2020 Annual Report to The School Community

School Name: Hughesdale Primary School (4176)

- 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 16 March 2021 at 08:33 AM by Lisa Gough (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 16 March 2021 at 09:51 AM by Kirsten Williams (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

Hughesdale Primary School was established in 1924 and is located in the south-eastern suburbs of Melbourne within the City of Monash. Our motto 'Aim High' is reflected in the partnership between students, staff and parents. The Hughesdale community has high expectations of students as learners and relationships between staff and parents are highly valued.

We strive for a learning environment that builds capacity for all learners with a deep sense of connection, belonging and ongoing improvement. Our Guiding Statements are actively valued and promoted by our community. They include;
Our Philosophy;
1.   We are a community of lifelong learners.
2.   Students are at the centre of all that we do.
3.   Research, data and agreed whole of school pedagogy underpins teaching and learning at our school.
Our Mission;
Hughesdale Primary School works collaboratively to empower critical, reflective learners. We foster respectful relationships that we underpin with our school's values and personalised goals. With high expectations, we involve students, staff and the community in a positive and curious pursuit of educational excellence.
Our Vision;
Our students should feel empowered as inquisitive, lifelong learners. They will confidently seek to contribute to our evolving global community with integrity, sensitivity and joy.
Our Values;
Respect: At Hughesdale Primary School, we show kindness, empathy and compassion to ourselves and others. We look after and value our school environment, as well as celebrate our individuality.
Gratitude: At Hughesdale Primary School, we are thankful and show appreciation for the opportunities we have to learn and be part of a collaborative community.
Resilience: At Hughesdale Primary School, we show resilience by managing our emotions and bouncing back. We acknowledge feelings that may challenge us, and actively seek strategies that help us move forward with a positive, growth mindset.
Personal Best: At Hughesdale Primary School, we take pride in ourselves and everything that we do. We demonstrate our personal best by engaging in every endeavour, no matter how challenging, with a growth mindset. We identify our strengths and establish goals with a focus on 'where to next?'.
Teamwork: At Hughesdale Primary school, we demonstrate teamwork by collaborating and supporting each other to achieve a common goal. We participate actively by attentively listening, compromising, and putting in our best individual effort to help the team.

In 2020, we had 4 classes in Foundation, Years 1, 2, 4, 5 & 6. There were 3 classes in Year 3. Our enrolments sat at around 568 with a total of 27 classes. Students received instruction in four specialist teacher learning areas; Visual Arts, Performing Arts, Mandarin and PE.
We operated the school with the equivalent of 43.5 full time staff. which included Admin Staff (EFT 4.5) Learning Assistants (EFT 3.2) Learning Specialists (EFT 2.0) Teachers (EFT 30.9) and Principal class (EFT 3.0).

Our grounds, in central Hughesdale, are beautifully manicured and maintained, with a range of outdoor play spaces. We have six buildings on site.
1. The Tanner Building (opened in 2019) houses our Year 6 and Foundation students to foster and strengthen Buddy connections between these age groups.
2 & 3 Year 5 are locatedin two portable (Mod 5) buildings
4. Our Gymnasium houses PE & Mandarin
5. Performing Arts and Out of School Hours Care (provisioned by Camp Australia) are situated in our LTC (Light Timber Construction Building).
6. The remainder of classes are located in our Main Building

Student Demographic in 2020;
4% of students were deemed disadvantaged (ref Panorama)
For 13% of students, English is an Additional Language (EAL) (ref Panorama)
1% of students have an Aboriginal or Torres Strait Islander background (ref Panorama)
and less than 1% of students were living in out of home care arrangements.
We commenced the year with 5 International students, this reduced to 2 by the end of 2020 (due to the COVID pandemic). Completing an International Students Enrolment Audit in 2019 demonstrated that we cater to the unique needs of these learners and meet all guidelines for the International program. Hughesdale Primary School also successfully completed a VRQA audit of policies, procedures and Child Safe Standards as part of our whole school review in 2019.

