

# 2021 Annual Report to The School Community



**School Name: Black Rock Primary School (3631)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2022 at 12:04 PM by Samuel Tyndall (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 28 April 2022 at 02:33 PM by Laura Anderson (School Council President)

## How to read the Annual Report

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### 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.

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### 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.

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### 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)

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### 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.

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### 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.

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

Black Rock Primary School aims to provide a dynamic learning climate that engages students to achieve their personal best, form respectful relationships, be active citizens and show appreciation and understanding of the natural environment in which we live. We value Respect, Relationships, Cooperation, Learning, Innovation and Sustainable Practices, and these tenets are central to life at our school and inform our everyday dealings with each other and in the development of our programs and policies.

As a Professional Learning Community, the school aims to foster the highest individual learning achievement and learning growth. Every child should leave the school with a high sense of self-confidence and appreciation that learning is a lifelong process. While catering for all ability levels and learning styles, our focus is on students being happy, engaged and achieving the best possible outcomes in Literacy and Numeracy as essential foundations for success.

Located in the Bayside suburb of Black Rock, Melbourne, Black Rock Primary School offers its students well-maintained heritage classrooms, and a contrasting modern, open space BER design building. We aim to create an enjoyable learning environment that is student-centred, safe, friendly and organised. Learning spaces across the school allow flexible groupings to support a range of independent and collaborative student learning arrangements. Every year we take pride in improving our secure and well-maintained facilities. The school has an abundance of open-space, including a lush 8000sqm natural turf oval, variety of leisure/adventure playground facilities and a full-sized sports stadium. These are complemented by the ongoing implementation of key elements of our Grounds and Landscape Masterplan, such as creative outdoor classroom and natural play spaces that promote sustainable practices.

Our Inquiry approach and our capacity to provide high quality specialist programs offers every child the opportunity to experience success. All students have the opportunity to participate in the school's outstanding Performing Arts and sports programs and be involved in numerous extra-curricular activities. To support this, the school also boasts a variety of specialised learning spaces which include:  
a comprehensively resourced, librarian-managed library; STEM (Science/Technology/Engineering/Maths) center with a wide range of practical science, robotics, coding and 3D printing resources; a multi-purpose hall for Performing Arts and level-based activities, a Visual Arts workshop, LOTE (Chinese) space, a Music space and an Out of School Hours Care facility. Digital technologies are integrated extensively throughout the school to augment learning across the curriculum.

Black Rock Primary School is a welcoming community and we work in partnership with families as we challenge each of our students to achieve his/her full potential. The committed efforts of staff and parents continue to ensure the provision of the best possible outcomes and learning environment for the students at our school.

In 2021, the school's enrolment at census was 585 students (304 female and 281 male) across 27 classes. 6% had English as an Additional Language and NDP percent were Aboriginal or Torres Strait Islander. Like many schools in our area, the second year of the COVID-19 pandemic resulted in further loss of enrolments, approximately 20 by the August census date, as community members relocated interstate and to regional areas.

Staffing profile is varied in terms of both gender and teaching experience with 55 staff (45.80EFT), consisting of 1 Principal, 1 Assistant Principal, 1 Leading Teacher (0.8EFT), 37 teachers (inc. 2 learning specialists) (32.6EFT) and 15 education support staff - administration and funded student support (9.94EFT).

School Climate demonstrated 71% positive endorsement, as reported in the annual School Staff Survey, which is 4% below the State average.

Parent satisfaction demonstrated 75% positive endorsement, as reported in the annual Parent Opinion Survey, which is 6% below the State average.

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## Framework for Improving Student Outcomes (FISO)

At Black Rock Primary School, our focus is on building a strong professional learning community (PLC) where a culture of collaboration and collective responsibility aims to develop effective and consistent teaching practices to improve student achievement, engagement and wellbeing outcomes.

The FISO improvement initiatives and Priority Goals recommended to our school by the Department of Education for 2021 were:

- (1) Curriculum planning and assessment - Learning, catch-up and extension priority
- (2) Health and wellbeing - Happy, active and healthy kids priority
- (3) Building communities - Connected schools priority

To support the system-wide priorities and progress with the Key Improvement Strategies from our School Strategic Plan, we recommenced our focus on building on the foundational work of the previous year to establish effective PLC practices, a process which was paused for the majority of 2020 due to the COVID-19 pandemic and the transition to remote and flexible learning. We implemented a Leadership Structure that included PLC Instructional Leaders with scheduled time to work with nominated teams on a weekly basis. School Leaders and Instructional Leaders formed the School Improvement Team and also met on a weekly basis at a consistently scheduled time. Unfortunately we were unable to sustain momentum with this structure due to the impact of COVID and again transitioning to remote learning.

