

# 2021 Annual Report to The School Community



**School Name: Bayswater Primary School (2163)**



- 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 07 April 2022 at 10:23 AM by Brooke Cross (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 12 April 2022 at 10:09 PM by Vicki Barlow (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

Bayswater Primary School (Bayswater PS) is located in the City of Knox in the Bayswater suburb of Melbourne approximately 29 kilometres from the Melbourne Central Business District. The school was founded in 1879 as North Scoresby State School. Enrolment at the end of 2020 was 124 students. The enrolment numbers steadily increased throughout 2021 and were 127 at the end of the year. The staffing profile of Bayswater PS includes a Principal, 7.7 equivalent full time (EFT) teachers and 2.39 EFT Education Support (ES) staff.

Bayswater PS is a happy school with high expectations. At Bayswater we are very aware of the need to treat each student as an individual. Our size enables every child to be well-known to staff and other students. The school has a genuinely bright and positive atmosphere. With more than 142 years of history behind it, Bayswater Primary is large enough to be able to provide comprehensive programs yet small enough to provide more personal care, attention and valuing of the individual. Our School Values are Connection, Respect, Excellence and Resilience. The value the community places on the natural environment and outdoor play, is reflected in our spacious landscaped grounds planted with native species. The fenced off grounds consist of a grassed oval, netball and basketball courts, a soccer pitch, fenced off community garden (complete with chickens) and a variety of safe adventure playground equipment and newly installed shade sails. During 2021, an outdoor learning area, shaded by the school's historic oak tree and complete with outdoor seating and a grassed area, was established. In February, the Premier Honorable Daniel Andrews, officially opened our main building, the Central Administration and learning hub. There is also an on site preschool run by Knox City Council, within our school grounds, aiding in the transition from preschool to school.

The school offers a challenging, comprehensive and relevant curriculum to all our students. Teachers use the Victorian Curriculum to plan throughout the year. Our Educational program has a major emphasis of sound foundations in Literacy and Numeracy skills. Specialist programs that are provided for include Mandarin Language and Culture, Visual Arts, Science and Physical Education. With Performing Arts taught every alternate year. Additional programs include Additional Assistance, an enrichment / extension program, Engage (Social Wellbeing program) School Choir, Whole School Concerts (Alternate years) , Buddy Program, Cross-Age Whole School Values Program called Connections, Interschool Sport, Swimming, PMP, and a Camping Program(2-6). New Prep Students are thoroughly prepared for school life with an extensive Transition Program.

Additional support staff include a psychologist, speech pathologist, visiting school nurse, volunteers and a part-time computer Technician. Our school community comes together for a variety of fun-filled and family orientated events including the school's Colour Run, Information and Interview nights, Movie Nights, Book Week Celebrations, School Discos, Education Week Celebrations, Grade 6 Graduation and End of year Christmas Concert. Our school is a valuable contributor to MPEN (Maroondah Positive Education Network)

The Before and After School Care program run by After the Bell welcomes all children from Bayswater Primary School and is run by After The Bell. The program is terrific for working parents. It is a place where children can go outside school hours to play and relax and do homework in a safe and stimulating environment.

During 2021, the Bayswater Education plan was launched with community consultation and staff and student forums held. Our school is one of five Bayswater schools involved in this fantastic opportunity. The leadership teams from each school began working together to establish opportunities and partnerships to begin the work of improving educational outcomes for all students in Bayswater. This project will be a 10 year strategy beginning in 2022. We are very excited at the opportunities that this will bring not only for our school but for the community of Bayswater in general.

Bayswater Primary School accepts short term (from 4 weeks up to a term) International Student placements.

We recognise that for each student's learning to be optimised, a close partnership needs to exist between parents and teachers. Our school actively encourages, welcomes and involves parents in school life. Participation in classroom programs, excursions, Fundraising Committee and the School Council, are some ways in which parents are able to express their talents and interests.

