

2020 Annual Report to The School Community



School Name: Brentwood Park Primary School (5308)



- 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 22 April 2021 at 12:42 PM by James Bell (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 28 April 2021 at 08:58 AM by Lindy Penrose (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

As a school, Brentwood Park Primary aims to develop socially well-adjusted children by providing a safe, supportive and enriched learning environment where self-esteem and attainment of personal best are promoted and enhanced through differentiated, high quality and parent involved educational programs.

It is supported, in part, from the following Beliefs about Learning:

- All students can learn
- Teachers make a difference
- Parents, teachers and students work together to assist learning
- Assessment is essential to directing our student learning

The core values of the school and the student derived definitions are:

Respect "A respectful person treats others in a caring and valued way."

Responsibility - "A responsible person is someone who can be counted on by others to do the right thing at all times."

Teamwork - "A person who displays good teamwork, works positively with others to achieve a goal."

Excellence- "A person who shows excellence is someone who tries to be the best they can in everything they do."

The school's purpose statement, beliefs about learning and values are displayed throughout the school and in each classroom, and form the basis of our social and work interactions; whether they are student to student, student to teacher or teacher to parent. They are embedded in our everyday practices and interactions of our community and remain the guiding principles to what we believe and value in the school.

Brentwood Park Primary School provides a quality education for its students, delivered in a positive, supportive and challenging learning environment. We appreciate learning occurs on a developmental continuum and adjustments need to be made to cater for the learning needs of students at varying points along the continuum.

Collectively, our school's purpose statement, beliefs about learning and values have been reflective of our past and are reflective of our current status. They are an integral part of Brentwood Park's existence and daily operations and will continue to be so into the future.

Brentwood Park Primary School is situated in the City of Casey in the rapidly growing residential suburb of Berwick. The school is well placed within the community with a local pre-school and secondary college on its northern and southern borders, respectively. Brentwood Park's 2020 enrolment was 966 students, inclusive of four international students. Brentwood Park holds a level 1 accreditation as a school authorised to accept international students. Such students are not funded through the Student Resource Package [SRP] but pay tuition fees through the international schools division of the Department of Education and Training with payment then disbursed to the school. Thirty-eight languages are represented in our enrolment with approximately 53% of our students speaking a language other than English at home; of these, approximately 36% were born in Australia. Aboriginal or Torres Strait Islander status is approximately 1.26%. The top ten countries of birth for our parents are India 30%, Australia 21.37%, Sri Lanka 12.86%, China 8.96% Pakistan 3.41% Korea 3.02% Malaysia 2.97% United Kingdom 1.98% Afghanistan 1.7% and New Zealand 1.26%. Our Student Family Occupation [SFO] Index is currently 0.3620 and our Student Family Occupation and Education [SFOE] Index is 0.2653. These have been reducing slightly over the years. In 2020, the school was serviced by 69.79 equivalent full-time staff comprising 3 principal class officers, 2 leading teachers, 3 learning specialists, 25.15 classroom teachers at level 2, 20.4 classroom teachers at level 1 and 13.94 educational support staff, of which 6.92 are integration teacher aides. In 2020, the school operated thirty-nine classrooms and five specialist classes. The staff and community's preference is to operate straight classes at year levels.

As a school, Brentwood Park Primary aims to maximise the educational opportunities and learning outcomes of our

students, promoting positive self-esteem and the attainment of personal best, through the delivery of quality, differentiated educational programs. Within our learning and teaching programs, we maintain a strong focus on literacy and numeracy, complemented by an inquiry-based curriculum and a comprehensive specialist program which encompasses Visual Arts, Performing Arts, Chinese [Mandarin] Language and Culture, Health and Physical Education, and Digital Learning.

A rigorous benchmarking assessment schedule informs our teaching and learning programs in the two key learning areas of literacy and numeracy and, along with teacher observation and teacher judgement, ensures the teaching is targeted towards student learning needs. The teaching and learning programs are structured on researched-based “best practice” educational programs and recognize that learning progresses along a developmental continuum. The programs cater to the cognitive, physical, social and emotional domains of the children.

The School Council, in its commitment to assisting staff to deliver the best learning opportunities, ensures the school is well resourced and student learning is supported in a technologically rich environment.

The school has been constructed with its central core accommodated in six distinct buildings, connected by covered walkways. The core comprises an administration area which, through a self-funded construction program, was extended and refurbished in 2020 to bring the school up to facilities entitlement for a school of our size; a multi-media centre inclusive of computer laboratory; sixteen modern carpeted classrooms each with their own teacher resource room, wet area, and shared withdrawal room; two Chinese Language and Culture classrooms; two art/craft facilities; a performing arts centre and music room, a canteen and multi-purpose centre; inclusive of a school gymnasium. An Outside of School Care program operated by Camp Australia is conducted from this facility. A notable feature of the classroom design is the flexibility in allowing a connecting wall to be opened to facilitate team teaching approaches, if desirable. Modern re-locatable units provide additional classrooms. The permanent core design and the location of additional classrooms lend itself to the cluster arrangement of year levels, promoting close planning and teaching amongst the staff. All facilities have an abundance of natural light integrated within the overall design and as a result of an active fund-raising team over the years, the school is fully air-conditioned and its SunSmart status enhanced with shade structures erected across all three of our outdoor playgrounds and across our hardcourt.

