

2021 Annual Report to The School Community



School Name: Clunes Primary School (1552)



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

Attested on 28 April 2022 at 05:08 PM by Sonia Jardine (Principal)

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

Attested on 29 April 2022 at 12:11 PM by Jo Henderson-Drife (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

VISION

Our Clunes Primary School commitment is to provide a safe, caring, stimulating and inclusive learning environment in which all students are provided with opportunities to achieve their potential through a diverse, engaging curriculum.

VALUES

Clunes Primary School values achievement, excellence, curiosity, innovation, respect and responsibility, perseverance, integrity, inclusiveness, respect for diversity, compassion, honesty and equity. All members of the school community are expected to follow our Values and Beliefs based on School Wide Positive Behaviour Support and You Can Do It philosophies and principles.

The values and beliefs that form the basis of our actions are:

- Respect- We show respect.

We respect and care about one another and our community.

- Learning- We learn.

We are confident, we are organised, we persist, we cooperate and we give effort.

- Safety- We are safe.

We get along with one another and we are responsible.

The school also believes in having high expectations for all students and a commitment to hard work.

MISSION

Clunes Primary School's mission is to provide high quality education and prepare young people to become active, engaged and responsible citizens of the local and global community.

OBJECTIVE

Clunes Primary School's objective is to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.

In 2021 Clunes Primary School had a complement of 10.2 equivalent full time staff consisting of Teaching; 8.6, Principal and Teacher Class and Non-Teaching; 1.6 Education Support Staff. The school had no identified Aboriginal and Torres Strait Islander staff. Literacy & Numeracy Learning Specialists (0.5 each) supported both the Junior and Senior school. DET provided funding for the implementation of the Tutor Learning Initiative supporting learning catch up and extension. The teaching mix combined a Graduate with Classroom Teacher 1 and 2 classifications. Commonwealth funding provided for a Chaplain for 1.5 days per week.

Clunes Primary School, located in the rural community of Clunes, was established in 1875. It is thirty-two kilometres north of Ballarat, at the far western end of the Hepburn Shire on Dja Dja Wurrung Country. Clunes Primary School boasts an original heritage main school building maintained with pride and purpose. Other facilities include a Multi-Purpose Hall with a kitchen, art/ craft room, resource rooms and functionally equipped flexible indoor and outdoor learning spaces. Our grounds are extensive with two ovals, a perimeter walking, general fitness and Energy Breakthrough training track, Kitchen Garden area, shaded adventure play areas and an 'inclusive schools' Play Space including including a dry creek bed, cubbies/ shop fronts, an outdoor stage area and outdoor musical instruments.

A total of 103.9 students were enrolled at Clunes Primary School in 2021 (February Census). The socio- economic profile of the school was Medium with a Student Family Occupation and Education (SFOE) index of 0.44, having gradually reduced from Low- Medium, 0.53 in 2017. In 2021 there were three students eligible for Program for Students with Disabilities (PSD) funding. Five students identified as Aboriginal or Torres Strait Islander (ATSI). No English as an Additional Language (EAL) students were identified. In 2021 there were 35 Equity Funded students and 70 Not Equity Funded students. No programs were offered for overseas students. In 2021 our class structure was reduced from 6 to 5 Classes- a Prep/ 1 composite, Year 1 /2 composite, Year 3 /4 composite, Year 4 /5 composite and a Year 5 /6 composite.

Framework for Improving Student Outcomes (FISO)

The School Review process, completed at the end of 2020, established new agreed recommendations to set direction for the implementation of the 2021-2024 School Strategic Plan (SSP). In 2021, Annual Implementation Plan linked to our School Strategic Plan implementation was revised by DET due to ongoing state COVID-19 challenges. Two Annual Implementation Plan Priorities were established. Both Priorities strategically focussed on key components of our new Strategic Plan Goals and Targets. Our Learning catch-up and extension priority focussed on Tutor Learning Initiative implementation, Professional Learning Communities; the completion of our training including implementation of Inquiry Cycles, and a whole school Instructional Model focus for Reading, Writing and Numeracy. Our Happy, active and healthy kids priority focussed on continuing to embed and develop School Wide Positive Behaviour Support within the school, developing a social and emotional curriculum by beginning to implement the Resilience, Rights and Respectful Relationships curriculum, and prioritising student attendance.