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## Framework for Improving Student Outcomes (FISO)

2021 Priorities Goal - Support for the 2021 Priorities

For students who are selected to be part of the tutoring program, to achieve 12 months growth, within the next 12 months.

For students who are selected to be part of the High Achievers Program, to maintain 12 months growth, within the next 12 months.

In 2019 our average absence rate was 12.1. In 2020 this increased substantially, due to remote learning. In 2021 we would like to return to an average absence rate of 12.1.

In 2019 our ATOSS result for 'Sense of Connectedness' was 80% positive. In 2021 we would like to increase this to 85%.

In 2019 our ATOSS result for 'Sense of Connectedness' was 5% negative. In 2021 we would like to decrease this to 3%.

KIS 1

Curriculum planning and assessment    Learning, catch-up and extension priority

Actions Build teacher capability to deliver targeted student support in literacy and numeracy.

Curriculum days based on teacher development

Identifying students who have made less than 6 months of growth in the past 12 months and engaging them in targeting tutoring programs 3 times a week.

Providing all identified students with an IEP, incorporating a SMART goal, with regular monitoring and assessments.

Identifying students who are achieving more than 12 months above the expected level, and engaging them in targeted extension programs.

Outcomes    Students will;  
engage in learning catch up and extension

Teachers will;  
annually increase the percentage of students achieving a rating of A or B in English and Mathematics, on the Victorian Curriculum  
Teacher judgements to indicate at least 12 months' growth for each student for each year of the reporting period

Leaders will:  
establish intervention and tutoring programs for students  
ensure staff have access to relevant PD  
be involved in student case management meetings to identify individuals for targeted intervention

Success Indicators    Naplan 2021 data  
IEP - assessment of SMART goals  
GradeXpert Data - monitoring growth

KIS 2

Health and wellbeing    Happy, active and healthy kids priority

Actions Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student level.  
Continual monitoring, support, and ensuring regular communication with parents and carers regarding their child's absence rate (termly).

Positive reinforcement and celebration of regular attendance.

Communication to our families and the wider community about the importance of being at school.

The implementation of Attendance Plans.

Outcomes    Students will;

be happy, active, and healthier  
have a common understanding of why regular school attendance is important  
have greater pride in their school work and towards their peers

Teachers will;  
have a common understanding of the whole school approach to wellbeing  
model agreed behaviours around the school's approach to wellbeing

Leaders will:  
strengthened learning partnerships between home and school through communication and support  
foster greater community engagement  
ensure the Student Wellbeing Engagement policy is documented and communicated to the school community

Success Indicators      Attendance Data  
Improved outcomes in the Attitude to School Survey  
KIS 3

Building communities      Connected schools priority  
Actions Strengthen and embed the school-wide approach to communication and engagement with parents and carers, incorporating the new ways in which the school connected during remote and flexible learning.  
Continuing to strengthen and embed Restorative Practices and Positive Education, as a whole school wellbeing program.  
Continue to implement and embed our Student Engagement Program.  
Continue to work with our Bayswater Community to establish strong and positive community connections.

Outcomes      Students will:  
demonstrate a deeper connection to school through improved behaviour  
regularly and publicly acknowledge and celebrate success  
have greater pride in their school  
be able to manage their friendship groups and reduce the incidence of disputes

Teachers will;  
develop and implement a student voice and learner agency strategy to empower students to be more motivated and engaged in  
learning and school  
regularly and publicly acknowledge and celebrate success  
have improved communication with parents and carers on student learning

Leaders will;  
connect with local kinders and the secondary college through the use of shared facilities and activities to build community engagement  
develop programs to encourage parent helpers in classrooms and whole school activities  
support staff with their communication with parents and carers on a variety of platforms

Success Indicators      Improved outcomes in the Attitudes to School survey  
A common understanding of the Whole School Approach to wellbeing  
A greater connection to the local community

Goal 2 Improve student achievement and learning growth, particularly in literacy and numeracy  
12 Month Target 2.1 To increase the number of students achieving 12 months growth in 12 months by a minimum of 5% across the school, as defined by teacher judgements and student reports.  
12 Month Target 2.2 Focus on Reading: NAPLAN reading year 5 top two bands to increase to 22%.  
12 Month Target 2.3 Focus on Reading: To increase the percentage of students achieving high growth in NAPLAN, from year 3 to year 5, to 30%.