Framework for Improving Student Outcomes (FISO)

The schools chosen Framework for Improving Student Outcomes [FISO] priority was Excellence in Teaching and Learning, and focused on the dimensions of Building Practice Excellence and, Curriculum Planning and Assessment.

With the school scheduled to undertake its review in 2021, the year was to be an opportunity to embed the programs systematically implemented in previous AIPs. Our focus was to continue to develop consistency of practice in program delivery. Despite transitioning to flexible and remote learning, we were able to continue to deliver on a number of our AIP actions relating to literacy and numeracy with many of the programs' features maintained in the daily remote learning program. Our CAFÉ Daily Five approach was able to be promoted with comprehension activities such as Reading Journals undertaken. Our VCOP approach to writing was still undertaken with activities specifically relating to its features addressed through activities involving Vocabulary, Connectives, Openers and Punctuation, designed and implemented, as was an exploration of writing genres through set writing activities. “Big Writes” were implemented. The Words Our Way approach to spelling continued to be planned for and delivered with class spelling focuses and group spelling focuses planned and implemented. The THRASS resources were accessible online, in the teacher resources folder within Showbie Pro and within remote learning packs to enable its delivery remotely. Prior numeracy strategies, incorporating Big Ideas in Number, continued to be implemented remotely. The Department’s Maths Toolkit which is a valuable resource providing developmental maps was relayed to staff for their use in the program planning. The format of regular lessons was continued: High Impact Teaching Strategies [HITS] were incorporated. These included explicit teaching, goal setting, structured lessons, worked examples and multi exposures. Learning intentions and success criteria were relayed, tuning in activities provided, work samples referring to specific learning strategies presented, tasks set and feedback given. The whole lesson approach was delivered through a combination of live Zoom interaction, videos and PowerPoint presentations.

The platforms deemed most suitable for online learning were Google Classroom for Year 6, Showbie Pro for Years

Prep – 5 and Zoom for video conferencing in Years Prep - 6. These platforms were able to be accessed on the internet with the Showbie Pro App also downloadable onto home devices. The school website was updated with the formation of a REMOTE LEARNING page displaying the Year Levels FOUNDATION – YEAR 6. Clicking on each of the Year Levels enabled the viewing of the programs, apps and hyperlinks that delivered the remote learning programs for each respective year level. The Remote Learning page also contained tips and links to support student use and parent familiarisation of the platforms and programs. Remote learning packs were organised for each child Foundation – Year 6 and distributed. Depending on the year level, the remote learning packs contained stationery items including learning aids and, IDs and passwords for Office 365, Reading Eggs-Mathseeds, Mathletics and Sunshine Online. Zoom was the program for live interaction, explicit instruction and video conferencing. Zoom was able to be accessed on the internet or the Zoom App for download onto home devices. The students, with parent guidance, created an account using their @schools.vic.edu.au email account. Protocols for platform usage, program delivery and Zoom meeting schedules were devised and forwarded to parents. Remote Learning was fully functional from Wednesday 15 April onwards. Classroom programs were released daily and allowed for access beyond the release dates. Specialist programs were released from the Monday of each week. This allowed families to access the student learning and enabled flexibility for the completion of work by accommodating the time constraints of families.

As a school, we were exceptionally pleased with the quality and comprehensive nature of the remote learning program provided for our students. Staff were committed to their familiarisation of the chosen platforms and the Zoom video conferencing tool. Throughout the duration of remote learning, staff continued to work remotely and industriously on preparing and delivering a comprehensive learning and teaching program, inclusive of reading, writing, spelling mathematics, inquiry and specialist programs. Students were able to complete tasks at their own pace with explicit instruction delivered through Zoom video conferencing and break out rooms, PowerPoint presentations and instructional videos both commercially and teacher produced, were uploaded onto the Showbie Pro platform. Showbie Pro enabled the students to upload their work tasks and receive voice message feedback and written feedback from their teachers. Showbie Pro enabled teachers to engage with parents in relation to the learning and teaching program. The importance of consistency between staff with learning programs and communication was expected to help ensure consistency.

The majority of students remained engaged strongly with the remote learning program. Interaction between students with their teachers was generally at 90-95% participation and engagement.

