

# 2021 Annual Report to The School Community



**School Name: Anakie Primary School (1910)**



- 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 27 April 2022 at 01:54 PM by Toni Scott (Principal)

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

Attested on 29 April 2022 at 11:27 AM by Katrina Harris (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

Anakie Primary School is a small rural school located at the foothills of the Brisbane Ranges, and commenced 2021 with an enrolment of 55 students across three classrooms (P/1, 2/3/4, 5/6). Class sizes ranged from 20 in Prep1/, 17 in 2/3/4, and 18 in 5/6, with the majority of students residing within the school's direct catchment area. The school offered an extremely positive learning environment with a vision to promote excellence across all areas of schooling. Alongside a strong community commitment, high expectations were in place in regard to learning rigour, to positively impact on student learning outcomes.

The 2021 workforce profile was predominantly composed of experienced teachers, who had taught at Anakie from 3 - 9 years. This composition contributed to the culture of the school, with teachers working closely together in Professional Learning Teams, which also maintained the school's strong academic intent. In 2021, the workforce composition was 5.52 equivalent full time staff: 1.0 Principal Class, 3 full time Classroom Teachers, 0.4 Specialist Teachers (Visual Arts, Physical Education and Tutor Learning), 1.12 Education Support - which included a 0.6 Business Manager, and 2 staff members coordinating OSHC, Tutor Learning and classroom support. Data from the 2021 School Staff Survey in the School Climate domain saw Anakie Primary School perform well above the State average with a 92.9% positive response of agree or strongly agree in this domain, compared to a State average of 75.8%.

Continued vigilance in improving student learning outcomes in Literacy was a priority in 2021, and saw teachers embraced evidence based practice to build consistency of programming across the school. Finalising the documentation of the school's instructional model from learnings over the previous 3 years was a highlight, and celebrating the consistent, quality practice taking place across each of the classrooms. PLTs prioritised building teacher data literacy, collaborative ventures such as coaching, moderation and peer observations, as well as tracking the learning interventions and progress of a small sample of students across each classroom in a case study model.

Whilst having all of the benefits of a small school, Anakie Primary School is also part of the Moorabool Valley Association. Together with other small rural schools, the Anakie students traditionally benefit from access to collaborative sporting opportunities and a camping program across Years 3-6. Unfortunately the continued impact of the pandemic in 2021 resulted in the cancellation of many highly anticipated MVA events. The school did however maintain strong partnership with the Anakie Community House through monthly inclusions in the local edition of the Anakie Advocate, as well as connectivity to parents and families through School Council and PFA fundraisers in the latter part of the year. In 2021, parent data obtained through the DET Parent Opinion Survey saw Anakie Primary School perform slightly below State average on the Parent Satisfaction domain, with a 72.9% positive response compared to the State outcome of 81.8%. From the 14 respondents, 72% indicated a positive response to Parent Community Engagement (up from 59% in 2020), and within the Promoting Positive Behaviour domain, 93% of respondents indicated a positive response. As Anakie Primary School is an integral part of the Anakie community. We believe that the restrictions the pandemic imposed in 2021 once again greatly impacted on the 'sense of connectedness' between the school and home, despite the best efforts of the school to connect through online and non face to face means.

The school values are; have RESPECT, be RESPONSIBLE, show RESILIENCE and aim for EXCELLENCE. Students were rewarded for demonstrating positive behaviours in line with the School Wide Positive Behaviours framework during periods of both onsite and remote learning, and expected behaviours were taught explicitly in each classroom and through daily Mindfulness sessions. The learning program catered for students across all stages of the learning continuum, and co-constructed individual learning goals in Reading, Writing and Number were developed for each student within the school's daily conferencing program. The school's visible learning approach saw data in the hands of the children, and learning growth and achievement was celebrated through data walls, acknowledgements and rewards.

In 2021 there were no students who qualified for the Language Background Other than English category, and 5% of students identified as Aboriginal or Torres Strait Islander. The School Family Occupation and Education (SFOE) density was in the medium range at 0.41. There were 2 students who qualified to receive support through the Program for Students with Disabilities, and whilst enrolment numbers have remained consistent over recent years, they are still

very dependent on the demographic of the local area.

