

# 2021 Annual Report to The School Community



**School Name: Princes Hill Primary School (2955)**



- 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 01 April 2022 at 10:43 AM by Esme Capp (Principal)

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

Attested on 08 April 2022 at 02:56 PM by Monique Halliday (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

Princes Hill Primary School is located in inner-city Melbourne, with a capped enrolment of 450 children. In 2021 the staffing comprise of 3 principal class, 20.6 teacher class and 3.9 Education Support Staff. The school is registered to enrol International students. Princes Hill has a vibrant and inclusive community and the school's culture of respect and care for others fosters a cooperative environment. The school is developing as a strong community through meaningful and authentic collaboration; this enables the children to shape the present and the future of their community. The school's intent is to foster the desire to continue to learn throughout life and the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice by all members of the school community. Supporting our purpose are three core values: One community, Expanding possibilities, Strong and capable learners. The school offers a range of programs and structures designed to facilitate student learning, engagement and social responsibility. Children as participants in the 21st century need to understand themselves as learners, learn to work collaboratively, engage in new technologies, learn how to access new skills and knowledge and develop the skills of thinking creatively, laterally and critically. The school's beliefs about learning, pedagogical practice, organisations structures and the physical environment reflect these core principles.

In 2021 the school community reviewed the school's practices and procedures and outlined potential focuses for the 2022-2025 strategic plan to further develop the vision and related practices and school improvement initiatives for the school. The vision is implemented through principles of learning which are continually reviewed and developed each year. The current principles are:

Children are active, important members of a variety of communities e.g. family, school, ethnic cultures, multi-media and friendship groups – their understanding of the world develops through these social and cultural interactions.

We develop motives to learn through positioning ourselves within social situations.

We learn through the unity of emotions and intellect.

We learn through critical engagement in complex, purposeful contexts where relevant connections are made to our world.

We learn through consciousness of thought where we reconfigure pre-existing understandings and concepts.

We learn through active participation, the many forms of expression.

New pedagogical practices are continually evolving to enact these principles through inquiry led research projects which incorporate the Victorian Curriculum. The approach focuses on targeted teaching and learning, individual and small group conferencing, workshops with a focus on provoking thinking and projects and provocations to enact the learning. All aspects of organisation have been reviewed including grouping of staff and students, curriculum content, time management and parent involvement. Children and their team of teachers create a community of learners within a neighbourhood. Parents are active participants in all aspects of the school involved in committees, mentoring children using their areas of expertise such as Artist in Residence Programs and active participants in learning neighbourhoods inquiries. Children, parents and teachers are continually involved in active research, developing the evolving vision and practices of the school. The intent is to create an organisation which responds to the curiosity and drive to understand by all the participants. This is a democratic and collaborative process in which the roles of all the participants are transformed, fluid and interchangeable. Curriculum is focused on exploring Big Ideas relevant to the community. Projects begin by exploring the communities' pre-existing understandings, sharing experiences to provoke new possibilities, determining and enacting a research project and sharing findings with the community. Documentation of projects in progress and completed projects is key to making the learning visible to all members of the community. The new and refurbished physical environments are designed to reflect and support the school's principles and practices.

In 2021 the inquiry focuses were:

Prep

Overview: - A fascination with details in our world led to the children inquiring into creativity and it's role within communication and learning.

Research Questions: Where and when is creativity prevalent? How does creativity help us?

#### Year 1/2 Neighbourhood 1

Overview: Our inquiry explored communication and the multiple ways we share knowledge to enable understanding.  
Research Question: How can we communicate what we know with others?

#### Year 1/2 Neighbourhood 2

Overview: Our inquiry into the natural world and the built environment stemmed from a mapping provocation. Together, we explored ways we connect to the world around us. Be it locally or places we have travelled around Australia. As we explored our connection to the world more deeply, children considered ways to nurture their connection with both people and the environment.  
Research Question: How do we connect to the world around us?

#### Year 3

Overview: Students investigated natural systems as well as the scientific systems we use to classify biotic and abiotic elements of our environment. Some student projects included an imagined training course to upskill people in Cultural Burning, a series of documentaries entitled Evolution Boom which explored life on earth, inventions that could help the environment and responses through The Arts that showed students connections with nature in their local area.  
Research Question: How are natural systems connected and what role do we play?

