

# 2021 Annual Report to The School Community



**School Name: St Albans Heights Primary School (4948)**



- 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 11 March 2022 at 11:47 AM by Effie Sultana (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 16 March 2022 at 02:08 PM by Michelle Saliba (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

#### Purpose Statement

St Albans Heights Primary School's Purpose statement is:

Soaring to Greater Heights!

#### Vision

At St Albans Heights our graduates will be empowered to thrive, collaborate and think critically. They will be supported by the school community and will be at the centre of all decision making. All students will be provided with highly effective instruction, in every classroom, every day. They will have sound literacy and numeracy skills and an inquiring mindset to create opportunities to live successful lives. They will develop positive social and emotional capabilities and a strong moral compass in order to effectively contribute to society.

#### VALUES

St Albans Heights Primary School's values are: H.E.R.B. Our mascot introduced in 2021 is Herb the Hawk.

Honesty

Excellence

Respect

Belonging

St Albans Heights Primary School was established in 1968 in the western suburbs of Melbourne within the City of Brimbank. A total of 261 students were enrolled at this school in 2021, 108 female and 153 male. 89 % of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander. The school's socioeconomic band value is High.

The leadership profile for SAHPS is 2 Principal Class Officers, 2 Leading Teachers and 2 Learning Specialists, we currently have 17.6 EFT staff and 9.45 EFT support staff. Trend data indicates a slight drop in enrolments during the last few years.

We cater for students with differing needs from Foundation to Year 6 and our students come from diverse cultural backgrounds. The school's Student Family Occupation and education Index (SFOE) is considered high. We provide a structured, supportive and motivating educational environment where every child experiences a stimulating curriculum with challenging and achievable goals that will meet their needs.

PE, Visual Arts, STEM and Japanese are our current specialist areas and we offer English as an Additional Language Support, Language Support, Levelled Literacy Intervention and Library services to support our literacy program.

The school is organised into composite classes x2 Foundation/1, x2 1/2, x3 3/4 and x3 5/6. Our school focuses on quality teaching and learning and our teaching and non-teaching staff are dedicated to developing each child to their full potential.

A strong emphasis is placed on a team approach to planning and teaching, implementing and evaluating all of our programs. Staff work in team teaching situations with two classes effectively working together. Data and evidence is key to driving school improvement. Our school and parent community have a shared vision for all students at our school. Through positive role modelling and co-operative learning we encourage our students to respect the rights of others, to act in a responsible manner and strive for excellence at all times.

We have a number of school student leaders (School Captains, House Captains, Sustainability, Engagement and ICT Leaders, Class Captains) with designated roles and responsibilities across the school. We equip our students with the skills necessary to build positive social relationships, to work and learn in teams and the strategies to manage and resolve conflict.

Student Wellbeing continues to be a priority across the school. There are a number of support services for students and families including a social worker (3 days per week). We currently have approx. 9 students funded on the PSD program and a number of students who aren't funded but require additional support. The school values of Honesty, Excellence, Respect and Belonging play an important role in the way we manage issues across the school. We are currently implementing the School Wide Positive Behaviours and Respectful Relationships programs at our school, which relate directly to our school values. The school received Bronze accreditation in SWPB in 2021.

Breakfast Club operates every morning from the canteen to provide a free healthy breakfast for all students. We also provide a number of students with lunch on a daily basis and food boxes for some of our more vulnerable families. The school has a strong transition program building links with the local kindergartens, childcare centres and secondary colleges.

The school has an iPad program where families purchased individual iPads which are brought to school daily and used in the classroom to improve literacy and numeracy. This is being phased out with the school providing technology access to classes moving forward.

Family–School partnerships are encouraged and actively sought for the benefit of our students. These partnerships are based on trust and mutual respect for the role that families play in a child's education.

A Community Hub is based at the school and provides strong links between home and school, running a number of programs including English language classes, Cooking classes, Zumba and walking groups to name just a few. The school has a partnership with Blu Earth to increase student engagement and increase active participation. The school has a partnership with ACMI (Australian Centre for Moving Image) and they are supporting us to engage students in digital literacy and digital technology.