Ongoing challenges imposed by Remote Teaching and Learning continued to be met positively by staff and the school community and ongoing informal feedback and later formal feedback was sought from staff, students and families in regards to Learning from Home processes and practices. Feedback continued to be positive from the school community.

In 2021, implementing our agreed Instructional Model, all staff had a clear and consistent understanding of the content that they were to teach and the time required to provide explicit instruction. An inclusive, comprehensive curriculum based on the Victorian Curriculum, FISO and High Impact Teaching Strategies was provided, supported by whole school curriculum documents. Remote Teaching and Learning combined a mix of online and Learning Pack activities linked to our curriculum plans. A whole staff Professional Learning Community developed short focussed data driven Inquiry cycles that ensured that planned learning tasks were clearly defined, differentiated and challenging, meeting the requirements of an increasingly diverse range of student learning needs, at times, both on and off-site. A rigorous, whole school approach to assessment and the use of data enabled teachers to monitor and track student achievement and learning gain. NAPLAN Online resumed.

In 2021 our school continued a strong commitment to the implementation of the DET Marrung Strategy.

Achievement

Our teachers embraced the opportunity to work together as a single unit Professional Learning Community.

Collaborative professional learning within the school, and external to the school, utilising online Professional Learning Community leaders and co-learning schools, supported our goal of continuous improvement in literacy and numeracy with a focus on Instructional Model delivery. During Remote Teaching and Learning our staff continued to respond to school community feedback, providing a blend of hard-copy Learning Pack and online MS Teams platform based content materials and delivery. Our students responded well to the learning tasks during Remote Teaching and Learning. Many learning tasks were self-directed and project based.

Reading Recovery, SRA (Spelling Mastery) Spelling, Multi-Lit, Extending Mathematical Understandings (EMU) and Quicksmart intervention and acceleration programs were conducted and attained moderate learning gain results for identified participants. Remote Teaching and Learning impacted on the school's ability to provide continuity with these programs.

In 2021, NAPLAN Online resumed. The school percentage of students in Year 3 in the top three bands in Reading and Numeracy performed above the Similar Schools average, as did students in Year 5 in the top three bands in Numeracy. Our Year 3 and Year 5 students did not meet the state average in Year 3 or Year 5 Reading or Numeracy. Learning Gain Year 3 (2019) to Year 5 (2021) was strong in Reading and Spelling and very strong in Grammar and Punctuation. Teacher Judgement of student achievement determined that Clunes Primary School performed higher in English and Mathematics; Years Prep- 6 relative to other Similar Victorian Government schools and the State average.

Engagement

In 2021, our Engagement data was very positive. Our Average Number of Student Absence Days- Years Prep-6 was 12.9, slightly higher than in 2020 (11.9) but was considerably lower than Similar Victorian Government schools at 18.0 and also lower than State average results at 14.7. Attendance rates were all at or above 90%. Attendance at Year Prep- 90% and Year Two- 91% were our weakest attendance results. Our 4 year average remains quite strong at 14.0, again below Similar Schools; 16.9 and State; 15.0 averages. Remote Teaching and Learning in 2021 will have again positively supported this data. 30+ students were registered to attend Remote Teaching and Learning on-site

during Learning from Home time and several of these were students that had been identified as students with 'Significant (potential/ actual) Absence'. (Faces on the data) Some of our students who previously experienced challenges in terms of their engagement connected strongly with the opportunities that Remote Teaching and Learning provided and connections and work completion and feedback equalled positive engagement. As our staff continued to make weekly contact with families either 'face to face' via Learning Pack delivery/ collection and/ or via MS Teams and by email, phone call or text, almost all students were able to positively engage with school. As a staff we were determined to engage all students in learning during Remote Teaching and Learning.

