2020 Annual Report to The School Community

School Name: Tallygaroopna Primary School (3067)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 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 18 March 2021 at 02:58 PM by David Brodie (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 03:36 PM by Geoff Akers (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

The About Our School section 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.

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).
  Note: NAPLAN tests were not conducted in 2020

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).

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *'Victorian Curriculum'*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Tallygaroopna Primary School, with an enrolment of 81 students, is situated 17kms north of Shepparton. Our schools overall Socio-Economic Profile is in the mid range and students come from the township of Tallygaroopna and surrounding farms. Our Student Family Occupation Index was.4063 (SFOE Index - .3626). The school grounds consist of a grassed playing field, a basketball court, two separate sets of playing equipment, well shaded and passive recreation areas. The school buildings consist of a large BER building which has 3 Classrooms and a Project Room along with two small offices which operate as a Resource Room / Student Welfare room and a Computer Resource room. Other facilities consist of an Administration Area, Grade F/1 Classroom, Computer Lab / Specialists Room and a large Multi-Purpose Room which has a Community School Kitchen. Maintenance funding has been received in the past to upgrade some of the existing buildings and we anticipate more work will be carried out in future years. Computers have been upgraded on a regular basis and the school is fortunate to be able to utilise 6 interactive whiteboards and a number of Netbooks, IPods and IPads along with 15 Desktop Computers in the Computer Room / Specialist Room. All of these resources enable staff to integrate a number of curriculum areas with Information Technology. Currently there is a computer ratio of 1.2:1 students.

The school is proud of the amount of parental and community involvement which occurs and we promote and encourage this as much as possible, although there were restrictions in line with COVID-19 in 2020. An active Parents Club normally provides special events on a regular basis and our school community promotes an active and healthy lifestyle. Our school day begins at 8.45am and we try and start the day being active with some activities involving such things as morning walks around the oval and reading, for example.

The schools core values are based on Respect, Inclusion and Honesty. In 2020, there was limited participation with such things as Playgroup and OSH Care because of Remote & Flexible learning in line with the COVID-19 pandemic. Normally, our playgroup is open to the community one day a fortnight from 9-11am for Pre-school children to attend. This program is coordinated by our School Chaplain (Welfare Worker). We continued to offer Outside School Hours Care to families for 5 days a week, but during Remote & Flexible learning this service was not utilised too much because of the limited number of children on site at the time. The school continued to employ a full time OSH Coordinator and still made a major investment financially, although so government grants assisted with this. We hope that the school will continue to benefit from this service into the future - OSH Care supports working families and has been implemented at Tallygaroopna Primary School since 2014.

In 2020, we continued to have some emphasis with our Social and Emotional Program called Bounce Back but we also began to plan for implementation of the Respectful Relationships program. Out Literacy Program also continues to focus on Writing and Spelling and we have a whole school approach where we utilise elements of the VCOP (Big Write) and SMART Spelling Programs. However, during the second half of the year, we did some further learning in regard to an Evidence Based approach with reading and we hope to be able to blend this into our Spelling Program so that it all links together with specific teaching in the classroom. In 2020, we continued with implementation of the Workshop Model with reading and also introduced this approach into our teaching of Writing and this allows children to be creative and responsible in their own learning. The Workshop Model asks students to take charge of their own learning, becoming active and engaged in their work and development of understanding. In regard to Numeracy, Nelson Maths is our main teaching resource, but staff have the flexibility to utilise other resources in line with the Victorian Curriculum. We implemented Number Fluency Assessment across the whole school again in 2020. Both of our whole school plans in regard to Literacy and Numeracy were revised in 2020 and staff at the school are always investigating new ways that we can be inventive and be better as professional educators.

There were some successes and challenges that arose during remote and flexible learning. We had 2 periods of Remote & Flexible learning in Terms 2 and 3 and we made some modifications to this over time. This included quality teaching time on Webex which started with each day and moved to 3 days a week and making learning materials more available in a hard copy form to reduce the stress levels for all key stakeholders. The Parent Satisfaction was at 79.1% - just below the State Average, but the School Climate was obviously affected because of the COVID-19 pandemic in line with State benchmarks.

