

2021 Annual Report to The School Community



School Name: Lalor North Primary School (5035)



- 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 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 06 April 2022 at 10:37 AM by David Williams (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 April 2022 at 7:30 pm by Bonnie Karovski (School Council President)

How to read the Annual Report

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.

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.

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)

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.

'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 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

School context

Lalor North Primary School is a unique and diverse learning community. Our dedicated, passionate and experienced teachers collaborate to provide outstanding learning for every student. The school is making significant growth, with a strong shift towards teacher collaboration to improve student learning. Lalor North Primary School was established in 1971. Situated in the North Western Victoria Region we are a member of the Whittlesea network of schools. The school has a population of 285 students. Approximately 76% of our students have a language background other than English. We are proud of the linguistic, cultural and social diversity of our community and our learning programs build on this rich heritage.

Lalor North Primary School leads Victoria in Bilingual education. Our Greek Bilingual Program has been in operation since 1977 and is the oldest continually operating bilingual program in Victoria. Our Macedonian Bilingual Program began operation in 1984 and continues to operate at its highest ever enrolment. Both of our bilingual programs enjoy tremendous support from local communities as well as being internationally recognised by the governments of Greece and Northern Macedonia respectively. Languages are a strength for every student at Lalor North Primary School. Students learn through language and learn about language, participating in Greek, Macedonian or Italian. Our love of languages extends to the homes of all of our students. Our students speak many languages other than English, including: Macedonian, Greek, Arabic, Punjabi, Vietnamese, Somali, Persian, Samoan, Albanian, Hindi, Nepali, Turkish, Urdu, Tongan, Mandarin, Khmer, Gujarati, Chinese, Dinka, Tagalog, Afrikaans, Maori, Cantonese and others.

At Lalor North Primary School our vision is to learn and grow together in an inclusive, safe and caring community. We embrace learning, celebrate success and make a difference for every child and their future. Our school values are:

RESPECT

We respect ourselves, our school and each other, and understand that our attitudes and behaviour have an impact on the people around us.

HONESTY

We communicate openly and work together to solve problems. By demonstrating honesty and acting with integrity we build trust, which enables us to collaborate, to take greater risks with our learning and to be more resilient when things go wrong.

UNITY

We have many languages, come from many backgrounds and are a school of many differences, but we speak with one voice, as one school. We develop a sense of connection and belonging within each part of our school, and across the whole school.

SUCCESS

We help each other learn so that everyone experiences success every day. Success means doing new things, learning new skills, finding new ways of thinking and solving interesting, complex and challenging problems.

RESILIENCE

We know trying new things; experiencing challenges and bouncing back from adversity are central to life and to learning. Only by building our resilience can we experience strong levels of growth.

The 2019 School Review Panel recommended the following key directions for the next School Strategic Plan:

- English, particularly improving learning growth in reading and writing
- English, with an emphasis on speaking and listening
- Numeracy, particularly improving learning growth
- Data literacy, including analysis and evaluation of student learning
- Student voice, agency and leadership

- High Impact Teaching Strategies
- Organisational design review

Student achievement data shows that there is great opportunity for improvement in student learning growth in literacy and numeracy. Every student at Lalor North Primary School is entitled to be challenged, engaged and included in their learning. Improving teacher capacity to use evidence based strategies (including analysing student achievement data to drive teaching) will improve student learning.

Lalor North Primary School welcomes and accommodates overseas students and meets the language needs of these students with appropriate support and intervention as required.

A key feature of our school is our highly experienced, stable staffing profile, with many staff members serving at Lalor North Primary School for more than 10, 15 or 20 years. The school has a leadership team made up of a Principal, Assistant Principal, two Learning Specialists and a Leading Teacher. In 2021 there were 14 classes, including 7 standard program classes, 5 classes in our Macedonian Bilingual Program and 2 classes in our Greek Bilingual Program. The school employed 27.75 FTE staff members in 2021, with no staff members identifying as Aboriginal or Torres Strait Islander.