#### Year 4

Overview: Students explored the natural environment through documenting, drawing and classifying natural objects, which led to exploring collections and how museums preserve history and stories.  
Research Questions: Can we identify/connect/develop understandings about how we all play a part in shaping our natural world and the impact that all living things have on their environment? Can we identify and connect our understanding of how museums play a part in preserving the natural world?

#### Year 5/6

Overview: The students explored the concept of personal growth and historical growth. Students explored the expression of emotions and how the expression of emotions can impact on their relationships with others. Students investigated how to promote and maintain health and wellbeing for individuals and their community by making critical decisions about how to present research on the parts of the brain and / their knowledge and understanding of nature vs. nurture, and how it impacts our development. Students collectively identified, unpacked, and categorised the significant events that have occurred over the past decade.  
Research Question: What do we understand growth to mean and how can we measure it?

#### Whole school- Well being Inquiry

Overview: After an impactful event communities should be guided and supported to reconnect and have a sense of optimism, hope, and safety going forward.  
Research Questions: How are natural events a catalyst for connecting the human experience? What is it to be human within nature?

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## Framework for Improving Student Outcomes (FISO)

### Excellence in Teaching and Learning- Building practice excellence

Professional learning has been driven by the school's annual strategic goals, key improvement strategies, the focus on student outcomes, and improving teacher capacity. Whole staff conferences focus on professional learning, presenting and analysing student data, and setting future strategic priorities. Through reflection and evaluation, professional learning goals to facilitate excellence in practice have also been identified on a needs basis to support teacher capacity in teaching and learning, as well as management of student behaviour. Staff meetings have continued to be dedicated to professional learning. Teachers at all ranges at Princes Hill Primary School have been invited throughout the 2021 year to put proposals together to lead professional learning with their colleagues. Teachers from all ranges and within leadership have provided professional learning opportunities linked to school goals and key improvement strategies,

with the overall focus of building teacher capacity for delivering the school's model of teaching and learning. Teachers have been given the opportunity to opt in to professional learning that will best meet their own goals and development as a teacher.

Staff have participated in wellbeing workshops with the National Manager of Headspace Schools. This has afforded opportunities for staff to look after their own wellbeing as well as providing strategies to use with the students. SSSO staff from the Department of Education and Training have led staff in ways to manage challenging conversations and interactions with parents/carers, particularly in light of the anxiety families were facing returning to school following the final Melbourne lockdown. Aligned with our school goals, and Department of Education and Training advice during the COVID-19 pandemic, our wellbeing team have supported teaching teams to ensure the Resilience, Rights, and Respectful Relationships program is being implemented across the whole school. This team has spent many hours attending professional learning offsite and our whole staff had professional learning meetings to understand the program, its purpose, and how to implement it.

The professional learning communities (PLCs) of collaborative teaching teams have worked through inquiry cycles, with the goal of improving student outcomes. The teachers in PLCs have identified needs directly linked to improving student outcomes, established 'if, then' statements to direct their inquiry, completed research, and documented their findings. These professional teams work together to reflect on practice, assess documentation of learning, and identify next steps. School leaders work across teams and within teams to mentor and support the planning and implementation of the school's model of inquiry.

The key improvement strategies for 2021 were:

- a) Refine and articulate the whole school learning and teaching approach.
- b) Embed the school's model and support the ongoing development of teacher capacity.

#### Community engagement in Learning - Building Communities

During remote learning a number of initiatives were implemented. The Humans of PHPS video series were created by different school members, including from school council, in order to promote a sense of inclusion and transparency. Our learning expo celebrating our Well Being Project took place onsite, while three-way child-parent-teacher conferences were held online. The assemblies and grade six graduation were live video streamed due to limited numbers able to attend onsite. Partnerships between carers and the school have been developed and sustained over several levels within the school community. The use of SEE SAW and learning Blogs were used to share the learning of students in an ongoing way. School council provided a range of opportunities for parents to become involved in the governance of the school through election to the council itself or through voluntary membership on one of the council's subcommittees. Parents were actively sought out to become involved in projects within the various neighbourhoods. Parent expertise was identified, with four community members engaged as artists in residence as part of our focus on wellbeing as DET priorities, as well as parent expertise in well-being utilised. Princes Hill Primary School sees community partnership as vital to the learning outcomes of students. The notion of students being members of a variety of communities is a key part of our philosophical and pedagogical framework which states: - Children are active, important members of a variety of communities e.g.: family, school, ethnic cultures, multi-media, and friendship groups) their understanding of the world develops through these social and cultural interactions. Princes Hill recognises the importance of these communities and the school has developed a range of activities and experiences to enrich student learning. The school works in partnership with a variety of governmental and community agencies to support the health, wellbeing and achievement of students.

