

# 2021 Annual Report to The School Community



School Name: Tyabb Primary School (3129)



- 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 16 March 2022 at 03:32 PM by Carole Howden (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 08 April 2022 at 03:44 PM by Shelly Bellinger (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

Established in 1891, Tyabb Primary School is firmly committed to meeting the needs of the 'whole child' by providing an engaging and supportive learning environment where children are challenged to achieve their personal best. We believe that learning and personal growth are dependent on developing personal skills, self-esteem and having positive, respectful relationships with others. We focus on the development of these personal skills as well as a student's academic achievements in Literacy, Numeracy, and the eight learning areas of the Victorian Curriculum. As a Professional Learning Community, Tyabb P.S continues to use a personalised and differentiated approach that focuses on an individual student's interests, strengths and capabilities. Knowledge and skills are further developed through our specialist program and Inquiry Learning Approach aimed at developing thinking skills and the ability to question, locate, gather, analyse and apply information in a wide range of contexts.

Tyabb Primary School is situated on the Mornington Peninsula, in a welcoming, attractive and semi-rural environment. The school draws its enrolments from Tyabb, Somerville, Hastings, Moorooduc and further afield. The school prides itself on its reputation as a school that reinforces strong values and provides outstanding teaching practices and specialist programs including Art, Music, PE and Science. In addition, we have a variety of extra-curricular activities such as the Sporting Schools Program, Instrumental Music, HPV and a Grade 5/6 electives program. We have a strong community focus. To achieve our goals we encourage strong partnerships with parents and the broader community to enhance the educational, social and emotional wellbeing of students.

In 2021, we started the year with a student enrolment of 417 (221 female and 196 male) which created our 18 classes. Of our 43 staff members, we had 1 Principal, 2 Assistant Principals, 2 Learning Specialists, 17 range 2 Teachers, 7 range 1 Teachers, 1 part time Business Manager, 3 part time Office Education Support Staff and 10 part time ES Integration Aides. The majority of our teaching staff are full-time with part-time positions provided for flexible work arrangements and for specialist teachers and Education Support Staff.

Our motto is "From little things, big things grow". This represents what we aim to achieve in our school. It has obvious connections with our oak tree emblem and demonstrates a commitment to advance the academic and personal development of our students, providing opportunities to achieve "big things" from their first small beginnings in grade prep.

Our Vision - All students are empowered to learn and achieve their personal best through high-quality teaching and the best environment for learning which equip them with the knowledge, skills, values and positive mindset to become active, engaged and productive members of the local and global community.

School Values: RESPECT, RESPONSIBILITY, SAFETY, INTEGRITY, OPTIMISM

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### Framework for Improving Student Outcomes (FISO)

As a result of the challenges experienced in 2020 due to the pandemic, extended lockdowns and remote learning, the Department of Education asked schools to set goals for 2021 for three main areas. 1 Learning Catch Up 2. Happy, Healthy and Active Kids 3. Making Connections. These priorities were set as we headed back to school in 2021 hoping for a year of face-to-face teaching, not knowing that the year would bring a further extended period of lockdown and remote learning. We set our goals and actions in line with these priorities and made a solid start to implementing our actions in term 1 before everything changed again. Below is a brief description of the work we managed to achieve in the three priority areas.

#### Learning Catch Up

Our focus for this priority was to 'establish/embed consistent approaches to formative assessment and build staff capacity to use this data to set goals (whole class, group and individual) and differentiate to target teaching to an individual student's point of need. We did this by providing professional development for staff on the use of formative assessment to guide teaching. We adopted a program called Essential Assessment that provided teachers with

assessments in line with the Victorian Curriculum in English and Mathematics and the data needed for teachers to set goals for each student at their point of need. In line with Department support, we also provided intervention and tutors to students in years 1-5 that had struggled to make progress during remote learning. We reviewed our process for Individual Learning Plans and ensured that children 12 months below and above were provided with additional support.