Framework for Improving Student Outcomes (FISO)

In recognition of the challenges associated with the COVID-19 pandemic, the DET prioritised three overarching goals as part of the school strategic planning process for 2021. These three goals were:

- Learning Catch Up and Extension
- Happy, Active and Healthy Kids
- Connected Schools

Within the Learning Catch Up and Extension priority Lalor North Primary School:

- Supported teachers to provide regular feedback and monitor student progress using a range of tools
- Assisted students to know what their next steps are to progress their learning, experience success and celebrate their learning
- Developed and embedded PLC processes that supported reflective practice, and allowed PLCs to evaluate and plan curriculum, assessments and lessons
- Identified and supported students in need of targeted academic support or intervention through the Tutor Learning Initiative

Within the Happy, Active and Healthy Kids priority Lalor North Primary School:

- Supported teachers to incorporate trauma informed practices into their teaching
- Assisted students to develop strong relationships with peers
- Developed and provided a range of authentic, genuine opportunities for students to interact with peers across age-groups and programs (for example, Buddying, Italian week, lunch time clubs, etc.).

Within the Connected Schools priority Lalor North Primary School:

- Prioritised time for leaders, teachers and education support staff members to communicate and build relationships with parents and carers.
- Supported students, parents and the wider community to feel welcome and build a sense of belonging in the school
- Utilised and integrated digital learning pedagogy, both during periods of remote learning and during onsite learning.

2021 was the second year of Lalor North Primary School's 2020-23 School Strategic Plan. This provided the school with an opportunity to continue to implement priorities aligned with our Strategic Plan. In 2021 the school prioritised Excellence in Teaching and Learning from the Framework for Improving Student Outcomes. Within the Excellence in Teaching and Learning domain of FISO the school prioritised Building Practice Excellence and Evaluating Impact on

Learning dimensions. During 2021 the school continued to address the above FISO priorities while moving between teaching in a face to face capacity and teaching in a remote and flexible context.

One Key Improvement Strategy (KIS) identified by the school to address our FISO priorities was to: Embed an agreed and consistently implemented LNPS PLC inquiry cycle, that builds teacher collaboration and collective efficacy. 2021 was the school's third year as a PLC school. This allowed us to refine, modify and consolidate our practices as a PLC school throughout the year. The school held an inquiry cycle in terms one, two and four. For the second ever time the school held a PLC inquiry into reading, with a focus on summarising in term one. In term two we revisited one of our most successful foci for inquiry, sentence structure in writing. Our term four inquiry focused on explicitly teaching and building student vocabulary.

The PLC initiative supported the developing leadership of our instructional leaders, helped to develop a focus on student achievement data as central for planning for instruction and continued to use an inquiry cycle as a means of empowering teachers to collaboratively inquire into the effectiveness of teaching and learning in a specific context. Through these initiatives and our improvement priorities the school continued to improve the way student achievement data was collected, displayed and collectively analysed to inform teaching and learning. Our fourth year of Data Walls saw a powerful presentation of student achievement data, with our focus on growth using the traffic light system immediately making clear to all teachers which students are making high, medium or low levels of growth in reading.

In 2021 the leadership team worked hard to build a stronger link between the assessment schedule, meeting schedule and weekly PLC data meetings. This process involved ensuring that our assessment schedule clearly designated when in each term specific assessments were to take place (e.g. term 2, week 3). This clarity was further enhanced by including this information in our termly meeting schedule. The meeting schedule was then refined to ensure that every week student achievement data was analysed in one PLC (data-focused) meeting. Later that week, teachers used this data analysis to plan for student learning in a designated planning meeting. The cyclic link between student achievement data, teacher professional learning and planning for specific sequences of learning has been greatly enhanced.

The use of formative and summative assessment to identify and explicitly teach students at their point of need was a particular success in 2021, albeit made more difficult by the absence of onsite teaching and learning for parts of the school year. Teachers worked collaboratively in their PLCs to identify student learning needs and to identify goals for student learning growth in the short-medium term based on this data.

A second Key Improvement Strategy (KIS) identified by the school to address our FISO priorities was to: Further develop and embed a whole school instructional model. Two staff members undertook the Bastow Leading Pedagogy course, helping to ensure a strong evidence-base for our teaching practices is reflected in the school's instructional model. The development of the whole school instructional model was an iterative process, involving consultation with all classroom teachers about the strengths of current practices and an exploration of high impact strategies which would improve outcomes for our students. Through 2021 our teachers prioritised Explicit Teaching as the first 'pillar' in our instructional model and undertook professional learning around what explicit teaching was and how it could be used effectively. Teachers explored Opportunities to Respond and ways to Check for Understanding as central to our approach to Explicit Teaching, whilst also consolidating understandings regarding learning intentions, success criteria and feedback. In 2022 the school will confirm the other pillars of the instructional model and continue to work towards greater consistency of classroom practice.