All members of staff are required to be life-long learners and the development of whole school pedagogy is a priority for the teaching team and leaders. In 2020 a second Assistant Principal commenced to oversee Curriculum and Pedagogy, and support this school wide focus. The school has a strong focus on personalised goal setting and rigour, to ensure all students are reaching their maximum potential. Teachers actively embrace professional learning and strategies that build metacognitive capacity for students as informed agents of their own learning and development.

We believe in building a community of learners, we recognise that all students have talents and abilities and learn best when fully engaged in a safe, nurturing and harmonious environment. Hughesdale Primary School is student-centred, characterised by a clear understanding that our role is to inspire and challenge all learners to have high expectations of themselves as global citizens in a sustainable world.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence remained a (Key Improvement Strategy) KIS for Hughesdale Primary School, however we needed to shift our priorities and develop areas not previously identified in our Annual Implementation Plan (AIP). School wide approaches remained a key focus for the school however where we had previously planned to engage with consultant Ryan Dunn (to focus on Mathematics), the implementation of Remote Learning Programs that were consistent and based on rigorous provision became of paramount importance. Targeting cohort specific Learning Intentions and Success Criteria in the remote learning environment became much more impactful than the originally planned pedagogy PL in teaching Mathematics (face-to-face). AIP actions and Professional Development Plans were altered to reflect this.

Our Professional Learning Teams (PLT's) remained consistent, with collaboration between members facilitated remotely. In 2020 there were 4 teams;
1.   Assessment & Reporting
2.   English
3.   Maths & Science
4.   Engagement & Wellbeing
Their focus was also altered to embrace the Remote Learning Environment.

Assessment & Reporting PLT Team;
The Assessment and Reporting Team refocused their efforts upon a whole of school approach enhancing structures and strategies that would support students to be independent learners. By leading conversations about how classroom agreements and expectations could translate to Remote Learning, year levels were prompted to refresh and renew the use of HITS (High Impact Teaching Strategies) in the new learning context. Asynchronous and synchronous learning modes were examined, analysing the benefits and challenges of each, and considering when these styles would match learning needs. Renewed focus on learning intentions, success criteria and goal setting, as well as PL and inquiry into effective feedback provision, were all developed to assist students' participation at a level appropriate to their prior learning development.

English PLT Team;
Term One commenced with a refocus on our whole school approach to writing, renewing our connection with agreed pedagogy to further document and update HPS pedagogy. (KIS 1) This KIS was achieved.

Metacognitive strategies such as Learning Intentions and Success Criteria were embedded into the remote learning program to align with other PLT teams.

The English PLT Team achieved most AIP milestones, with the exclusion of additional Staff PL (Planned for Curriculum Days which we cancelled) and onsite Learning Walks. Learning Walks have resumed in 2021.

A rich collegiate Program was deferred for relaunch again in 2021.

Maths & Science PLT Team;

The Maths and Science Team focused on modifying and refining planned learning to identify concepts and skills that would be most suitable for an online, remote learning environment. The team emphasised learning outcomes that were achievable and implemented in an engaging manner. There was also discussion and exploration of how mathematical concepts could be experienced authentically in both online and offline modes.

Development of a revised Mathematics Assessment Schedule was deferred (initially scheduled to commence in Semester 2) to focus on the delivery of high quality remote learning experiences. This change was reflected in the mid-cycle AIP review, and the team members from the Maths & Science team continued building their expertise with the research of Jo Boaler, and participation in the Stanford course "How To Learn Math for Teachers". We are now planning that with the increase in team expertise, PL and implementation of research based pedagogy will be rapidly rolled out as part of the 2021 AIP.