Unfortunately, Covid and a shift to remote learning slowed our work and progress in these areas. Teachers used student assessments and data from online platforms such as Reading Eggs, Wushka and Essential Assessment Numeracy and Literacy to guide teaching but this was not as effective as using formative assessments conducted in person and at school. Fortunately, assessments conducted when the students returned to school showed that the majority of students had continued to learn and progress during remote learning. The main concern was for students who were already below the expected standard prior to remote learning, who struggled online and made limited progress. Supporting these students with intervention and tutoring, and continuing our focus on formative assessment to guide teaching will continue to be our focus for 2022.

### **Happy, Healthy and Active Kids**

Our focus for this priority was to 'further embed, implement and document a consistent whole-school approach to welfare and behaviour management that reinforces our school values, builds positive social skills and manages negative behaviours.' Over the past few years, we have changed and reviewed our school values which are embedded in our teaching and reinforced through our daily interactions with each other. Our students know our values and the behaviours expected. Whilst we have an extremely positive culture shown in our staff, student and parent surveys we have noticed a slight decline in a couple of areas regarding respect and classroom behaviour. As a result, we have revisited our values and continue to implement strategies such as those in the School-Wide Positive Behaviour Support Program and Zones of Regulation. We started the year with our 'start up' program to reinforce our school values, establish classroom expectations and start to teach social skills such as 'getting along. We revamped our house system and established roles and responsibilities for our student leaders. In term 1 our AP conducted classroom lessons on bullying prevention and respectful relationships. We also purchased a whole school management system (Sentral) which has a wellbeing module that will assist us in monitoring, analysing and supporting the social and emotional needs of students. We had plans to further our work in these areas but Covid forced an extended lockdown and a focus on monitoring the health and wellbeing of our students and their families online. While this was challenging, our whole school community worked together to successfully support our students and should be very proud of their efforts.

### **Making Connections**

Our focus for this priority was to 'strengthen and embed a school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning' This goal was set not knowing that the year to come would continue with remote learning. A positive of this period of time was that schools were forced to communicate in different ways and really had to open up communication with parents to support students with their learning from home. With the introduction of a whole school management system we provided regular communication to parents, often Covid updates, via whole school broadcasts/posts. At Tyabb Primary School teachers provided parents with their email addresses and had daily interactions with parents regarding student learning and wellbeing, often supporting parents through their own challenges. The partnership and open communication between school and home really strengthened during this period and is something we will continue to build on now that we have returned in 2022.

While the Department of Education set the three priority areas for 2021 they are still in line with the goals of our 4 year Strategic Plan listed below.

### **Strategic Plan 2019-2023**

#### **Goal: To improve all students learning outcomes in English and Mathematics**

KIS: Further build teacher capacity to differentiate teaching and learning

KIS: Develop school capacity to use formative assessment, set goals and provide effective feedback

#### **Goal: Enhance Wellbeing and Build Respectful Relationships**

KIS: Vision, values and culture. Develop a consistent approach to implementing and embedding the school values.

KIS: Health and wellbeing. Develop a process for monitoring, analysing and supporting the social and emotional needs of students.

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## Achievement

Teachers use a variety of school based formative and summative assessments to make teacher judgements against the Victorian Curriculum. Teacher judgement of students in grades P- 6 achievement data showed that our students performed better than similar schools and the state average in 2021. 90.4% of students were at or above the age expected standards in English in prep to grade 6 (compared to 86.9% of similar schools and 86.2% for the state average). 87.7% of students performed at our above age expected standards in Mathematics (compared to 85.9% of similar schools and 84.9% for the state average).

Our students performed well in NAPLAN. For Year 3 Reading, 81.5% of our students performed in the top 3 bands (for comparison: 77.7% of students performed in the top 3 bands in similar schools and the state average was 76.9%). This gave us a four-year average of 80.6% using 2018, 2019 and 2021 data once again above both similar schools and state average. Year 3 Numeracy data, while marginally lower than similar schools and the state average is also positive. 66.2% of our students were in the top 3 bands in 2021 (for comparison: 68.6% of students were in the top 3 bands in similar schools and the state average was 67.6% of students).