The school is part of the Stephanie Alexander Kitchen Garden Program and our year 3/4 students work in the garden and learn cooking skills once a week.

We currently have 8 International full fee paying students attending SAHPS who are provided with support within the classroom and small group learning.

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## Framework for Improving Student Outcomes (FISO)

In 2021 St Albans Heights Primary School focused on the following FISO (Framework for Improving Student Outcomes) improvement initiatives and strategies:

Excellence in Teaching and Learning: Building Practice Excellence and Curriculum Planning and Assessment,

Professional Leadership: Building Leadership Teams

Positive Climate for Learning: Empowering students and setting expectations and promoting inclusion

Community Engagement in Learning: Building Communities

Goal 1: Improve student learning outcomes in literacy with a focus on reading and writing

Goal 2: Improve student outcomes in numeracy with a focus on number and algebra

Key Improvement Strategies:

Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model.

Develop a guaranteed and viable curriculum with consistency in documentation and delivery

Develop consistent and high performing PLC teams to plan, differentiate and measure impact of instruction

Highlights: Whole School approach to teaching literacy and mathematics. Reviewed our planning documents across the school to determine clarity around planning process. Focused on teaching and learning best practice in all curriculum areas not just numeracy and reading. We employed consultants to work in the school to observe and provide feedback for staff and the leadership team. Embedded our instructional model to be used throughout the whole school in all curriculum areas. Continued to develop our PLC Cycle to assist staff with planning curriculum relevant to individual needs. Greater focus on data when planning work for students. Leading Teachers and AP to support PLT planning and attached to a cohort for support. Learning Specialist staff to support sub schools with coaching, modelling and peer observations with a focus on reading. Continued development of the GVC in all areas of the curriculum. Focus is now on differentiation of work to cater for all students needs. Staff have been devoting Proficiency Scales to support staff and student learning.

Goal 3: Improve student engagement and wellbeing

Key Improvement Strategies:

Develop and implement a whole school approach to wellbeing and engagement to provide a safe and supportive learning environment.

Highlights: Work around the values to have a clear understanding of each, Respectful Relationships work and weekly

wellbeing lessons for all students. Social skills groups for relevant students. More leadership positions and a greater voice for SRC students. Raising money for charities and organising school sports program. Students setting individual goals for themselves in reading, writing, numeracy and wellbeing. Student led conferences, Breakfast Club, student run assembly. Student Counsellor on site to support students and families. Stephanie Alexander Garden Program for all year 3/4 students. Continued distribution of MVP cards, introduction of SWPB shop for students to make purchases.

Goal 3: To foster a cohesive school learning community where every student thrives and feels safe and connected.  
Key Improvement Strategy 1: Develop and integrate a consistent whole school approach to wellbeing.

Highlights: Leading Teacher to implement initiatives and follow through concerns and issues. SWPB program, MVP cards, setting clear expectations, lunchtime clubs, wheel of choice, Compass chronicles and house points. Resources for staff in wellbeing. Effective PSD Program. Remote learning lent itself to greater connections with some of our families because of the increased communication that strengthened the relationships between home and school. Continuing to run our normal practices around awards, recognition, whole school assemblies and MVP cards, etc whilst working remotely.

## Achievement

St Albans Heights Primary School strives to improve student learning in all aspects of the school curriculum. Teachers ensure consistent judgements are made against the Victorian Curriculum through collaboration and considered use of data. This informs our planning for the learning requirements of our students and provides accurate data to parents. This information is delivered to parents via our semester reports and student led conferences. Information about learning is shared via the app See Saw.

Teacher judgements in 2021 indicate that 86.7% of our students achieved at or above expected level in English and 83.5% of students achieved at or above expected level in Mathematics, this is an improvement from the previous year. Our students are performing above similar schools and above the state in English but slightly below the state average in Mathematics.

NAPLAN (students in top 3 bands) data indicates;

Year 3 & 5 Reading and Year 3 Numeracy our school is above similar schools but well below the state averages.

Year 5 Numeracy is below similar schools and well below the state.

Levelled Literacy Intervention groups continued in 2021 with several staff taking daily groups to support students below level.