The leadership team oversaw the application of our Whole School Instructional Model for Remote Learning to ensure whole school consistency. This was an ongoing process that involved seeking feedback and making appropriate changes during and after each period of remote learning. This process developed deeper rigor, high expectations, consistency and stronger levels of engagement and interactivity as we progressed throughout 2021.

Achievement

Lalor North Primary School achieved very strong results from the 2021 NAPLAN assessments. This included:

For writing:

- 27% high relative growth from year 3 in 2019 to year 5 in 2021 (the second highest relative high growth ever recorded by the school)
- 14% low relative growth from year 3 in 2019 to year 5 in 2021 (the equal lowest relative low growth ever recorded by the school)
- 63% of Year 3 students achieved in the top two bands (the highest ever percentage for our school)
- Zero Year 3 students achieved in the bottom two bands (the best ever result for our school)
- 31% of Year 5 students achieved in the top two bands (the highest ever percentage for our school)
- 7% of Year 5 students achieved in the bottom two bands (the best ever result for our school)
- The Year 5 mean score for writing, of 504 is the highest ever writing mean score achieved in our school.

For reading:

- 23% high relative growth from years 3 in 2019 to year 5 in 2021 (the equal-second highest relative high growth ever recorded by the school)
- 50% of Year 3 students achieved in the top two bands (the highest ever percentage for our school)
- 32% of Year 5 students achieved in the top two bands (the highest ever percentage for our school)
- The Year 5 mean score for writing, of 502 is the highest ever writing mean score achieved in our school.

For numeracy:

Our numeracy student achievement data was not as impressive as our outcomes in reading and writing, however there were signs of strong growth for our students. 29% of our year 5 students made high relative growth in numeracy from year 3 in 2019 to year 5 in 2021. This is the highest ever percentage for high relative growth in numeracy for our school.

Teacher judgments against the Victorian Curriculum indicate that our school is performing strongly when compared to similar schools and when compared to the performance of schools from across the state.

In English from Years Prep to 6, 88.4% of our students are working at or above age expected standards, compared with 86.2% of Victorian students and 76.9% of students in similar schools.

In Mathematics from Years Prep to 6, 86.6% of our students are working at or above age expected standards, compared with 84.9% of Victorian students and 73.7% of students in similar schools.

Our teacher judgment data indicates some strong growth across the school, particularly in reading and writing. However, some caution should be used when analysing these judgments as the depth and volume of student achievement data was effected by the reduced time that students and teachers spent onsite in 2021. This reduced teachers ability to 'triangulate' data, which provides great confidence to teachers when considering whether a student has made more than 12 months growth in a given year.

Staff Opinion Survey demonstrated overwhelming endorsement for the school's approach to teaching and learning. This included:

- 89% positive endorsement for monitor effectiveness using data (compared with 82% in 2019 and an 82% average across the state)
- 89% positive endorsement for professional learning to improve practice (compared with 82% in 2019 and a 77% average across the state)
- 94% positive endorsement for skills to measure impact (compared with 71% in 2019 and a 79% average across the state)
- 83% positive endorsement for understand how to analyse data (compared with 82% in 2019 and a 69% average across the state)
- 100% positive endorsement for believe student engagement is the key to learning (compared with 94% in 2019 and a 90% average across the state)
- 89% positive endorsement for knowledge of high impact teaching strategies (compared with 76% in 2019 and a 75% average across the state)
- 94% positive endorsement for use high impact teaching strategies (compared with 88% in 2019 and an 84% average across the state)
- 100% positive endorsement for collaborate to plan curriculum (compared with 82% in 2019 and a 87% average across the state)

across the state)

- 94% positive endorsement for professional learning targeted to improve literacy and numeracy (compared with 88% in 2019 and an 84% average across the state)
- 78% positive endorsement for believe peer feedback improves practice (compared with 59% in 2019 and a 71% average across the state)
- 78% positive endorsement for professional learning through peer observation (compared with 41% in 2019 and a 48% average across the state)
- 83% positive endorsement for seek feedback to improve practice (compared with 53% in 2019 and a 65% average across the state)
- 94% positive endorsement for timetabled meetings to support collaboration (compared with 88% in 2019 and an 85% average across the state)

The Staff Opinion Survey also reflected a significant improvement in overall staff wellbeing. This was demonstrated by:

- 63% positive endorsement for build resilience and a resilient, supportive environment (compared with 43% in 2019)
- 73% positive endorsement for school support for staff physical safety (compared with 49% in 2019)
- 48% positive endorsement for staff professional safety (compared with 38% in 2019)
- 56% positive endorsement for staff safety and wellbeing consultation and participation (compared with 36% in 2019)