The school has modern facilities, and the buildings at Anakie Primary offer flexibility with the option of both internal and external environments to be utilised as learning spaces. The provision of a seated deck area is adjacent to each classroom, with a sheltered deck providing protection from adverse weather. Externally, the school also has additional quiet seating areas for students, as well as a safe and secure play space within the rural backdrop. In 2021, the school continued to develop the Friendship Garden through student voice and Junior School Council fundraising. The school also employed a part time garden/maintenance person to ensure the buildings and grounds were safe and functional.

Anakie Primary continued with both a Before and After School Care Program in 2021 to support working parents, which saw a steady increase in attendance number throughout the course of the year, thus increasing it's viability and resulting in a small profit (the first in the history of the program).

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## Framework for Improving Student Outcomes (FISO)

### FISO

The following improvement initiatives were consolidated in 2021;

#### Improvement Initiatives -

1. Curriculum Planning and Assessment: Staff to implement a consistent, evidence based instructional framework, created through collaborative planning and assessment opportunities.
2. Building Practice Excellence: Build teacher competency to use assessment and data to support individual, cohort and whole school learning outcomes.
3. Curriculum Planning and Assessment: Further development of a documented curriculum to promote consistency with evidence based practice across classrooms.
4. Setting Expectations and Promoting Inclusion: Recognise, celebrate and promote academic excellence and learning rigour throughout the school and community.

In 2021 we prioritised;

- A positive, inclusive learning environment with necessary adjustments to promote school success for targeted students
- A consistent, quality approach to teaching and learning supported by a whole school instructional framework
- Continued vigilance with data driven instruction and further development of data literate staff to promote differentiation
- A collaborative PLT approach using the expertise of staff to enhance one another's knowledge and practice through peer observation and coaching opportunities (often using technology in response to remote learning context)
- Flexibility to respond to student, staff and community needs throughout the periods of remote learning, and when transitioning to and from remote learning.

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## Achievement

Anakie Primary School continued its vigilance in improving learning outcomes by promoting learning rigour, prioritising learning time, and implementing quality, evidence-based instruction.

A Strategic Plan goal for the school was to see at least 85% of students at or above expected standard in both English and Mathematics. The Performance Summary indicates that the students at Anakie Primary continued to experience learning success in 2021. This was reflected in results received on school-based assessments conducted by teachers against the Victoria Curriculum. Using both formative and summative data, teacher assessment against the Curriculum shows that students from Prep to Year 6 demonstrated a slightly stronger ability in Mathematics in comparison to English. In particular, Anakie Primary School performed ahead of the median of similar schools and all Victorian schools in both English (4.5% ahead of State) and Mathematics (10.2% ahead of State) in regard to the number of students working at or above expected standard. The data showed 90.7% of students were working at or above expected standard in English, and 95.1% in Mathematics. The significant improvement in this data clearly demonstrates the school's vigilance in developing an effective instructional model, which prioritised high impact teaching strategies. Despite the COVID climate, students continued to learn and celebrate academic success. During

periods of remote learning, the daily learning program continued and delivered a balance of academic and wellbeing tasks to students.

NAPLAN data for students performing in the top 3 bands saw the school perform slightly below both similar schools and the State average in Year 3 Reading. From the cohort of 9 students, 66.7% were in the top three bands, compared to Similar Schools at 73.5% and all Victorian schools at 76.9%. With 10 Year 5 students sitting the assessments in 2021, the Year 5 data saw more Anakie students in the top 3 bands at 70.0% compared to Similar Schools at 67.4%, however slightly below the State level of achievement of 70.4%. In Numeracy the Year 3 Anakie students performed above Similar Schools with 66.7% of students in the top 3 bands, compared to 64.1%, and only 0.9% below the State average of 67.6%. In Year 5 Numeracy, the school had slightly less students in the top 3 bands, achieving 55.6% compared to Similar Schools with 58.3% and State average of 61.6%. 100% of the full time Year 3 and 5 students from Anakie Primary sat the NAPLAN assessments in 2021.