We continue to build the capacity of teachers through Professional Learning sessions, Professional Practice Days and curriculum days, with clear direction for ongoing improvement. We are continuing to refine our whole school planning documents and weekly teacher work programs, including effective lesson structure and meaningful assessment. Learning Intentions relate to the Victorian Curriculum and differentiation for varied abilities is highlighted in work programs. Our instructional model and PLC Cycle is being embedded into our daily practice. Teachers participate in school based coaching, mentoring and external coaching with a particular focus on Literacy and Numeracy. Our students on the PSD program take part in a Student Support Group meetings each term with their families to discuss their progress on their individual goals. All of our students have shown growth on the individual Learning Plans and if required, work is modified to meet their needs.

## COVID - Remote Learning

The school evaluated student learning needs and used this to identify next steps for remote learning.

As a school we designed a suitable curriculum for online learning for each key learning area, to ensure that Reading, Writing & Numeracy were taught everyday

We provided access to devices such as iPads, Laptops & Mobile Internet Hotspots

We made sure that hard copies of Remote Learning work was provided to families without technology or devices

We had a Learning Continuity Contingency Plan during remote learning which worked well and allowed for us to transition between onsite and remote effectively. - Staff & Community Versions

Additional Home Learning Resources provided to parents via the school website and Facebook

Utilisation of existing communication methods such as Learning Management Platforms including Seesaw and Google Classroom.

We reached out and supported all families who had not activated Compass to ensure they received up to date information

We continued to use WebEx in all PLTs throughout the school

Regular communication with parents (via approved mediums) regarding how students were going with their learning. Students were set tasks that they were able to complete at their own pace. Through phone calls and interactions teachers were able to differentiate the work set for specific children.

PLTs shared and collaborated across year levels to support students at their individual learning needs.

Increased Interactions: Students were able to complete the work much more quickly than anticipated. They also engaged strongly with a number of self-directed learning tasks.

As a school we continued with our meeting schedule using WebEx to collaborate across the school, however we experienced challenges.

We had some technical issues and drop outs with WebEx but overall it served its purpose.

PLTs continued to meet and work together for 3 hours every week; focus of these meetings were planning and delivering lessons that were engaging and meeting students' point of need. Teams would work to identify students who weren't engaging and then modify the learning tasks so that the student could experience success.

The school maintained a regular professional learning program for our PLTs to continue the work and priorities we had set out at the start of the year.

We built capability in the delivery of remote teaching and learning by providing staff with videos and tutorials on the effective use of technological platforms during remote learning.

PL focused on reading & numeracy and we continued with units of study according to our term overview.

Leadership team available for support regarding teaching & learning via electronic mediums

We were able to continue to deliver on some of our AIP actions relating to literacy and numeracy, however we had to modify our approach to delivering.

Planning documentation remained the same and consistent across teams

Daily lessons focused on reading, writing and numeracy

Reading intervention program (LLI) continued to run remotely via Google Classrooms

Online Numeracy & Literacy Awards were given out.

Daily reading encouraged through Reading Eggs and Epic and students recording their reading in their diary

Feedback was gained from all stakeholders, students, staff and parents, then supports were put in place as required.

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## Engagement

Average days absent per full time equivalent student per year is below similar schools and well above state. SAHPS average number of absences sits at 17.8 per student, similar schools is 18.8% and the state average is 14.7%, which we are working towards. We still have too many student absences across the school and are working on educating our parents why 'it's not ok to be away.' COMPASS has continued to be used to record attendance and absences. Staff continue to call home for unexplained absences for more than two consecutive days. Letters are sent home for unexplained absences. Our Social Worker and Leading Teacher (wellbeing) also follow up prolonged absences and regular late arrivals. We've introduced more lunchtime programs and a wider variety of programs to encourage attendance and to improve engagement levels. Attendance rates across the school for each year level sit at approx 90%.

### COVID Response

Students who weren't engaging were invited to be onsite during remote learning for some of the time to ensure checkins and reengage students. Hard copy work was provided to a number of students and devices were loaned to those that required them.