KIS 1  
Building practice excellence      Document and implement an agreed classroom pedagogical model  
Actions PLC

Whole School Planning documents to reflect the school's instructional model

Targeted PL - Investigating best practice instructional models

Develop an agreed instructional model using evidence-based research

Continuing to implement and embed our school wide Cafe reading model and the VOICES writing program. This will be achieved through peer observations, professional learning walks, moderation, mentoring by the learning specialist and catch up PL.

Outcomes      Students will:

benefit from consistency in teaching methods

share a common language with teachers around their learning

be able to articulate their learning processes

Teachers will:

share a common whole school instructional model

demonstrate consistency of practice

be involved in shared planning sessions

engage in regular peer observations and professional learning walks

regularly work together to moderate student work samples, across all levels including year 7 at the secondary school

Leaders will:

support staff to develop an agreed instructional model using evidence-based research

share and celebrate improved student growth and outcomes

ensure staff have access to relevant PD

encourage staff to use Professional Practice days to observe best practice in other schools and share their observations with staff

ensure our school wide Cafe reading model and the VOICES writing program are understood by parents and carers through newsletter items and promotion of student work

Success Indicators      NAPLAN data

GradeXpert growth/achievement data

Staff ability to identify and use Whole School Theory of Practice - common Instructional model

Our school-wide Cafe reading model and the VOICES writing program are embedded in our planning documents and daily teaching

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## Achievement

Goal 1

2021 Priorities Goal -

KIS 1.a

Curriculum planning and assessment

Learning, catch-up and extension priority

Goal : Partially Met

Enablers were: Sufficient Budget, Access to Resources / Programs, Sufficient time allocated, Staff Capability and consistency of Practice, Positive staff culture and readiness for change

Barriers were the lockdown

The teacher collaboration regarding the sharing of student information has instilled a sense of collective accountability across level teams.

DET has not had any students identified for the HAP in Terms 3 and 4 - however we have provided opportunities for high achieving students through Tournament of Minds, Science Talent Search and weekly enrichment programs.

Future Planning: Continuation of the TLI and the Goal 1 strategies to follow on into 2022 to ensure students have consistent growth potential.

Goal 2

Improve student achievement and learning growth, particularly in literacy and numeracy

KIS 2.a

Building practice excellence

Document and implement an agreed classroom pedagogical model

Goal: Completed

Enablers: Sufficient time allocated, staff capability and consistency of practice, positive staff culture and readiness for change, workforce stability and effective change management practices

Barriers: Budget constraints and unable to access support

School teams have worked well to make continued progress towards these goals.

PLC cycles and data dialogue are being conducted in level teams.

Lockdown limited the amount of curriculum days and external consultants opportunities.

Future Planning: Further continuation of goals in 2022.

Instructional models to be investigated further.

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## Engagement

KIS 1.b

Health and wellbeing

Goal Completed

Happy, active and healthy kids priority

Enablers: Access to resources/ programs, sufficient time allocated, staff capability and consistency of practice, positive staff culture and readiness for change, workforce stability and effective change management practices

Barriers: Parental Attitudes to schooling - failing to prioritise and lockdown

Throughout the year, staff at BPS have provided opportunities for students to engage actively. Unfortunately, the lockdown has further emphasised the poor parental attitude toward schooling. Even though students identified as 'at risk' were prioritised for onsite assistance during the lockdown, they seldom were taken up.

Future Planning: Continued emphasis on attendance.

Rolling over the goals for 2022.

Students with continued poor attendance will be placed on attendance plans.

Further focus on punctual attendance - not late.