In regard to NAPLAN Learning Gain, Anakie Primary School achieved greater High Gain compared to Similar School in the areas of Reading (30% compared to 25%), Writing (20% compared to 19%) and Grammar and Punctuation (33% compared to 25%).

Intervention strategies were in place in 2021 to support students at either end of the learning spectrum, with 16 students participating in small group and individual tutor learning sessions four mornings a week with two tutors. A small number of students also received extension in Reading and Writing to challenge, collaborate with students of similar ability and to celebrate learning confidence and success. Two students participated in the DET High Ability Program offered through Virtual Schools Victoria.

In 2021 the Writer's Notebook strategy continued to be used to engage writers, and teachers participated in online training on the 6+1 Writing Traits. Staff moderation exercises continued each term and provided collaborative opportunities for teachers to discuss student work samples and develop future learning goals. Peer observation and coaching/mentoring opportunities continued, and were based on consistent, quality, evidence based practice. Throughout the period of remote learning, staff PLTs continued twice per week via WebEx, as well as a health and wellbeing check in each day.

The school provided students with a combination of online and hard copy learning opportunities during the periods of remote learning, and WebEx meetings were held each morning to provide opportunities for collaboration, feedback, and also for explicit teaching based on the Victoria Curriculum. Again, building learning rigour across all year levels was prioritised, particularly when transitioning back to onsite learning.

We maintained our believe that if we continue to strengthen the pedagogical knowledge of staff through evidence based practice, along with a culture of high expectations and academic rigour, then student aspiration and learning outcomes will improve. We also believe that through a strong culture of collaboration and meaningful use of student learning data, then shared responsibility and accountability will reinforce high expectations for staff and continuous improvement for all students. This vision was reaffirmed in the school's Review in Term 4, where successes were celebrated, particularly in regard to collective efficacy and staff collaboration, as well as pockets of marked improvement in learning outcomes.

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## Engagement

Periods of remote learning in 2021 once again resulted in disengagement from a small number of households, significantly impacting on the school's attendance data. By the end of Term 4, the average absence rate was 16.0 days per student, higher than the State average of 14.7, yet lower than the average of Similar Schools at 16.4 per student. Historically, a small number of students have negatively impacted on the school's attendance figures, despite vigilance from the school in following up absences on the day and promoting attendance and learning during periods of both onsite and remote learning. We recorded only a very small number of unexplained absences again in 2021, demonstrating the school's vigilance in following up student absence.

Strategies to improve attendance included whole school and classroom attendance tracking through displays,

celebrations and awards for 100% attendance, constant reminders in the school newsletter and at assemblies regarding attendance goals and achievements, as well as daily follow up with parents regarding absence. Visible whole school displays of attendance rates, and celebrating both individual and cohort attendance was recognised on a daily basis at Anakie Primary, and the school continued to provide engaging learning opportunities and ongoing communication with the school community and School Council on the value of students being at school and learning each day. The majority of households understand the importance of regular school attendance and the positive impact this has on learning outcomes.

Anakie Primary School recognises the importance of school engagement to meet individual student needs and achieve schooling success. We conducted a Starting Right Program at the beginning of the school year and again at the commencement of each term to establish the preconditions for a positive learning environment/experience. This also prioritised positive relationships between staff and students, and students and students, in developing a sense of team. Daily Community Circles across classrooms were imperative in 2021 to contribute to this 'sense of team' and as a proactive approach to student engagement and wellbeing.

Adjustments were made to the curriculum and learning environment to support individual students, particularly when transitioning back from remote learning. We conducted surveys with both students and parents to gauge school climate, and responded to feedback in a timely manner. Opportunities for student voice were presented to our student leadership group, who organised and conducted assemblies and daily Mindfulness sessions. Term 4 saw an increased need for wellbeing considerations, and our Junior School Council supported this through a colouring competition, dress up day and special celebrations at school such as Book Week and an end of year excursion to Queenscliff. Student feedback was also sought regarding wellbeing in Term 4, as well as initiatives the students felt would support them in the transition back to onsite learning. Parent feedback was also sought in regard to the school's response to remote learning as well as the transition back to onsite learning.