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## Wellbeing

Our students Attitude to School survey results are continuing to improve each year. Sense of Connectedness (4-6) for our school was at 83.9%, similar schools at 81.9% and the state average was 79.5%. Management of Bullying (4-6) SAHPS is 83% (was 68.8% in 2020), similar schools was 80.2% and the state average is 78.4%. We have put a number of successful measures in place to support this shift. There are a number of areas that continue to remain a focus for the school including students sense of connectedness to school and the management and understanding of

bullying. The school does not tolerate bullying in any form and always follows up with all reported incidents, that we are made aware of. The staff are logging all incidents on COMPASS to allow us to monitor issues and problems areas around the school and for action/follow up as required to take place.

The school places a high value on student wellbeing and connectedness and has invested in a strong team of staff to support students and their families; including a student counsellor and a strong wellbeing team. In addition to this we access the Student Support Officers (SSO) team through the region when necessary to provide additional support to families. The school is implementing the School Wide Positive Behaviour Framework and Respectful Relationships programs through the department. We have achieved Bronze status within this framework. COMPASS is being used to track and monitor individual and cohort behaviour and areas around the school which may be of concern. Parents are continually being notified of issues at the school. MVP cards are being distributed for following the school values, and greater rewards, acknowledgements and incentives are in place for students to do the right thing. The SWPBS shop has been a popular addition.

A number of opportunities to enhance student voice and agency were provided through Student Representative Council, school leaders program and Blu Earth.

#### COVID - Remote Learning

- The initial focus was on supporting students already identified as at risk or needing extra support. The Student Health and Wellbeing Team compiled a list of these students and regularly monitored their progress during this period.
- Foodboxes, devices, mobile data were provided to those deemed vulnerable
- SIT meetings focused around which students had not engaged in online learning and what follow ups were necessary.
- Loaned devices to families
- Home visits to sight individual students not engaging online
- Frequent technical & emotional support with parents with regards to iPads, learning difficulties and welfare/food.
- Referrals to school counsellor and Hub leader for follow ups.
- Facebook Parent Support - articles and communication around helplines and agencies for support
- Community hubs leader making contact with parents and supporting where possible
- Community Hub Leader organised virtual coffee and chats for families.
- Class meetings and online quizzes via google meets and kahoots
- SWPBS home matrix
- Rewards systems set up for individual and class rewards
- Regular communication with parents (via approved mediums) regarding how students were going with their health and wellbeing
- Increased Interactions: A number of students who had been disengaged connected strongly with the remote learning in some classes. When asked, the students said they liked being able to ask questions of the teacher without other students hearing. We gathered feedback from students through surveys.
- Foundation to Year 2 students initially required a lot of support.
- As a school we held regular year level meetings to obtain feedback from staff on students of concern, and established a wellbeing check for school staff.
- We surveyed staff to identify what supports were needed.
- Prin team dropped into the weekly Network meeting to share experiences and feedback relevant information to staff
- Weekly / fortnightly check ins. Meeting schedule was cancelled and a weekly wellbeing check in was used to touch base with staff and to sight staff who had been offsite.
- Webex groups setup for staff to chat and collaborate
- Leadership were available at all times for staff through phone, email and Webex
- Staff had a morning video to students, students needs to respond to show they were present, as well as daily Google meets to view students from a wellbeing perspective.
- Whole school staff videos to engage with families and students and try and increase morale
- Welcome back video (social stories) and wellbeing session to ease any anxiety from students about returning to school
- We prioritised the health and wellbeing supports for our staff, students and their families experiencing difficulties over other priorities.
- We modified the delivery of health and wellbeing supports to students and their families.
- Online Most Valuable Peer (MVP) cards were issued
- Online Citizens of the Week
- SWPBS At Home matrix, surveyed students to find out what activities they were enjoying to maintain engagement and

learning.