Target Teams (ICT);

In addition to PLT Teams, we have a number of Target Teams who support whole school models. The ICT Target Team became pivotal in the setting up and development of Remote Learning. Through this team, learning experiences were emphasised that focused on behaving safely online, developing ICT protocols (staff/student/family communications), completing Privacy Impact Assessments for chosen platforms where required and the arranging of student loan devices (approximately 175 devices were loaned out). This ensured that all students had access to a suitable device at home to participate in Remote Learning

Achievement

As outlined in our 2020 AIP, the current assessment schedule was analysed, but the focus was shifted to ascertain which assessments were going to be beneficial to the remote context and how that data could be utilised. A data rich environment remained vital so that program efficacy and student achievement could still be measured. A number of tools were used by the school to make informed decisions.

This included;
- Maths Online
- English Online
- School generated student surveys (each Term) for students to monitor wellbeing and engagement
- School generated parent surveys to monitor remote learning efficacy
- Fountas & Pinnell Reading Assessments
- PAT Maths
- PAT Reading
- DET Surveys including the Attitudes to School Survey for students (AToSS), Parent Opinion Survey (POS) and Staff Opinion Survey (SOS).
- Learning Tasks
- Upon return to school Essential Assessment

Teachers wrestled with the notion of inconsistent home support for our students. This was particularly evident during home based assessment tasks where the level of student independence when completing tasks varied drastically between households. Could the assessment result be trusted as truly reflective of student capacity?

One of the biggest adjustments when measuring student achievement, was the absence of NAPLAN data which traditionally provides a standardised measure of student achievement and growth. This meant that the targets in our 2021 AIP were unable to be comparatively measured using this tool.

Teacher judgement against the Victorian Curriculum provided the most insight into student learning and their growth

over 12 months. It highlights learning growth above what we usually expect in a 12 month period, as well as growth rates lower than expected over the 12 months. This can be compared with 2019 data.

English – High Growth in 2019/2020. (Reading & Viewing)
Year 1 23% / 32%
Year 2 2% / 7%
Year 3 15% / 12%
Year 4 2% / 10%
Year 5 10% / 7%
Year 6 24% / 29%
English - Low Growth in 2019/2020. (Reading & Viewing)
Year 1 4% / 5%
Year 2 11% / 16%
Year 3 5% / 20%
Year 4 10% / 24%
Year 5 4% / 8%
Year 6 6% / 17%
English – High Growth in 2019/2020. (Writing)
Year 1 22% / 27%
Year 2 2% / 1%
Year 3 13% / 5%
Year 4 1% / 3%
Year 5 22% / 8%
Year 6 16% / 16%
English - Low Growth in 2019/2020. (Writing)
Year 1 6% / 12%
Year 2 12% / 17%
Year 3 1% / 14%
Year 4 6% / 18%
Year 5 4% / 11%
Year 6 4% / 12%
Mathematics – High Growth in 2019/2020. (Number & Algebra)
Year 1 21% / 27%
Year 2 16% / 4%
Year 3 6% / 15%
Year 4 13% / 10%
Year 5 26% / 11%
Year 6 15% / 23%
Mathematics - Low Growth in 2019/2020. (Number & Algebra)
Year 1 5% / 4%
Year 2 6% / 10%
Year 3 5% / 15%
Year 4 15% / 23%
Year 5 11% / 21%
Year 6 4% / 23%
Overall Growth in 2021 per Year Level. Low Growth 2019/2020, High Growth 2019/2020
Year 1 Low Growth 5% / 7% , High Growth 22% / 29% .
Year 2 Low Growth 10% / 14% , High Growth 7% / 4% .
Year 3 Low Growth 4% / 16% , High Growth 11% / 11% .
Year 4 Low Growth 10% / 22% , High Growth 5% / 8% .
Year 5 Low Growth 6% / 13% , High Growth 19% / 9% .
Year 6 Low Growth 5% / 17% , High Growth 18% / 23% .
What we discovered was that Low Growth data (students that demonstrated less than 12 months growth along the Victorian Curriculum continuum for the 2020 calendar year) consistently increased in student cohort percentage when compared to the preceding year. High growth data (students who demonstrated more than 12 months growth in the 2020 calendar year) was very inconsistent with some learning areas and year levels showing an increase in student

percentage, and others showing a decrease.

