFFERED FOR OVERSEAS STUDENTS

Teachers and ES staff throughout 2020 are completing professional learning on the new EAL curriculum. For students who are non-English speaking, Southmoor maintains close liaison with the English Language School, for relevant advice and resources.

Framework for Improving Student Outcomes (FISO)

In 2020, the FISO areas of focus were:

- *Building practice excellence
- *Curriculum Planning
- *Empowering students and building school pride.

Key Improvement Strategies were:

- *Embed a culture of curriculum planning that assesses the impact of our Writing Program and adjusts to suit individual

needs and increases teacher capacity.

*Consistently embed an authentic literacy program scaffolding Reading and Viewing, Writing and Speaking and Listening.

*To develop curious, critical and creative thinking students who: *are confident and digitally capable problem-solvers, and *who demonstrate learner agency.

*Develop a consistent whole school approach to health, wellbeing and inclusion.

Progress and Highlights

*Planning documentation has greater consistency across the school from Prep to Level 6. Curriculum scope and sequence documents were thoroughly mapped and ready to utilise for remote learning periods (adjusted accordingly). All planning documents such as; Foundation to Level 6 text types scope and sequence; reading planner with CAFÉ, mini lessons (launch) and strategy groups highlighted; writing planner with explicit links to the reading block; punctuation & grammar scope and sequence all updated and shared with staff.

*During remote and flexible learning, learning tasks were designed around our viable curriculum, requiring slight adjustments to yearly and termly planners. All tasks derived from worked planners completed by professional learning teams.

*Achievement data used for teaching and learning during Terms 1 and 4. Times during lockdown where difficult to ascertain authentic achievement data.

*Prior to lockdown and the introduction of remote and flexible learning, new staff were explicitly guided through our reading and writing programs embedding authentic speaking & listening and assessment. Exemplary lessons were modelled to our Senior and Junior teams. These lessons were recorded and used for productive professional conversations within level learning teams.

*All staff in Foundation to Level 2 were provided with a MiniLit inspired program to focus on the development and teaching of phonics and spelling. Staff in Levels 3-6 continued with the SMART spelling program.

*The digital platforms used for remote learning enabled all students access to the remote and flexible learning programs delivered throughout lockdown periods. School devices allocated to students and internet access (provided by DET). Students at risk and families falling under the 'essential worker' category were offered onsite supervision, receiving additional support during this time.

*Proactive arrangements made to cater for all students. The level of vulnerability and families requiring additional support during remote and flexible learning was a priority. Classroom teachers developed tracking charts to monitor all student engagement with a focus on vulnerable students and those at risk. Regular contact was made with particular families as well as constant communications to our whole school community. Regular meetings were organised through WebEx.

*Administration of assessments (throughout Term 4 once students transitioned back onsite for face to face teaching and learning), increasing data literacy amongst staff to effectively inform teaching and learning meeting student needs.

Achievement

Our target for Achievement, as consistent with the overall Strategic Plan goals, was for 80% of deemed capable students in Grades 1-6 to achieve expected or above expected growth across literacy and numeracy as measured by Teacher Judgments against the Victorian Curriculum (progression points or "report dots"). The target period was end Semester 1 2019 to end Semester 1 2020, however due to COVID-19, Teacher Judgements were not part of the Semester 1 2020 reports, only comment based progress. A second target centred around NAPLAN Writing data, which was not available for the 2020 year.

During 2020, adjustments were made to the way our curriculum was delivered. Transitioning to remote and flexible learning an action plan was established to ensure the guidelines released from DET were adhered to consistently across the school. Foundation to level 2 completed a minimum of 60 minutes for literacy, 45 minutes for mathematics and 45 minutes of additional learning areas (physical activity, play based learning, inquiry investigations). For students in Levels 3-6 learning activities were provided in the following areas; literacy (60 mins), numeracy (45 mins), physical activities (30 mins) and additional curriculum areas (90 mins).