- Weekly Webex Check in's to touch base and sight staff in order to check everyone was okay.
- Rostered staff on weekly to attend onsite so contact could be maintained with each other and the leadership team. Although this was optional many staff chose to come in on their scheduled days.
- Reminders about being safe online
- SWPBS remote learning matrix, MVP cards and video about SWPBS
- Continued to monitor and follow up absences, contacting families, home visits
- As we transitioned into Terms 3 and 4, we heavily prioritised the re-establishing of relationships with all of our students and families
- Re Establishing norms and classrooms routines upon returns
- More interactive engagement between teacher and student, eg video conference
- Live lessons were introduced for class and specialist sessions

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## Finance performance and position

The Equity funding the school receives is predominantly used to build teacher capacity in teaching literacy and numeracy, in order to ensure our students have access to the latest research and resources. Our funds go towards staffing costs to ensure the right people are in the roles needed to support the school community. External coaches were employed to assist staff develop their teaching strategies and expertise and to provide feedback and set goals for future direction. The Leadership team was involved in coaching and mentoring staff across the school in literacy and numeracy strategies. Upgrades to the grounds and buildings continue to be a priority for the school in line with the school's age and needs. The netball court was resurfaced as was the long jump pit area. The school funded leadership programs such as BluEarth, for our students. A number of activities were subsidised for families also. Due to COVID many projects and activities (camps, swimming, Young Leaders Conference) were put on hold in 2021 hence why a surplus is evident.

**For more detailed information regarding our school please visit our website at**  
<https://www.sahps.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 261 students were enrolled at this school in 2021, 108 female and 153 male.

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

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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.

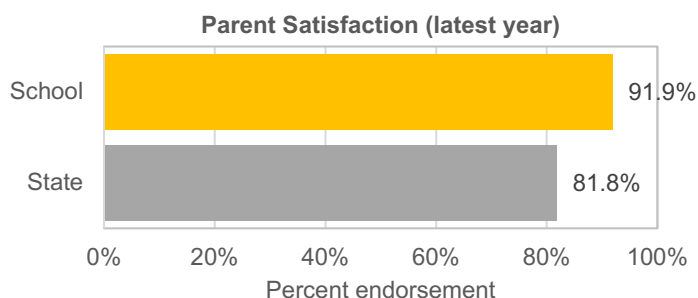
This school's SFOE band value is: High

### Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2021)
School percent endorsement:	91.9%
State average (primary schools):	81.8%



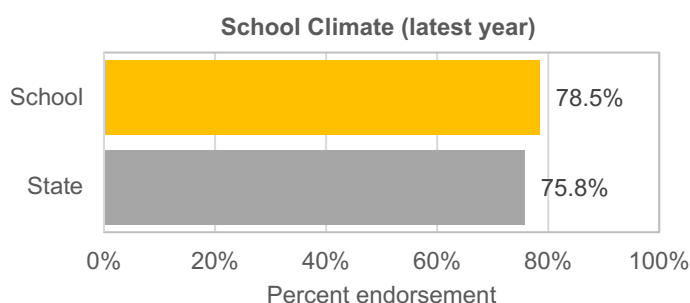
### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2021)
School percent endorsement:	78.5%
State average (primary schools):	75.8%



## 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:

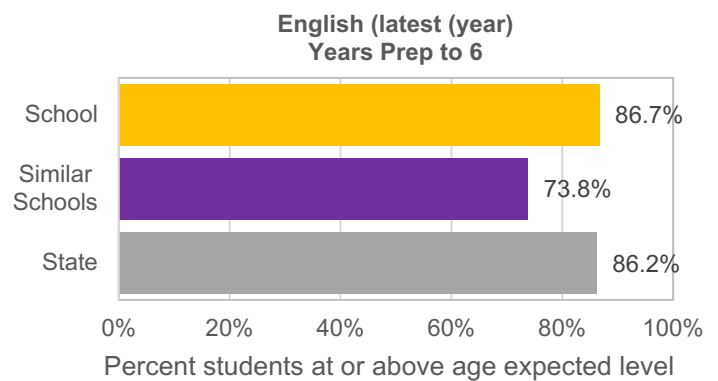
86.7%

Similar Schools average:

73.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

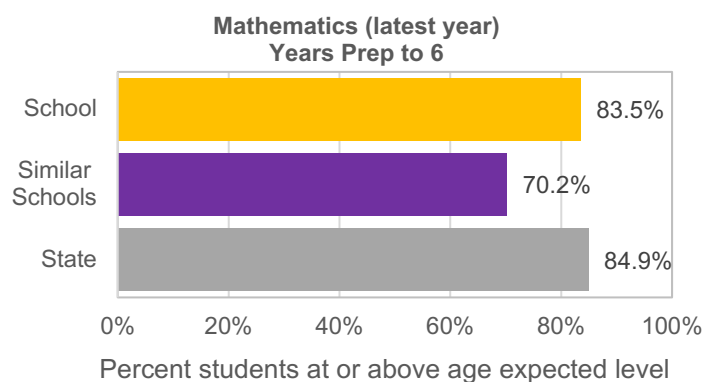
83.5%

Similar Schools average:

70.2%

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.

