

2021 Annual Report to The School Community



School Name: Mulgrave Primary School (2172)



- 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 11 March 2022 at 01:24 PM by Charles Spicer (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 05 May 2022 at 08:23 PM by Edmond Meszaros (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

Since being established in 1879 in Melbourne's South East, Mulgrave Primary School (MPS) has been the heart of the Mulgrave community. The school enjoys spacious grounds that enable our students to revel in open spaces and balance academic pursuits with physical play. Enrolments at the school continue to climb each year. This has seen the school reach its capacity and therefore restrictions now apply on enrolments. In 2021, our student population was 442.6 (211 female and 231.6 males), reflecting our growing reputation for high quality student outcomes, both academically and socially, with 24% of our student population speaking a language other than English at home. MPS is a vibrant and effective school that is proudly reflected in its enthusiastic, skilled and passionate staff. The school is committed to providing the best teaching and learning opportunities possible for each of our students, recognising their individual learning styles, social, emotional, academic and other specific needs. As a result of our peer review in 2017, our school values are now our motto – “Motivated, Persistent, Successful” and highlight our vision to fully develop the skills and abilities of each student.

Our staffing profile consisted of 30 teaching staff members (Full Time equivalent 27.8), including a Principal, 2 Assistant Principals and 2 Learning Specialists. In addition, the school is supported by 8 non-teaching staff (Full Time Equivalent 5.3), including a full time Business Manager and part time Education Support staff.

The school maintains a strong partnership that exists between parents, students and staff, which is reflected across all areas, to deliver excellent outcomes for the broader Mulgrave community. Mulgrave Primary School seeks to meet every child's point of need and is committed to providing quality education that prepares all students to succeed and reach their full potential in our ever-changing world. The school community supports our school values which are based on high levels of motivation and persistence, that ultimately delivers successful outcomes.

Teachers are very skilled in delivering quality classroom programs that are effective and reflect current best practice. Our focus is on each student's individual point of need and explicit teaching, ensuring that literacy and numeracy are given a high priority. In recent times we have worked to review and improve our instructional model, leading to strong gains in literacy and numeracy. A major focus on consolidating the fundamentals of literacy and numeracy is evident across all year levels, so that students at all points of the learning spectrum are supported.

A priority at MPS is to ensure that all staff members receive regular professional learning opportunities, to ensure that they themselves continue to learn and grow both personally and professionally. In recent times, our focus has been on developing consistent whole school practices in Literacy and Numeracy, with the aim of delivering programs for every child at their individual point of need.

Specialists programs at the school include Performing and Visual Arts, Physical Education, STEM (Science, Technology, Engineering and Mathematics) and Spanish. Private music lessons are offered to all students. Every child participates in our whole school musical productions and can choose to be involved in additional theatrical performances. A wide range of lunchtime club activities are offered to students throughout the year, including choir, theatre, science and environment to name a few.

Ongoing, diagnostic assessment is implemented at all year levels to ensure that teachers can analyse progress, with a goal of achieving 18 months learning growth over a 12 month period, ensuring that every child is supported to achieve their best. All curriculum planning, implementation and assessment is based on the Victorian Curriculum. English and Mathematics continue to be the highest priorities for teacher professional learning and resourcing.

Our school is very well resourced in computer technology with every classroom equipped with an interactive or digital television. We strongly believe that it is the school's responsibility to provide up to date learning tools for our students who regularly use a wide range of devices in their learning e.g. netbooks, desktops, laptops and iPads, although our learning programs are not dependent on technology and we are mindful of screen time. Major events include our whole school musical production, swimming and camping programs. The school also delivers a strong wellbeing program and provides additional counselling resources to engage our students and support them whenever needed.

As part of the school's master planning, construction of a new stadium was completed in 2020, complete with stage and change rooms, to provide a modern whole school facility that not only serves our students, but the broader community as well.

Our Junior School Council representatives are actively involved in the school community, providing feedback to the School Council on a range of issues, including the master planning of the school, the design of new playgrounds and developing engaging curricular programs. This student agency is supported in each classroom with student voice boxes where students have a platform to raise concerns, make suggestions and contribute to the ongoing development of the school.

Students in Years 3-6 participate in our camping programs. Our Year 2 students have the opportunity of a 'sleepover' each year, to help prepare them for school camps. Every second year, the school also holds an Art Show to celebrate the work of our students.