Framework for Improving Student Outcomes (FISO)

In 2020, Tallygaroopna Primary School had a FISO focus on Reading again with the Workshop Model being a large piece of work for all staff. Writing and Spelling continued to be a minor focus with our Big Write (VCOP) program along with the Smart Spelling Program with some flexibility encouraged for staff. We were able to implement aspects of the Andrell Education Cold Write Assessment Schedule throughout each term which provided some consistency with some set topics, but obviously some restrictions occurred with COVID-19. A key improvement strategy at the beginning of the year involved the implementation of the Workshop Model and expanding this into Writing. This allowed students to engage in authentic reading and writing experiences. The Workshop model continues to be an effective way to differentiate instruction where lessons may vary in length and include time for teaching, selecting and reading books, writing about books, and sharing ideas about books with partners or in group discussions.

Moderation of Writing continued as much as possible, with the aim to improve teacher judgements and to make these more consistent. Our staff discussed writing samples and teachers continue to find this a rewarding experience as they shared their knowledge and understanding of the Criterion Scale. Individual judgements were discussed, analysed and reviewed if needed. Moderation of writing continued to develop with staff at school throughout the duration of the school year. Some progress was made with this initiative, but this work will be ongoing as it evolves over time. We continued to refine writing topics with this program as we aim to have a consistent approach with all set writing topics across the whole school.

All classrooms implement the Smart Spelling Program consistently each week and there is a focus on explicit teaching using the SMART acronym (Say, Meaning, Analyse, Remember, Teach). Spelling is taught through spelling patterns and regularity, being based around whole words with an emphasis on meaning and vocabulary development. Specific spelling rules are taught in the context of words in a way that builds on learning from previous years. Towards the end of the 2020 as we refined and updated our whole school literacy and numeracy plans, we began to investigate alternative approaches to teaching reading and how this can be directly linked specifically to spelling. We were fortunate during this time to have our Literacy Leader along with our Early Years teacher complete a course on the Science of Language & Reading and this has generated a lot of enthusiasm across the school and encouraged all staff to do better with our teaching. In Term 4, we informed the school community about transitioning to this new approach with our Reading & Spelling programs and have implemented a number of online sessions to further inform our families. This related to the key improvement strategy of enhancing curriculum and lesson planning and identifying pedagogy for future learning.

In 2020, some of the associated AIP actions and professional development plans were modified to suit remote learning. One of our key improvement strategies involved providing a stimulating learning environment in which students are active learners who collaborate, explore and connect with each other and we believe that we did this effectively by having regular Webex sessions with our children throughout the week with a strong emphasis on Literacy and Numeracy tasks. Some major online extra curricula events also took place (ie: Disco, Trivia Night, Tally's Got Talent) to focus on engagement and general connectedness to the school.

Our workforce composition in 2020 also played an influential role in improving student outcomes. In 2020, the school was able to maintain a 4th classroom and we were fortunate to have the knowledge and expertise of stable and experienced staff who had remained at our school and built strong relationships with our children and families over the last couple of years. These staff were supported by the Principal of the school. Tallygaroopna PS had 5.8 equivalent full time teaching staff which includes 1.0 Principal class and 4.8 Teaching (which includes MACC and MARC Vans). Our business manager along with 2 Education Support Staff were at our school for 5 days a week and we were also able to utilise 2 other Education Support Staff in a part time role over 5 days to assist and support teachers and students in need. Our school also had a Welfare Worker who was funded by the Chaplaincy Program who was at school 2 days a week.

Achievement

Tallygaroopna Primary School's teacher assessments from the Victorian Curriculum are above those of all Victorian government primary schools. English at the school level is 85.9% compared to the State - 86.3% where as Mathematics at the school level is 88.4% compared to the State - 85.2%. This relates to the percentage of students in Years Foundation to 6 who are working at or above age expected standards in English and Mathematics.

NAPLAN tests were not carried out in 2020 because of the COVID-19 panedmic. We look forward to implementing this online again in 2021 (as we did in 2019), because we feel that this platform is more engaging and less stressful for some children with the hope that many will thrive with this form of assessment.