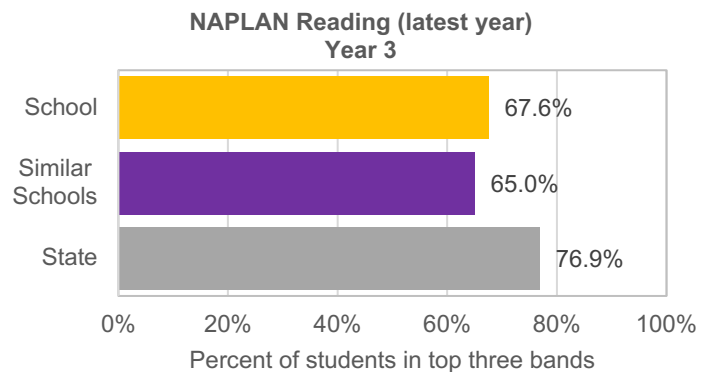
### NAPLAN

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.

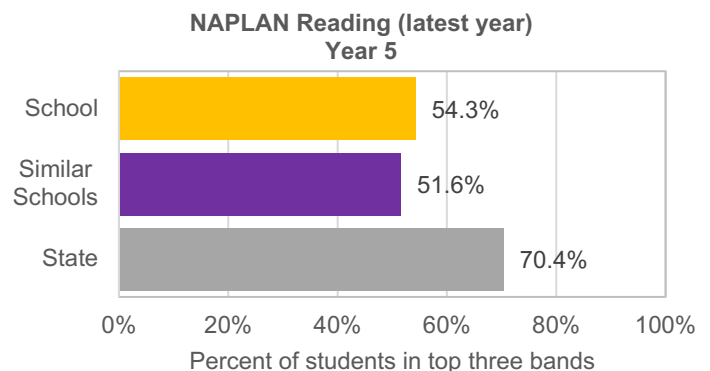
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.6%	61.5%
Similar Schools average:	65.0%	61.3%
State average:	76.9%	76.5%



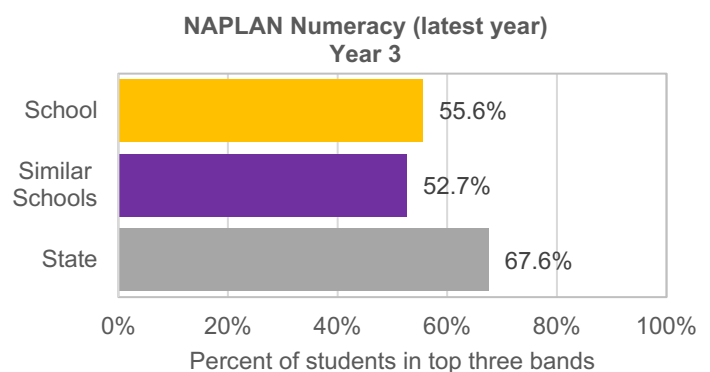
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.3%	48.2%
Similar Schools average:	51.6%	48.4%
State average:	70.4%	67.7%



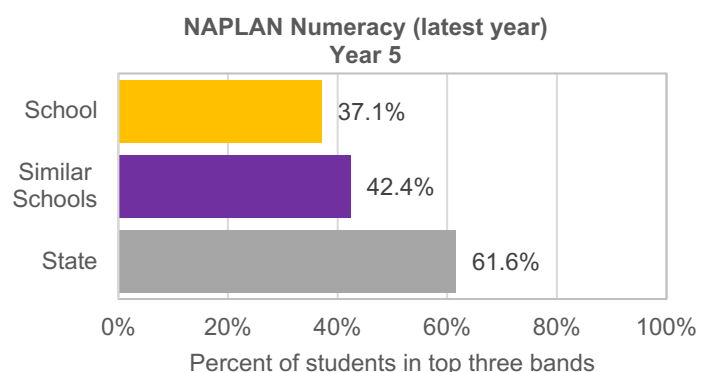
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	47.8%
Similar Schools average:	52.7%	49.4%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.1%	33.3%
Similar Schools average:	42.4%	40.8%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