Our 2021 Parent and Caregiver Opinion Survey data demonstrated strong support for the school and its approach to teaching, learning and student wellbeing, especially during periods of remote learning and transitions back to face to face, onsite learning. In particular the survey showed:

- 85% positive endorsement for parent participation and involvement (compared with 83% in 2019 and a 78% average across the state)
- 90% positive endorsement for school communication/school support (compared with 82% in 2019 and an 82% average across the state)
- 89% positive endorsement for school pride and confidence (compared with 87% in 2019 and an 83% average across the state)
- 91% positive endorsement for high expectations for success (compared with 86% in 2019 and a 85% average across the state)
- 70% positive endorsement for non-experience of bullying (compared with 53% in 2019 and a 69% average across the state)
- 95% positive endorsement for respect for diversity (compared with 85% in 2019 and an 87% average across the state)

Students funded under the Program for Students with Disabilities continued to record excellent growth against their Individual Education Plans. Partnerships with parents were enhanced by strong ongoing communication throughout periods of remote and face to face learning (including frequent - often daily - phone calls and Webex sessions supported by teachers and Education Support Staff members during remote learning) and termly Student Support Group meetings.

2021 saw the introduction of the Tutor Learning Initiative, with a highly experienced, senior member of staff overseeing this intervention work to support students in their learning. Strong growth was achieved by students in the Tutor Learning Initiative in its first year.

Engagement

Improving attendance continues to be a focus for our school and is monitored by the Attendance Team, which meets regularly. Concerns about attendance are followed up by class teachers and the Student Wellbeing Coordinator. Support is offered where families are having difficulty in maintaining regular attendance, including attendance plans and referral to agencies for more specialised support. Regular communication and information about the importance of attendance is provided to parents via the newsletter, assemblies and Compass. All students who go on extended family holidays have an absence learning plan with relevant learning activities for the duration of the absence.

2021 attendance data was significantly impacted by the Covid-19 pandemic, with many families uncertain about returning to school at different stages of the progression of the virus throughout the Victorian community. This was particularly the case during Term Four, when COVID cases in Victoria and in our school community meant that many of our students needed to isolate with the virus or as primary or household close contacts. Students who have been forced to isolate at home have been provided with an absence learning plan with relevant learning activities for the duration of the absence. The school leadership team, classroom teachers and education support staff maintained regular communication with parents who were reluctant to return their children to school, with the number of children who hadn't returned to school decreasing significantly as term four progressed.

In the first half of 2021 the school continued to run our weekly playgroup, supporting us to engage pre-school children in the life of the school and support parents in developing their skills in interacting with their children. This was also enhanced during terms one and two by a school-readiness program targeting 4 and 5 year olds, led by our Learning Specialist/P-2 PLC leader.

School Captains and Vice Captains undertook significant leadership roles in the school, hosting and helping to plan weekly assemblies and a range of special events in the school. 2021 further developed our Student Representative Council, with a student representative from every class in the school. In 2021 the SRC and School Captains and Vice Captains worked together to promote healthy eating, reduce rubbish in the yard and reduce packaging through an ongoing 'Nude Food' initiative.

Wellbeing

Lalor North Primary School has a dedicated Student Wellbeing Coordinator who is responsible for working with other staff to support students with additional needs. Referrals are made, where necessary, to a range of professionals, including psychologists and speech therapists.

2021 was our fourth full year as a School Wide Positive Behaviour Support (SWPBS) school. The school continues to proactively teach expected behaviours that align with our school values. Students continue to be 'rewarded' when they are 'caught doing the right thing' through a SWPBS token system and rewards shop.

In a year where student wellbeing was impacted by periods of lockdown and multiple periods of remote and flexible learning our school prioritised student wellbeing throughout the year. This involved leadership team members, teachers and education support staff members communicating with all students and their families using phone calls, emails and online platforms (Webex, Class Dojo and Compass). This communication and engagement was then refined and enhanced to target vulnerable, at-risk, disengaged and other students identified by parents or staff members - with staff members working hard to engage with these students and families - especially to ensure student wellbeing.

During periods of remote learning the school continued to provide onsite supervision for children of essential workers. In addition to this, members of the leadership team, classroom teachers and education support staff members liaised with families to ensure that vulnerable students were offered the opportunity (and actively encouraged) to attend school throughout periods of lockdown. For many families this helped re-engage the students with education and help maintain a connection to the school. For other families it supported the mental and physical health and wellbeing of parents, carers, students and their siblings, many with a range of complex needs. Lalor North Primary School continued to be a central resource for wellbeing in our school and broader community.