Our school boasts an inclusive sensory playground for sand, water and music play, along with a community garden area where students are encouraged to participate in growing and planting vegetables, and to experience the excitement of trying new foods and cooking up the produce. We have a recycling program in place across the school that, in conjunction with the local council, ensures we are minimising our waste. In addition to these spaces, the school offers two large adventure playgrounds.

Sport is given a high profile at Mulgrave Primary School. All students participate in school-based sport and physical education, as well as tennis, soccer and other clinics. Our Year 3-6 students participate in interschool sports and have achieved considerable success over the years.

At Mulgrave Primary School we pride ourselves on establishing a foundation for each student so that they are not only academically prepared for a bright future, but they are also equipped to be effective, resilient and collaborative members of the broader community.

Framework for Improving Student Outcomes (FISO)

Over the previous four years, Mulgrave Primary School has worked towards ensuring all of our practices are both consistent and collaborative. In 2021, we undertook our 4 year school review which highlighted the significant changes made at the school level and improvements that will underline our next strategic plan. As with all plans, data fluctuates based on different cohorts, but our long term trends show continual improvement in most areas and helped us clarify the areas where we must focus our efforts over the next 4 years. In 2021 our Key Improvement Strategies were:

- 1a. Create meaningful partnerships with students, parents and carers to maximise student learning
- 1b. Empower students through active student voice, leadership and agency (refer Engagement section)
- 2a. Build staff capacity to utilise student data to inform learning opportunities at students' point of need
- 2b. Monitor and refine whole school curriculum & assessment documentation

In addition, the Department of Education and Training introduced the following Key Improvement Strategies across the state in an effort to combat the effects of Covid19 throughout 2020 and 2021:

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

Ongoing pandemic restrictions meant that much of the work delivered was done in a disjointed manner due to continued lockdowns that made connecting with our communities an ongoing challenge. That said, MPS embraced the challenge and delivered significant improvements, including the state government's tutoring initiative, to ensure that students who were most affected by Covid19 were receiving additional support. The school invested additional resources into the program, well above the 26 week model provided by the state and continued to deliver the program for the entire school year. Results were certainly mixed and depended significantly on students committing to additional learning sessions, particularly during remote learning, but in general we were able to assist a range of students who

were most at risk due to the effects of the pandemic.

As mentioned, 2021 saw progress limited as a result of the impacts of Covid-19, however MPS continued to work towards our goals through a range of professional development, both internally and externally. Collaboration is a significant component of the state government's 'Education State' direction and within this, the 'Framework for Improving Student Outcomes'. This has been the central theme of our work throughout the year, particularly given the digital world we found ourselves in. Through the talent and commitment of our wonderful staff team, we were able to achieve the overwhelming majority of our goals for the 2017-2021 strategic plan, despite the disruption of a global pandemic.

Numeracy, literacy and our revised approach to the curriculum was further embedded throughout 2021 and became the platform for us address much of our Annual Implementation Plan. The staff actively participated in professional learning throughout the year with numeracy and literacy being at the centre of staff development. This transition in our approach to numeracy has seen staff re-assess their own knowledge of the curriculum and develop a new school wide instructional model, improving our consistency of practice and targeting students at their point of need. In literacy, Mulgrave PS moved towards a new model for the teaching of writing as we introduced the 6 Traits + 1 model.

Throughout the year, staff actively participated in sessions designed to improve their professional practice and increase their knowledge of the curriculum and strategies by which to deliver it most effectively. In addition, the school focused on developing our pedagogy to:

- Implement the MPS Instructional Model of Numeracy & Literacy
- Building staff's knowledge of the curriculum to identify problems that cover multiple curriculum outcomes.
- Further embed reading conferences, using Fountas and Pinnell assessment assigning goals towards each student using the continuum.
- Further embed readers notebooks, high quality mentor texts and guided/reciprocal reading (small group reading focuses that are linked towards F&P goals)
- Improve writing conferences using data to develop and embed formal conferences and small group foci in line with learning goals (writer's notebook weekly)
- Ensure numeracy planning incorporates rich, authentic tasks which target multiple curriculum outcomes and promote differentiation.
- Monitor students' attitudes towards numeracy and promote a growth mindset towards problem solving.
- Build staff capacity to utilise student data to inform best practice (High Impact) teaching and learning strategies that meet each student's point of need;
- Develop consistent approach to reading groups (guided and reciprocal teaching);
- Build consistent language approach to Numeracy;
- Build staff capacity to create and assess open ended maths tasks;
- Introduce the 6 Traits + 1 writing approach; and
- Utilise formative assessment and feedback to track students learning and provide them with learning goals that they are accountable for.