After our Curriculum Day on the first day of Term 2, we focused on 3 specific learning areas for classroom programs (Reading, Writing & Numeracy). The remote and flexible program for families was going to be produced in a weekly format, so that families would have some notice in regard to what was required each day. This was made available at 8.30am each Monday via Class Dojo initially and then in a hard copy form as well when modifications were made in Term 3. Specialist Programs (Art, Library, PE, Science, Italian and Music) continued although in a modified form also and all staff used Webex as a form of communication initially for students and families, until some children were independent enough to grasp these tasks themselves. Webex sessions held each day in Term 2 went for a minimum of 30 minutes (these were 3 days a week in Term 3) and staff also utilised this tool for other voluntary or support sessions for specific students. Current programs such as Mathletics and Reading Eggs were utilised as well.

The program that was organised by class teachers was flexible and involved self paced learning to reduce the anxiety and worry with families at home. Class teachers requested to see 3 pieces of work each week and other work has been sited as well. The senior students (Grades 3-6) have benefited greatly from being able to explore their independence during this time. Obviously over time this type of teaching has continued to be adapted and instructional videos for students have increased throughout Term 2 and 3. Students generally responded well to self-directed learning tasks during the remote learning period and staff were able to utilise online resources for content-delivery and consequently develop new ways of differentiating for students.

When we returned to onsite learning in Term 4, we were able to complete normal school assessments in line with our school assessment schedule and this data has been shared with families as part of Semester 2 Reporting.

We believe that our implementation of the Workshop Model has the potential to make a big impact with more students reaching the top 2 bands. This was evident in different areas of English previously in 2019. We continue to dedicate some of our professional learning to the areas of Literacy and Numeracy and look forward to continuing to refine and develop these programs into the future. Key Improvement strategies tend to focus on a variety of literacy and numeracy strategies and personalising learning. Students strive to continually improve learning by having student learning goals. These learning goals are evidence based through the use of data and are developed for individual students to achieve. We look forward to these goals continuing to be more ongoing in 2021 and providing more formalised feedback to our families and students. The school continually strives to improve teaching, sharing skills and knowledge with a focus on Literacy and Numeracy, with staff involved in professional learning at a cluster and network level. This learning is shared with the staff in professional learning teams. This team approach means that all teachers are sharing skills and are responsible for all students' learning and well being. Regular classroom observations drive teaching and learning and aim to improve student achievement.

Engagement

Tallygaroopna Primary School's data for student attendance in 2020 was lower compared to other schools, when taking into account relevant student characteristics. A school comparison rating of 'Lower' indicates this school records 'less' absences than expected. The average number of absence days per student for the school was only 11.9 compared to 13.8 to the state in 2020 and the 4 year average was also in line with this with our school recording 10.7 days of absence per student compared to 15.3 days of absence for the state.

The majority of absences are for students who are sick or from families having extended holidays. All Year levels recorded an average attendance rate of 90% or higher which was a positive result. We value student's attendance and students with attendance above 95% each term and semester receive awards. Whole year attendance is acknowledged with awards as well - although this was suspended in 2020 because of the specific local processes implemented and will resume in 2021. We also understand that high absenteeism can have a negative impact on a child's educational development. Being at school ensures that all students are maximising their learning with social development opportunities. Students and families will continue to be reminded about the importance of regular school attendance through informal discussions with staff and items put in the weekly newsletter and unexplained absences are followed up.

In 2020, we continued to have a large emphasis on Student Engagement again with the implementation of fun and engaging learning opportunities for our children along with a comprehensive Specialist program. Specific focus was on providing a positive school community and we continued to implement a celebration wall and a project titled "every face has a place". Students are frequently involved in buddy activities with a mentoring approach being embedded into our school culture from F-6. In 2020, we were also fortunate to continue with the implementation of our Chaplaincy in Schools Program and we were able to employ a School Welfare Worker for the whole year, working 4 days a fortnight with additional funding for the 2021 / 2022 school years as well. This initiative allows a staff member with welfare expertise to support our staff, children and families with a variety of issues which occur at school and away from the learning environment. Children in the senior grades have numerous leadership opportunities at our school as well – School Captains, JSC...etc.