KIS 1.c

Building communities

Connected schools priority

Goal : Completed

Enablers: Sufficient Budget, sufficient time allocated, staff capability and consistency of practice, positive staff culture and readiness for change, workforce stability and effective change management practices

Wellbeing programs have been delivered consistently throughout the school - through Connections sessions.

Parenting sessions were also done.

Future Planning: Continuation of goal - with incorporation of new school values.

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## Wellbeing



In 2021 Bayswater Primary School has continued to develop, implement and embed a whole school approach to wellbeing, which continues to support our students, staff and the wider school community. All of our wellbeing initiatives are coordinated by our Student Wellbeing and Inclusion Coordinator, and assisted by our school Chaplain. Our whole school approach to wellbeing incorporates Positive Education (Permah Pillars), Restorative Practices, the Berry Street Education Model (trauma-based practices) and Respectful Relationships. It is also supported through community links and programs such as Kids Hope (mentoring program), OnPsych psychology services, Hope City Mission, Breakthrough Church and Glen Park Community Centre. As we transition from PSD to Disability Inclusion we continue to support our students through the implementation of Individual Education Plans, incorporating SMART goals and relevant curriculum modifications and adjustments. Our approach to wellbeing also requires us to work closely with our families to support our students through regular Student Support Groups meetings and Care team meetings. Through working collaboratively with SSS (Student Support Services) and paraprofessionals (speech therapists, psychologists, paediatricians and CHYMS) we are able to ensure all students can access the curriculum and experience success.

In 2021 our goal was to implement and embed a consistent whole school wellbeing framework throughout the school to enhance the wellbeing of our students, teachers and community. Our wellbeing framework incorporates key concepts from Positive Education, BSEM, Restorative Practices and Respectful Relationships. Over the past 12 months we have implemented our 2-year scope and sequence, ensuring that we are focusing on one of the Permah Pillars per term, and we are developing a consistent wellbeing language across the school. Students are engaged with this learning during all classroom and specialist sessions, and more formally through our multi-aged Connection Groups. All staff participate and engage in regular professional learning sessions facilitated by our SWIC and supported by the Maroondah Positive Education Network. It has been through the sharing of student learning at assemblies, as well as through our newsletter/Facebook and the implementation of Flourishing Families that we have been able to successfully implement and embed Positive Education within our Bayswater Community.

As FISO 2.0 highlights, aligning best teaching and learning practices with the work we do in wellbeing, will allow our students to continue to thrive. Despite the challenges remote learning presented to our community in 2020 and 2021, 73% of our students expressed that they have a greater sense of confidence in their learning (based on the 2021 Attitudes to School Survey), compared to 64% in 2020 and 77% of student felt connected and included within our school community.

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## Finance performance and position

At the conclusion of 2021, Bayswater PS had a credit deficit of \$20,402. This deficit was primarily caused by a Graduate level teacher (CT1-1) resigning at the end of Term 2 and being replaced by a Classroom 2 Teacher (CT2-5) for the remainder of the year. This was an unexpected eventuality and was obviously not allowed for in our budget. During 2021 COVID-19 restrictions, lockdowns and remote learning continued to play a big part and impacted on school programs and our finances. The collection rate for our 2021 school fees (Essential Items) was 68%. We were fortunate that the 2020 Year 3 / 4 camp which was postponed twice was able to run early in 2021 prior to the May/June lockdown. Once again our whole school swimming program had to be cancelled and no other incursions or excursions were able to be held. Graduation and end of year events were able to be conducted under strict COVID-19 restrictions. Approx. 20 students consistently attended remote learning onsite during the lockdown periods and together with the students who did their remote learning at home did their classwork via Google Classrooms. Some additional expenditure was incurred – increased cost of mowing due to change of contractor, purchase of picnic tables/chairs for outdoor learning, new flagpoles, air conditioners, additional furniture and fixtures for art room, prep classroom and maths storeroom, blinds for office and classroom in our Early Learning Centre. We also commenced the rebranding of Bayswater PS which included the necessary preparation in order to introduce a new school uniform in 2022 in our new colours. As a result of this we had to buy-back the left over stock of our old uniform from our supplier. We still have a number of leases running – server equipment, student laptops, telephone system and photocopiers. As in previous years, Knox City Council was invoiced once per term for a percentage of utilities and refuse & garbage to cover the costs incurred by the Birch Street Preschool which utilises part of our BER building.