Despite the continued challenges of 2021, the school was successful in implementing these initiative as part of our continuous improvement agenda. Throughout the school review, this information was used to develop a new 4 year strategic plan which will seek to build on the successes of the previous 4 years and deeply embed high quality teaching practices to ensure that Mulgrave Primary School is meeting every child's individual point of need as we continue to aim for 18 months learning growth in any given school year.

Achievement

Student achievement results at Mulgrave have reflected a commitment to high quality teaching and learning programs that meet each student's individual point of need. All staff members have engaged in quality professional learning aligned to educational best practice, focusing on our 4 yearly review and revising our assessment practices to better measure academic growth. Diagnostic assessment data is collected regularly and analysed by teachers and the school's leadership team to ensure that tailored programs are implemented to meet the individual needs of every child.

In 2021, teacher judgements showed a very conservative approach to assessing students throughout this pandemic. This was in line with the reality that students had endured two years of on again and off again remote learning as a result of the pandemic. This approach has led to lower teacher judgement "achievement" scores than in previous years, where the school would traditionally be well above the state average.

Despite the conservative teacher judgements, MPS was able to deliver a high quality remote learning platform that blended online technologies and student wellbeing. Students were able to maintain their studies with the full support of teachers which has led to sound results in 2021 NAPLAN and ensured a platform for future academic success. Mulgrave's Year 3 NAPLAN results were in line with the state average in 2021, although outcomes were lower than previous NAPLAN results. Whilst this could easily be dismissed as a by-product of the pandemic, the school leadership and teaching staff spent a considerable amount of time analysing the anomaly in an effort to ensure those students received any additional support required and addressed any gaps in learning. The polar opposite of this was the significant success of our Year 5 students, who collectively showed strong learning gains. The percentage of students in the top three bands of NAPLAN soared to 85.3% in Reading and a healthy 76.1% in Numeracy. These figures are both approximately 15% above the state average, which is an exceptional result and highlights the long term gains enjoyed by the students of Mulgrave Primary School. Within these areas, the highlights included increasing percentages of students achieving high learning growth in reading, grammar and punctuation in particular.

The improvement in our senior students is the result of years of whole school improvements that are now starting to be reflected in student learning data. The school will continue to refine its practice of teaching to the individual student point of need, with a focus on increasing the percentage of students who achieve 18 months of academic growth within a school year so that our students can progress to high school with the aim of being one year ahead of their peers in terms of academic progress.

Engagement

We have a wonderfully active community at Mulgrave Primary School and our high attendance rates are a continued reflection of this. MPS aims to provide experiences for all students in order that they develop a strong sense of belonging, leadership qualities, resilience, engagement and motivation to learn, as well as developing a strong sense of values in line with the school's Student Engagement and Inclusion Policy. In 2021 student attendance was positive with the school achieving a 96% attendance rate. Common reasons for non-attendance included illness and extended family holidays prior to the Covid lockdowns. As a result of our engaging programs, our students enjoy attending school both in person and on-line and this has a positive effect on overall outcomes.

The school's average number of absence days remains significantly below the state average and that of similar schools in 2021 and over the previous 4 years, highlighting the positive learning climate provided. The school will continue promoting improved levels of attendance through school communication and other tools and strategies that have been put in place. High attendances lead to better long term learning outcomes and our best performed students in 2021 were also those students who had the highest attendance rates.

The 2021 Parent Satisfaction survey result returned an exceptionally high result of 90.9% of parents who positively endorsed the school. MPS invests a significant amount of time into canvassing parent opinion through in house surveys and forums that enable families to stay in touch and voice their opinions on issues that affect their families. We have a vibrant community that vote with their feet and attend our whole school events in large numbers. This strong connection to the school and the open door policy of the school leadership means that our families never have to wait too long for an answer to a question or clarification around a new initiative. We are humbled by the support of our community and will continue to build strong relationships in the future.