The key improvement strategies for 2021 were:

- a) Embed the school vision and values and develop a shared understanding across the school community.
- b) Enhance the learning-focused partnership between students, parents and teachers.
- c) Ensure all members of the school community have the opportunity to engage with the school.

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## Achievement

Goal 1: Articulate and embed the school's model of learning and teaching to enable the growth and development of every student.

The key improvement strategies for 2021:

- a) Refine and articulate the whole school learning and teaching approach.
- b) Embed the school's model and support the ongoing development of teacher capacity.

Progress and highlights:

Throughout 2021 several initiatives were implemented, which increased our teachers' capacity to implement the school's pedagogical model. Our review of the inquiry planning documents was completed including extensive consultation and professional development with staff over six staff meetings spread over the year. This review has now ensured that our planning documents not only document the inquiry process but provide supports for teachers across all levels of experience. During the planning document review, several supporting documents to assist teachers in planning teaching and learning were produced.

Our Professional Learning Communities continued with their five-week cycles with the improvement focus of effective teacher practice. The model of ongoing support for teachers and teaching teams was strengthened with three-week cycles occurring across the year. Each week of the cycle has a different focus, with discussions of teaching practice, followed by observations of teaching, and finally individual teacher conferencing occurring in the last week of the cycle. Two periods of elective professional development programs were established to support differentiated learning needs of teachers, with each of these programs running for three weeks.

The key improvement strategies for 2021:

- c) Refine and identify students' point of learning needs and points of future growth to extend all students' learning against the Victorian Curriculum.
- d) Enhance opportunities for student voice and agency in their learning.

Progress and highlights:

Despite the long periods of remote learning, a focus of identifying and responding to individual students point of need remained front of mind. Teachers continued to use our profiles of learning against the Victorian Curriculum in English and Mathematics. Additionally, teachers used assessments such as rubrics, anecdotal notes, and formal standardised assessments to ensure students' point of learning needs and points of future were met. Additionally, whole school auditing of participation and teacher confidence in the teaching and learning programs, which provided valuable data for teachers and the school leadership.

Just prior to first lockdown of 2021, the school held its annual Welcome Expo which was well attended and provided an opportunity for children to introduce their new neighbourhoods to their families. The major focus of the beginning of year and culminating in the Welcome Expo is to promote participation and empowerment for all children, and this was evident in this year's Expo. The Junior School Council structures and processes were refined, and a parliamentary model was established comprising our year six leaders. Representatives from across all neighbourhoods of the school were also elected, and they were tasked with being the bridge between their neighbourhood and the Junior School Council. Weekly conferencing with children continued, and along with the structures of our inquiry processes, and remained the major opportunities for student voice and agency in their learning.

**Achievement – Teacher Judgement**

The moderation of teacher judgement has continued to be a major focus in 2021, with considerable professional development led by school leadership. In English and Mathematics, our achievement according to teacher judgement was just below similar schools 0.6 in English, and 1% in mathematics. Our school continued to be well above the state average in both subjects, 7.4% in English and 8.3% in Mathematics.

**Achievement NAPLAN**

Our NAPLAN achievement in Year Three was above our similar schools in reading and slightly below similar schools in mathematics. In both subjects our results were above our four-year average and indicate improvement. In Year Five, our NAPLAN achievement was below our similar schools and below our four-year average in both subjects.

The Year Five Learning Gain in NAPLAN results were very pleasing. High gain is percentage of children in the top 25% of results, low gain is percentage of children the bottom 25% of results. While our high gain percentages are lower than similar schools in some areas, in all NAPLAN areas our best, or our second-best outcome for the least number of low gain students. For reading, spelling, and grammar and punctuation 2021 was our best recent outcome for low gain students, in writing our equal best, and in numeracy our second best. The challenge for the school now will be to move some medium gain achievements to high gain.

The high growth in writing, reading and spelling reflects the focus on student point on need teaching and student goal setting. A future focus will be children able to articulate and describe the grammar and punctuation they are using in their writing. In numeracy working with middle and low achieving students has evidenced an improvement in growth. A future focus will be a review of point of need teaching for high achieving students.