In Year 5 the NAPLAN data is also pleasing. It is worth noting that the NAPLAN test in year 5 is significantly more complex which is reflected in the results across the state. That said, our students performed better than similar schools in both Reading and Numeracy for 2021. In Reading 75% of students performed in the top 3 bands (for comparison: similar schools were 70.3% and the state average was 70.4%). Our four-year average 69.7%, again higher than similar schools and state average. In Numeracy our year 5 students performed better than similar schools but slightly under the state average. 59.6% of our grade 5 students performed in the top 3 bands (similar schools: 58% and state average: 61.6%). Our four-year average was 50.9% which was lower than similar schools and the state average. In response to this, we are currently focusing our professional development on the teaching of Mathematics and the development of Numeracy skills. Teachers have been learning about rich learning tasks and the use of ongoing formative assessments to ensure maximum learning growth. Teachers have received professional development on the use of Essential Assessment Mathematics which is a formative assessment tool that identifies a student's strengths, zone of proximal development and gaps in their learning directly related to the Victorian Curriculum. The assessment helps a teacher to set individual goals and differentiate in the classroom to cater for students at their point of need.

Given the disrupted year in 2020 and 2021, it is worthwhile reflecting back on the wonderful work our students, parents and teachers undertook in the teaching of our students. Our results are pleasing and our students continued to learn through a mix of face-to-face teaching and remote learning. They did not make the high learning gain we would have expected as seen in the Naplan Learning Gain summary report. The summary report showed that across all curriculum areas (apart from grammar and punctuation) we had a low number of students achieving high growth between year 3 and year 5. We have identified that we need to work with all students to ensure that they achieve high levels of learning growth over the 2-year period between grades 3 and grades 5. We have identified students in the top 2 bands and have communicated this with our staff. We will consistently analyse learning data both formative and summative to ensure appropriate growth over time. These results have been used to direct our Annual Implementation Plan for 2022 with a continued focus on the PLC approach, the teaching of Mathematics and ongoing formative assessment in all learning areas.

Tyabb Primary School is committed to providing high level programs, best practice in teaching and intervention and quality resources for all students. Students are also continually provided with opportunities to direct their own learning through individual goal setting from Foundation to year 6, an Inquiry Learning approach, grade 5 /6 electives and student led conferences. As a school we continue to analyse our results, reflect on our practice and look for new ways to ensure the very best opportunities for our students.

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## Engagement

Tyabb Primary School is committed to providing innovative and engaging programs, best practice in teaching and intervention and quality resources for all students which in turn affects the engagement of our students. This is evident in our student attendance figures which are always extremely high thanks to a shared understanding with parents of the importance of a strong education and regular attendance. Our attendance rates across the school, from Prep to

Year 6, are always above 90% with attendance during 2021 averaging 93.4%. Teachers reported a strong engagement level during remote learning with the majority of parents ensuring that their children completed online tasks and attended online webex sessions. The average number of days absent during 2021 was lower than both similar schools and the state average, which is a consistent result over a number of years. The school has maintained a strong focus on student engagement, regular attendance, punctuality and keeping the community informed and aware of the direct connection between attendance and student learning. Parents of students with an unexplained absence are contacted on a daily basis to determine the reason for the absence. Individual attendance figures are highlighted with parents through Semester reports. Parents of those students with high absence rates are contacted and individual support plans are established where necessary. Families who have regular late arrivals are also communicated with and offered support to assist with their child arriving on time. Tyabb Primary School prides itself on its excellent attendance rates and continues to try and maintain these rates, and where possible, improve on these annually.

Due to Covid and remote learning during a large part of 2021, engagement activities such as camps, excursions, electives, inquiry units and the exciting learning opportunities provided face to face by classroom teachers each day did not occur. Attendance initiatives such as “on time all the time” were also not implemented. It is pleasing to note that even with this disruption, the majority of our students stayed engaged during remote learning thanks to the huge effort of our teachers and amazing support from parents. Our students were extremely excited to return to school in term 4 and have transitioned back to school with great enthusiasm. Students, staff and parents have had a positive start back to the 2022 school year and are looking forward to the return of many of our engagement initiatives.