The school community engaged with the school values of – have RESPECT, be RESPONSIBLE, show RESILIENCE and aim for EXCELLENCE, which are strongly engrained in the culture of the school. In line with the School Wide Positive Behaviour framework, Anakie Primary School acknowledged and rewarded positive behaviours through its effective House System. These rewards played an important role in the climate of the school, and were celebrated through fortnightly newsletter and whole school assemblies. The school also continued with the distribution of 'virtual dominos' during periods of remote learning, and celebrated the winning house at the end of each fortnight via WebEx and Seesaw video posts.

Despite significant COVID restrictions, Anakie Primary School was able to provide a Prep transition program in Term 4, as well as online transition forums for our Year 6 students transitioning to Year 7. Unfortunately the Moorabool Valley Association were unable to conduct any combined camp or sporting events, however the P/1/2 Sleepover took place in Term 4. The majority of Year 6 students at Anakie Primary School transitioned to Lara Secondary College at the end of 2021, which best supports transport logistics through an accessible bus service.

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## Wellbeing

Historically, the students at Anakie Primary School respond positively on domains presented through the Attitudes to School Survey. The data obtained from the AtoSS in 2021 saw the students across Years 4-6 positively endorse a Sense of Connectedness with 82.2% of students agreeing or strongly agreeing to a strong connection to the school. This was above the State average of 79.5%, and 0.3% below that of Similar Schools on 82.5%. The Anakie students positively endorsed the management of bullying well above that of both Similar Schools and the State average, with a 96.3% positive response, compared to Similar Schools at 84.9% and a State average of 78.4%. The school also implemented its own wellbeing survey to all students across Years Prep to 6 to gauge school climate and identify wellbeing and learning needs for individual and cohorts of students. The data gleaned from this survey confirmed that Anakie students were demonstrating resilience in their ability to cope with the change and challenge of 2021.

In 2021 the school provided very few extra curricular activities due to COVID restrictions. During remote learning, the school prepared and distributed food hampers and care packs to targeted members of the community in collaboration

with the Anakie Community House, supported by the Victorian Government and Food Bank Australia. Again, these gestures were well received during times of isolation and uncertainty. The school staff strongly believed that the personalised approach and clear vision of Anakie Primary impacted positively on student wellbeing and encouraged students to further develop a growth mindset.

Again in 2021, one quarter of the student cohort were on an Individualised Learning Program, with specific goals in place to support learning and school engagement. These ILPs were supported by Student Support Group meetings with parents/carers via WebEx, and a small number of SSGs were held during the period of remote learning for re-engagement.

2021 also presented difficulty in providing opportunities for students to access services such as counseling, speech pathology, occupational therapy and other programs to meet the emotional, social and wellbeing needs of individual students. Our school modified the delivery of health and wellbeing supports to assist students and their families through regular phone call check ins, by being available for IT and other areas of support, dress up days, Health and PE activities, Mindfulness and Wellbeing Week, with less focus on academic priorities and more emphasis on students being happy, healthy, safe and connected.

Teachers recognised the importance of relationships, and structures were put in place to ensure opportunities for students to 'check in' and regulate for a positive school experience each day. All classes used the Community Circles strategy whereby students were able to share their feelings and wonderings on a daily basis. When onsite, Mindfulness was implemented daily, with the student leaders facilitating this program and offering strategies to regulate and 'tune back into learning' following lunchtime play. We continued to promote a Restorative Approach to problem solving with common language, and empowered students to develop strategies and solutions to manage any social issues they may have experienced.

Anakie Primary School acknowledged the contribution and value of parents, carers and grandparents in the education of their children, and encouraged parents to be an active and integral part of the school community. Parent input was prioritised through; School Council, an active Parents and Friend's Association, completing surveys as a means of providing feedback to drive improvement, newsletter distribution, Compass app, website and Facebook provisions, and also opportunities to participate in opportunities presented by the school (end of year BBQ, Celebration Night, etc).