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## Engagement

The school has a culture of high expectations. Teachers plan and collaborate over several sessions each week. The teachers use extensive documentation of learning including, recorded conversations, photos and videos of learning exchanges and experiences, artefacts of learning and observational notes. The teachers adapted to new ways of engagement of student in their learning during lockdowns, tapping into student interests and the contexts we found ourselves in such as local walks and our own backyards and homes.

The school value of Expanding Possibilities emphasises the importance of high expectations for students and teachers. Neighbourhood teaching teams meet weekly as Professional Learning Communities to identify and engage in research, reflecting on and improving their practice to enhance learning opportunities and growth of students. Teachers model and provide opportunities for students to apply metacognitive strategies to their learning. Reflection of learning and the sharing of learning forms a major part of each inquiry process. The culmination of each inquiry project is a real-world project, product or production that encourages and promotes analysis and reflection. These experiences support the students to synthesise their learning in an authentic context.

Students have the opportunity to engage with open-ended and negotiated learning experiences that enable teachers to identify students' strengths and areas for improvement. Student conferencing and the use of tracking documents supports students to set goals and identify their success in achieving those goals. Student conferencing forms a very real part of identifying and children's goals in negotiation with the student. The conferencing system promotes a growth mindset by providing an opportunity for each student to track their own learning and to champion their strengths and achievements. Teachers have one-on-one conferencing time with children to check in, build relationships and form strong connections. In COVID times this has been expanded to include specialist teachers supporting homegroup teachers as we transition back to onsite learning. The school supports and fosters intellectual engagement through connections with experts within our parent community, connections to real world contexts and continuous planning of rich authentic learning provocations and challenges across disciplines.

PHPS actively promotes student voice. This voice and student agency underpins all our learning experiences during our daily provocations sessions and throughout collective inquiry projects and was a feature of student learning during lockdown. This is also evidenced in teaching team weekly planners, the neighbourhood blogs, SeeSaw, Talking Point, neighbourhood documentation panels, and Inquiry Walls. The learning environments are designed and set up to support student agency. Maintaining a strong sense of our children as active and democratic members of our community with a right to be heard and contribute is evidenced through our continued practice of the pedagogies of listening and documentation. Students are supported to engage in their neighbourhood community by the provision of ongoing opportunities for student feedback through systems like weekly check-ins, conferencing and reflection. Our collective projects are an opportunity for our students to share their learning with a wider Princes Hill community. The strong belief in a democratic voice for our students is evident in the student leadership opportunities offered through our student parliament. These include portfolios for: Arts and Entertainment; Community; Health and Well being; Technology and Events; Environment and Sustainability.

Non attendance both within remote learning and during onsite teaching and learning was support by weekly check-ins



and conferencing with all students. Regular conversations with parents took place to support strategies re attendance, such as bring vulnerable children onsite during remote teaching and learning and modified attendance schedules to promote success at school leading to increased hours of attendance.

A future priority is to develop learner profiles as part of the 'New Metrics' Melbourne University research project.

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## Wellbeing

The school implemented the Respectful Relationships program which provides a range of resources and guidance in strengthening protective factors for students' mental health and wellbeing. Social and emotional learning is linked to CASEL competencies: Self Awareness, Self-Management, Social awareness and Responsible Decision Making. Teams plan learning experiences that support the psychological needs of students using resources provided through the Department's Building Resilience Portal. PHPS addresses the physical health needs of students. Creation of a 'pass it on' video involving the whole school community highlighting the emotional literacy aspect of the Respectful Relationships program.

Be YOU provides the framework for considering processes to support psychological and social wellbeing of students. Mindfulness programs have increasingly been used to assist students to self-regulate their emotions during these challenging time. The school liaises with a range of private and department health professionals, to enable the support of students to reach their potential. PHPS Principles of Learning are enacted through inquiry led research projects which incorporate the Victorian Curriculum. The approach focuses on targeted teaching and learning, individual and small group conferencing, workshops with a focus on provoking thinking, and projects and provocations to enact the learning which supports student well being.

A whole school inquiry in response to returning onsite after a long period of remote learning in 2020 including a Well being festival in 2021. Documentation of the collective inquiry is exhibited in school gallery. The 2020-2021 Well being Festival was supported by School Council, experts in the field of well being and design and a teacher action group. It involved artists from the PHPS community: a photographer, a textile designer, a dancer and a sound musician. Using the languages of expression provided by this range of artists, the school leaders, teachers, students, parents and wider community of PHPS, worked together to engage all students in a collective inquiry responding to coming back together after the lockdown.