The biggest shift was seen in the percentage of students that were previously above the expected standard (at the end of 2019), that had low growth in 2020, increasing the percentage of students now at the expected standard (when compared to 2019 data). There was little shift in the percentage of students who are below the standard appropriate to their year level. This can be illustrated by the following;
Number & Algebra;
2019 – students below expected standard 3%, At expected standard 49%, above expected standard 48%
2020 – students below expected standard 3%, At expected standard 53%, above expected standard 44%
Reading & Viewing;
2019 – students below expected standard 2%, At expected standard 43%, above expected standard 55%
2020 – students below expected standard 2%, At expected standard 46%, above expected standard 52%
Writing;
2019 – students below expected standard 4%, At expected standard 54%, above expected standard 43%
2020 – students below expected standard 4%, At expected standard 60%, above expected standard 37%

English PLT;
The implementation of the Literacy Program consisted of daily reading and writing lessons via digital platforms (See Saw F-2, Google Classroom 3-6) including:
•   Learning Intention and Success Criteria. Teachers reported a growing confidence to formulate student friendly LI and SC during remote learning as they were hyper aware of the need for clarity.
•   Explicit teaching /mini lessons were delivered continuing to focus on school wide practices such as Writer's Notebooks and the Traits of Writing. Mediums used were recorded videos, PowerPoints with voiceovers and Video conference live introductions.
•   To begin remote learning, zoom video conferencing was only used with whole class groups, however the need for small group instruction arose and by week 3 of remote learning teachers were also facilitating small groups sessions over zoom for reading (Guided Reading) which facilitated a more targeted approach. Students were able to participate more actively due to the smaller number in the video conference. This increased further for other learning areas as time progressed.
•   Teachers continued to plan using the Gradual Release of Responsibility however found the 'You do Together' phase challenging.

Maths and Science PLT;
The implementation of Numeracy during remote and flexible learning:
•   Teachers worked to include differentiated and/or open-ended learning tasks for students.
•   Made use of online resources to enhance engagement such as Brain Pop, ClickView and Khan Academy.
•   Offering support through Zoom was an effective way to assist students who benefited from additional scaffolding prior to the "You Do It" phase of GRoR model
Cross Curricular (Humanities/Science) content was still covered, but in many instances was incorporated into literacy sessions.

Engagement

To maximise student engagement, the school ensured that every student had a device and connection to the internet. This meant that the school's fleet of devices was lent to families, often to provide additional accessibility for families where parents were working from home (needing the family device themselves).
The first return to school after a period of remote learning occurred in Term 2. Staff were immersed in PL using Te Rito Toi research and materials. This program was initially developed in New Zealand to support children with following the NZ earthquake disaster, they then adapted it to support the COVID pandemic.
Students were connected to school using a video conferencing tool from the outset, touching base at least once per day with their classroom teacher. Specialist teachers and Learning Support Staff also worked with students using video conferencing. A student needed to be seen on a daily basis otherwise the teacher or Assistant Principal would follow up with a phone call home to check on how they were going.
It was interesting to note that we observed some less desirable behaviours emerging when we returned to onsite

learning due to the spread of COVID, the link of this virus to China and the global political climate being played out in the media. Additional learning and exposure to diversity, inclusion and cultural sensitivity was implemented and continues to be a focus in 2021.

Our AIP focus on Respectful Relationships (RRRR) was to some extent put aside due to the competing priorities and lack of training availability. It will be revised and renewed as part of the 2021 AIP.

With the increased use of digital learning technology over the remote learning period, a greater focus on eSafety was implemented. This an adaptation to our AIP as it was not previously highlighted as a KIS.