During periods of remote learning, student wellbeing was prioritised as part of our curriculum delivery. Teachers planned wellbeing focused tasks as part of students' remote learning tasks. Teachers undertook wellbeing check ins during class Webex meetings. There was a specific weekly focus on wellbeing each week with activities aimed at targeting the wellbeing needs of the class. Our specialist team of teachers worked with students to promote wellbeing and engagement, as well as undertaking whole-school engagement challenges to lift student and family spirits.

Lalor North Primary School has continued to implement the eSmart curriculum to help our students be safe, active cyber-citizens as they negotiate the online world. This proactive education has never been more important than during

a global pandemic when our students have continued to learn, play and connect almost exclusively online. Our Social-Emotional Learning Program, utilising resources from the Resilience, Rights and Respectful Relationships curriculum learning materials continues to be central to student learning.

Finance performance and position

Lalor North Primary School has continued to allocate resources to enable the achievement of the school's goals and priorities. The school has utilised resources to enable us to improve learning and teaching in many areas. The provision of Equity Funding in 2021 provided the school with options in regards to staffing and programs that enrich our students' learning. In particular, a financial commitment was made to improving teaching and learning by employing a second Learning Specialist in 2021, and this helped to focus school improvement efforts. We provided Education Support staff across the school, to support student learning. The school also prioritised appointing a full time, highly experienced member of our teaching staff to coordinate the Tutor Learning Initiative (TLI). Other funds enabled the school to update ICT resources and improve the school buildings and grounds. Maintenance continues to be a focus of the school due to the size of the property and the age and design of the buildings.

The school remains in a sound financial position with a net operating surplus in 2021. A well planned annual budget ensured the school's resources supported its educational priorities and goals. Proper accounts and records were kept and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position by the regular provision of copies of the Finance Reports to facilitate their monitoring of the school's finances. Actual revenue and expenditure during 2021 was compared against the budget and variances were investigated. The nominated operating reserve required by DET was held as a financial commitment for the 2021 year.

For more detailed information regarding our school please visit our website at
<http://www.lalornorthps.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 284 students were enrolled at this school in 2021, 121 female and 163 male.

68 percent of students had English as an additional language and 2 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).

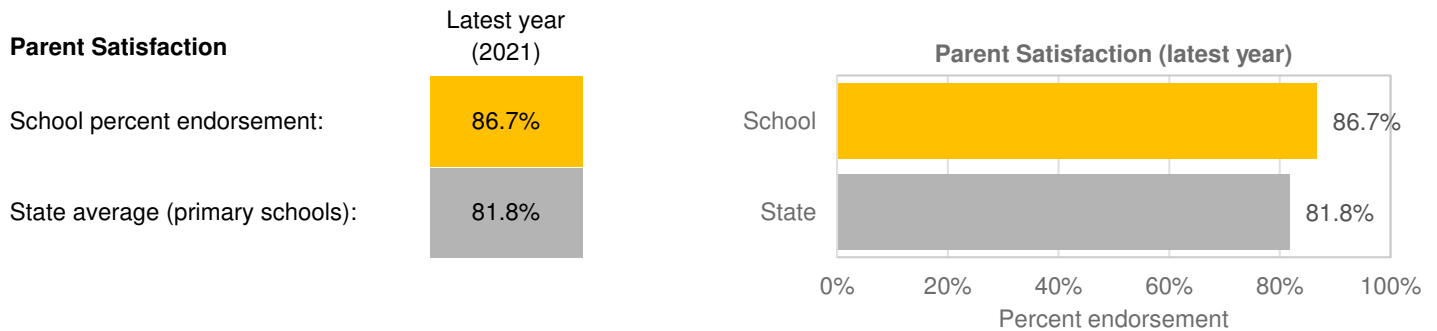
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