In 2021 Mulgrave Primary School reviewed and subsequently made significant changes to how we prioritise student voice and agency. The new Student Voice Team, formerly Junior School Council, will play an ongoing and active role in presenting their thoughts to the school leadership and school council. In addition, student voice and agency saw an increased focus from 2021, where students are working with their teachers to identify opportunities for improving engagement and student learning. Further to this, students participate in a broad range of extra curricular activities

including lunch time clubs, out of hours sporting programs, choir, theatre club, Digimaker (ICT), student led activities such as buddies and our whole school transition program in December that ensures students can get to know their new class for the following year, reducing stress and anxiety that can occur over the school holidays.

Wellbeing

The Mulgrave Primary School community takes bullying very seriously and were proud to participate in the National Day of Action Against Violence and Bullying. Our whole school focus continued in 2021, as we developed a new school wide positive behaviour management plan and further increase our strategies to increase student voice and agency. These initiatives continue to support us in achieving our goal of delivering social, emotional and academic growth.

MPS provides experiences for all students that enhance motivation and readiness to continue the next step in their learning. The school has links with local preschools and secondary settings and our school's Buddy and 'Step Into Prep' programs ensure that children feel socially and emotionally secure coming to school. Likewise, our secondary transition programs effectively develop confidence and security for students moving into the next phase in their education.

Connectedness has been a strength of the school and in 2021, we were able to maintain a strong 80% student endorsement in terms of school connectedness. This remains above both the state and similar schools average despite the challenges of 2020-21.

In 2021 percentage of students who endorsed the school's management of bullying fell for the first time in quite a number of years and was below our recent average of 81.5% of positive endorsement, falling to 72.8%. Whilst we note that these results may have been impacted by Covid19, this is an area where Mulgrave Primary School makes significant efforts to address. The school has therefore discussed the 2021 results with students and sought to renew our whole school commitment to ensure a positive climate for learning for all. A significant student agency program continues to be embedded to ensure that bullying remains an isolated practice at MPS and so that students can better engage with their learning.

In addition the school has become part of The Resilience Project (TRP) in 2020, with students, staff and parents all completing their TRP training. Throughout 2021, students and teachers continued to develop their gratitude, empathy and mindfulness in order to better face life's challenges and enjoy the positives that life has to offer.

The school also incorporates many wellbeing initiatives into our curriculum including eSmart, cybersafety, lunchtime clubs, camps, excursions and explicit consequences and disciplinary processes through the school wide positive behaviour program. All of this work is driven by our Positive Climate for Learning team, who continue to research best practice and lead whole school improvements.

The continued employment of a Student Wellbeing Officer has also enabled us to provide social and emotional care for our students and families, particularly those who at times, require specific assistance.

In addition, the school was able to implement a range of new initiatives including:

- Providing personal learning goals so that students are accountable for focusing on social and emotional wellbeing
 - Improving social engagement, connectedness to school and promoting student voice/agency
 - Planning for and encouraging greater student input into the teaching and learning program through plus deltas/correlation charts to support planning/teaching.
 - Introducing the Zones of Regulation to promote social/emotional wellbeing and
 - Embedding a restorative approach to behavior management across the whole school – engaging in restorative chat and connecting with home ie reflection sheets/Xuno.
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Finance performance and position

Despite the challenges of Covid19, 2021 continued to be a period of sustained growth and development for Mulgrave Primary School. The school was able to deliver a budget surplus of \$256,023 whilst also planning some significant new projects.

The master plan developed in 2018 provides a road map for future developments at the school as we respond to our growing numbers. Funds remaining from stage one works as well as locally raised funds are earmarked for projects to improve facilities further in 2022, including the refurbishment of our main toilet block which is being planned with the assistance of the Victorian School Building Authority. A new covered outdoor learning area will also be constructed. In addition, the school began upgrading its iconic 'Map of Australia' running track, which is a significant feature of the school. Concrete was poured in 2021 and the track will be finalised in 2022 with a rubber surface for student safety. Funds have been held over to cover these projects which explains the higher than usual budget surplus.