In 2021, the school worked proactively to recognise the positive attendance efforts of our families. Support systems, such as regular personal face to face, phone contact, SMS contact and even personal collection assisted our 'at risk' engagement families. Our school worked tirelessly to ensure that a diverse range of stimulating and engaging learning programs were provided that promoted and encouraged regular student engagement. The majority of our students (and their families) valued their time at school. Their attendance records were excellent and this was reflected in their improved social skills and academic achievement. A small minority of families, at particular year levels, continued to attend school irregularly, impacting on specific class data. In 2021 our school again implemented the DET mandated daily Notification Strategy with daily sms messages forwarded to parents. A high percentage of our parents informed the school of absence in advance, however the percentage of students/ families with significant absence data remained disappointing.

Our school's enrolment base in 2021 remained static or rose slightly towards the end of the school year reflecting a state-wide trend in relocating to regional and rural areas. The school actively promotes & engages our school in the community to ensure students and parents who move to Clunes during the year are well informed about our school and quickly develop a strong rapport & engagement with all individuals in the school community. Our school writes monthly articles for the Clunes News to ensure that the wider Clunes Community remains informed.

In 2022 students/ families demonstrating significant absences will be of particular focus again, in alignment with the South Western Victoria- Central Highlands engagement improvement strategy.

Wellbeing

In 2021, Clunes Primary School continued to strive for excellence in teaching and learning in a positive, supportive, caring climate, and safe environment. We used our whole school values based approach- School Wide Positive Behaviour Support and You Can Do It, to positively support student wellbeing. Our Values- We Learn, We Show Respect, We are Safe, were well reflected within our school community and students were kept at the centre of all endeavours. However, again, it should be noted that our students and their families were surveyed internally during and via the DET Survey (Parents and Students) after Remote Teaching and Learning periods and our students clearly articulated and provided feedback to advise that they missed significantly being with their friends and classmates and many took time to reconnect with their peers on their return to school. Also, whilst online school-based platforms were monitored by staff, some students experienced challenges when engaging in IT platforms.

In 2021, relative to other similar Victorian Government Schools, Clunes Primary School's Year 4- 6 student opinion data relating to Sense of Connectedness was above the Similar Schools average and below the State average. The Management of Bullying factor in the school's Year 4 to 6 student opinion data was below relative to the Similar Schools average and State average. Student opinion data was very high in the areas of Stimulating Learning, Sense of Confidence, Differentiated Learning Challenge, Self Regulation and Goal Setting, Perseverance and Motivation and Interest.

Parent Opinion and Staff Opinion data remained high with 92.1% of staff satisfied with the school overall (89% in 2019) and Parents satisfied with 82.2%. Both Staff and Parent Satisfaction results were above the Stage Average. Staff endorsement in the measured areas of Collective Focus on Student Learning, Guaranteed and Viable Curriculum, Collective Responsibility and Staff Trust in Colleagues remains very high. Our Chaplain; Michael supported our students, staff and families in Wellbeing matters, particularly during Remote Teaching and Learning Time and although our weekly Breakfast Club ceased during Lockdown all foodstuffs were distributed to our families in need.

Student Leadership remained a major focus in 2021 with weekly Student Leadership Meetings conducted online for part of the year. The school continued to encourage and promote student voice and agency from Prep- 6 although our School Captains and Vice- Captains again missed the State Parliamentary Convention due to the COVID lockdown interruptions.