**For more detailed information regarding our school please visit our website at**  
<https://www.bayswaterps.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 124 students were enrolled at this school in 2021, 52 female and 72 male.

27 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

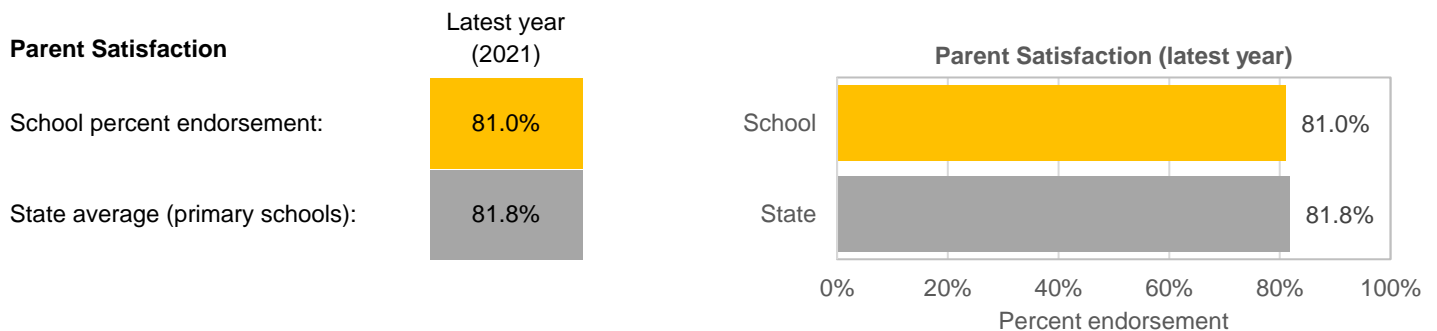
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