A highlight throughout the year was the implementation of a targeted Tutor Learning Initiative Program to support learning catch-up and extension, with a particular focus on reading. It was structured to ensure maximum impact, including the allocation and appointment of expert teachers into the tutor roles, dedicated tutor team planning, as well as opportunities for tutors to plan with classroom teachers. Students were carefully selected for the program using a range of reliable data sources. Learning Plans were developed, reviewed and updated on a cyclic basis for each child on the program, with communication protocols between tutors and parents developed to keep parents regularly informed of their child's progress. The TLI program continued in full during all periods of remote and flexible learning.

Our primary focus in the Health and Wellbeing FISO improvement initiative was to refine our whole-school approach to wellbeing. This included commencing implementation of the Respectful Relationships curriculum. Initial training that was scheduled to occur in Term 2 was postponed due to COVID pressures. Despite the lockdowns and remote learning, a Respectful Relationships team was formed, consisting of the Principal, Assistant Principal, Wellbeing Learning Specialist, a Junior and Senior School teacher as well as the Health and PE specialist. The team completed the initial training through the network, making links with facilitators, lead school and an external critical friend. These relationships have continued into 2022, as has the process of implementation.

Although less progress was made with the intended outcomes of the 'Connected Schools' priority (strengthening parents' understanding of their child's learning progress and how they are assessed), a number of positive outcomes were achieved and started to shape the template for further development in this area in 2022 and beyond. These included Learning Plans for TLI as described above, as well as the update of our Individual Education Plans to the DET template. Our school community was kept informed of all COVID updates through regular and comprehensive communication via Compass.

We successfully transitioned to remote and flexible learning as required, adopting and adapting our previous model to include additional opportunities for direct and explicit teaching, additional synchronous wellbeing and support sessions, as well as regular story time with the leadership team for our junior students and a regular live virtual assembly to bring our community together. The TLI program continued in full during remote learning and excellent support was provided onsite to children of essential workers and those that were vulnerable.

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## Achievement

At Black Rock Primary School, our student achievement goals are based on progression through the achievement standards outlined in the Victorian Curriculum. The impact of COVID on schools in 2021 again meant that there was a narrower curriculum focus, with Literacy, Numeracy and Wellbeing identified as priority areas for development system-wide.

Despite the challenges presented in a second year disrupted by COVID, student achievement and progress in key curriculum areas remained at high levels, highlighted by the following:

#### TEACHER JUDGEMENT OF STUDENT ACHIEVEMENT

Teacher Judgement in English for students working at or above the expected level was 94.1%, which is equivalent to similar schools and well above the State average.

Teacher Judgement in Mathematics for students working at or above the expected level was 94.5%, which is equivalent to similar schools and well above the State average.

#### NAPLAN

The percentage of students in the top 3 bands of testing in NAPLAN at Year 3 was above similar schools in both Reading and Numeracy. The same result is also reflected in our 4-year average results.

The percentage of students in the top 3 bands of testing in NAPLAN at Year 5 was 1% below similar schools in Reading and above similar schools in Numeracy. The 4-year average result in both areas are above similar schools, with Numeracy well above.

#### Learning gain

Learning gain results were particularly pleasing, with most areas demonstrating a higher percentage of students recording high gain than similar schools. Similarly, there was a relatively low percentage of students with low gain in all areas.

Numeracy was a highlight, with 40% of students achieving high learning growth (Year 3 - Year 5) in NAPLAN Numeracy, significantly well above State and similar school results

High gain was also above similar school results for Reading, Writing and Grammar and Punctuation. Whilst spelling had a lower percentage of high gain students compared to similar schools, it also had a relatively small percentage of students with low gain.

The focus on Reading for the implementation of the Tutor Learning Initiative led to the shift towards a structured literacy/phonics program with the introduction of the Little Learners Love Literacy curriculum from Foundation to Year 1. This has extended to Year 2 in 2021, impacts writing and spelling instruction and outcomes across the school.

All students on the Program for Students with Disabilities (PSD) showed progress at or above expected in achieving their individual goals.

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## Engagement

Student engagement at Black Rock PS showed a similar absence rate to 2020. Extended family holidays usually impact the average number of student absence days at our school, however these were again restricted due to COVID-19 in 2020. Our student absence 4-year average is below the State average and slightly above similar schools. Attendance rate by year level was 94-96% across all year levels in 2021.