The school executive linked staff into ongoing professional learning opportunities and a suite of ongoing well being activities provided by DET throughout the year. Ongoing well being check-ins took place for all staff by members of the leadership team.

The school maintained a focus on supporting student health and wellbeing through accessing expertise and implementing strategies as follows:

- Conferencing: wellbeing check ins with vulnerable/at risk students by wellbeing leaders
- Home group teacher conferencing with students: check ins
- Body image and sex education through the use of the Catching on Early program
- Regular wellbeing check ins and supports during lockdowns
- Regular Social Emotional Learning sessions for students
- Circle sessions to build community and respect
- Liaising with Headspace Schools
- Respectful Relationships...member of Yarra mini cluster.

The school is involved in a research project with the Royal Children's Hospital. The focus of the project is to explore how primary school aged children (grades 1, 2 and 3) with emotional and behavioural difficulties can be better identified and supported through the creation of stronger health/education collaborations.

A future priority is the ongoing professional development of staff to support and enhance student well being and the auditing of programs implemented and their impact. Also the opportunity for staff to develop individual well being

plans.

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### Finance performance and position

The 2021 annual budget was in deficit due to ongoing COVID19 challenges to income revenue, including our inability (for the second consecutive year) to run all our planned fundraising activities and being unable to hire our facilities for several months over this year. Locally raised funds include payments made for any camps, excursions which were able to go ahead, walkathon, payments made by families for building fund, library fund, OSHC program and the education support fund. Salaries and allowances include local payroll staff. This is made up of OSHC staff, Librarian, learning support, musician in residence and ground maintenance person.

**For more detailed information regarding our school please visit our website at**  
<https://www.phps.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 373 students were enrolled at this school in 2021, 185 female and 188 male.

16 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).

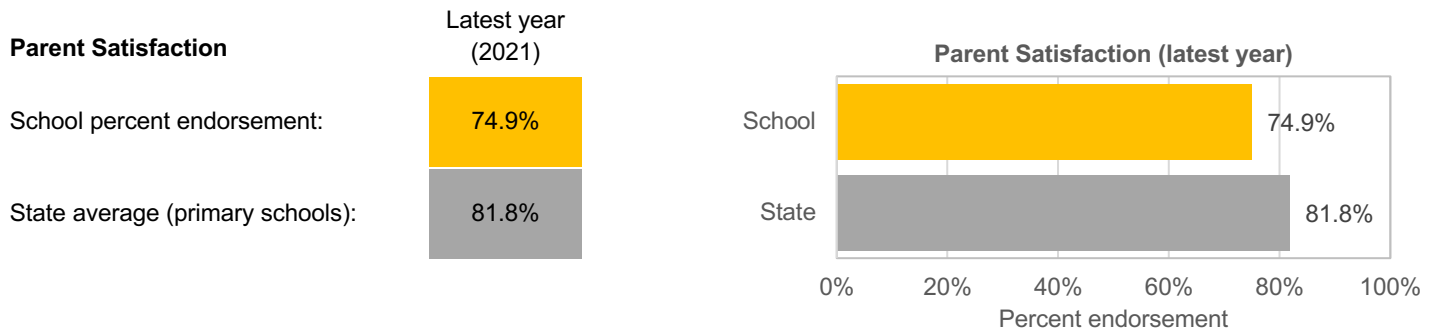
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