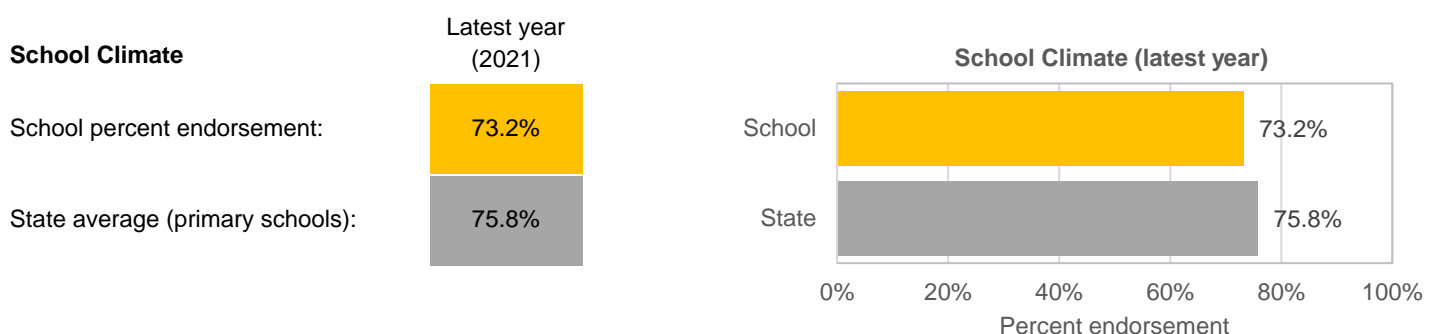


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

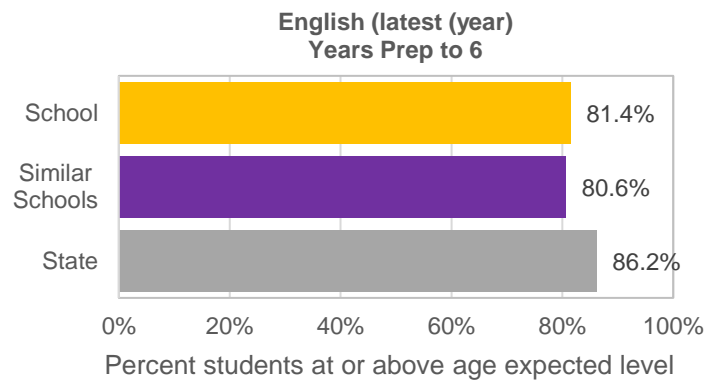
81.4%

Similar Schools average:

80.6%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

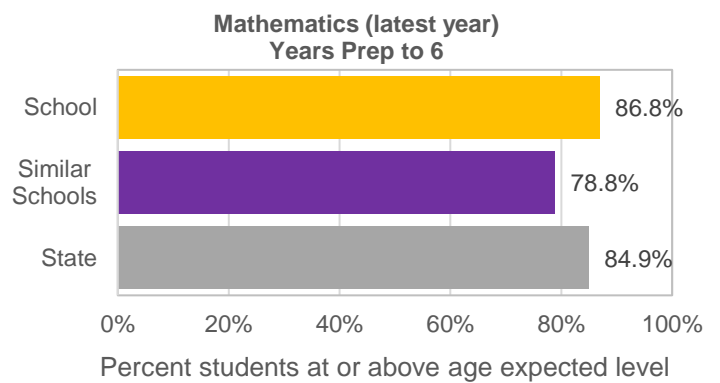
86.8%

Similar Schools average:

78.8%

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.

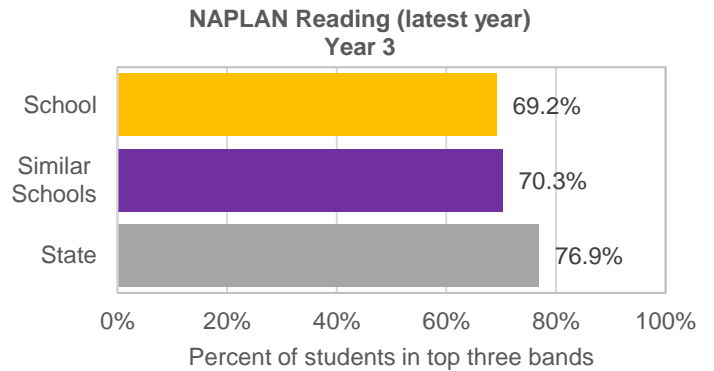
**NAPLAN**

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.

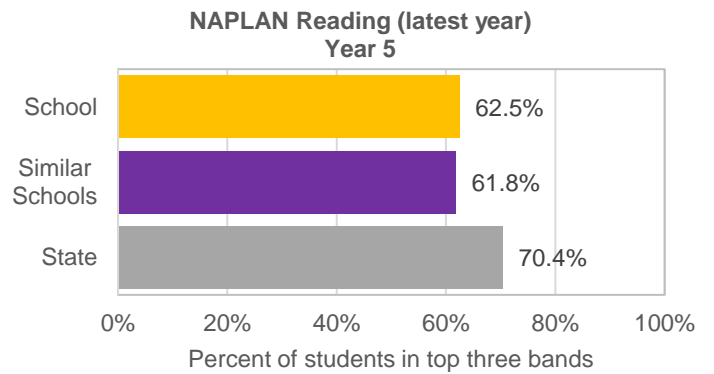
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.2%	56.5%
Similar Schools average:	70.3%	69.7%
State average:	76.9%	76.5%