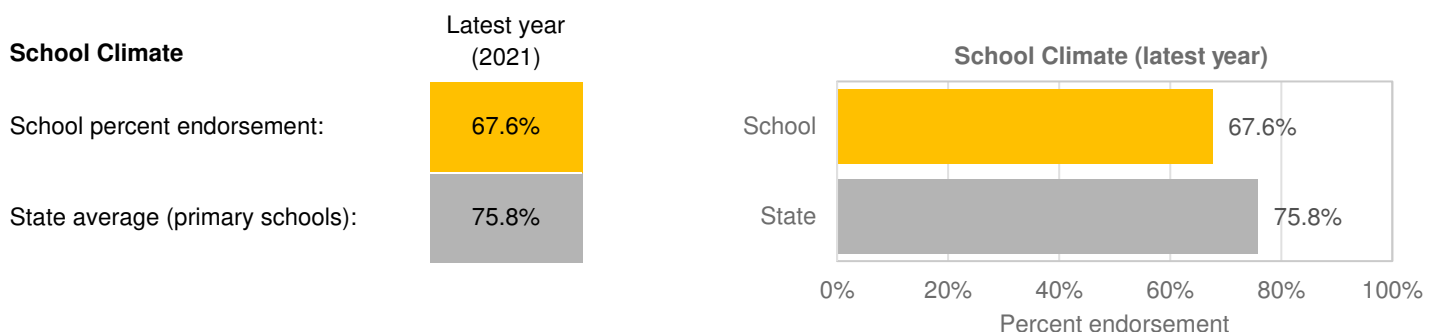


School Staff Survey

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:

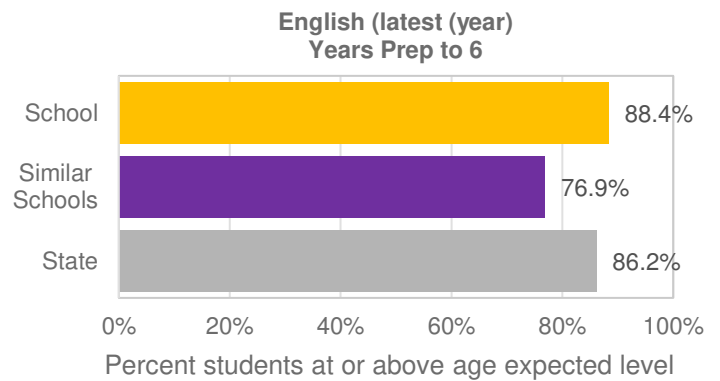
88.4%

Similar Schools average:

76.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

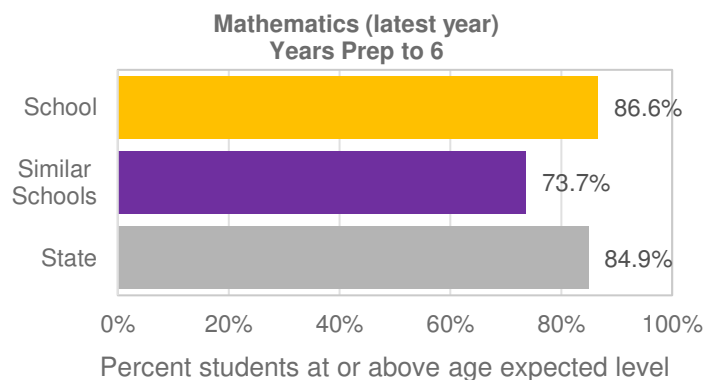
86.6%

Similar Schools average:

73.7%

State average:

84.9%



ACHIEVEMENT (continued)

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

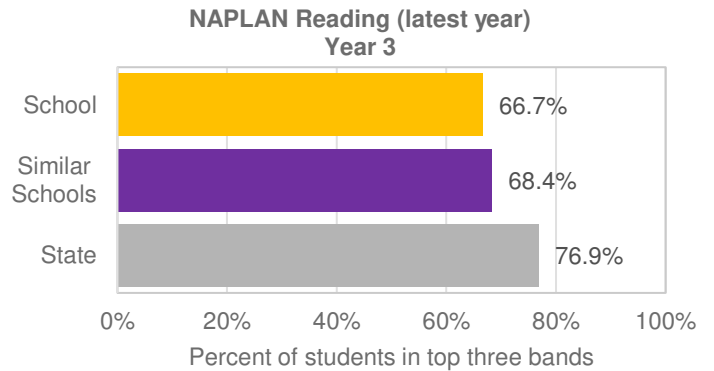
NAPLAN

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

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

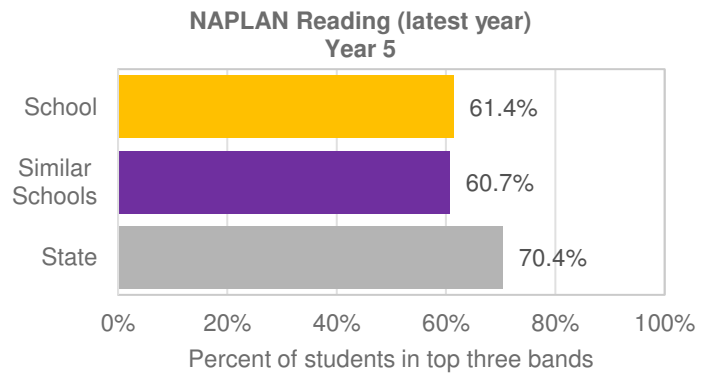
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	63.5%
Similar Schools average:	68.4%	67.0%
State average:	76.9%	76.5%