As remote learning continued major adjustments and modifications were made to ensure all students were being catered for. Level planning teams worked on differentiating the learning for students allowing for multiple entry and exit

points to tasks. Teaching teams worked collaboratively to design a wide variety of open ended with many opportunities for student choice, self-direction and regulation. Our junior school introduced morning video messengers and explicit video instructions modelling the tasks and emphasising learning intentions. Students were provided with ongoing, meaningful and targeted feedback. Students in levels 3-6 were provided with the opportunities to attend morning meetings with additional focus meetings scheduled within each learning area.

To continue building student relationships and fostering friendships, daily class meetings were scheduled with a focus on maintaining student connections. At the time of reviewing the 2020 AIP, Semester 2 2020 Teacher Judgments were not complete, so a growth comparison of the Teacher Judgements over a 12 month period could not be done. Now that this data is available, a lot of what was observed during the remote learning and re-engagement periods is evident in the data. A larger number of students did not make expected growth in the 12 month period. Anecdotally, we found that the older students, who were mostly working without the direct parental/adult supervision that the junior students required, were more likely to not attend the scheduled video meetings where the explicit teaching was taking place which then impacted their ability to complete tasks. Whereas a challenge for the younger years, was that the day-to-day on the spot differentiation that teachers do, particularly with hands on materials, was not possible. Similarly, although some aspects of literacy work were easily adapted to remote learning, the explicit differentiation that occurs in the classroom was not able to be replicated as effectively.

The emotional and wellbeing impacts of the COVID-19 pandemic on students and their families also impacted their achievement. The data shows us that the students who did not make expected or above expected progress (COVID 19 notwithstanding) included a mixture of students already identified as having additional learning needs or challenges (such as learning disability, home factors and disadvantage or disability) as well as students who typically make expected or above expected progress. When students returned to face-to-face learning, the beginning of catch up intervention was promptly put in place- interventions such as MiniLit were expanded for the Grade 1/2s and pre-reading skills for Preps were targeted through PreLit and a heavy emphasis structured synthetic phonics approach in the classroom (that had been in place through and prior to remote learning).

The announcement of the DET Tutoring Initiative for 2021 means that we can continue to support our previously identified students through evidence based programs such as MiniLit, while also adding in additional evidence based programs such as MacqLit and to provide further targeted small group teaching aligned with DET pedagogy such as High Impact Teaching Strategies that is designed specifically for the small group learning needs.

In 2019, Southmoor had 23 students across Prep to Grade 6 who were funded under the Program for Students with Disabilities. For these students (and other students with disabilities that are not funded through the PSD, but benefit from the support of the Education Support staff in their levels), remote learning presented further challenges. Our teachers and ES staff worked tirelessly to modify learning tasks to suit their learning needs and goals and to work with them remotely over Google Meet or Microsoft Teams. Some of these students attended school for onsite supervision and learning support in the times where disability rendered them eligible to attend, with many attending due to other eligibility during the tighter restriction periods. Most of these students had their external interventions and therapies impacted, reduced or paused which further impacted their progress. Many of their PSD goals had to be adapted and refocussed and we observed that their social goals were the most difficult to modify or work on. Despite these challenges and the need for adaptations of goals over the course of the year, the vast majority of our PSD students continued to make Satisfactory to Excellent progress based on the 1-6 point rating scale used for goal progress in their reports at the end of 2020.

Progress and Highlights

- Skillset of our teaching and ES staff in regards to creating, modifying and differentiating digital learning tasks significantly increased.
- Staff engagement with digital technologies and problem solving to get around barriers of remote learning to provide rich and engaging learning tasks for our students.
- Rich and productive conversations with families around some of the specific needs of students that may not have been as evident to parents prior to students learning from home.
- Highlighting of the relationship between engagement, wellbeing and achievement for all staff.
- Curriculum days were used for team planning to adapt units of work and curriculum focus to move to remote learning platforms. As new needs arose and the period of remote learning continued on, the staff continued to work with their teams to adapt to meet the needs of the students.