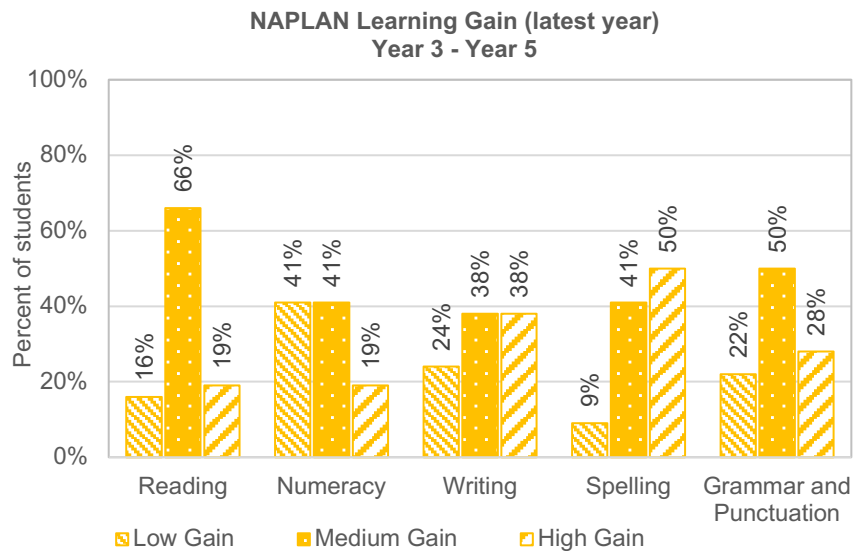
### NAPLAN Learning Gain

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:	16%	66%	19%	18%
Numeracy:	41%	41%	19%	23%
Writing:	24%	38%	38%	24%
Spelling:	9%	41%	50%	31%
Grammar and Punctuation:	22%	50%	28%	23%



## ENGAGEMENT

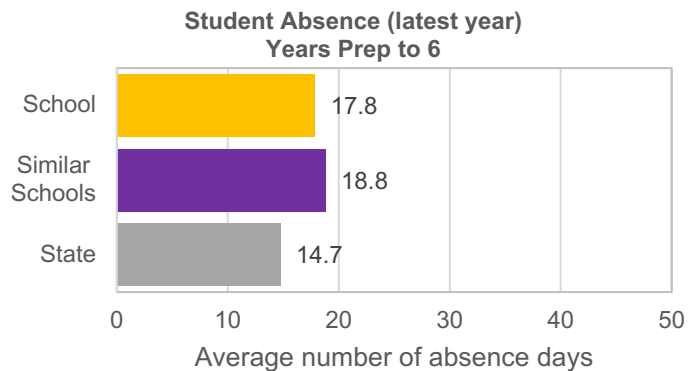
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	17.8	18.0
Similar Schools average:	18.8	18.3
State average:	14.7	15.0