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## Wellbeing

Our student’s sense of connectedness, as shown in our Attitudes to School Survey in 2021, is strong, with students feeling connected to and safe at the school. Over the past three years, 80% of students have given a positive rating for their sense of connectedness with an 80.3% endorsement for 2021. It is important to note that due to lower participation rates and differences in the collection of data, comparisons between years and cohorts are difficult to make. Our results are, however, slightly higher than similar schools and the state average. Results for our management of bullying are very pleasing, with an overall result of 87.4% compared to a state average of 78.4%. Tyabb Primary School has been an accredited NDA (National Day Against Bullying) school for a number of years. Tyabb Primary School explicitly teaches the school values of Respect, Safety, Optimism, Responsibility and Integrity and embeds these expected behaviours into our daily interactions with each other. A number of activities/learning opportunities are used regularly to promote these across the school and as a result, the overall behaviour of our students and the culture of our school is extremely positive.

In 2021, we started the year with our ‘start up’ program to reinforce our school values, establish classroom expectations and to teach important social skills such as ‘getting along. We continued to implement strategies such as those in the School-Wide Positive Behaviour Support Program and Zones of Regulation. In term 1 of each year, our AP conducts classroom lessons on bullying prevention and respectful relationships to develop a consistent understanding of the behaviours expected. These include what bullying is, what a bystander is and a reinforcement of our school values and expectations. Regular newsletter articles are written for parents with regards to our expectations and cover a range of welfare topics. Our AP dedicated to welfare also provides ongoing support to students with welfare and behaviour issues, conducting restorative conversations with students and developing health and behaviour plans when required. The whole school management system Sentral is being implemented across the school, with the Wellbeing module being utilized to monitor yard behaviours to ensure there is a follow-up, a restorative conversation and related consequences. Our AP has an ‘open door’ to parents and will have regular and open communication with parents to discuss any welfare and attendance concerns and develop plans to support students in positively moving forward. This support to students and their families was extremely valuable during our lockdowns and contributed to the positive feedback received from our Attitudes to School Survey and Parent Opinion Survey, especially during such a challenging year. We continue to have the services of a counsellor weekly at the school to further support students’ social and emotional wellbeing. We look forward to 2022 and continuing the work we have been doing to support the health and wellbeing of our students.

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## Finance performance and position

Tyabb Primary School provides students with an extensive range of learning programs. The school is well resourced to provide educational experiences that support learning for the 21st century. Unfortunately, due to the lockdowns that occurred as a result of the pandemic our revenue was down, particularly with Locally Raised Funds which includes fundraising and commissions. This drop in revenue, along with no contractors or visitors on site has meant that we have been unable to take on a new grounds project as we do most years. Expenditure has been reduced due to the school being closed during COVID19 although there was a significant increase to the sanitation budget.

The Finance Committee, of School Council, have applied the appropriate governance processes needed. The school has shown due diligence and transparent accounting processes to ensure targeted expenditure to optimise our students' learning experiences and fund school educational programs and improvements in infrastructure, buildings and grounds. Our SFO provides us with a small amount of equity funding to support the provision of a reading intervention aide for students needing additional support in our junior school. The annual result for Tyabb Primary School was a net operating surplus of \$222,497 which includes a surplus in credit(staffing) of \$131,151 after the school's Tutor Program contribution of \$28,775 was taken into account. Whilst our staffing profile remains extremely stable, funds have accumulated over the past few years due to a couple of unexpected staffing changes. It is anticipated that our staffing profile will change dramatically over the next few years as our staff increase in experience and progress further up the salary classification range. A healthy surplus will help us to manage these additional costs in the future.

The remaining operating surplus is in the cash component of the SRP, the majority of which is committed for 2022. These commitments are demonstrated on the end of year Financial Commitment Summary included as part of the annual report. At Tyabb Primary School we maximise the use of our Student Resource Package to ensure that resources ( staffing and cash component) are used to provide high-quality teaching and programs that maximise the learning opportunities for our students.