Engagement

In 2020, our student engagement focus was planned to be student attendance, with the target set as reducing the number of students who had 20 or more absences as measured from November 2019 to November 2020. In 2019, this was an area where we had more absences when compared to similar and network schools. A small part of this was families where a disadvantage factor was present but the majority were due to extended overseas family holidays during school terms. We planned to and began work on building community awareness of the relationship between attendance and achievement, with students with larger amount of absences obtaining lower scores on standardised tests such as NAPLAN, when compared to students with higher attendance rates, as well as the important relationship between attendance and school connectedness (which links to our Wellbeing targets). This target was set prior to the onset of the COVID-19 pandemic.

The impacts and ongoing nature of the COVID-19 pandemic resulted in a necessary shift of focus to the engagement of families in remote learning and supporting those for whom this presented additional challenges, both from a learning engagement perspective and a wellbeing perspective (discussed below in the Wellbeing section). The school also had to change its approach to ensure that staff could work collaboratively and collegiately to plan and implement the most effective remote learning program and support the engagement of our students while not being able to work together face-to-face. The level teams engaged with families through email, phone and Webex, with learning programs implemented via video (a mixture of live and recorded) through online learning platforms, Seesaw, Google Meets and Office 365 (OneNote and Microsoft Teams). Teachers and support staff contacted their classes as a group via videoconference and individually through phone and videoconference. Our onsite supervision program for children of essential services personnel and vulnerable students served both as a vehicle for supporting these students academically but also maintaining their connection to the school, staff and peers.

With the impacts of lockdowns and border restrictions, our attendance data for this period is a reflection of student and family engagement in remote learning and then in the transition back into face-to-face learning. A closer look shows an increase in “illness/medical” absences, due to increased exclusions due to COVID-19 guidelines, but when this is taken into account, our attendance data shows that students classified by DET as disadvantaged (equity funded students) accounted for a higher proportion of longer absences/inconsistent engagement and participation in remote learning than non-equity funded students (consistent with other similar/network schools), so with this in mind, the re-engaging of our disadvantaged students and students who were reluctant to come back to school post-remote learning was a focus for the end of Term 2 when we were back for 2-4 weeks (4 weeks for P-2 and 2 weeks for 3-6) and again in Term 4.

Progress and Highlights

- Due to the success of our BYOD program and the digital capability of our students, we were easily and quickly able to supply devices for students who needed them for remote learning.
- The majority of our disadvantaged students attended on-site supervision and support for remote learning at least on a part time basis. Some were invited, but declined due to their concerns regarding COVID-19 risks.
- Staff were able to maintain connections with the majority of families using digital platforms/means.
- Staff went above and beyond to create engagement/wellbeing focussed online activities to allow the students to remain connected to their peers and teachers.
- The vast majority of students re-engaged well following the transition back to face-to-face learning, meaning that the leadership team and wellbeing staff and services could provide the necessary support to the families where re-engagement was challenging.
- Staff found creative ways to ensure that some of the aspects of school life that bring a sense of “normality” could continue when we returned to face-to-face learning, but in line with COVID-19 restrictions, such as switching assemblies to online, allowing our student leaders in Grade 6 to perform some of the duties they missed out on while we were remote.

Future Actions

With the uncertainty of what is to come in 2021 with the ongoing COVID-19 situation, our engagement focus continues to be on supporting our students most impacted by remote learning and building student and family connections to our school. Travel restrictions are still at play at the time of writing for the foreseeable future, so overall we will focus on

positive attendance patterns for our students. Southmoor will continue to adapt and re-focus our efforts in increasing student engagement as we move through the next phase of this unpredictable time.

Wellbeing

Our 2020 Engagement and Wellbeing targets overlapped significantly. Targets were set around Attendance (discussed in the Engagement section) as well as Student Voice and Agency (Attitudes to School Survey data- specifically, Social Engagement Domain and the Learner Characteristics and Disposition Domain). The Attitudes to School Survey data was not available for 2020.