Eleven Year 5/6 students attended the Somers Camps program and a whole school Day Excursion to the Halls Gap Zoo was conducted in Term 4. We were also able to implement our Term 4 Swimming Program P-6 at BLAC. Our

School Council & Parent Group were unable to conduct their usual fundraising efforts to directly influence the learning and engagement opportunities for our students. Fundraising opportunities again were significantly down. Our staff continued to enjoy an excellent rapport with parents, students and support agencies. During Remote Teaching and Learning weekly contact was made with all families via 'face to face', online platform- MS Teams, email or SMS methods. Student Engagement and Wellbeing based on School Wide Positive Behaviour Support philosophies and practices continued to be a proactive model at this school. On return from Lockdown staff specifically focused on implementing whole school/ class programs to enhance physical, social & emotional wellbeing eg. Zoo Excursion. Our Families Program with a focus on 'You Can Do It' each term, continued to enhance much needed connectedness between students across all year levels and our staff across the school. Our Buddies Program was modified significantly but our Year Six Buddies continued to provide invaluable connections with their P /1Buddies. As a Health Promoting School, our School Council, Parent Group, staff and Hepburn Community Health, continued to provide and promote activities that further enhanced positive relationships & healthy choices across our school & wider community. eg. Our embedded weekly Walk to School program. A Grandparent volunteer prepared and donated individually wrapped fresh fruit packages weekly for our students. Clunes Primary School in partnership with Clunes Pre-School implemented a very positive Pre-School to School Transition program & support was provided to the 19 Year 6 students to help reduce any levels of anxiety transitioning to multiple (5) secondary settings. In addition, a broad range of curriculum and extra-curricular opportunities were provided to the students. These included Specialist Programs in Visual Arts, Physical Education and Japanese. We were unable to conduct our regular home-grown learn to cook with fresh produce cooking program for all students P-6 but maintained the extensive vegetable garden and chicken and duck coop. A focus on sustainability practices as a Resource Smart school continued. The eSmart program was included as essential curriculum given our extensive use of IT. We began to implement the DET Respectful Relationships program. Students were unable to participate in the Maryborough Energy Breakthrough (EB) however a competitive Clunes PS EB event was conducted. Our school was unable to actively participate in local Clunes community events supporting and enhancing community partnerships and building student 'entrepreneurs'. eg. Book Town and the Clunes Show were cancelled. All P-6 students were able to actively engage in a Rural Arts Victoria funded 'Partnership in Learning' six month Artist in Residence project which focussed on building resilience in times of immense change.

Finance performance and position

In 2021, despite the complexities of a second COVID affected year, Clunes Primary School maintained a strong financial position. The new 2021- 2024 School Strategic Plan, along with the 2021 School Annual Implementation Plan, continued to provide the framework for strategic school council funds allocation. Unforeseen program delivery requirements and priorities specific to Remote Teaching and Learning eg. CRT reimbursement and hygiene supplies required significant program budget adjustments. The Financial Performance and Position report shows an end of year surplus. \$10,779 of the school's initial credit surplus was utilised by DET to supplement the funding allocation provided for the 2022 Tutor Learning Initiative at the school. The school's initial cash surplus was supported by a generous community (ACCIONA Wind Farm) community grant to replace our dilapidated Kitchen Garden Green House. Fundraising efforts at local community events were again significantly affected in 2021, however a scheduled School Council 'Car Boot Sale' was able to be conducted as was our annual Tree Drive. DET identified required buildings and grounds works via the Victorian Schools Building Authority (VSBA)- 'Maintenance Blitz', our School Maintenance Program (SMP) and (PMP)- Essential Safety Measures were commenced and completed (eg. Storm Water and further Underpinning works). Clunes Primary School received significant Equity Funding, which contributed towards intervention and acceleration programs and employment of staff to implement these targeted teaching and learning programs. The School Council of Clunes Primary School continued the Agreement with Daylesford Family Day Care which now includes the option of Before and After School Care as well as a School Holiday Program option.

For more detailed information regarding our school please visit our website at
<https://www.clunesps.vic.gov.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 104 students were enrolled at this school in 2021, 42 female and 62 male.

0 percent of students had English as an additional language and 5 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).