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## Finance performance and position

Anakie Primary School maintained a secure financial position in the cash line in 2021, whilst the credit budget was once again utilised to provide quality classroom and specialist teaching staff. Retaining 3 classrooms with small class sizes was imperative in planning for 2021. A cash to credit transfer was undertaken to once again fund staffing for the School Council operated Out of School Care Program. In 2021 major initiatives were inhibited by the impact of the pandemic and inability to secure contractors to attend onsite. Equity Funding was allocated to the credit line to support the school's specialist program and also staffing for intervention. A surplus of \$96,309 remained in the SRP for 2021, which included money reserved in the event of possible deficit from 2020.

**For more detailed information regarding our school please visit our website at**  
<https://www.anakieps.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 55 students were enrolled at this school in 2021, 23 female and 32 male.

0 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).

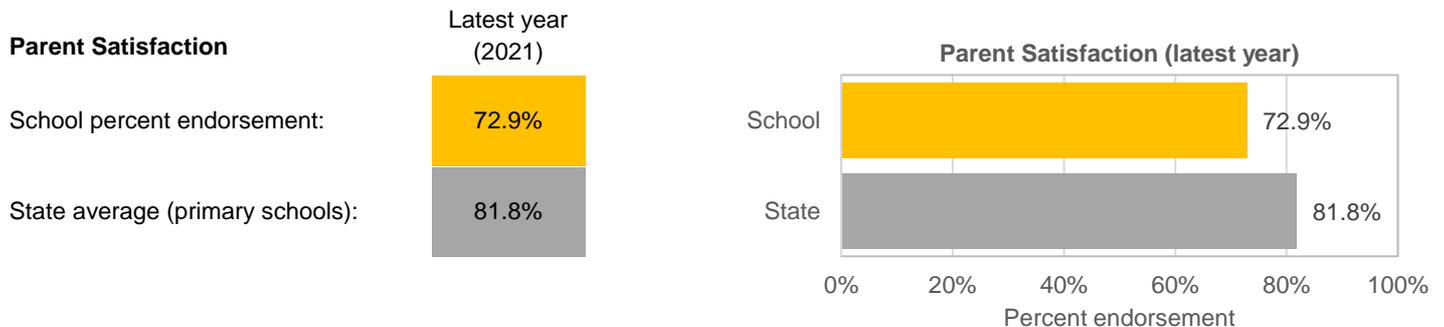
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

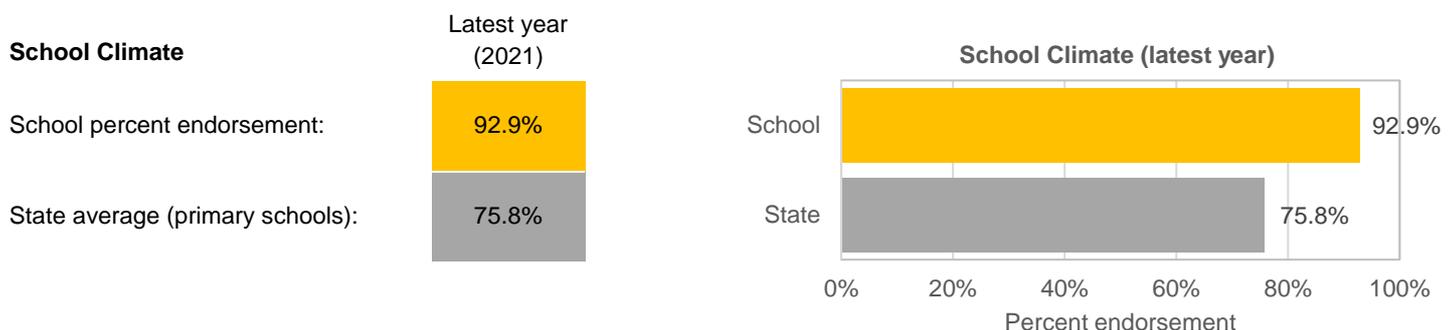


### School Staff Survey

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:

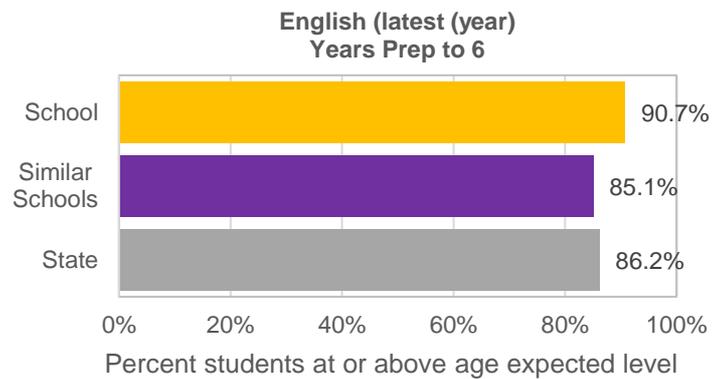
90.7%

Similar Schools average:

85.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

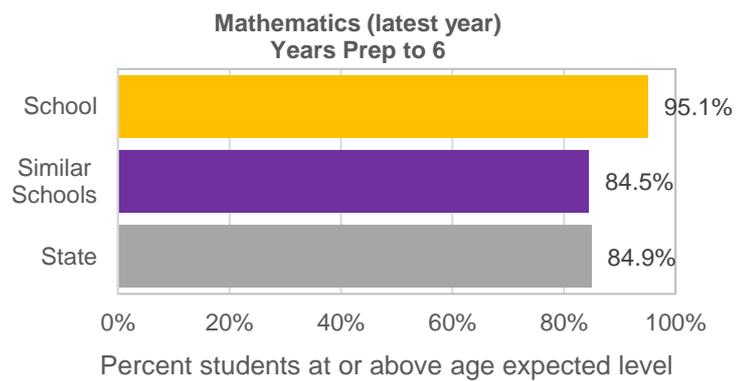
95.1%

Similar Schools average:

84.5%

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.

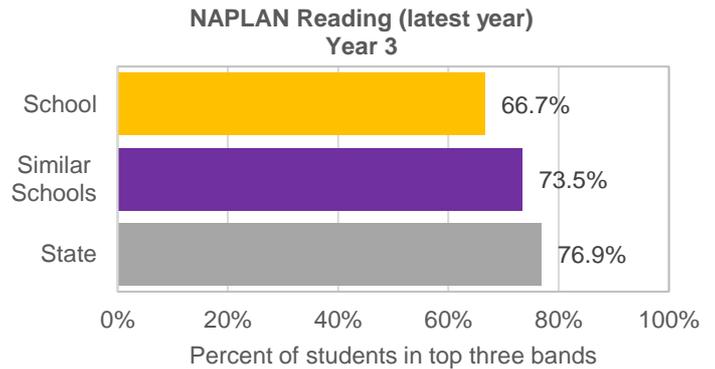
**NAPLAN**

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.

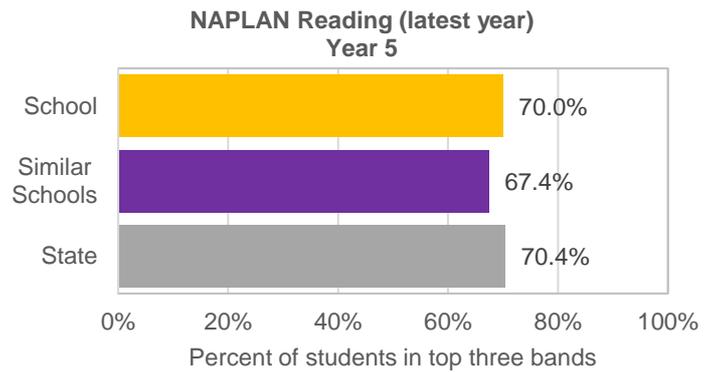
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	65.5%
Similar Schools average:	73.5%	74.0%
State average:	76.9%	76.5%