Black Rock PS is committed to providing a rich, challenging and exciting personalised learning environment for all students. This included catering for individual student needs to extend and support, and to offer a wide range of classroom and extra-curricular learning activities to empower our students. Although we were challenged by several periods of remote learning as well as restrictive COVIDSafe measures throughout the year, we were able to provide many opportunities to support engagement across the school. Initiatives to engage our students in 2021 included:

- Year 6 Leadership Program
- House Spirit Program
- Year 5 and Year 6 Camps to Phillip Island and Canberra were able to go ahead with careful planning.

- We held successful Education Week Open Mornings in May. Parents were able to participate in classroom activities with their child
- During periods of remote learning we held Online Assemblies that promoted programs and achievement for students in every year level and shared these proudly across the school. The online assemblies were live, student driven and open to attendance by all.
- Many successful online Science Week activities were delivered by teachers during remote learning.
- Book Week Activities included online character parades and visiting author sessions.
- Maths Olympiad and Games
- Victorian High-Abilities Program Activities for eligible students
- Extra-curricular "Clubs" program, often student-led and covering a wide variety of interest areas (e.g. chess, coding, gardening, DJing, mindful colouring) took place when COVIDSafe measures allowed.
- Ongoing community/specialist partnerships to support learning in key curriculum areas:
  - Year 5/6 "Adopt an Engineer" STEM program (Engineering undergraduate works with teachers to support STEM focused, problem-based learning approaches, including our first team to compete in the First Lego League competition)
  - Year 4 Urban Agriculture edible garden and sustainability program with horticulture outreach specialist
  - Year 3 Science Program with local secondary school science teacher).
  - Maintaining inclusive and competitive pathways for students to participate in a range of sporting activities and competitions.

As we again transitioned into remote learning, online learning and communication protocols were re-established the initial focus was on supporting students already identified as at-risk or needing extra support. The compiled list created by our staff at the beginning of the school year allowed these students to be regularly monitored by our Learning Support team. We focused on our PSD and at-risk families, or those that had irregular attendance. We deployed the ES staff to have daily check-ins with those students who required regular contact and to support parents/carers during remote and flexible learning.

Regular 'touching base' with all students was monitored through attendance in the daily class WebEx video conferences, answers to "questions of the day" and submission of work set in Compass Learning Tasks/Wabisabi ZEN app or Google Classrooms. Teachers provided feedback on a set number of tasks to ensure students maintained engagement and motivation to submit their learning. A number of initiatives were introduced to maintain connections, such as: theme days, teacher-created videos, whole-school competitions and family-centred activities such as quizzes, cooking challenges, trick-shot videos etc.

Strategies to address non-attendance included teachers and school leadership contacting parents and providing support as available and required.

After a year of disruption due to COVID, we also believed that it was vital to provide a thorough and engaging transition program for students who would be commencing Foundation in 2021. Online storytime and other hands-on activities were hosted by the Foundation teachers. These were a huge success as once back onsite the new students very quickly demonstrated that they were confident in their new surroundings. Live online parent information and question sessions also helped to engage families and build positive relationships and supported them to navigate a very stressful time.

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## Wellbeing

Creating and maintaining a positive learning environment continued to be a key focus for Black Rock Primary School throughout 2021, including during remote learning. Due to the impact of COVID, we partially met our goal of reviewing and renewing our whole-school approach to social-emotional learning, belonging and engagement, however we did make progress in a number of areas:

### Respectful Relationships

This included commencing implementation of the Respectful Relationships curriculum. Initial training that was scheduled to occur in Term 2 was postponed due to COVID pressures. Despite the lockdowns and remote learning, a

Respectful Relationships team was formed, consisting of the Principal, Assistant Principal, Wellbeing Learning Specialist, a Junior and Senior School teacher as well as the Health and PE specialist. The team completed the initial training through the network, making links with facilitators, lead school and an external critical friend. These relationships have continued into 2022, as has the process of implementation.

#### Cybersafety Project

Young people regularly engage with the online world to play, socialise and learn. It is vital that they are able to successfully live, play, learn and work online. To best support them to do so, it is important that we take a whole-school/whole of community approach and to facilitate this we partnered with the "Cyber Safety Project" team for the very first time. The Cyber Safety Project provides a comprehensive F-6 whole school curriculum and learning program underpinned by the four key values of Responsibility, Integrity, Strength and Empathy. It includes a

#### Fun Friends/Friends for Life

Fun Friends (Year 1) and Friends for Life (Year 4) is a targeted social skills and resilience curriculum that is designed as an effective tool set to prevent anxiety for children. It provides children with strategies to rise to life's challenges, and bounce back from setbacks and adversity. The program was targeted to Year 1 and delivered by a DET Social Worker, helping students to improve social-emotional skills, the ability to focus, confidence, the capacity to relax, regulate emotions and develop empathy.