**For more detailed information regarding our school please visit our website at**  
<http://www.tyabbps.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 417 students were enrolled at this school in 2021, 221 female and 196 male.

NDP percent of students had English as an additional language and 1 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).

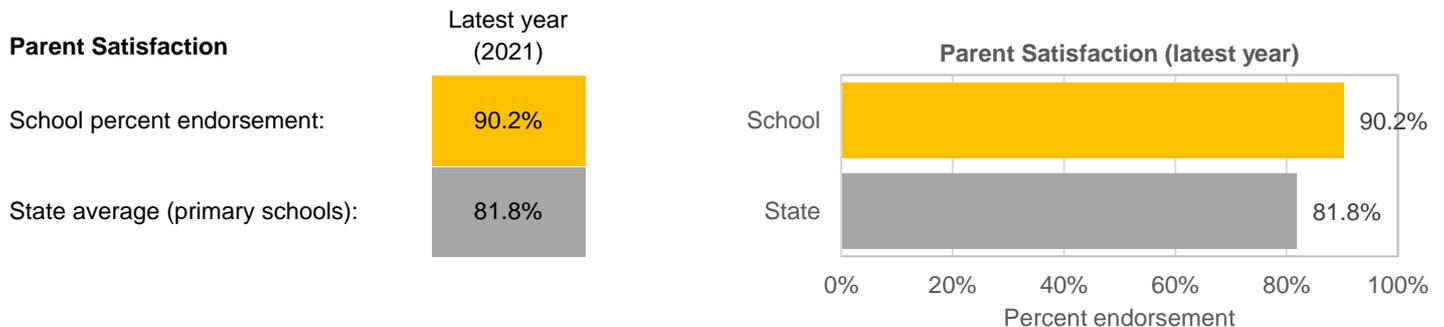
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

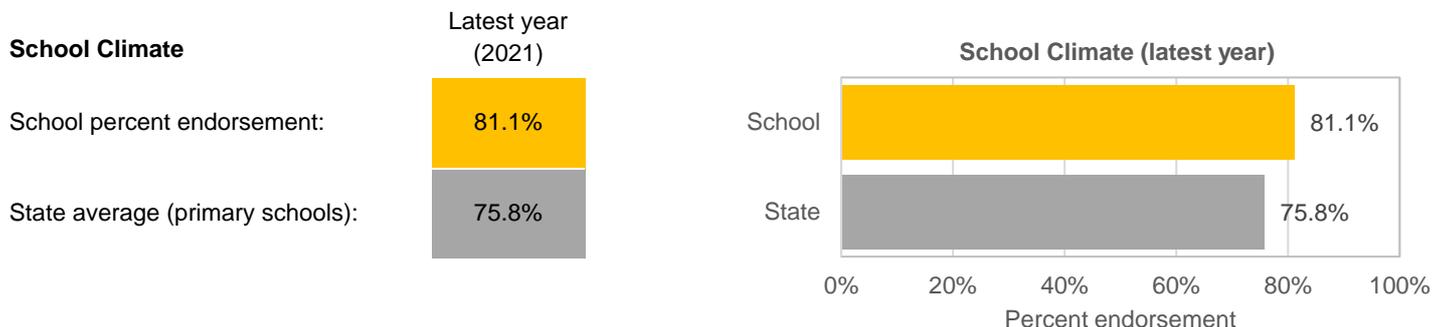


### School Staff Survey

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:

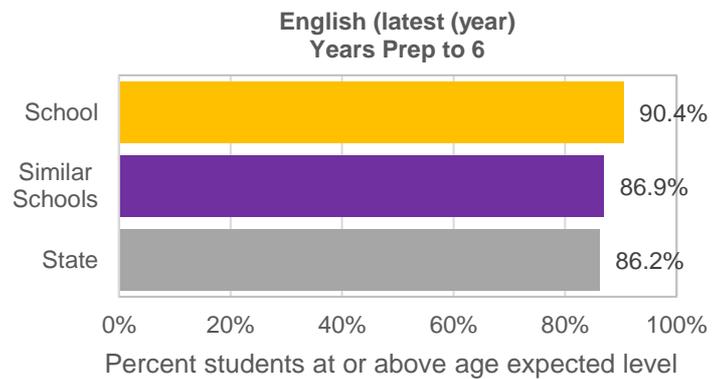
90.4%

Similar Schools average:

86.9%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

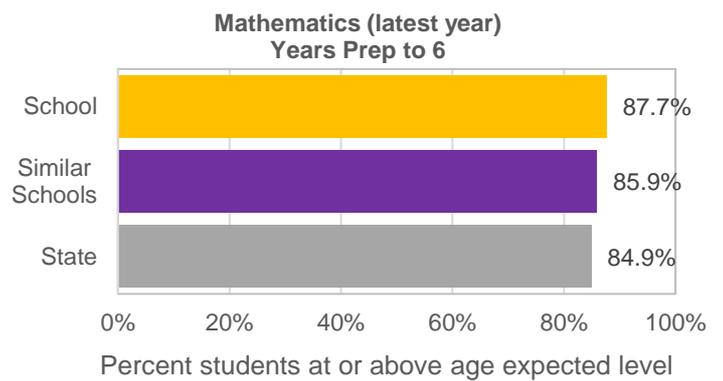
87.7%

Similar Schools average:

85.9%

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.

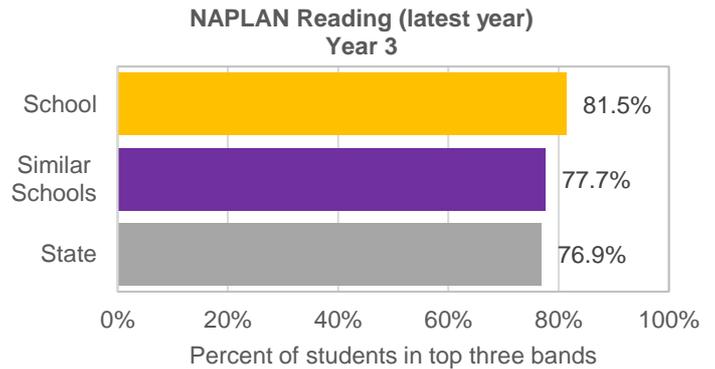
**NAPLAN**

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.

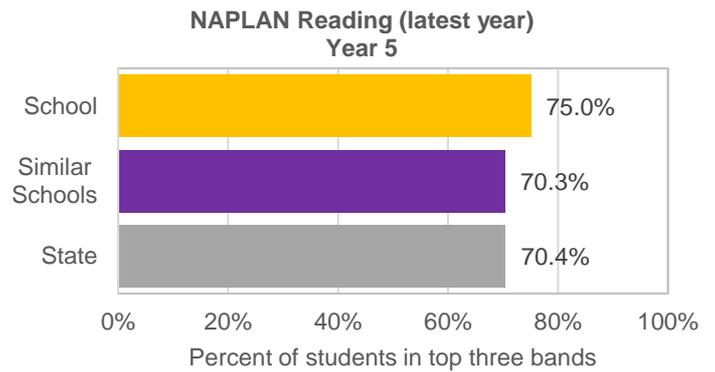
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.5%	80.6%
Similar Schools average:	77.7%	77.0%
State average:	76.9%	76.5%



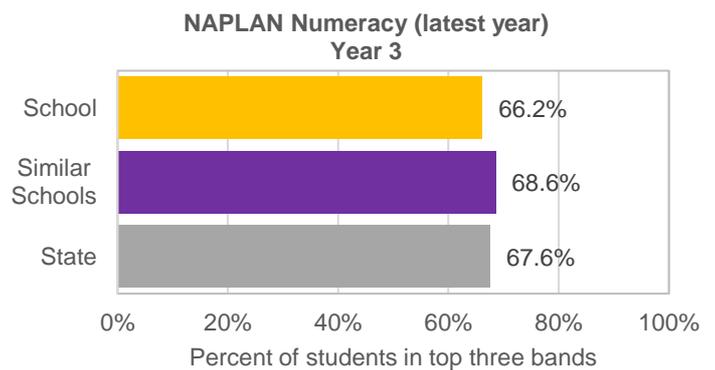
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	69.7%
Similar Schools average:	70.3%	67.6%
State average:	70.4%	67.7%