The operating surplus was also underpinned by reduced expenditure in 2021 due to Covid restrictions, although these funds will be utilised in 2022 to complete the aforementioned works. Revenue was further supplemented through the hiring of our new stadium, with school council entering into a contract for community use. Council also entered into a new agreement for the relocation of the popular Mulgrave Farmers Market to the school in May. This new partnership provides an outlet for provedores and primary producers to market their produce to the local community each Sunday.

Investments continue to be made into new technologies in 2021, representing a large percentage of our operating budget. In addition, the professional learning budget was a significant investment, ensuring our teaching staff are constantly developing their skills. This enabled the school to develop the capacity of all staff and invest in many leaders, established or aspiring.

Mulgrave Primary School will continue to use our resources to ensure we maximise the learning growth of our students, with all decisions made by School Council taken with students at the centre of our work.

For more detailed information regarding our school please visit our website at
<https://mulgraveps.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 443 students were enrolled at this school in 2021, 211 female and 232 male.

24 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).

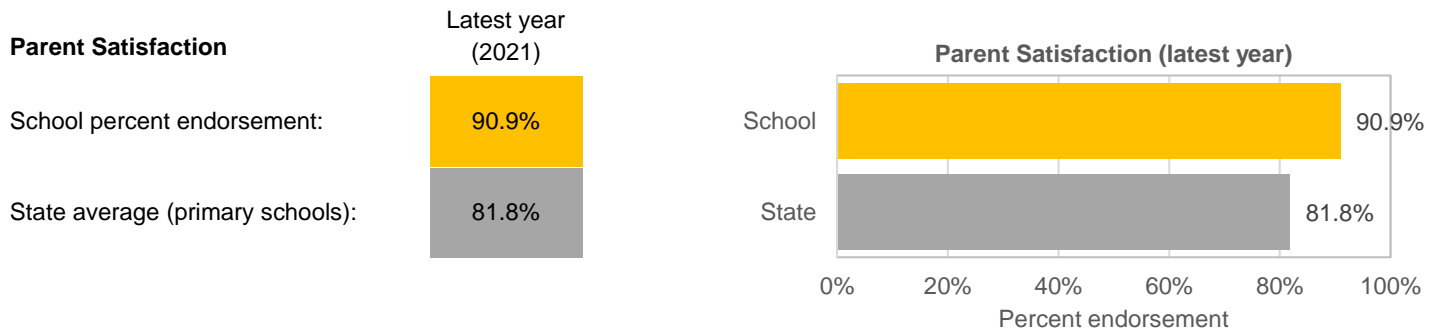
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

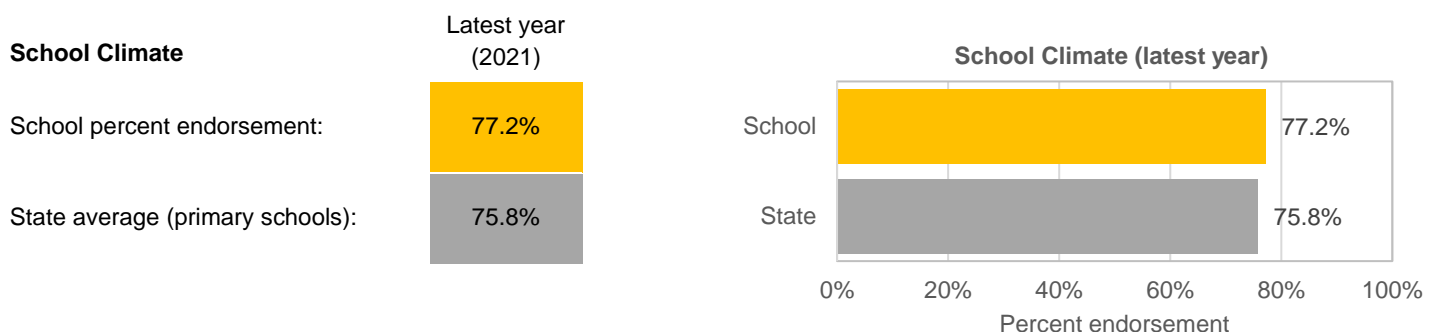


School Staff Survey

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:

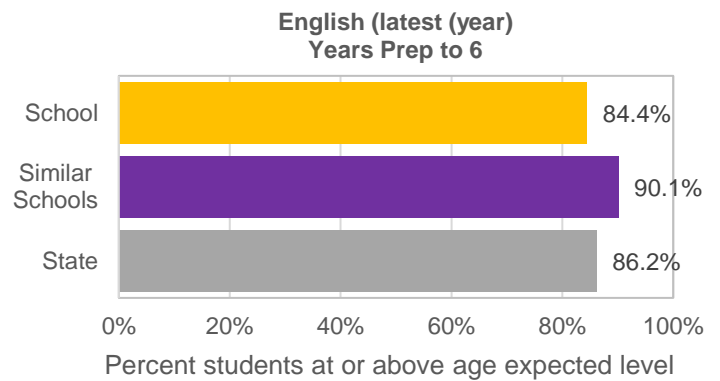
84.4%

Similar Schools average:

90.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

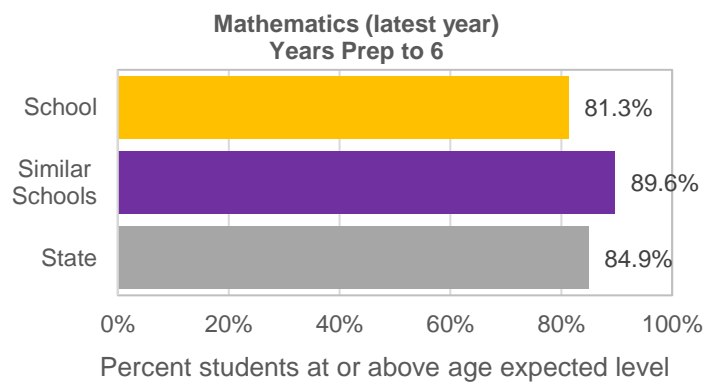
81.3%

Similar Schools average:

89.6%

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.

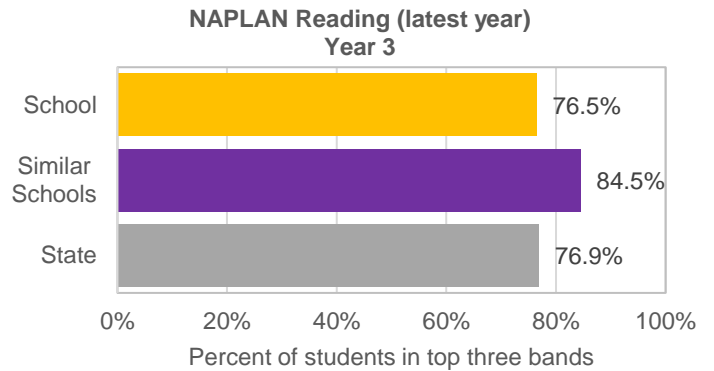
NAPLAN

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.

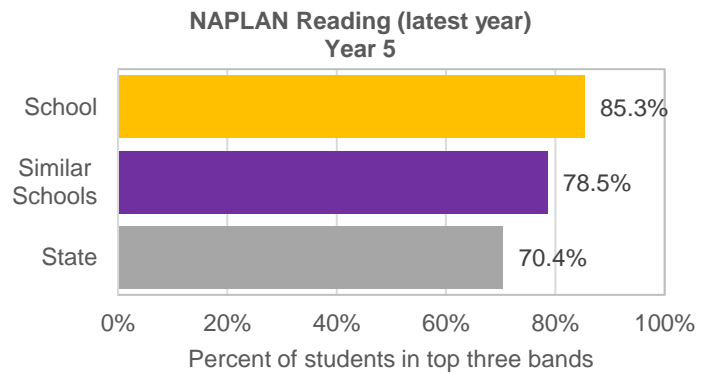
Reading Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 76.5% | 80.6% |
| Similar Schools average: | 84.5% | 84.0% |
| State average: | 76.9% | 76.5% |