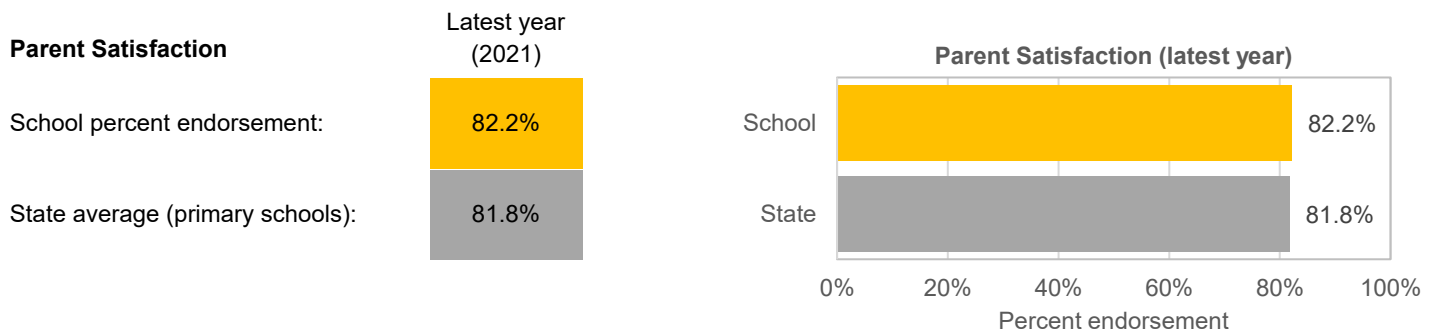
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

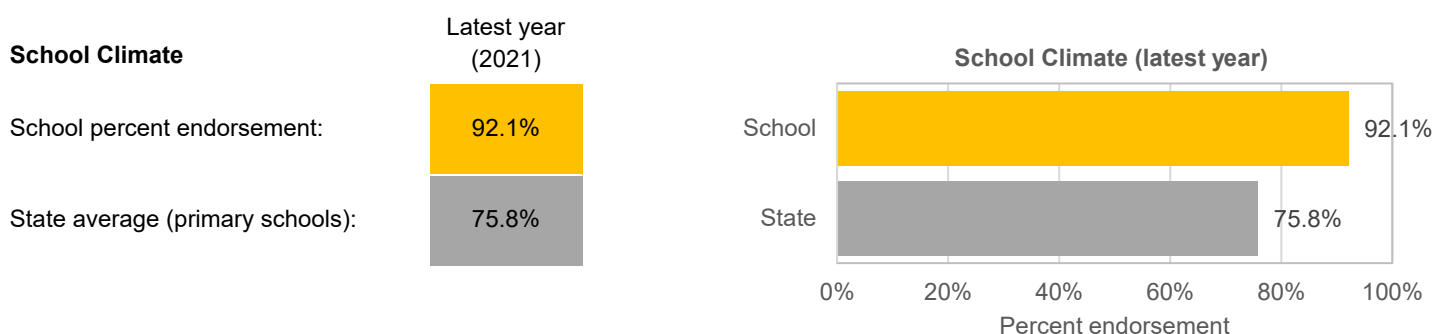


School Staff Survey

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:

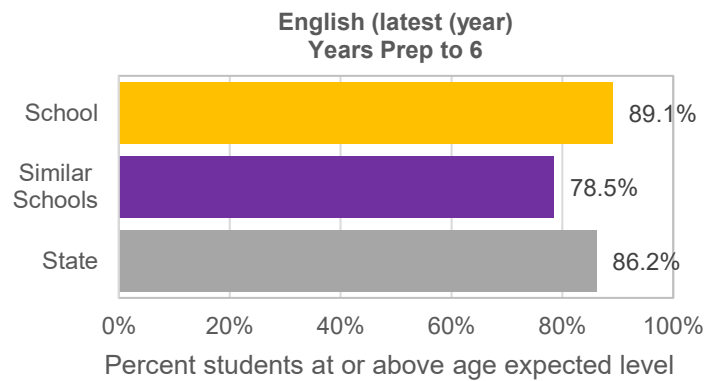
89.1%

Similar Schools average:

78.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

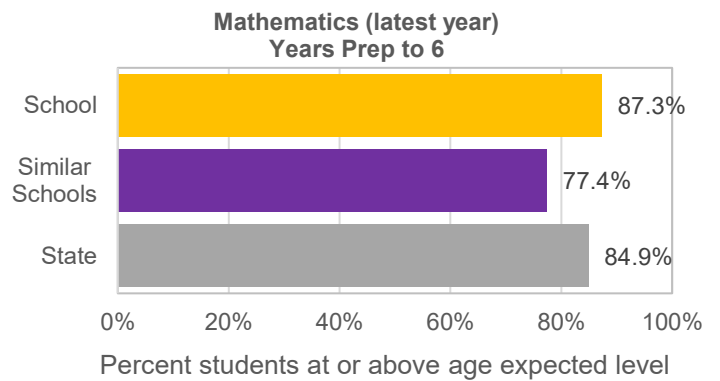
87.3%

Similar Schools average:

77.4%

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.

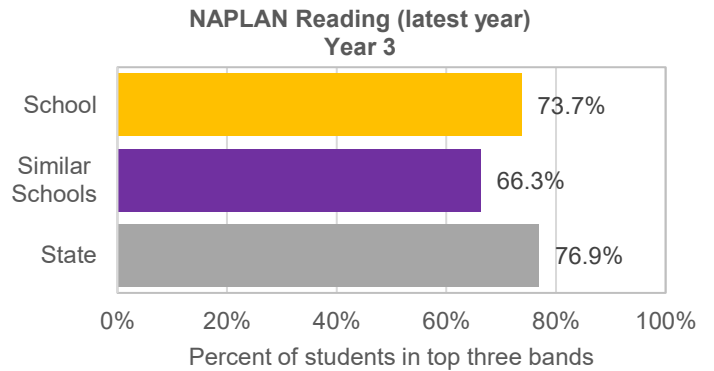
NAPLAN

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.

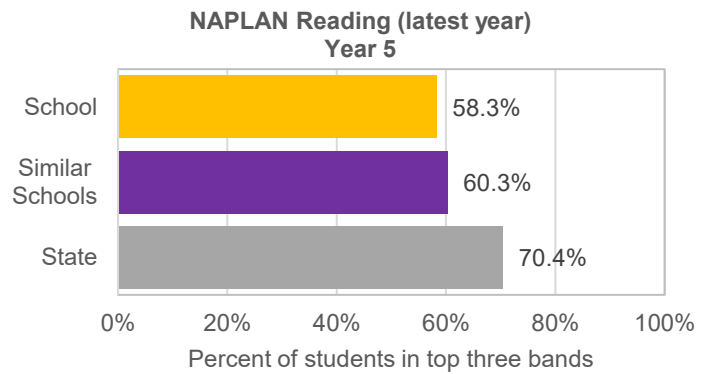
Reading Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 73.7% | 75.0% |
| Similar Schools average: | 66.3% | 66.5% |
| State average: | 76.9% | 76.5% |



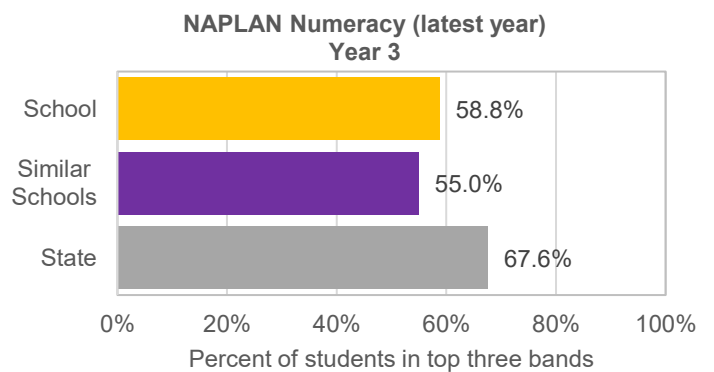
Reading Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 58.3% | 60.7% |
| Similar Schools average: | 60.3% | 57.9% |
| State average: | 70.4% | 67.7% |