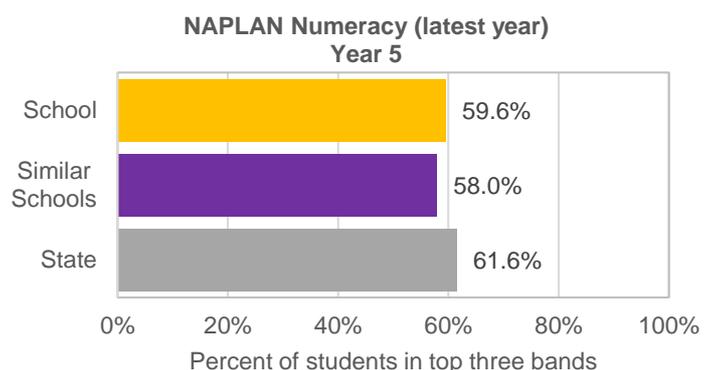
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.2%	68.4%
Similar Schools average:	68.6%	69.8%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.6%	50.9%
Similar Schools average:	58.0%	56.8%
State average:	61.6%	60.0%



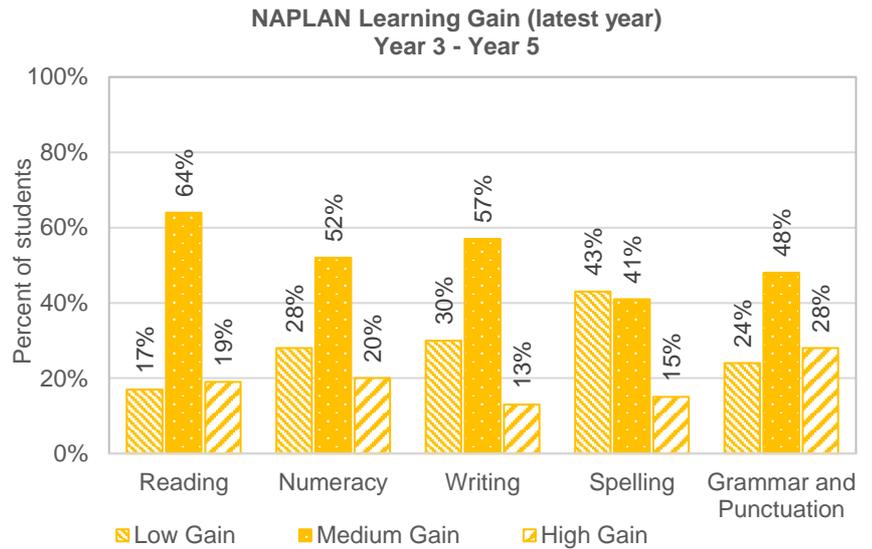
**ACHIEVEMENT (continued)**

**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:	17%	64%	19%	22%
Numeracy:	28%	52%	20%	20%
Writing:	30%	57%	13%	19%
Spelling:	43%	41%	15%	20%
Grammar and Punctuation:	24%	48%	28%	21%