However, as with each area of our Annual Implementation Plan, the school’s Wellbeing focus was forced to shift during 2020. Initially, we had planned to implement programs such as the FRIENDS program with assistant from Student Support Services (SSS) to cohorts of students who were having difficulty with social relationships and peer conflict management beyond what was being addressed by school-wide programs like Zones of Regulation. Our OnPsych psychologist continued to support families and students via telehealth and Student Support Group meetings were conducted via Webex. Teachers and ES staff conducted wellbeing focussed meetings with small groups, whole class and at times, two on one (two staff, one student) via Microsoft Teams and Google Meet. Other online activities to support peer connections and wellbeing were conducted by classroom and specialist teachers, running on a daily basis. The staff strived to ensure equity of access across the day as many of our students were engaging in school activities in “non-traditional” hours due to need, such as parents work hours. Staff used digital platforms to collaborate for work but also for connection and wellbeing, with various activities conducted online.

With strong support from SSS and our Key Contact Workers, supporting individual families and students who were faced with challenges further exacerbated by the COVID-19 pandemic. We saw an increase in student anxiety and mental health concerns as well as further family stressors relating to the pandemic, including job loss, inability to access support networks, family violence and disadvantage. For staff, supporting families during these challenges whilst also managing their own work and personal challenges relating to the pandemic, meant that the school needed to provide further support to our school community as a whole. Southmoor contracted additional professional development for staff and the leadership team to enhance and support staff, students and their families. This work continues into 2021 as we navigate the continuously changing situation and impacts of the pandemic.

Progress and Highlights

- Consistent and regular meetings and communications with SSSO and Key Contact Workers.
- Teaching and ES staff relationships with students and families.
- Professional development for staff.
- Convening of Student Support Groups. The introduction of videoconferencing meant that for some families, accessing us for meetings and support became easier.
- Strong wellbeing focus as we transitioned back to face-to-face learning.
- Links with external services, such as OnPsych and the expanded Better Access to Mental Health Medicare initiative as well as DHHS, OzChild, Family Life and Orange Door.
- Modified differentiation and support in a new learning modality- for example, students accessing different platforms and tasks based on learning needs.

Financial performance and position

Southmoor Primary School maintained a very sound financial position throughout 2020. The strong financial management of our Revenue and Expenditure resulted in a Net Operating Surplus of \$588,819 allowing for a solid base for 2021. Our \$866,992 available funds carried forward will ensure we provide financial support for our Teaching and Learning initiatives including tutoring and high ability programs. The available funds have been supplemented by significant fundraising activities over recent years to support the development and enhancement of our School grounds. Our successful application for a Minor Capital Works Fund Grant in 2020 resulted in \$311,000 available via the VSBA to supply and construct a much-needed new playground in 2021. The 11% growth in our student numbers since 2018 has placed pressure on our existing services and facilities, requiring detailed planning and financial management. Our school community also plays a vital role in our overall financial performance via their support of our fundraising initiatives.

For more detailed information regarding our school please visit our website at
<https://www.southmoor.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 550 students were enrolled at this school in 2020, 270 female and 280 male.

29 percent of students had English as an additional language and 0 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.

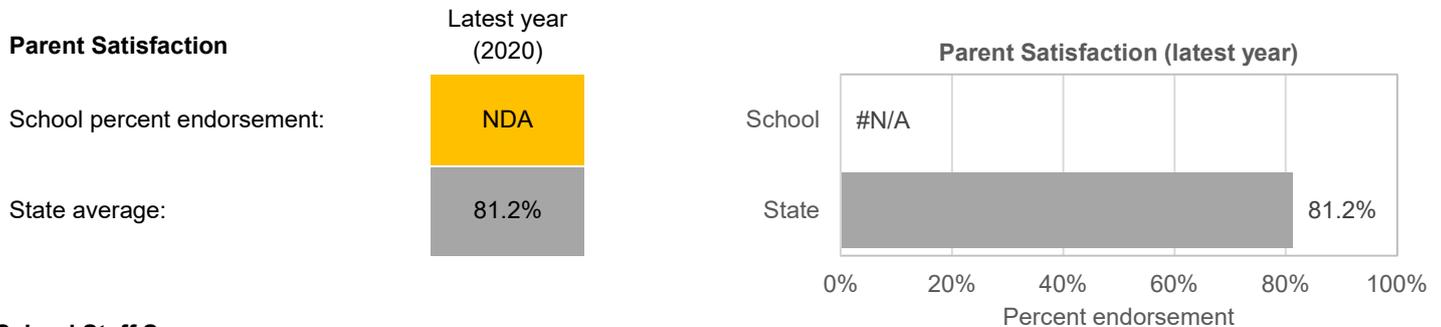
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