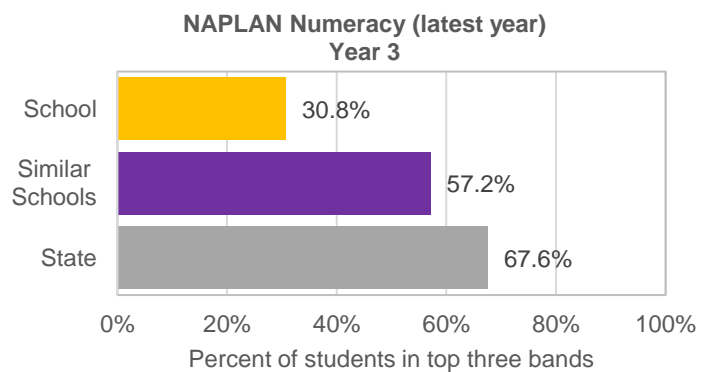
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	58.1%
Similar Schools average:	61.8%	58.6%
State average:	70.4%	67.7%



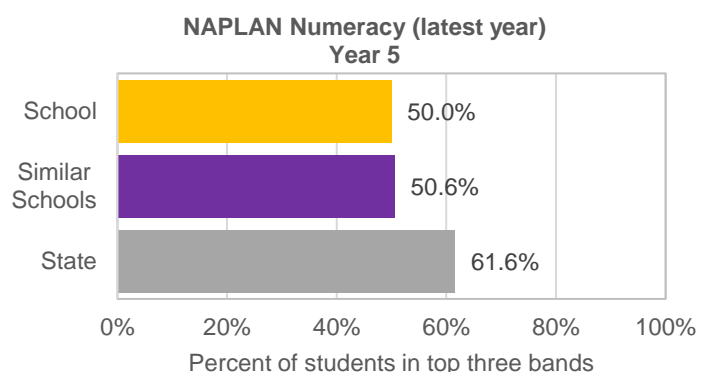
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	30.8%	53.3%
Similar Schools average:	57.2%	59.2%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	44.2%
Similar Schools average:	50.6%	49.4%
State average:	61.6%	60.0%



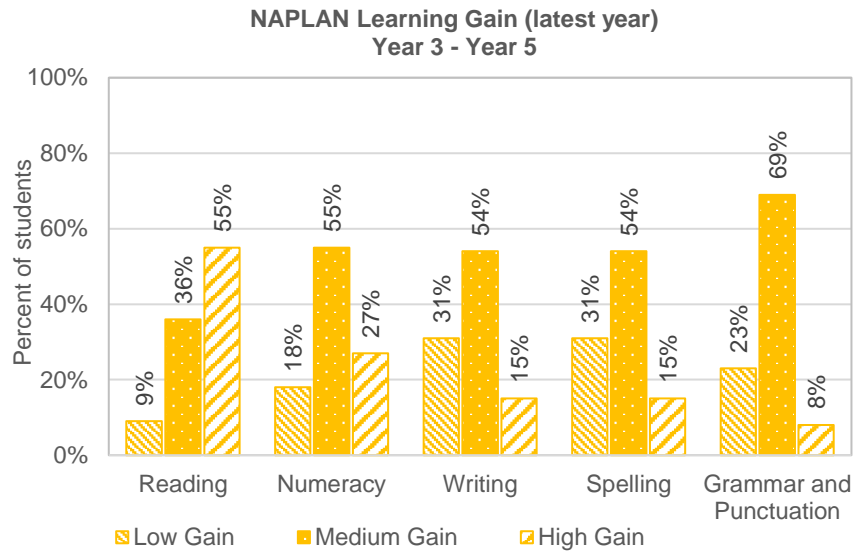
**ACHIEVEMENT (continued)**

**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:	9%	36%	55%	19%
Numeracy:	18%	55%	27%	21%
Writing:	31%	54%	15%	22%
Spelling:	31%	54%	15%	22%
Grammar and Punctuation:	23%	69%	8%	22%