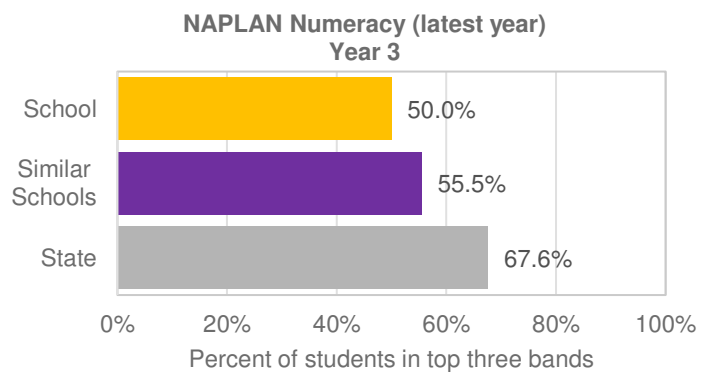
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.4%	57.1%
Similar Schools average:	60.7%	56.5%
State average:	70.4%	67.7%



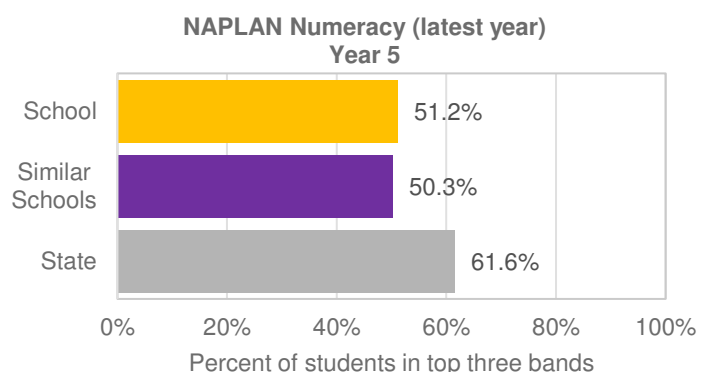
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	51.3%
Similar Schools average:	55.5%	55.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.2%	47.6%
Similar Schools average:	50.3%	48.2%
State average:	61.6%	60.0%



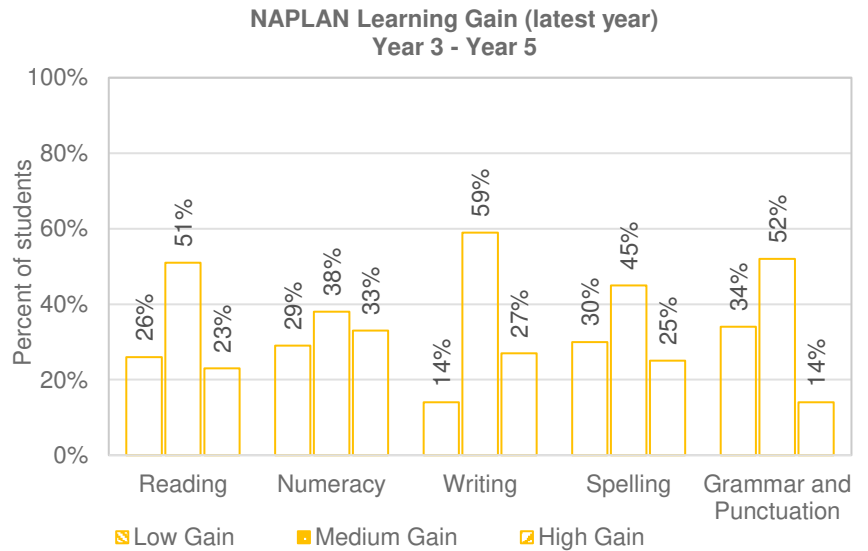
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	51%	23%	21%
Numeracy:	29%	38%	33%	26%
Writing:	14%	59%	27%	25%
Spelling:	30%	45%	25%	31%
Grammar and Punctuation:	34%	52%	14%	28%