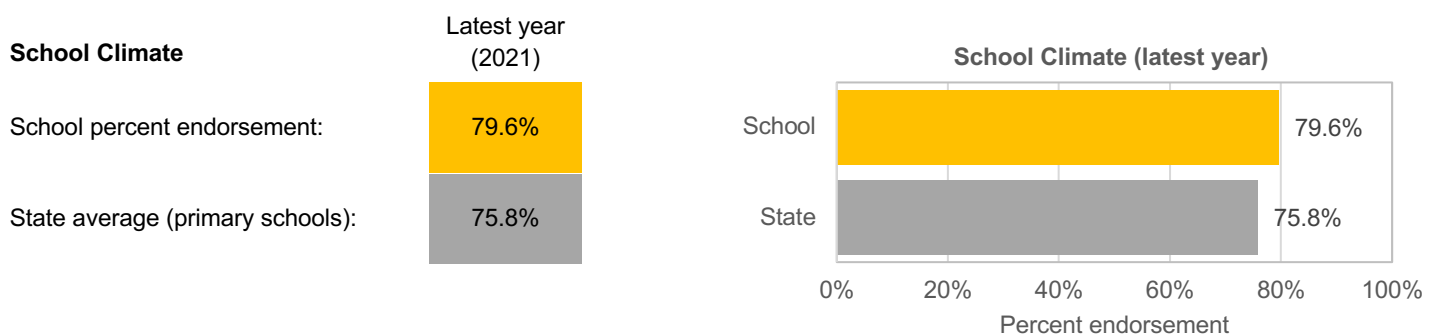


### School Staff Survey

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:

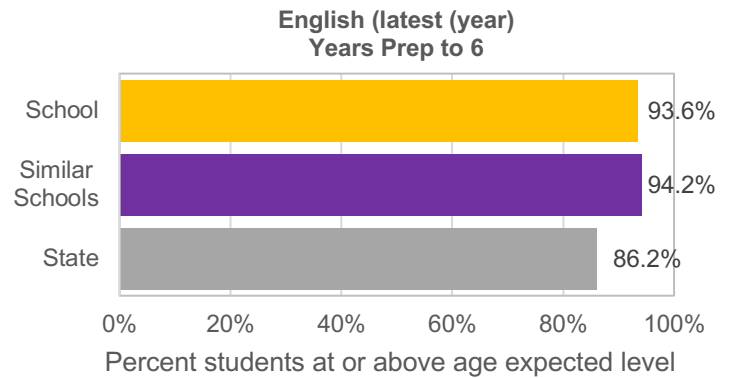
93.6%

Similar Schools average:

94.2%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

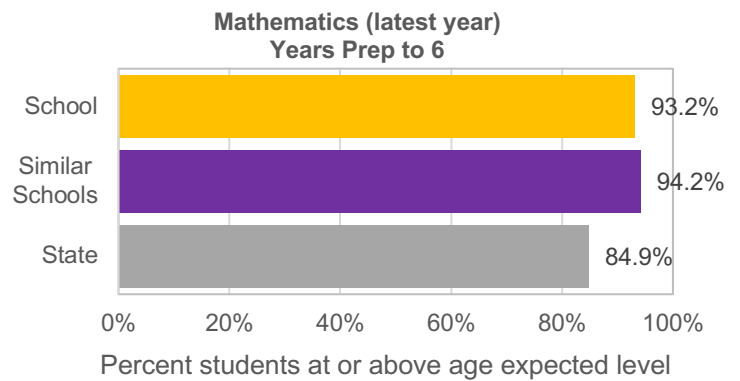
93.2%

Similar Schools average:

94.2%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

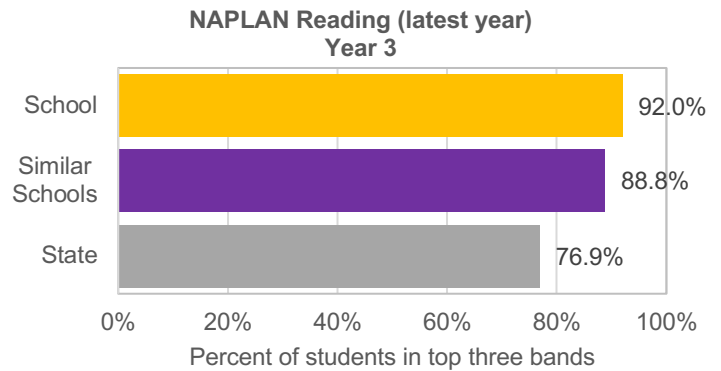
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

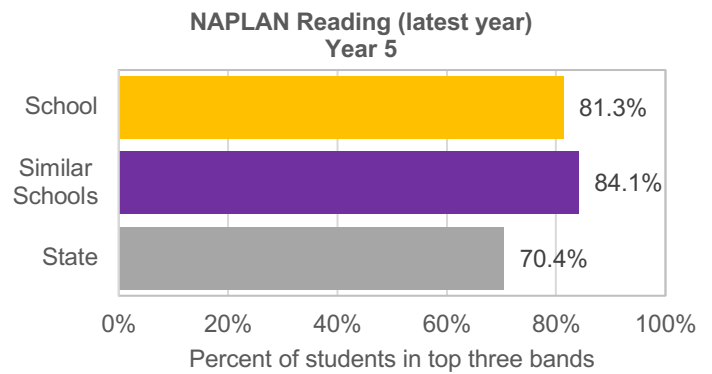
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.0%	85.5%
Similar Schools average:	88.8%	88.6%
State average:	76.9%	76.5%