#### Better Buddies Program

Through Better Buddies, children in their first and last year of primary school buddy up and learn the values: caring for others, friendliness, respect, valuing difference, including others and responsibility. Better Buddies enables younger children to feel safe and cared for while older children feel valued and respected. The buddies program is a long-running and successful program that supports the wellbeing of students at the school on an ongoing basis.

During periods of remote learning we made every effort to support students and families through onsite care and supervision whilst following COVIDSafe protocols at all times. We ensured that all families were connected to their child's teachers through daily Webex check-ins and explicit teaching sessions. Teachers were able to monitor general student wellbeing through these connections. Any students that teachers had identified concerns in regard to their wellbeing were brought to the attention of the Leadership Team. Phone calls to families were made with offers of assistance and individual support pathways and resources offered.

Any students identified as 'at-risk' were supported through DET supports and external agencies that were able to address specific needs.

Whole-school wellbeing days were held during extended periods of remote learning which included screen-free days and fun family activities to complete.

Education Support staff played an enormous role in supporting students joined in class WebEx conferences with individual students who required support to participate and were able to encourage student voice in these situations. Infographics and schedules were developed for 'Remote Learning', 'Back to School' and 'Need to Know' and were shared with families via Compass. Feedback from our families confirmed that this structure ensured connectedness and trust with the school was maintained.

The Student Attitudes to School Survey (conducted annually with students in Years 4-6), demonstrated strong positive endorsement of key wellbeing measures:

Sense of Connectedness recorded a positive endorsement of 80.2%, above similar schools and State averages.

Management of bullying recorded a positive endorsement of 77.9%, above the similar schools average and just below the state average.

Both results are very pleasing considering the challenges presented throughout the year.

As we transitioned back into on-site learning we introduced "soft-starts", where students entered their classroom as soon as they arrived at school. As a result, our students were settled in the morning and were ready to begin their learning at 9:00am. This approach enabled all students to begin their day in a calm and orderly way. The feedback from parents/carers was extremely positive and indicated that they would like this to continue. We have continued this



in 2021.

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## Finance performance and position

Black Rock Primary School completed 2021 in a financially sound position, albeit with an operating deficit of \$103,497. The School's total revenue in 2021 included DET Government grants, Commonwealth Government grants and locally raised funds (voluntary payments including tax-deductible building and library funds) and monies received through the hiring of school facilities (basketball stadium and OSHC).

The deficit was influenced by several factors, including COVID-19:

- \*enrolment decline of approximately 20 students between 2020 and 2021
- \*loss of revenue through hire/licencing of facilities (basketball stadium and Outside-School-Hours-Care).
- \*significant loss of fundraising revenue in comparison to historic outcomes, for a second year running.
- \*significant increase in the use of Casual Replacement Teachers (CRTs) to support the onsite care and supervision program for students of essential workers during extended lockdown periods, as well as replacing staff who were isolating due to COVID health and safety protocols.

Despite the operating deficit, the school was still able to carry over a cash balance of approximately \$400,000 due to historically sound financial management systems and strategic planning. We are also incredibly fortunate to have a supportive school community, who despite a second financially challenging year for many, continued to provide strong support through parent payment contributions and voluntary payments used to support the achievement of educational outcomes and improve the physical amenity of the school.

The school's commitments were closely monitored by the School Council. The impact of COVID mean that there were fewer opportunities to complete school improvement projects. Those that were completed were focused on curriculum enhancement outcomes. These were supported through locally raised funds (which is inclusive of voluntary payments and fundraising) and included:

- \* Significant resourcing of the Little Learners Love Literacy structured literacy program, including class sets of books and materials
- \* Continuation of STEM "Adopt-an-Engineer" program modified for remote and flexible learning
- \* Continued development of Urban Agriculture outdoor learning centre infrastructure

DET targeted initiative funding for the Student Excellence Program and the Swimming Program from 2021 was rolled over to support the targeted initiatives in 2022.

Equity funding of \$5,000 supplemented support through the Tutor Learning Initiative and Program for Students with Disabilities.

Tier 2 Disability and Inclusion funding received in Semester Two supported the establishment of a Disability and Inclusion Coordinator role (Assistant Principal) and accessibility upgrades to a playground to improve accessibility for a newly enrolled student with mobility issues.