Each classroom integrates technology in learning activities and students have access to a combination of laptops, desktops, ipods and ipads creating a technology rich learning environment. This was obviously more evident during Remote & Flexible learning and skills and knowledge has been developed by key stakeholders which will allow us to use technology as a teaching tool if the need arises again in the future. We complement classroom activities by utilising a number of ICT programs such as Mathletics and Reading Eggs and promote a positive atmosphere in our classes. In 2020, we continued to implement the BYOD program for the Grade 5/6 students and also utilised Dropbox with this class to enable easy access to classroom tasks in line with Remote & Flexible learning. Our school provided our children with many learning opportunities in 2020 which allowed them to explore their interests and develop their skills and capabilities in a variety of areas. Specialist programs were offered in 6 specific learning areas again in 2020. These were for Science, Physical Education, Library, Art, Music and LOTE (Italian) and we look forward to continuing with most programs into the future although we will need to be creative with some financial restraints with staffing.

Our school had a stable workforce with all staff continuing on with their specific roles in 2019 and we continue to promote a warm, caring and friendly learning environment. The school actively promotes developing respectful relationships between students, parents and teachers through the newsletter and interactions.

The School made a concerted effort to engage all students and families during Remote & Flexible learning periods and attendance was monitored daily. General communication involved daily posts and private messages through Class Dojo and weekly assemblies which focused on health, wellbeing and engagement with fun themes (ie: Pets, Footy Colours, Hats, Book Characters…etc). All staff contacted parents directly each week and we followed up any lack of communication with phone calls if needed to offer support and assistance. Two family support sessions were also held early in the Term to allow families to express any concerns or difficulties that they were facing. To enable children to keep connected with their class mates, we explored a number of strategies – these include fun games, book club sessions, stories read to children online..etc. These were pre-recorded and could be viewed again in line with Equity for all students. Virtual excursions were also encouraged and students also commented that they liked being able to ask questions privately with a teacher, without the fear of embarrassment. Small group sessions have also been

available if needed to support students with Education Support staff.

Finally, to support student engagement during the transition back to onsite learning, our school implemented a 5 week program of tutoring support for some children who we felt would benefit after numerous challenges during the COVID-19 pandemic. Focus again was on Reading, Writing and Numeracy and we employed 4 tutors to work with these children in small groups on their return to school. Two of these tutors were well known to our children and were able to build on previous relationships developed and this program emphasised our strong desire to make sure that all children in need were supported after such a disruptive time with remote learning. This type of support will continue into 2021 with specific modifications.

Wellbeing

The results of the Student Attitudes to School Survey for 2020 were inconsistent. Schools had an option to completing this survey and we thought it would be worthwhile to see how COVID-19 may have affected some our students in Grades 4/5/6. We were encouraged with Bullying (management of bullying) - the percentage endorsement for this area was 82.2% which was in line with similar schools and slightly above the State average of 78%. The area of Sense of Connectedness was affected and the percentage endorsement for this was only 68% which was below our 4 year average of 75.6% and also below the yearly averages of the State and similar schools. We felt that a lot of work was put into this area with fun and engaging extra curricula events during Remote & Flexible learning, so some focus will be needed for 2021 to ensure that this level is improved upon.

With the implementation of the Student Engagement Policy we aim to further develop students' social skills and self-awareness and are actively promoting our school values of Respect, Honesty and Inclusion. Our general rule of "considering the feelings of others at all times" is constantly reinforced as well. The SEP is reinforced via Skool Loop and the School Newsletter at school and at home. In 2020, we continued to implement elements of our Social & Emotional Learning program "Bounce Back", but COVID-19 affected the implementation of the Respectful Relationships program which is mandated for all schools. We look forward to getting this back on track in 2021.

Tallygaroopna PS is an ESmart school and we frequently focus on cyber safety formally and informally at school. Our Welfare Worker has a keen interest in making sure that the wellbeing of all children, staff and parents of the School Community is catered for with informal and formal discussions, but we could not implement the "Survival Snacks" cooking program across the whole school. This fun program enables our school chaplain to build relationships with many different cohorts of children (buddies) and we hope that this may start up again in the near future. Families were also able to reach out to any staff across the school and seek out any support if needed and we were able to cater for many essential workers children on site during Remote & Flexible learning with adequate supervision by staff who were willing and able to be involved.
We were also fortunate to have 4 Education Support staff in 2020 along with a volunteer and our main focus on the return to school after Remote & Flexible learning was to ensure that our children remained happy, safe and engaged at school. We eased them back into the learning environment with lower expectations before getting back to normal routines and tasks.