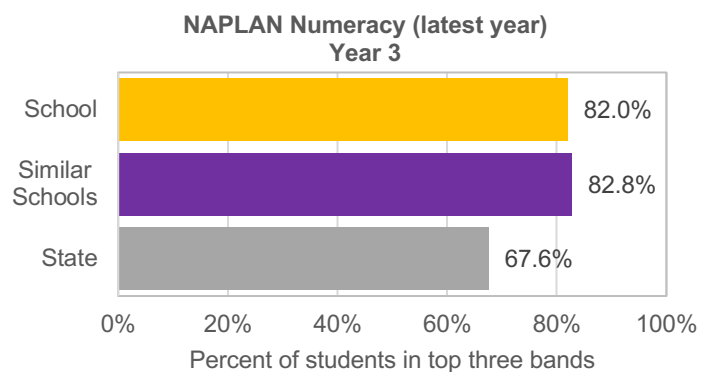
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.3%	81.3%
Similar Schools average:	84.1%	82.6%
State average:	70.4%	67.7%



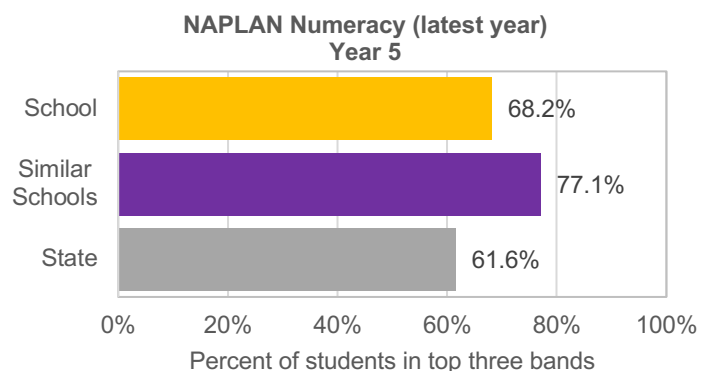
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.0%	78.8%
Similar Schools average:	82.8%	83.8%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.2%	72.3%
Similar Schools average:	77.1%	76.1%
State average:	61.6%	60.0%



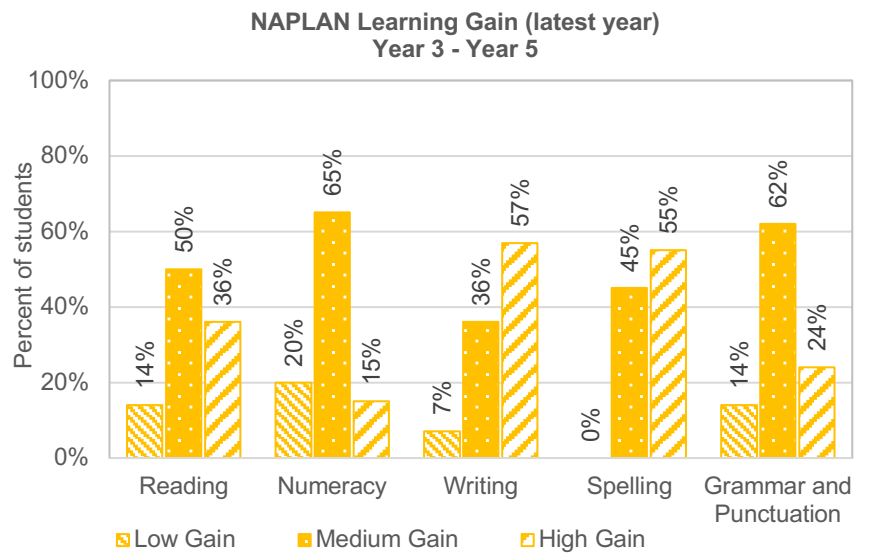
## ACHIEVEMENT (continued)

### 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:	14%	50%	36%	31%
Numeracy:	20%	65%	15%	27%
Writing:	7%	36%	57%	31%
Spelling:	0%	45%	55%	29%
Grammar and Punctuation:	14%	62%	24%	30%