Inclusive Schools Fund grant of \$200,000 was successfully awarded to design and construct an accessible sensory playground along the western side of the oval. The design has been completed and successfully tendered, with construction due to commence mid-2022.

Commonwealth Government Grants of \$13,125 included payments of approximately \$4,000 for pre-service teacher supervision and the Sporting Schools Fund. The Sporting Schools fund was utilised for specialist coaching sessions such as golf clinics, however COVID interruptions meant that the entire grant could not be spent in 2021, with the school repaying the unused portion of \$3,200.

We installed a 38kW solar panel system on the BER as part of the Victorian School Building Authorities Greener Government School Buildings program, which provides upfront funding for the installation to be paid back over a five-year period. Once paid back the school retains 50% of the annual savings.

Black Rock Primary is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities at the current high standard.

**For more detailed information regarding our school please visit our website at**  
<https://www.blackrockps.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 585 students were enrolled at this school in 2021, 304 female and 281 male.

6 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).

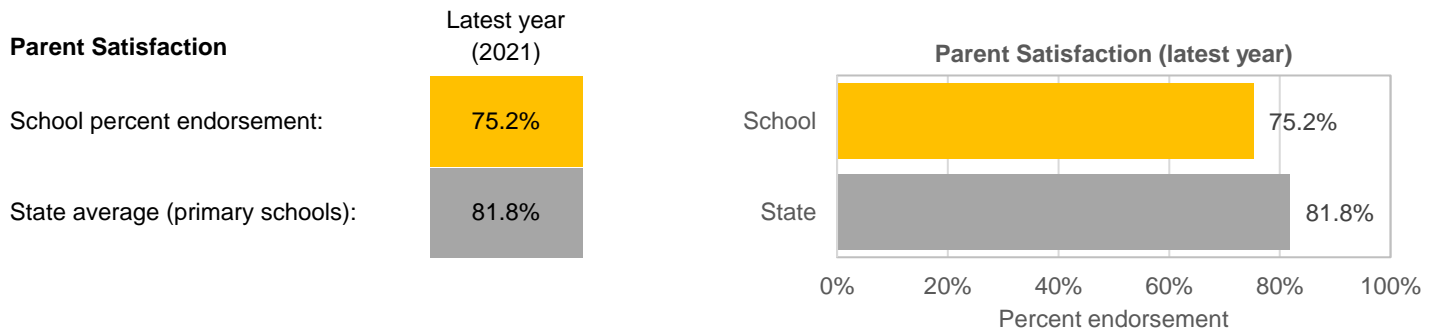
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

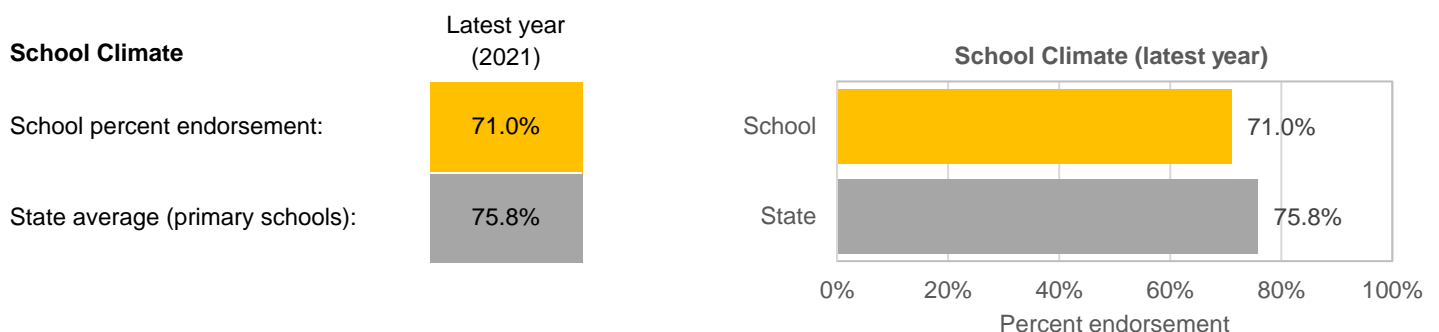


### School Staff Survey

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:

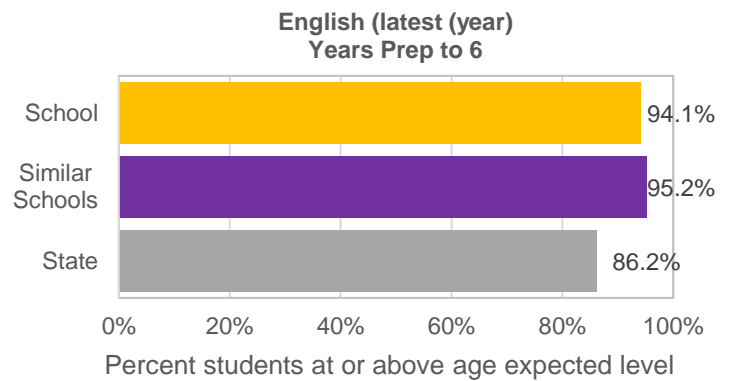
94.1%

Similar Schools average:

95.2%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

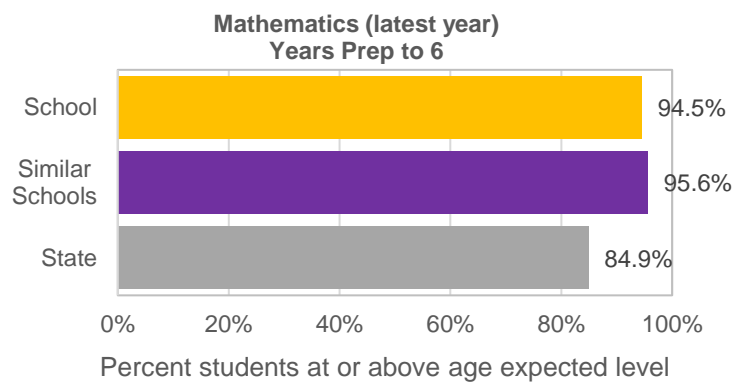
94.5%

Similar Schools average:

95.6%

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.

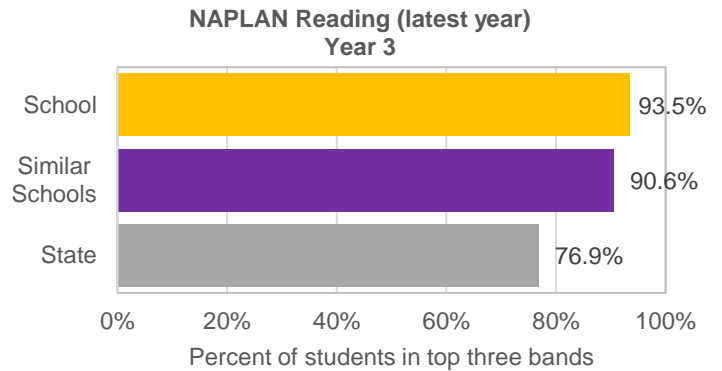
**NAPLAN**

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.

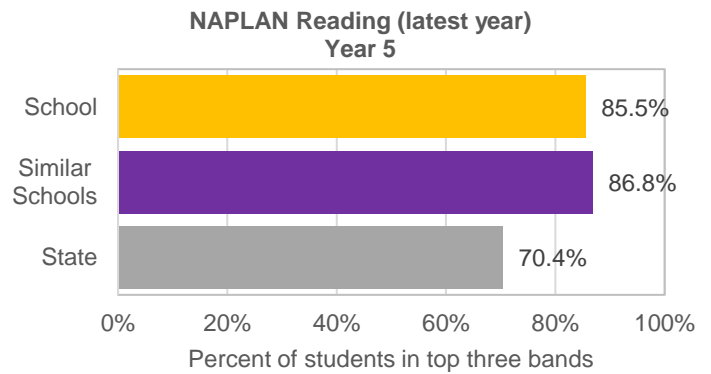
**Reading  
Year 3**

|                                                | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 93.5%              | 91.3%          |
| Similar Schools average:                       | 90.6%              | 90.1%          |
| State average:                                 | 76.9%              | 76.5%          |



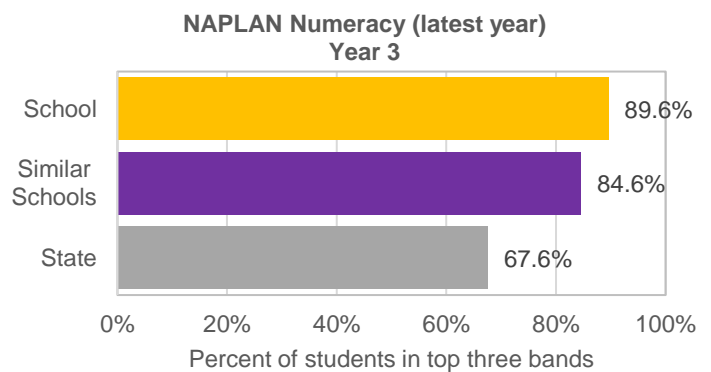
**Reading  
Year 5**

|                                                | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 85.5%              | 86.5%          |
| Similar Schools average:                       | 86.8%              | 84.2%          |
| State average:                                 | 70.4%              | 67.7%          |