All of our children are supported with Individual Learning Plans for Semester 1, but the plans to continue this into Semester 2 were effected by the Pandemic. Normal support (ie: Speech Therapy) for children in need was also affected because of limitations with the amount of staff that could be onsite which was very frustrating along with limited parent involvement across the school. The school always promotes and maintains a strong sense of family involvement, but we had to turn families and carers away in 2020 which was often a demoralising experience. We look forward to reconnecting with our families again for 2021, because they are a key ingredient behind the success and make up of a small school.

It was pleasing that some end of year extra curricula activities were able to be held culminating in a Grade 6 graduation night. Tallygaroopna Primary School continues to prides itself on being a positive and happy place to learn and play.

Financial performance and position

Tallygaroopna Primary School was fortunate to have a Net Operating Surplus of $77,255 because of an steady enrolments over the last 48 months. For many years our school hovered around 50 students consistently, but since 2015 we have had regular enrolment increases which has benefited our school financially. We have plateaued at about 80 students o flate.

The structure of our workforce did not change in 2020, but some adjustments had to made to time fractions with ES staff and also Specialist staff in line with financial constraints. Our school received funding from the National Chaplaincy Program to focus on Student Welfare again in 2020 and our school was funded for 3 students through the Program for Students with Disabilities Program. This funding is used to provide human resources (Education Support Staff) who support these students and teachers.

Our schools' investment in solar panels in 2019 has allowed our school to be be able to move forward in generally a strong financial position. There are obviously strong links to teaching and learning with this school initiative.

For more detailed information regarding our school please visit our website at http://www.tally-ps-3067.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 81 students were enrolled at this school in 2020, 34 female and 47 male.

0 percent of students had English as an additional language and 9 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) which takes into account parents' occupations and education.
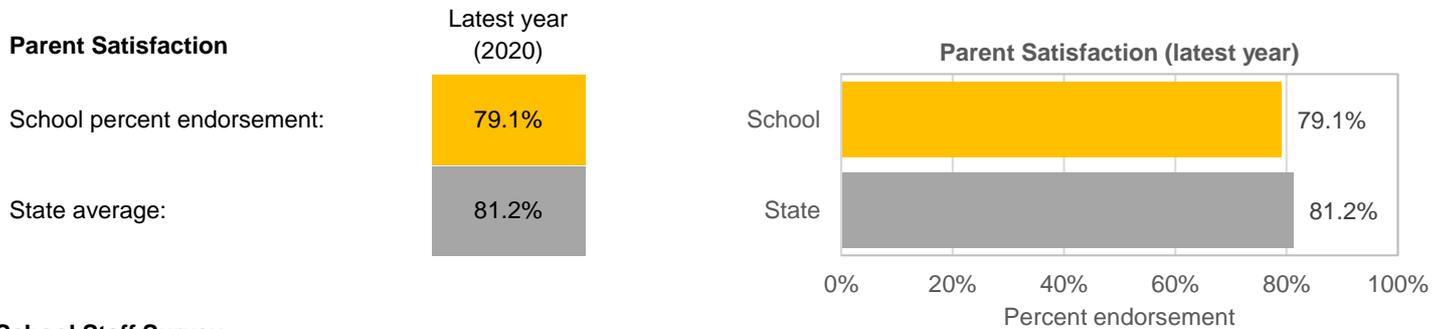
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.
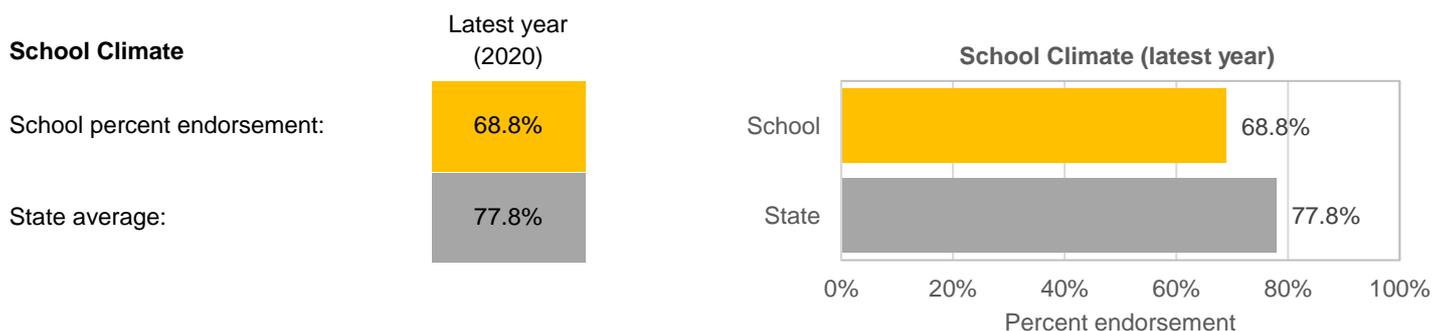
Parent Satisfaction	Latest year (2020)
School percent endorsement:	79.1%
State average:	81.2%