## ENGAGEMENT

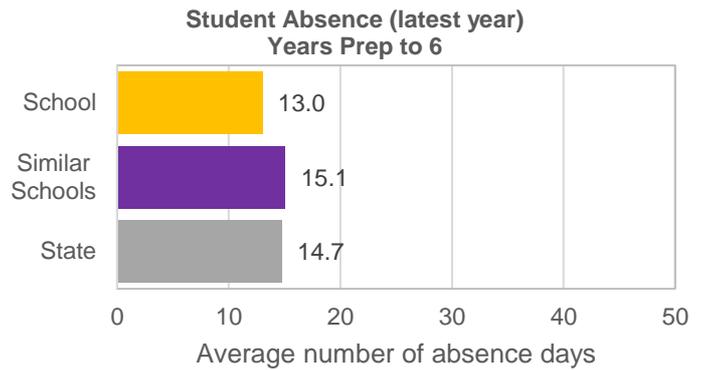
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	13.0	12.7
Similar Schools average:	15.1	14.8
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):	94%	94%	92%	94%	93%	94%	93%

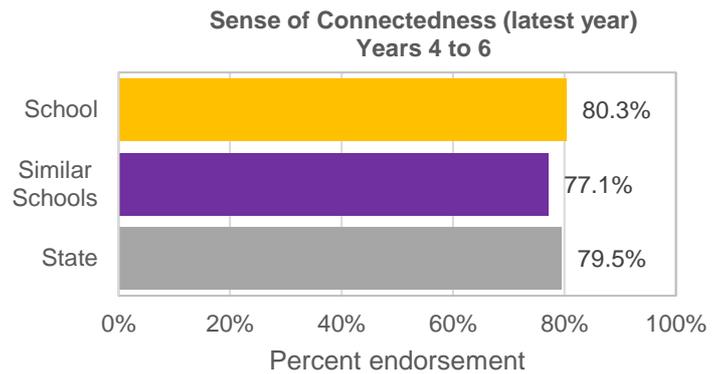
## WELLBEING

**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:	80.3%	80.6%
Similar Schools average:	77.1%	78.7%
State average:	79.5%	80.4%

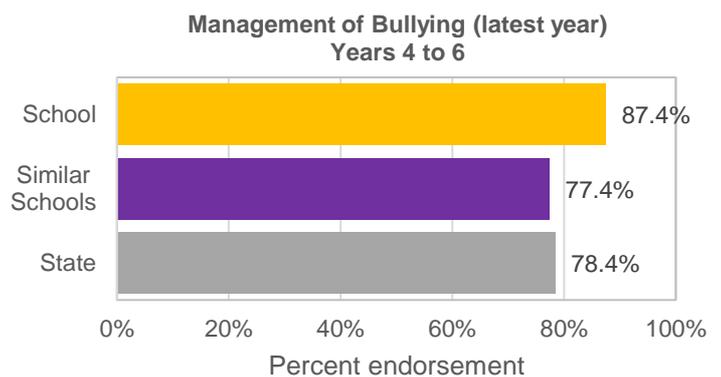


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	87.4%	86.2%
Similar Schools average:	77.4%	78.9%
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	\$3,620,666
Government Provided DET Grants	\$394,077
Government Grants Commonwealth	\$8,270
Government Grants State	\$0
Revenue Other	\$7,227
Locally Raised Funds	\$201,213
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,231,453</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$40,019
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$40,019</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,398,168
Adjustments	\$0
Books & Publications	\$2,273
Camps/Excursions/Activities	\$64,564
Communication Costs	\$5,148
Consumables	\$101,468
Miscellaneous Expense <sup>3</sup>	\$13,423
Professional Development	\$8,313
Equipment/Maintenance/Hire	\$69,684
Property Services	\$107,314
Salaries & Allowances <sup>4</sup>	\$124,983
Support Services	\$15,343
Trading & Fundraising	\$39,072
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,686
<b>Total Operating Expenditure</b>	<b>\$3,972,439</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$259,014</b>
<b>Asset Acquisitions</b>	<b>\$25,075</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	\$372,148
Official Account	\$51,912
Other Accounts	\$19,509
<b>Total Funds Available</b>	<b>\$443,569</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$82,062
Other Recurrent Expenditure	\$19,389
Provision Accounts	\$0
Funds Received in Advance	\$64,026
School Based Programs	\$98,708
Beneficiary/Memorial Accounts	\$3,000
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	\$43,860
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$126,716
<b>Total Financial Commitments</b>	<b>\$437,760</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.*