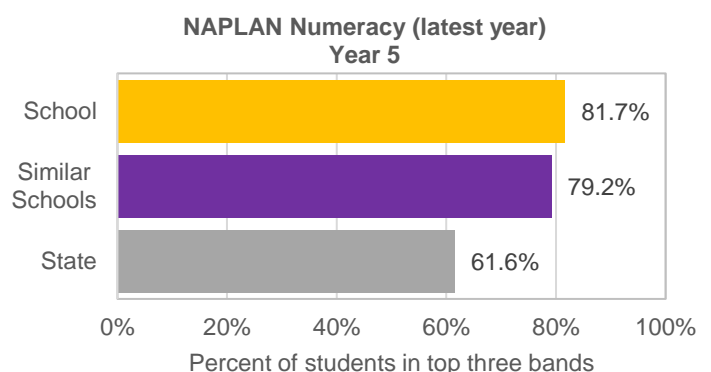
**Numeracy  
Year 3**

|                                                | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 89.6%              | 87.3%          |
| Similar Schools average:                       | 84.6%              | 86.1%          |
| State average:                                 | 67.6%              | 69.1%          |



**Numeracy  
Year 5**

|                                                | Latest year (2021) | 4-year average |
|------------------------------------------------|--------------------|----------------|
| School percent of students in top three bands: | 81.7%              | 83.3%          |
| Similar Schools average:                       | 79.2%              | 78.3%          |
| State average:                                 | 61.6%              | 60.0%          |



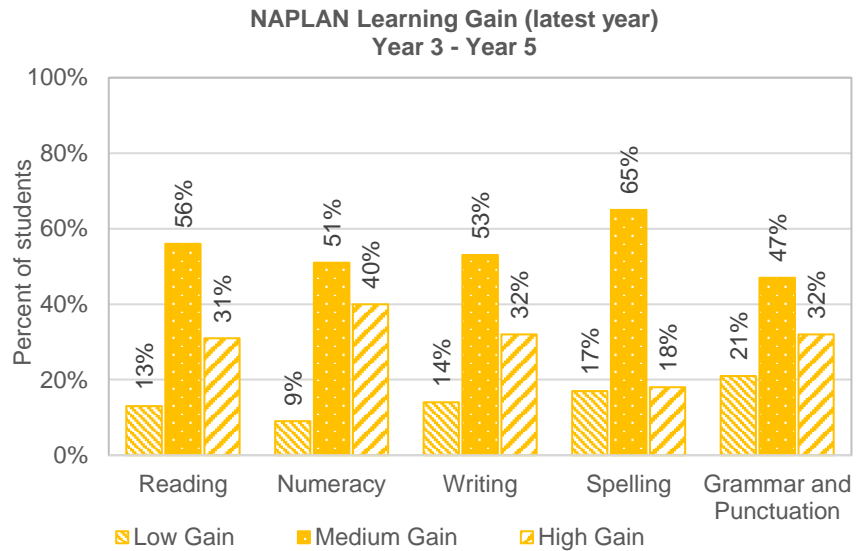
**ACHIEVEMENT (continued)**

**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:                 | 13%      | 56%         | 31%       | 28%                         |
| Numeracy:                | 9%       | 51%         | 40%       | 26%                         |
| Writing:                 | 14%      | 53%         | 32%       | 29%                         |
| Spelling:                | 17%      | 65%         | 18%       | 27%                         |
| Grammar and Punctuation: | 21%      | 47%         | 32%       | 25%                         |



## ENGAGEMENT

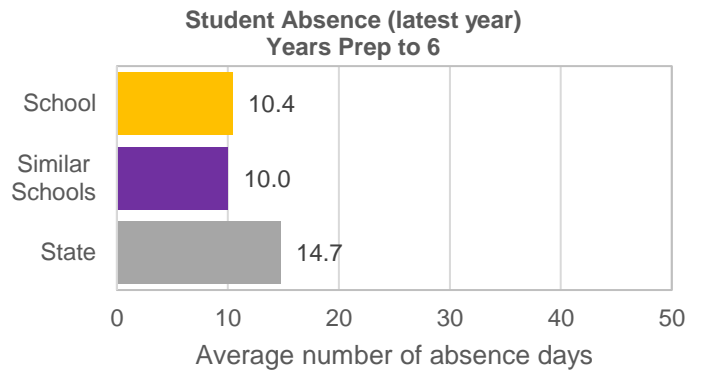
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 10.4               | 11.7           |
| Similar Schools average:               | 10.0               | 11.4           |
| 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): | 96%  | 95%    | 94%    | 94%    | 94%    | 95%    | 94%    |