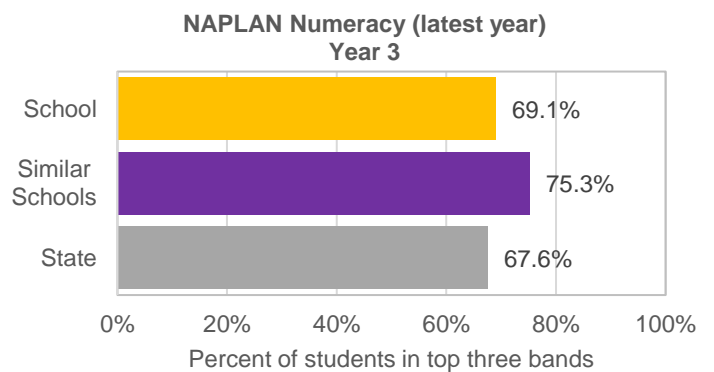
Reading Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 85.3% | 74.9% |
| Similar Schools average: | 78.5% | 75.8% |
| State average: | 70.4% | 67.7% |



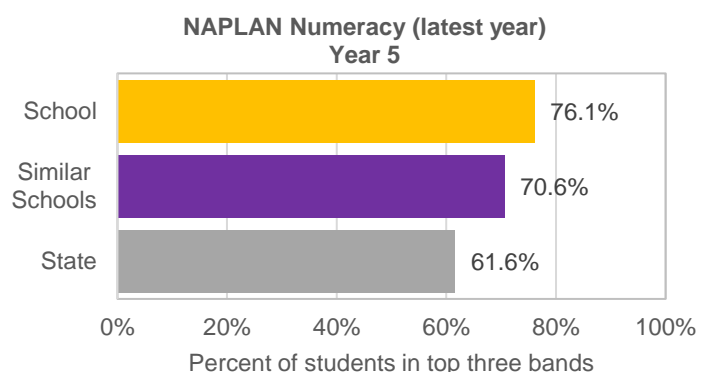
Numeracy Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 69.1% | 79.9% |
| Similar Schools average: | 75.3% | 76.6% |
| State average: | 67.6% | 69.1% |



Numeracy Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 76.1% | 70.0% |
| Similar Schools average: | 70.6% | 68.0% |
| State average: | 61.6% | 60.0% |



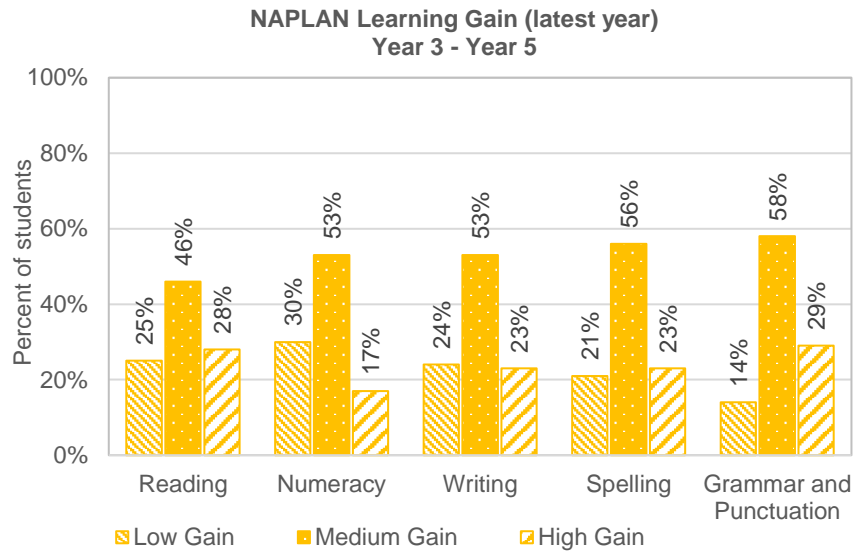
ACHIEVEMENT (continued)

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: | 25% | 46% | 28% | 25% |
| Numeracy: | 30% | 53% | 17% | 24% |
| Writing: | 24% | 53% | 23% | 28% |
| Spelling: | 21% | 56% | 23% | 25% |
| Grammar and Punctuation: | 14% | 58% | 29% | 25% |