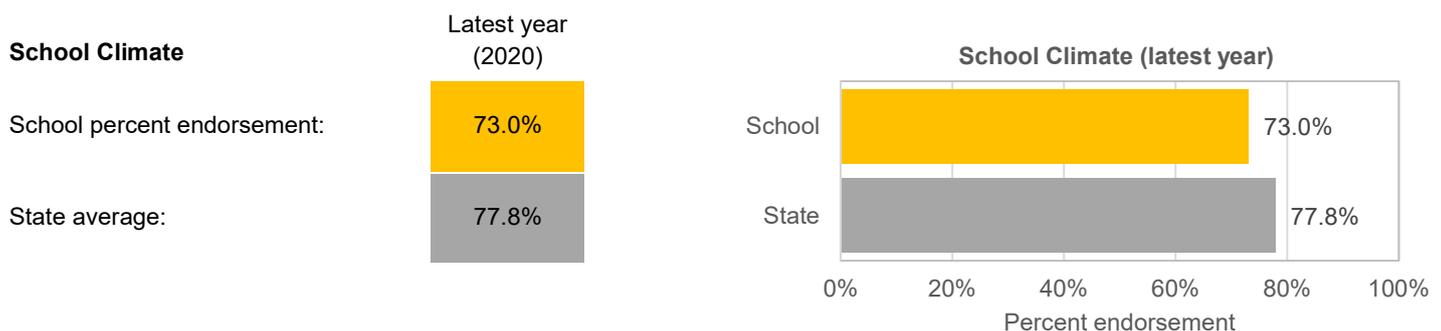


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

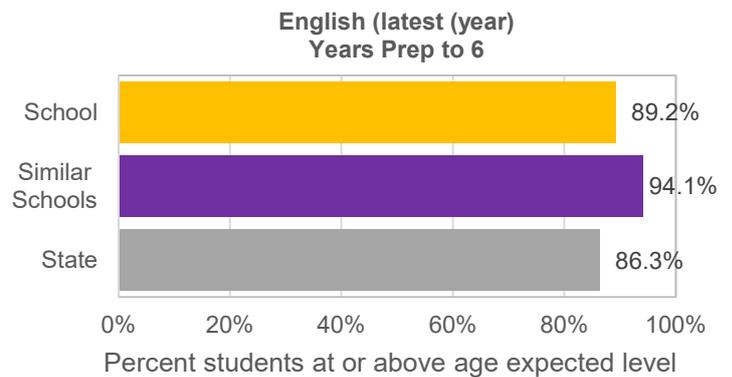
89.2%

Similar Schools average:

94.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

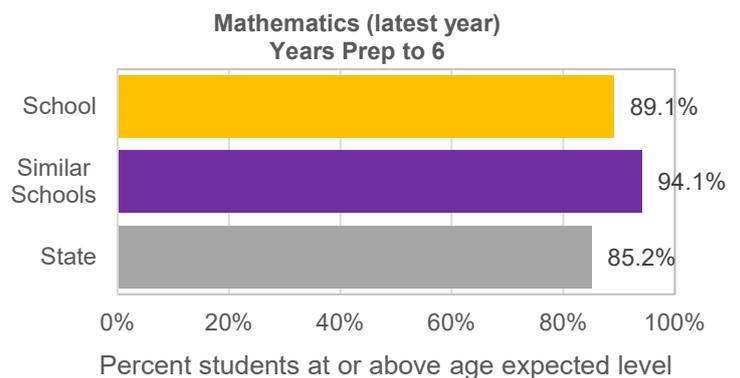
89.1%

Similar Schools average:

94.1%

State average:

85.2%



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

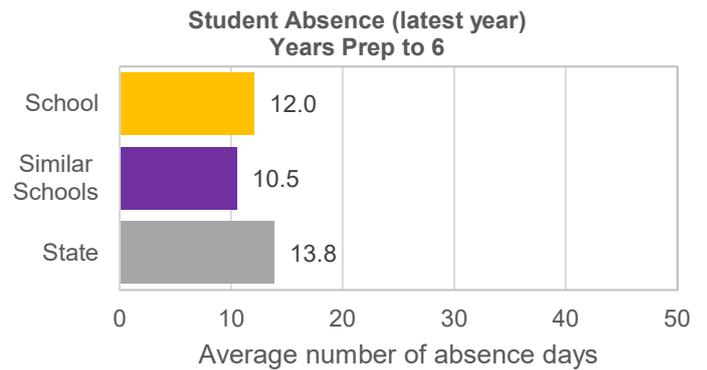
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.0	14.7
Similar Schools average:	10.5	12.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	92%	94%	94%	94%	95%	94%

WELLBEING

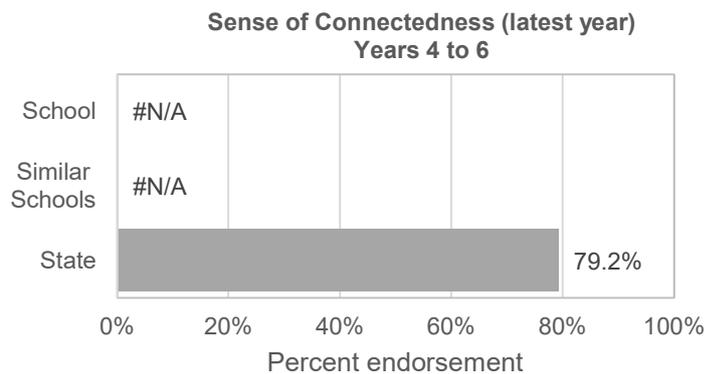
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	86.6%
Similar Schools average:	NDP	83.0%
State average:	79.2%	81.0%



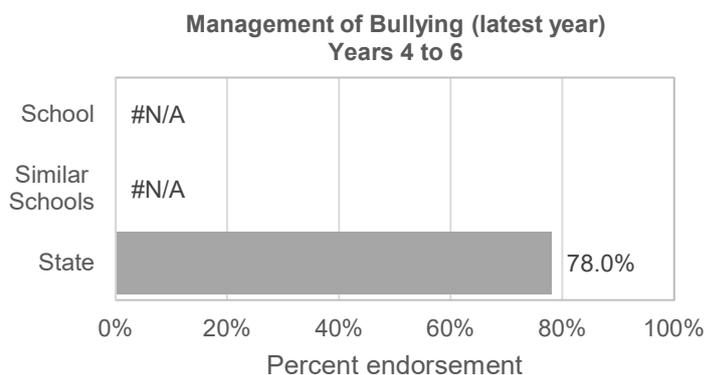
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	87.3%
Similar Schools average:	NDP	81.4%
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.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,632,889
Government Provided DET Grants	\$812,801
Government Grants Commonwealth	\$24,832
Government Grants State	\$6,766
Revenue Other	\$7,936
Locally Raised Funds	\$295,002
Capital Grants	NDA
Total Operating Revenue	\$5,780,227

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,384
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$12,384

Expenditure	Actual
Student Resource Package ²	\$4,527,722
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$25,963
Communication Costs	\$4,754
Consumables	\$50,319
Miscellaneous Expense ³	\$18,798
Professional Development	\$45,275
Equipment/Maintenance/Hire	\$94,162
Property Services	\$90,287
Salaries & Allowances ⁴	\$260,922
Support Services	\$16,812
Trading & Fundraising	\$16,557
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$39,837
Total Operating Expenditure	\$5,191,409
Net Operating Surplus/-Deficit	\$588,819
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	\$846,819
Official Account	\$20,173
Other Accounts	NDA
Total Funds Available	\$866,992

Financial Commitments	Actual
Operating Reserve	\$98,179
Other Recurrent Expenditure	\$16,099
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$235,000
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	\$349,279

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.