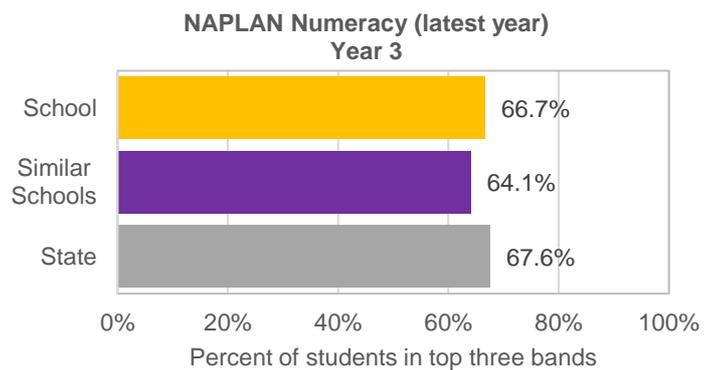
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.0%	50.0%
Similar Schools average:	67.4%	66.9%
State average:	70.4%	67.7%



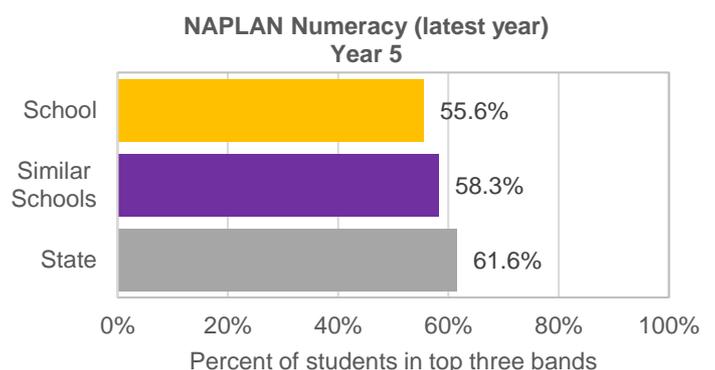
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	72.4%
Similar Schools average:	64.1%	67.9%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	57.1%
Similar Schools average:	58.3%	58.2%
State average:	61.6%	60.0%



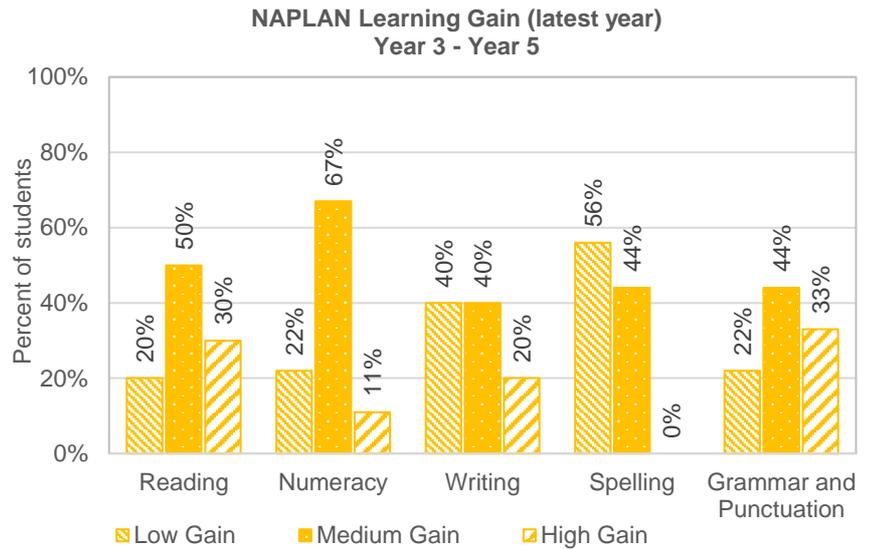
## ACHIEVEMENT (continued)

### 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:	20%	50%	30%	25%
Numeracy:	22%	67%	11%	24%
Writing:	40%	40%	20%	19%
Spelling:	56%	44%	0%	22%
Grammar and Punctuation:	22%	44%	33%	25%