ENGAGEMENT

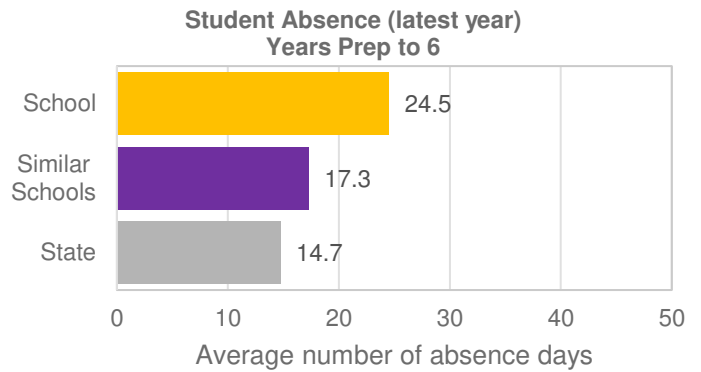
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	24.5	19.4
Similar Schools average:	17.3	17.3
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	87%	89%	85%	90%	87%	87%	90%

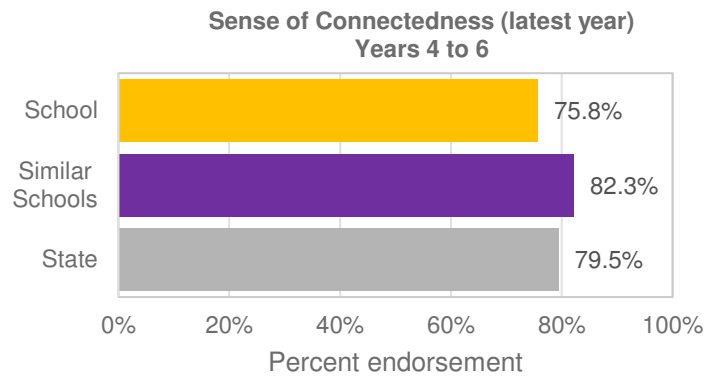
WELLBEING

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:	75.8%	80.5%
Similar Schools average:	82.3%	83.8%
State average:	79.5%	80.4%

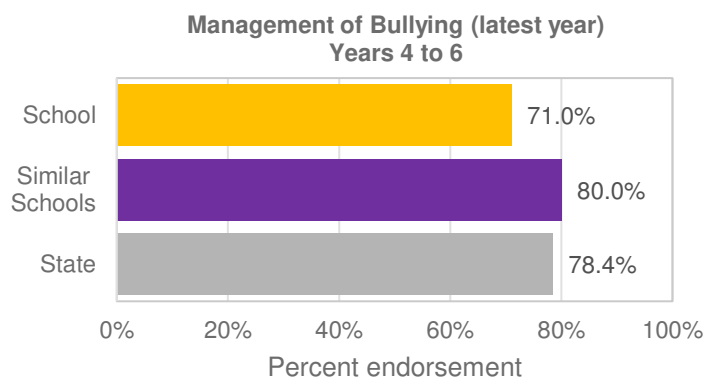


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	71.0%	77.4%
Similar Schools average:	80.0%	81.6%
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	\$3,248,880
Government Provided DET Grants	\$401,574
Government Grants Commonwealth	\$2,500
Government Grants State	\$25,000
Revenue Other	\$34,717
Locally Raised Funds	\$119,141
Capital Grants	\$0
Total Operating Revenue	\$3,831,812

Equity ¹	Actual
Equity (Social Disadvantage)	\$369,257
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$369,257

Expenditure	Actual
Student Resource Package ²	\$3,207,601
Adjustments	\$0
Books & Publications	\$2,742
Camps/Excursions/Activities	\$45,727
Communication Costs	\$2,443
Consumables	\$49,528
Miscellaneous Expense ³	\$43,914
Professional Development	\$3,327
Equipment/Maintenance/Hire	\$70,535
Property Services	\$60,028
Salaries & Allowances ⁴	\$204,203
Support Services	\$0
Trading & Fundraising	\$18,755
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,111
Total Operating Expenditure	\$3,739,913
Net Operating Surplus/-Deficit	\$91,899
Asset Acquisitions	\$0

- (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

Funds available	Actual
High Yield Investment Account	\$650,282
Official Account	\$3,911
Other Accounts	\$0
Total Funds Available	\$654,193

Financial Commitments	Actual
Operating Reserve	\$79,508
Other Recurrent Expenditure	\$0
Provision Accounts	\$8,400
Funds Received in Advance	\$0
School Based Programs	\$156,291
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$21,988
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$266,187

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.