### Attendance Rate (latest year)

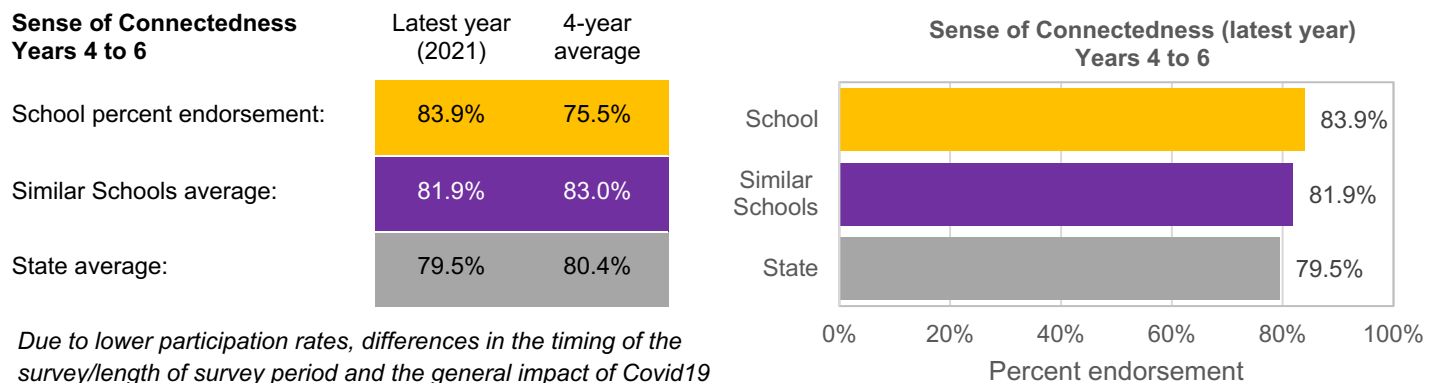
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	84%	89%	93%	93%	92%	92%

## 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

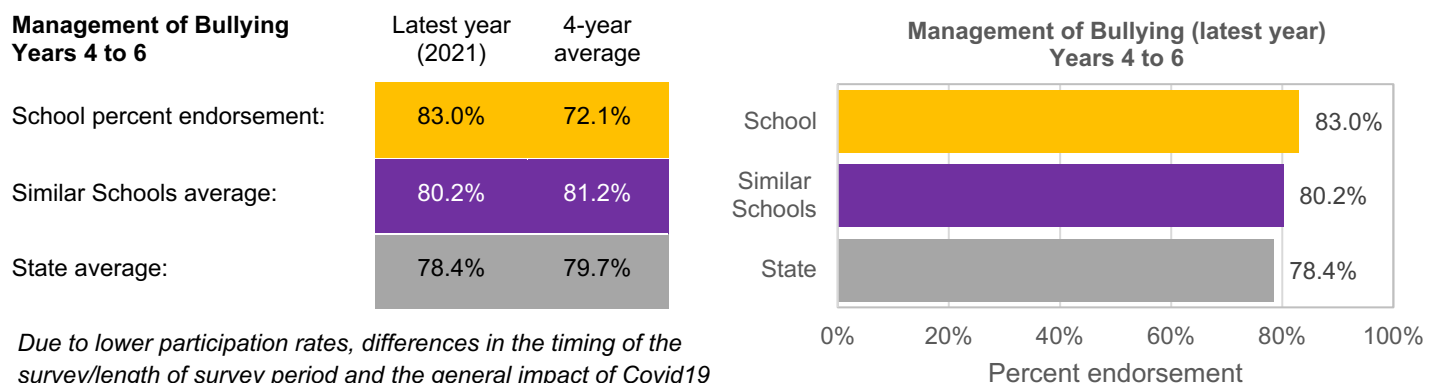
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



*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).



*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	\$3,271,479
Government Provided DET Grants	\$856,366
Government Grants Commonwealth	\$47,699
Government Grants State	\$0
Revenue Other	\$17,672
Locally Raised Funds	\$45,159
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,238,375</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$794,895
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$794,895</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,114,924
Adjustments	\$0
Books & Publications	\$4,847
Camps/Excursions/Activities	\$23,805
Communication Costs	\$5,537
Consumables	\$107,063
Miscellaneous Expense <sup>3</sup>	\$16,188
Professional Development	\$43,105
Equipment/Maintenance/Hire	\$160,620
Property Services	\$151,810
Salaries & Allowances <sup>4</sup>	\$74,662
Support Services	\$7,622
Trading & Fundraising	\$49,212
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,095
<b>Total Operating Expenditure</b>	<b>\$3,789,488</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$448,887</b>
<b>Asset Acquisitions</b>	<b>\$71,176</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	\$681,635
Official Account	\$25,212
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$706,846</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$88,435
Other Recurrent Expenditure	\$1,001
Provision Accounts	\$0
Funds Received in Advance	\$23,005
School Based Programs	\$584,219
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	\$88,077
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$130,000
<b>Total Financial Commitments</b>	<b>\$914,737</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.*