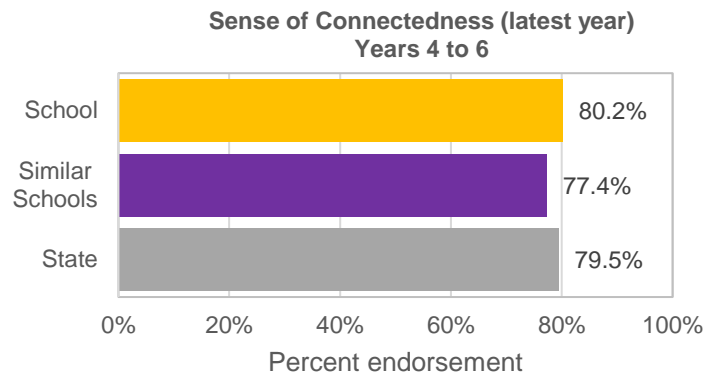
## WELLBEING

**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).

| Sense of Connectedness Years 4 to 6 | Latest year (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement:         | 80.2%              | 79.8%          |
| Similar Schools average:            | 77.4%              | 78.9%          |
| State average:                      | 79.5%              | 80.4%          |

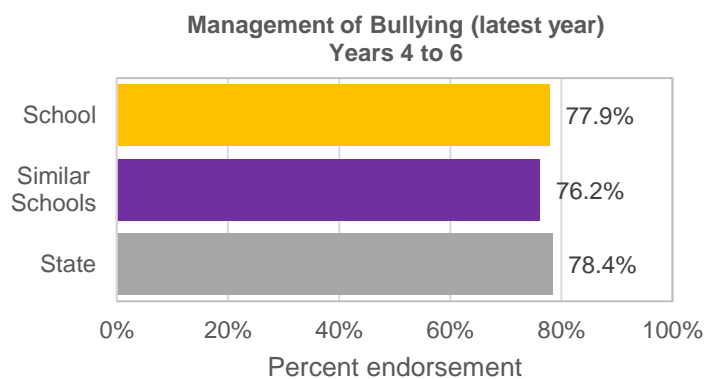


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:         | 77.9%              | 80.7%          |
| Similar Schools average:            | 76.2%              | 78.4%          |
| 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       | \$4,701,109        |
| Government Provided DET Grants | \$409,544          |
| Government Grants Commonwealth | \$13,125           |
| Government Grants State        | \$0                |
| Revenue Other                  | \$1,767            |
| Locally Raised Funds           | \$539,354          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$5,664,899</b> |

| Equity <sup>1</sup>                                 | Actual         |
|-----------------------------------------------------|----------------|
| Equity (Social Disadvantage)                        | \$5,000        |
| Equity (Catch Up)                                   | \$0            |
| Transition Funding                                  | \$0            |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0            |
| <b>Equity Total</b>                                 | <b>\$5,000</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$4,738,340        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$7,267            |
| Camps/Excursions/Activities           | \$189,421          |
| Communication Costs                   | \$11,718           |
| Consumables                           | \$99,960           |
| Miscellaneous Expense <sup>3</sup>    | \$49,540           |
| Professional Development              | \$34,619           |
| Equipment/Maintenance/Hire            | \$137,552          |
| Property Services                     | \$153,876          |
| Salaries & Allowances <sup>4</sup>    | \$112,353          |
| Support Services                      | \$109,231          |
| Trading & Fundraising                 | \$78,649           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$45,869           |
| <b>Total Operating Expenditure</b>    | <b>\$5,768,396</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>(\$103,497)</b> |
| <b>Asset Acquisitions</b>             | <b>\$0</b>         |

- (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**

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$389,558        |
| Official Account              | \$10,539         |
| Other Accounts                | \$4,218          |
| <b>Total Funds Available</b>  | <b>\$404,315</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---------------------------------------------|------------------|
| Operating Reserve                           | \$149,031        |
| Other Recurrent Expenditure                 | \$0              |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$0              |
| School Based Programs                       | \$27,000         |
| 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 | \$100,000        |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$276,031</b> |

*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.*