ENGAGEMENT

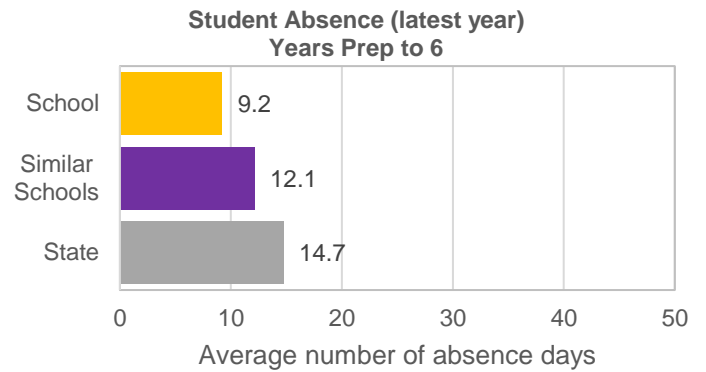
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 9.2 | 10.4 |
| Similar Schools average: | 12.1 | 13.1 |
| State average: | 14.7 | 15.0 |



Attendance Rate (latest year)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 95% | 95% | 96% | 96% | 95% | 97% | 96% |

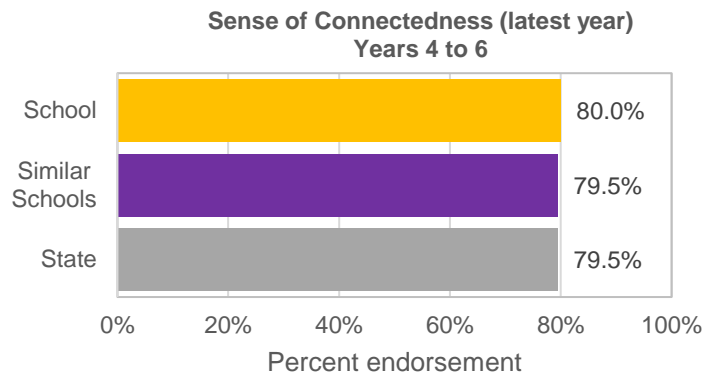
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

| Sense of Connectedness Years 4 to 6 | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent endorsement: | 80.0% | 82.3% |
| Similar Schools average: | 79.5% | 79.9% |
| State average: | 79.5% | 80.4% |

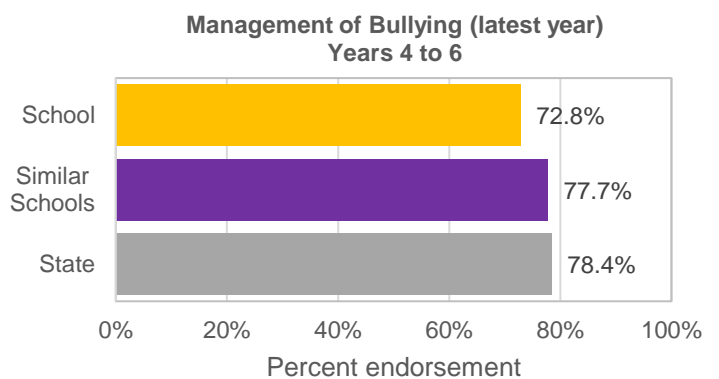


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 72.8% | 79.3% |
| Similar Schools average: | 77.7% | 79.2% |
| 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 | \$3,529,035 |
| Government Provided DET Grants | \$416,682 |
| Government Grants Commonwealth | \$6,790 |
| Government Grants State | \$20,556 |
| Revenue Other | \$3,299 |
| Locally Raised Funds | \$250,173 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,226,535 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$30,395 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$30,395 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,425,084 |
| Adjustments | \$0 |
| Books & Publications | \$7,467 |
| Camps/Excursions/Activities | \$37,633 |
| Communication Costs | \$8,915 |
| Consumables | \$92,539 |
| Miscellaneous Expense ³ | \$10,429 |
| Professional Development | \$16,674 |
| Equipment/Maintenance/Hire | \$98,183 |
| Property Services | \$62,219 |
| Salaries & Allowances ⁴ | \$105,606 |
| Support Services | \$66,118 |
| Trading & Fundraising | \$19,386 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$20,261 |
| Total Operating Expenditure | \$3,970,512 |
| Net Operating Surplus/-Deficit | \$256,023 |
| Asset Acquisitions | \$24,140 |

- (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 | \$368,288 |
| Official Account | \$53,834 |
| Other Accounts | \$0 |
| Total Funds Available | \$422,122 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$81,879 |
| Other Recurrent Expenditure | \$5,380 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$7,272 |
| School Based Programs | \$35,000 |
| 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 | \$195,000 |
| 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 |
| Total Financial Commitments | \$424,531 |

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.