## ENGAGEMENT

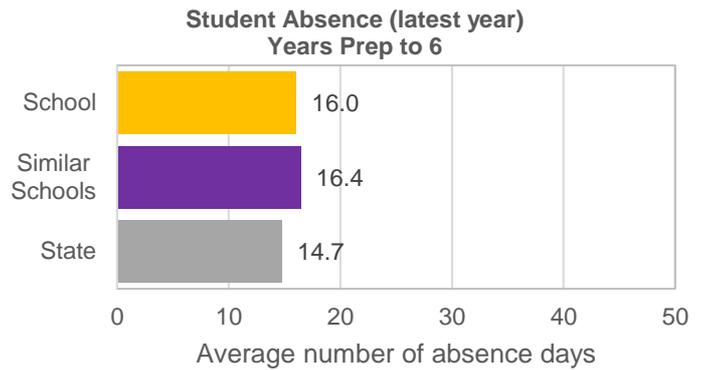
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	16.0	17.6
Similar Schools average:	16.4	16.5
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):	93%	94%	96%	95%	84%	91%	88%

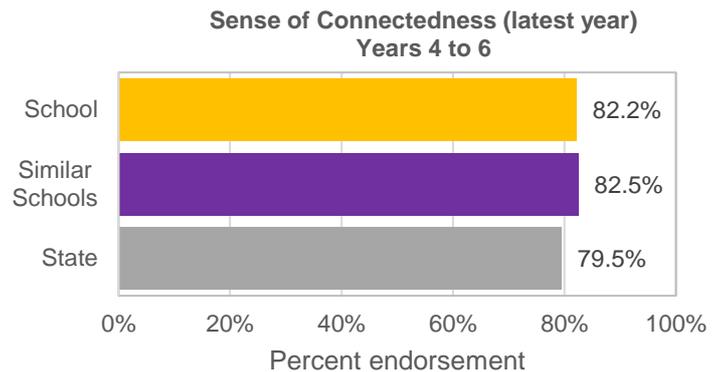
## WELLBEING

**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:	82.2%	87.5%
Similar Schools average:	82.5%	82.0%
State average:	79.5%	80.4%

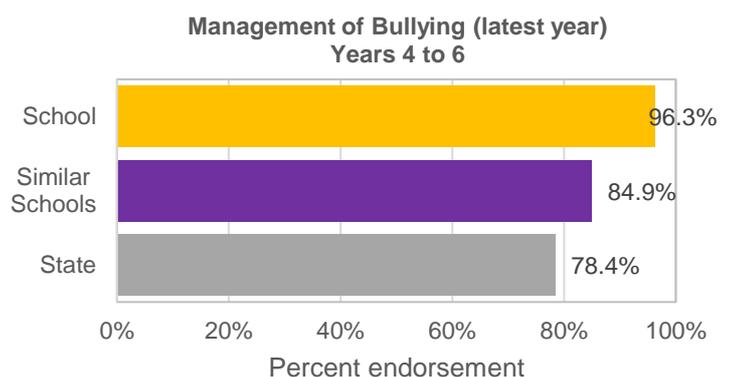


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	96.3%	91.3%
Similar Schools average:	84.9%	84.0%
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	\$693,922
Government Provided DET Grants	\$86,842
Government Grants Commonwealth	\$5,800
Government Grants State	\$22,378
Revenue Other	\$4,194
Locally Raised Funds	\$63,277
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$876,414</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$26,578
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$26,578</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$621,096
Adjustments	\$0
Books & Publications	\$996
Camps/Excursions/Activities	\$10,032
Communication Costs	\$2,219
Consumables	\$17,853
Miscellaneous Expense <sup>3</sup>	\$12,910
Professional Development	\$3,612
Equipment/Maintenance/Hire	\$6,744
Property Services	\$49,470
Salaries & Allowances <sup>4</sup>	\$18,987
Support Services	\$21,481
Trading & Fundraising	\$6,909
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,796
<b>Total Operating Expenditure</b>	<b>\$780,105</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$96,309</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$117,988
Official Account	\$6,655
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$124,643</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$23,317
Other Recurrent Expenditure	(\$2,458)
Provision Accounts	\$0
Funds Received in Advance	\$9,823
School Based Programs	\$39,752
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	\$21,381
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$91,815</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.*