Students who benefitted most from the flexible and online learning environment were:
•   Self-motivated learners
•   Confident learners
•   Those whose parents could be involved (opportunity for 1:1 interactions)
•   Those with strong comprehension skills and high-ability
•   Those with strong independent learning skills excelled at working at their own pace
•   Those with strong skills using technology available
•   Students who needed one on one support were getting it from parents and this was beneficial for their understanding of how and what to learn
•   Some students benefited from the opportunity to self-regulate and direct their own learning
•   Some quieter students were also more forthcoming over Zoom or within Google Classroom
•   The removal of peer distraction also benefited many students in terms of learning outcomes
•   Many also benefited from having more information around timetabling and lesson content

Results of increased interactions families and carers:
•   Parents have a better understanding of what their children learn at school (their academic abilities, their areas for improvement and their attitude to learning) and what they are capable of
•   Positive relationships and trust between teachers and parents developed
•   We were open to feedback from parents and provided a survey to capture their thoughts of the program and were we could be flexible and amend the practice – tried our best to accommodate suggestions
•   Some students had too much help from parents
•   Teachers got to know families better, spoke more regularly with parents and got a glimpse of student family life

Wellbeing

During Remote Learning, the Engagement and Wellbeing Team initially led a focus on structuring each day as similarly to a school day as possible. This ensured consistency between year levels and made learning more predictable for students and families at home. It was essential that learning be accessible to each learner and their family, and as such a range of platforms were strategically implemented across the school; including Seesaw, Zoom, Google Classroom.

Students who were absent from Zoom meetings or who were not engaging with their learning were monitored by their classroom teacher, level leader and the Assistant Principal as required. Where appropriate they commenced attending school as a vulnerable student with onsite supervision.

The Engagement and Wellbeing Team were highly aware of the impact that face-to-face interactions (through a video conferencing platform) and movement breaks would have on learners. Consequently, these were increased and explicitly scheduled into daily routines and planners. Furthermore, we worked to ensure that children did not feel isolated and that they knew how to reach out for help and support when they needed it. A student hotline was set up and families informed that in addition to teacher email contact and the school office number they had access to a mobile phone number should help be required. Students deemed at risk were engaged with by the Principal and onsite supervision implemented. Learning Assistants were timetabled to continue to support their students and were engaged in whole class video conferences and one on one conferences (with another staff member sitting in for safety reasons).

Our school generated Student Wellbeing Survey was rewritten to target the Remote Leaning environment. It was used as a check in so students had an alternative medium to convey their feelings and opinions about the interruptions to

their routines, family, schooling and relationships.

During remote learning, the school's Guiding statements were referred to regularly and discussions explored how we were all modelling values such as resilience and confidence. Upon returning to school, student wellbeing and reconnecting remained a priority and staff engaged with the Te Rito Toi materials to create visual displays such as Cloth of Dreams

The Student "Attitudes to School Survey" (AToSS) is completed by students in years 4 to 6. It highlighted data that was not unexpected following the interruption to learning in 2020.
Student Sense of Connectedness (Percentage Endorsement) in 2019 82%, in 2020 77%.
Student Sense of Voice & Agency (Percentage Endorsement) in 2019 68%, in 2020 62%.
Student Sense of Stimulated Learning (Percentage Endorsement) in 2019 77%, in 2020 78%.
Student Sense of Motivation & Interest (Percentage Endorsement) in 2019 81%, in 2020 78%.
Student Sense of Confidence (Percentage Endorsement) in 2019 83%, in 2020 75%.