Parent Satisfaction (latest year)

	Percent endorsement
School	79.1%
State	81.2%

School Staff Survey

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

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

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

School Climate	Latest year (2020)
School percent endorsement:	68.8%
State average:	77.8%

School Climate (latest year)

	Percent endorsement
School	68.8%
State	77.8%

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

**English
Years Prep to 6**

Latest year (2020)

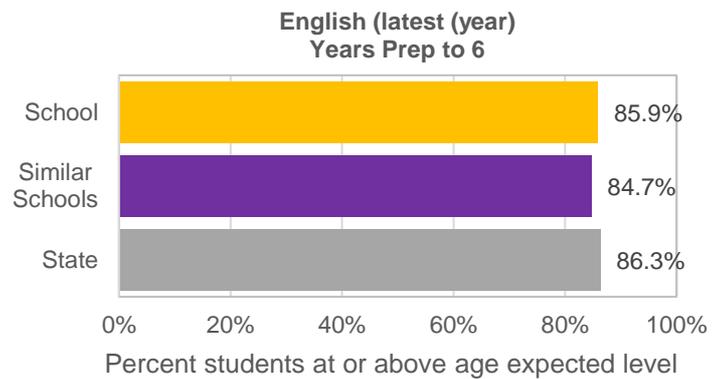School percent of students at or above age expected standards: | 85.9%

Similar Schools average: | 84.7%

State average: | 86.3%

**English (latest (year)
Years Prep to 6**

School	85.9%
Similar Schools	84.7%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

**Mathematics
Years Prep to 6**

Latest year (2020)

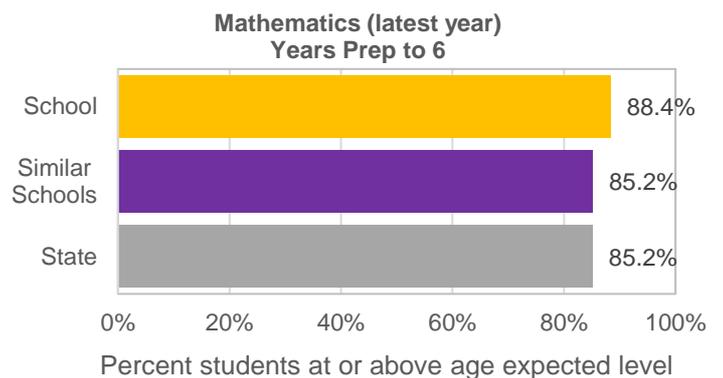School percent of students at or above age expected standards: | 88.4%

Similar Schools average: | 85.2%

State average: | 85.2%

**Mathematics (latest year)
Years Prep to 6**

School	88.4%
Similar Schools	85.2%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result 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).