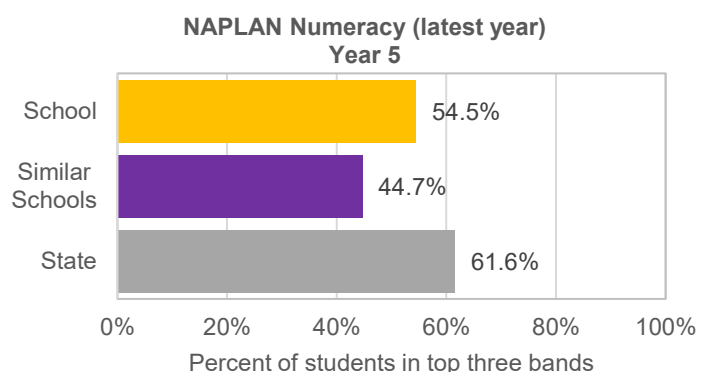
Numeracy Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 58.8% | 58.7% |
| Similar Schools average: | 55.0% | 59.2% |
| State average: | 67.6% | 69.1% |



Numeracy Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 54.5% | 46.3% |
| Similar Schools average: | 44.7% | 45.7% |
| State average: | 61.6% | 60.0% |



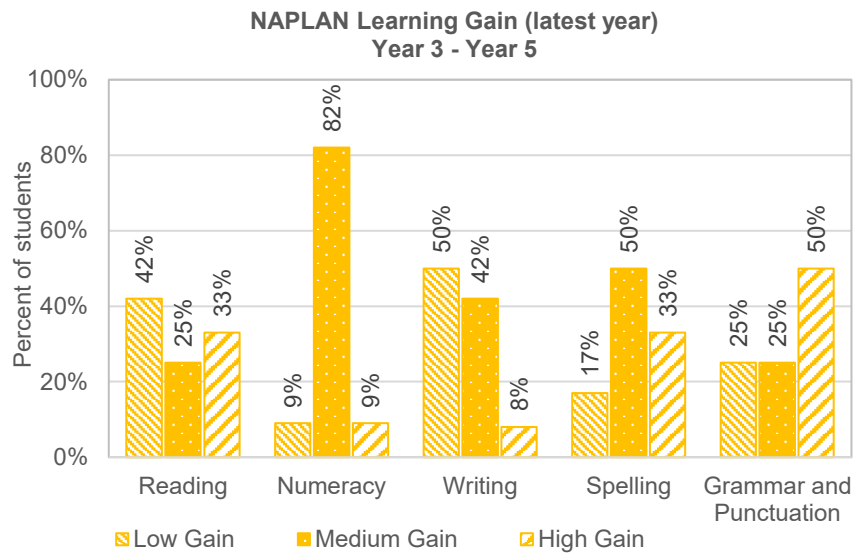
ACHIEVEMENT (continued)

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: | 42% | 25% | 33% | 21% |
| Numeracy: | 9% | 82% | 9% | 15% |
| Writing: | 50% | 42% | 8% | 17% |
| Spelling: | 17% | 50% | 33% | 19% |
| Grammar and Punctuation: | 25% | 25% | 50% | 19% |



ENGAGEMENT

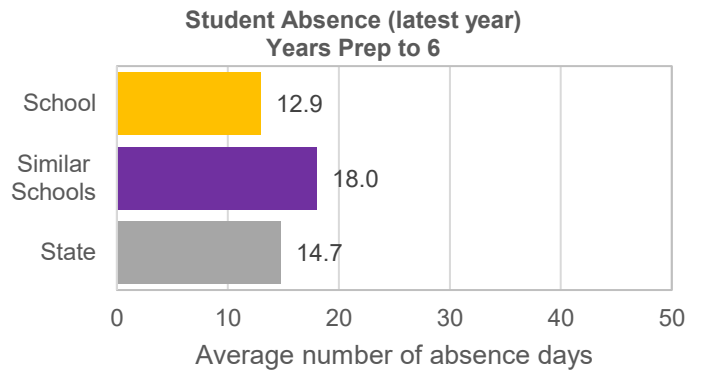
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 12.9 | 14.0 |
| Similar Schools average: | 18.0 | 16.9 |
| 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): | 90% | 95% | 91% | 93% | 94% | 96% | 95% |