Financial performance and position

Hughesdale Primary School was not the recipient of any unusual funding in 2020. We received $12,384 in equity funding that was used (with additional school funds) to support students with Targeted Student Learning (TSL) once back onsite. Fundraising was unable to progress due to COVID management and lockdown.
The school has been saving for a number of improvements, but it was extremely difficult to complete school works during 2020. These works include;
- Instillation of a safety walkway to access the roof of the main building. (completed Jan 2021)
- Service and cleaning of the Evaporative coolers (on the main building roof) (Completed Jan 2021)
- Instillation of heating to replace the boiler (Completed Mar 2021)
- Payments for painting works completed and maintained at the school (Ongoing)
- New outdoor seating for students around the Tanner Building (Completed March 2021)
- New Bike Shed for Junior Students (fundraising focus for 2021)
- Bathroom renovation in main building (fundraising focus for 2021)
- Carpet for the main building (still on a wish list)
- A Fan for the Gymnasium (planning to install in 2021)
- Replace synthetic turf for Soccer Pitch (still on a wish list)
- Photocopier replacement (scheduled for 2021)
The Financial Commitment Summary within this Annual Report allocates our bank account balance in to expenditure areas accurately.

For more detailed information regarding our school please visit our website at
https://www.hughesdaleps.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 571 students were enrolled at this school in 2020, 290 female and 281 male.

17 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
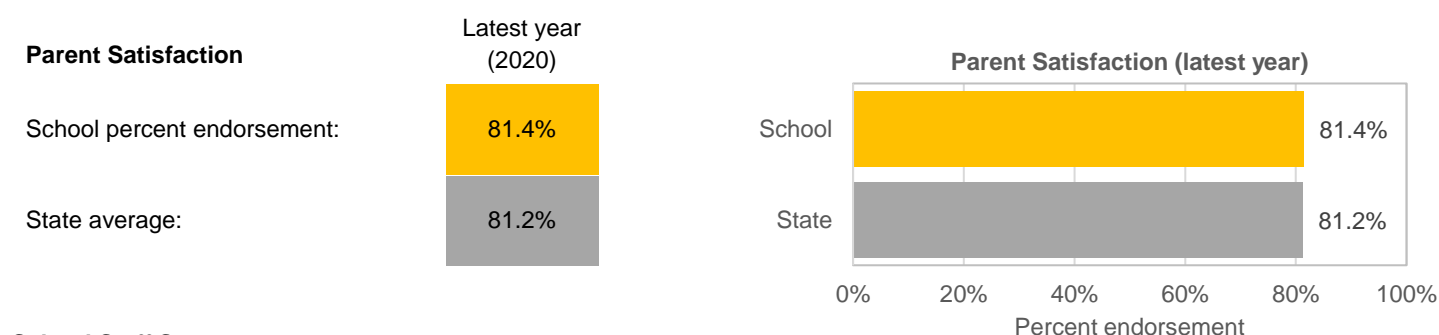
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.
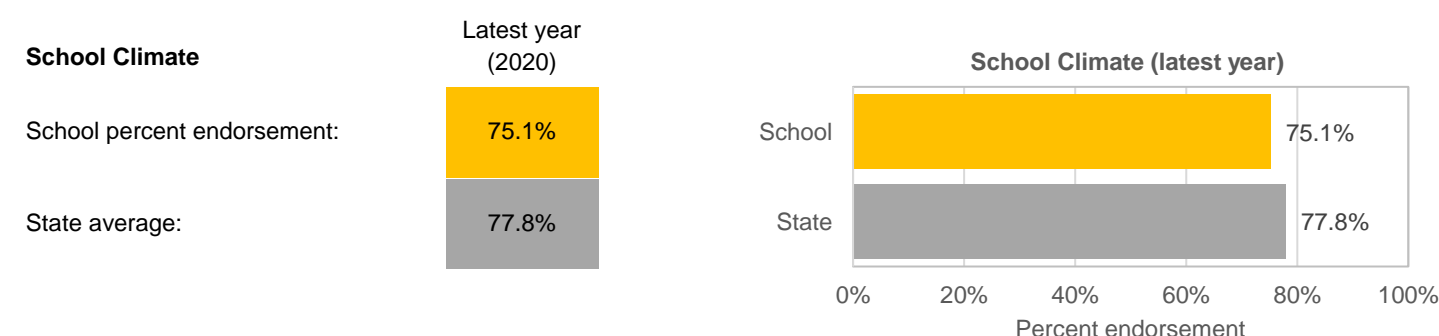
Parent Satisfaction	Latest year (2020)
School percent endorsement:	81.4%
State average:	81.2%