## ENGAGEMENT

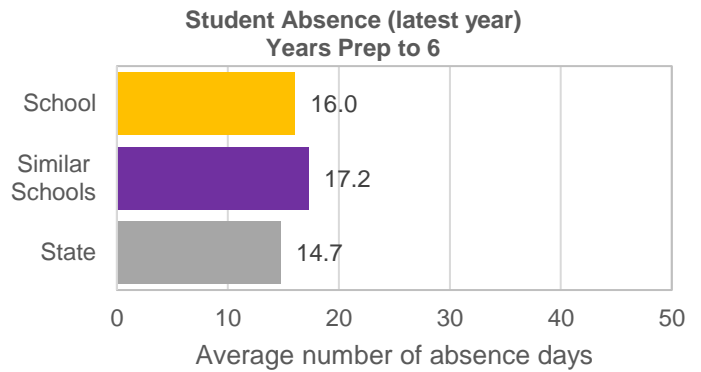
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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	16.4
Similar Schools average:	17.2	17.3
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):	90%	93%	92%	93%	95%	90%	92%

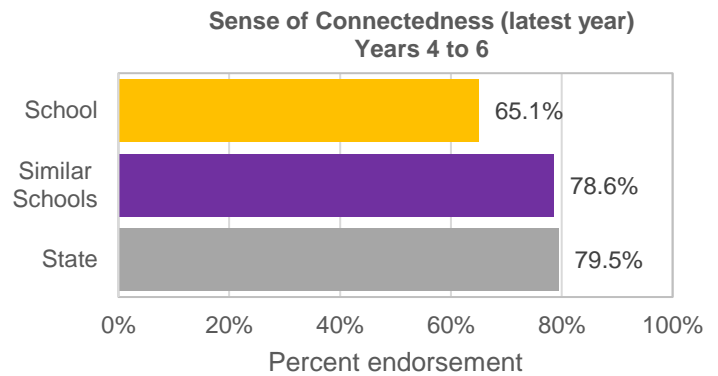
## WELLBEING

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	65.1%	71.4%
Similar Schools average:	78.6%	79.0%
State average:	79.5%	80.4%

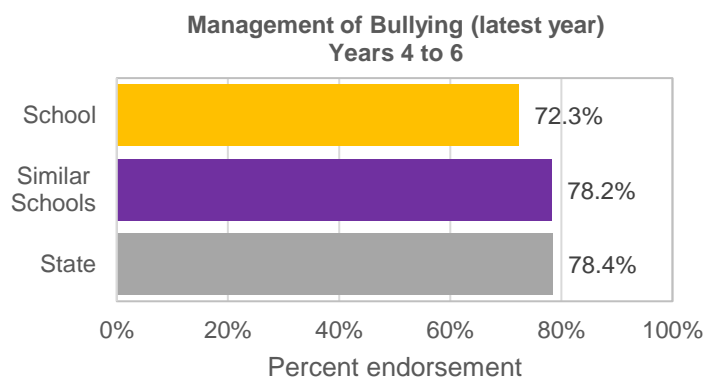


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	72.3%	74.0%
Similar Schools average:	78.2%	78.5%
State average:	78.4%	79.7%



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



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,243,867
Government Provided DET Grants	\$226,605
Government Grants Commonwealth	\$9,270
Government Grants State	\$0
Revenue Other	\$10,358
Locally Raised Funds	\$45,207
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,535,307</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$108,829
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$108,829</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,264,269
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$20,157
Communication Costs	\$5,511
Consumables	\$42,053
Miscellaneous Expense <sup>3</sup>	\$11,517
Professional Development	\$6,147
Equipment/Maintenance/Hire	\$52,526
Property Services	\$54,578
Salaries & Allowances <sup>4</sup>	\$16,245
Support Services	\$50,343
Trading & Fundraising	\$5,349
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,162
<b>Total Operating Expenditure</b>	<b>\$1,549,858</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$14,551)</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	\$101,549
Official Account	\$6,257
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$107,807</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$39,457
Other Recurrent Expenditure	\$5,522
Provision Accounts	\$0
Funds Received in Advance	\$10,308
School Based Programs	\$8,310
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	\$53,781
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$117,377</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.*