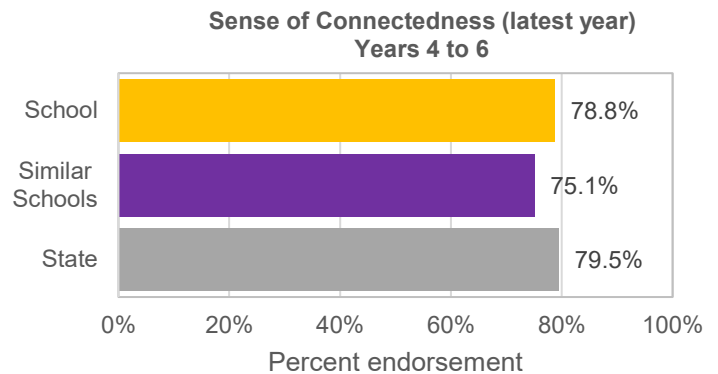
WELLBEING

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: | 78.8% | 81.7% |
| Similar Schools average: | 75.1% | 77.3% |
| State average: | 79.5% | 80.4% |

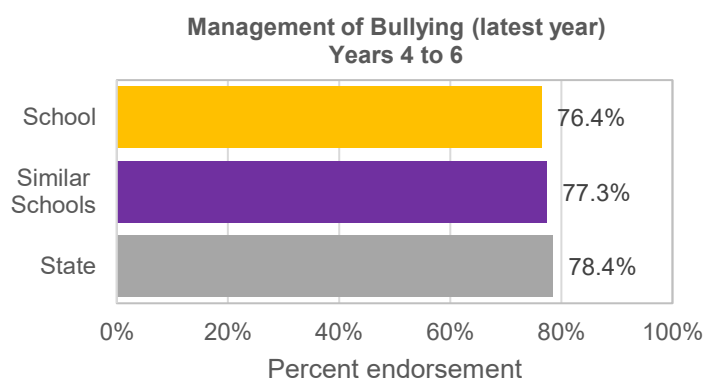


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 76.4% | 80.7% |
| Similar Schools average: | 77.3% | 78.7% |
| 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 | \$1,109,883 |
| Government Provided DET Grants | \$265,722 |
| Government Grants Commonwealth | \$788 |
| Government Grants State | \$3,500 |
| Revenue Other | \$2,309 |
| Locally Raised Funds | \$54,610 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$1,436,812 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$101,625 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$101,625 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$1,092,310 |
| Adjustments | \$0 |
| Books & Publications | \$1,047 |
| Camps/Excursions/Activities | \$18,540 |
| Communication Costs | \$4,309 |
| Consumables | \$30,980 |
| Miscellaneous Expense ³ | \$6,703 |
| Professional Development | \$2,306 |
| Equipment/Maintenance/Hire | \$16,306 |
| Property Services | \$56,848 |
| Salaries & Allowances ⁴ | \$75,174 |
| Support Services | \$28,103 |
| Trading & Fundraising | \$21,743 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$25,044 |
| Total Operating Expenditure | \$1,379,413 |
| Net Operating Surplus/-Deficit | \$57,399 |
| Asset Acquisitions | \$0 |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$226,710 |
| Official Account | \$21,576 |
| Other Accounts | \$0 |
| Total Funds Available | \$248,286 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$45,900 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$13,000 |
| School Based Programs | \$214,681 |
| 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 | \$139,708 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$413,289 |

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.