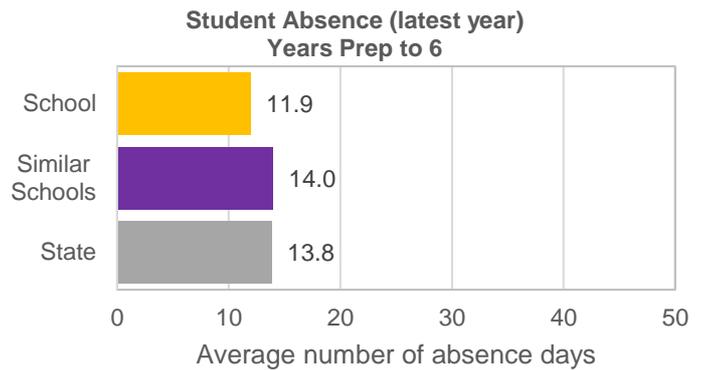NAPLAN tests were not conducted in 2020.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	11.9	10.7
Similar Schools average:	14.0	16.1
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	11.9
Similar Schools	14.0
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	90%	97%	93%	93%	95%	96%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	68.0%	75.6%
Similar Schools average:	79.4%	82.5%
State average:	79.2%	81.0%
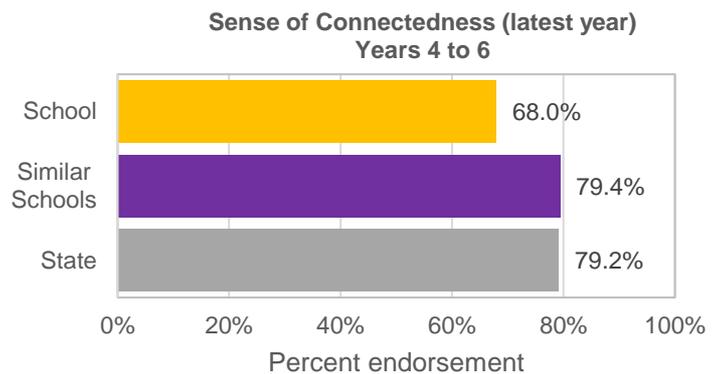
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School 68.0%
Similar Schools 79.4%
State 79.2%

Percent endorsement

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	82.2%	86.8%
Similar Schools average:	82.9%	84.2%
State average:	78.0%	80.4%
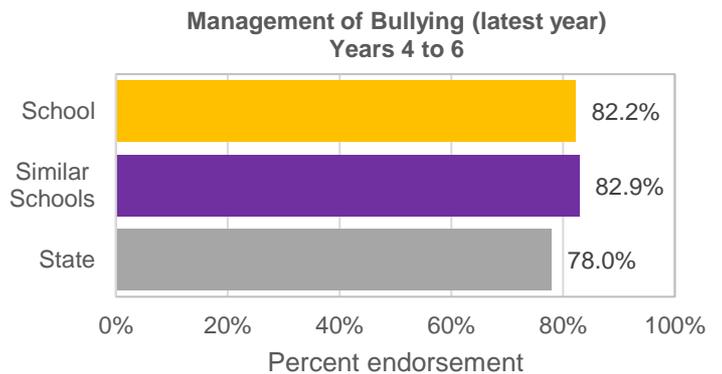
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School 82.2%
Similar Schools 82.9%
State 78.0%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$851,088
Government Provided DET Grants	$178,131
Government Grants Commonwealth	$13,030
Government Grants State	NDA
Revenue Other	$4,888
Locally Raised Funds	$29,267
Capital Grants	NDA
Total Operating Revenue	**$1,076,403**

Equity [1]	Actual
Equity (Social Disadvantage)	$7,621
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$7,621**

Expenditure	Actual
Student Resource Package [2]	$810,448
Adjustments	NDA
Books & Publications	$324
Camps/Excursions/Activities	$6,206
Communication Costs	$1,368
Consumables	$14,246
Miscellaneous Expense [3]	$10,874
Professional Development	$3,499
Equipment/Maintenance/Hire	$15,806
Property Services	$43,542
Salaries & Allowances [4]	$74,759
Support Services	$2,847
Trading & Fundraising	$10,140
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$5,088
Total Operating Expenditure	**$999,148**
Net Operating Surplus/-Deficit	**$77,255**
Asset Acquisitions	**$13,895**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$106,567
Official Account	$7,439
Other Accounts	NDA
Total Funds Available	**$114,006**

Financial Commitments	Actual
Operating Reserve	$27,536
Other Recurrent Expenditure	$377
Provision Accounts	$332
Funds Received in Advance	$10,702
School Based Programs	$17,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$11,707
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$12,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$10,315
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	$24,037
Total Financial Commitments	**$114,006**

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.