## ENGAGEMENT

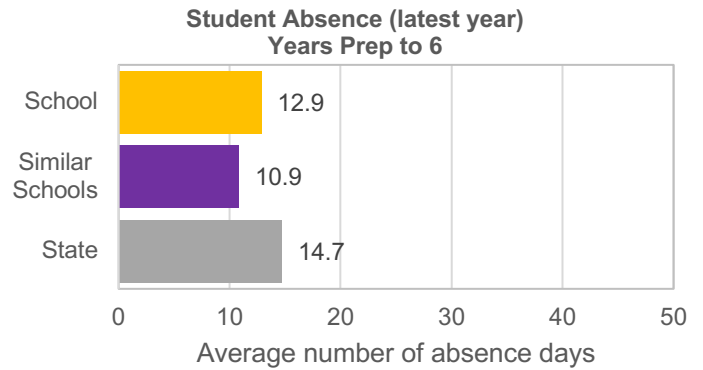
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	12.9	13.0
Similar Schools average:	10.9	12.1
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):	95%	94%	95%	96%	91%	93%	91%

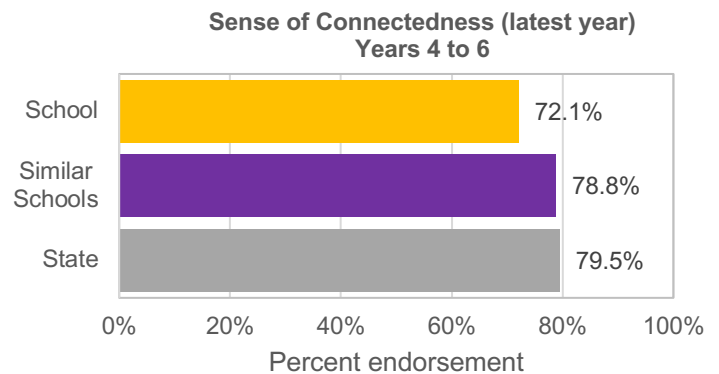
## WELLBEING

**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:	72.1%	71.5%
Similar Schools average:	78.8%	79.8%
State average:	79.5%	80.4%

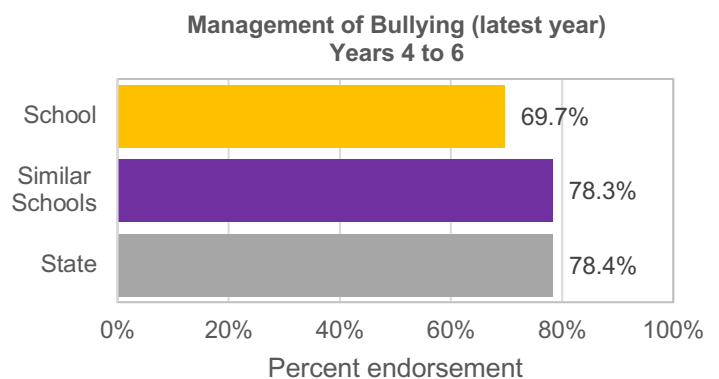


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	69.7%	63.4%
Similar Schools average:	78.3%	78.8%
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	\$2,942,899
Government Provided DET Grants	\$243,986
Government Grants Commonwealth	\$233,098
Government Grants State	\$0
Revenue Other	\$7,693
Locally Raised Funds	\$281,723
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,709,400</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$19,215
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$19,215</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,980,811
Adjustments	\$0
Books & Publications	\$3,505
Camps/Excursions/Activities	\$46,254
Communication Costs	\$8,917
Consumables	\$46,538
Miscellaneous Expense <sup>3</sup>	\$39,471
Professional Development	\$21,745
Equipment/Maintenance/Hire	\$71,504
Property Services	\$85,307
Salaries & Allowances <sup>4</sup>	\$348,575
Support Services	\$101,868
Trading & Fundraising	\$17,079
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$35
Utilities	\$20,474
<b>Total Operating Expenditure</b>	<b>\$3,792,082</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$82,682)</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	\$304,658
Official Account	\$74,119
Other Accounts	\$58,408
<b>Total Funds Available</b>	<b>\$437,185</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$122,098
Other Recurrent Expenditure	\$0
Provision Accounts	\$20,000
Funds Received in Advance	\$0
School Based Programs	\$176,470
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$19,425
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$337,993</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.*