Parent Satisfaction (latest year)

School	81.4%
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:	75.1%
State average:	77.8%

School Climate (latest year)

School	75.1%
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)

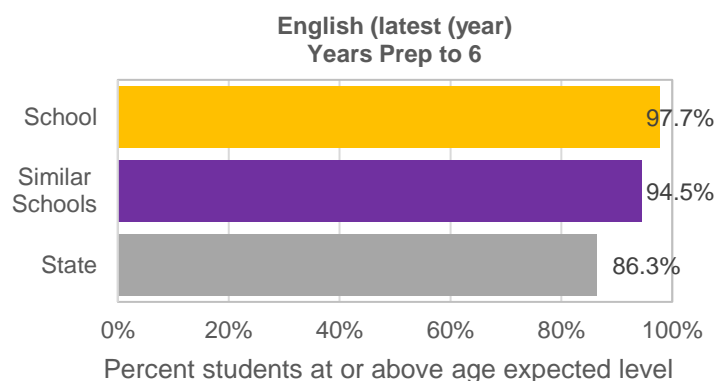School percent of students at or above age expected standards: **97.7%**

Similar Schools average: **94.5%**

State average: **86.3%**

English (latest (year)
Years Prep to 6

School 97.7%
Similar Schools 94.5%
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: **97.0%**

Similar Schools average: **94.1%**

State average: **85.2%**

Mathematics (latest year)
Years Prep to 6

School 97.0%
Similar Schools 94.1%
State 85.2%

0% 20% 40% 60% 80% 100%
Percent students at or above age expected level
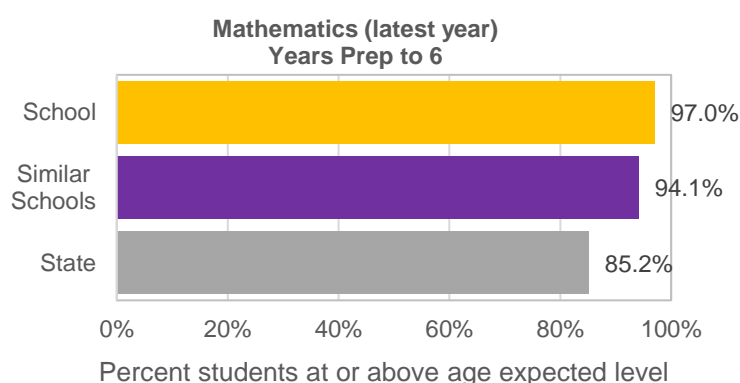
NAPLAN

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).
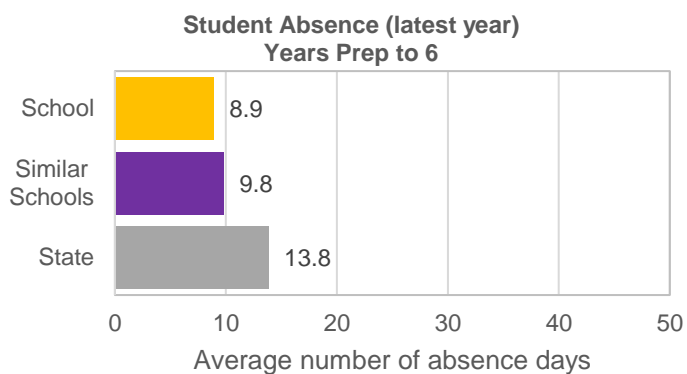
NAPLAN tests were not conducted in 2020.

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:	8.9	12.0
Similar Schools average:	9.8	12.7
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	8.9
Similar Schools	9.8
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):	96%	95%	96%	95%	96%	96%	95%

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.*
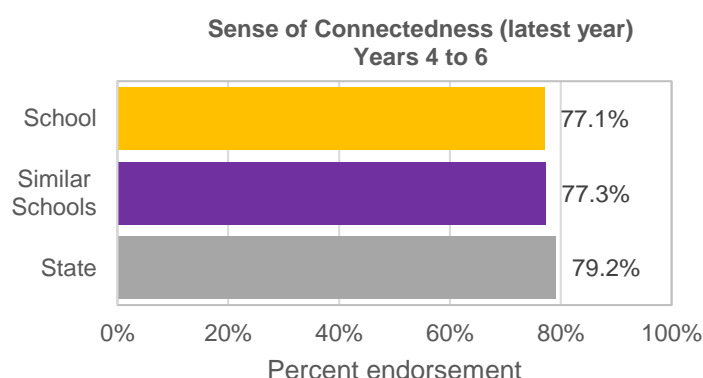
Student Attitudes to School – Sense of Connectedness

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:	77.1%	78.9%
Similar Schools average:	77.3%	80.3%
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

|	Percent endorsement
School	77.1%
Similar Schools	77.3%
State	79.2%

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:	78.5%	79.7%
Similar Schools average:	74.9%	78.7%
State average:	78.0%	80.4%
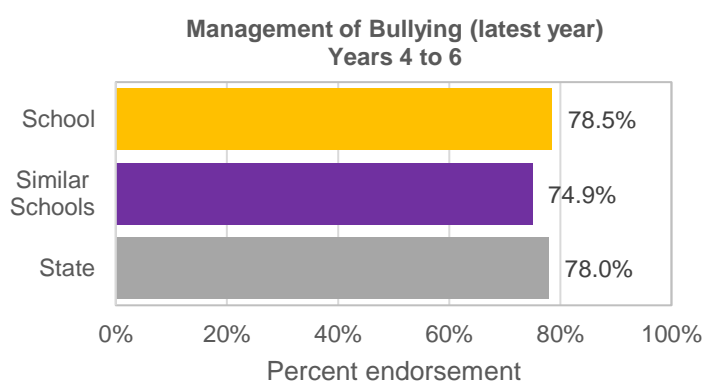
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

	Percent endorsement
School	78.5%
Similar Schools	74.9%
State	78.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$4,353,638
Government Provided DET Grants	$498,335
Government Grants Commonwealth	$37,026
Government Grants State	NDA
Revenue Other	$12,802
Locally Raised Funds	$394,958
Capital Grants	NDA
Total Operating Revenue	**$5,296,758**

Equity [1]	Actual
Equity (Social Disadvantage)	$12,384
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$12,384**

Expenditure	Actual
Student Resource Package [2]	$4,450,799
Adjustments	NDA
Books & Publications	$1,139
Camps/Excursions/Activities	$80,403
Communication Costs	$7,385
Consumables	$89,804
Miscellaneous Expense [3]	$25,259
Professional Development	$17,212
Equipment/Maintenance/Hire	$71,243
Property Services	$105,175
Salaries & Allowances [4]	$543
Support Services	$133,030
Trading & Fundraising	$13,424
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$42,952
Total Operating Expenditure	**$5,038,368**
Net Operating Surplus/-Deficit	**$258,390**
Asset Acquisitions	**$12,000**

(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	$947,027
Official Account	$54,753
Other Accounts	$70,482
Total Funds Available	**$1,072,263**

Financial Commitments	Actual
Operating Reserve	$82,763
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$81,797
School Based Programs	$120,100
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$134,186
Capital - Buildings/Grounds < 12 months	$132,000
Maintenance - Buildings/Grounds < 12 months	$215,597
Asset/Equipment Replacement > 12 months	$155,800
Capital - Buildings/Grounds > 12 months	$150,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$1,072,243**

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.