Achievement

Teacher assessments within the Victorian Curriculum for Reading, Speaking and Listening, Writing and Mathematics [Number and Algebra] conveyed 93.0%, 95.2%, 88.5% and 94.5% of students, collectively, in Years Prep to 6 achieved “at standard” or “above age standard”, respectively. Although marginally less than previous years, our school's results reflect very positive achievements, given the need to transition to a flexible and remote learning and teaching program as a result of the Covid-19 pandemic for a substantial portion of the year. In English and mathematics, as presented in the School's Performance Summary, our school's results were above the Similar Schools average and the State average of all Victorian government primary schools which were 87.7% and 86.3% respectively for English, and 86.8% and 85.2% respectively for mathematics. Our students and families generally responded well to the self-directed learning tasks with teachers continuing to differentiate the online program to cater for students' needs. This is reflected in the percentages of students achieving above the expected level with the year Prep to 6 average for Reading, Speaking and Listening, Writing and Mathematics [Number and Algebra] being 31.9%, 20.8%, 25.5% and 30.4% respectively.

The percentage of students by year levels, achieving "at standard" or "above age standard" in Reading, Speaking and Listening, Writing and Mathematics [Number and Algebra] are detailed in the following table.

Year Level	Reading & Viewing	Speaking - Listening	Writing	Number & Algebra
Foundation	95.80%	99.30%	96.50%	99.17%
Year 1	96.92%	96.15%	94.61%	97.69%
Year 2	97.10%	96.38%	94.21%	97.10%
Year 3	94.57%	92.97%	88.37%	93.79%
Year 4	90.90%	93.13%	87.78%	84.84%

Year 5	89.56%	98.34%	85.01%	91.67%
Year 6	86.18%	89.43%	73.17%	86.18 %

Students on the Program for Students with a Disability continued to be assessed against the Victorian Curriculum, albeit at the level of their ability. Individualised Learning Improvement Plans [ILIPs] were also composed with progress towards the achievement of their personal goals conveyed to parents and carers during Parent Support Group [PSG] meetings.

NAPLAN achievement, normally outlined in an annual report, is not available as the assessments were not conducted in 2020.

Given that we will be undertaking our school review in 2021, and 2020 was disrupted as a result of the Covid-19 pandemic, 2021 will be a year of consolidation of our literacy and numeracy programs, and the differentiation within these essential core curriculum areas. Developing a consistency of practice across classes within cohorts will be a predominant feature with Leading Teachers and Learning Specialists undertaking classroom observations and providing written feedback on effective differentiation within our literacy and numeracy programs. This was to be a strong feature in our 2020 AIP. Students in need of targeted academic support will be identified and supported through extending our additional assistance program. Further support will be attained by utilising the government's tutoring funds allocated through the Student Resource Package which will be allocated to schools based on enrolment and social disadvantage.

We will continue to develop data literacy, particularly utilising formative assessments on a regular basis in addition to our summative assessments embedded within our benchmarking schedule. We will revisit and strengthen the use of HITS in our classrooms and curriculum "essentials" will be prioritised.

Engagement

Student responses in key and subsidiary factors within the Attitudes to School Survey are measures used to convey Student Engagement outcomes, however, in 2020 the survey was not undertaken. Student attendance can also be a factor contributing to Student Engagement. Given our use of the chosen platforms for remote learning and the daily interaction between staff and students, the monitoring of student participation and engagement was readily assessed. As required, teachers would notify the principal class team of those students who were not participating in the Zoom virtual classrooms or had not uploaded any, or too few, learning activities onto the Showbie Pro platform. Members of the principal class team would then follow this up directly with the families and students identified. Teachers also maintained contact with parents via email and telephone regarding student progress and learning, and as an additional means of directly addressing parent queries.

In 2020, our attendance rate of all students, measured by the Average Number of Student Absence Days, was again comparable to the average for both similar schools and State being 14.9 days, 14 days and 13.8 days respectively. Comparable figures are also reflected in the four year average with our school's four year student absence average being 15.8 days compared to similar schools and State at 15.5 days and 15.3 days respectively.

We continue to aim for measurable improvement in student attendance. We continue to implement the Department of Education and Training [DET] strategies such as Every Day Counts. Our monitoring of student absence incorporates the Department of Education and Training requirement of contacting the parents on the day of absence, via a short messaging system [sms], if parents fail to notify accordingly. We also ensure that absences continue to be recorded on mid-year and end-of-year reports and, as an incentive, award certificates for "excellent" attendance; reflecting perfect attendance records for the year.

Given the daily connection between staff and students, the return to face-to-face teaching following the remote and flexible learning periods was exceptionally smooth for all year levels. The increased independence of the children, particularly in the junior classes, was readily observable in their ability to leave parents at the school gates and walk to classrooms unassisted

Throughout the remote and flexible teaching program, the majority of students remained strongly engaged. Interaction between students with their teachers was generally at 90-95% participation and engagement.

We continue to engage and motivate our students through the incorporation of our differentiated curriculum, whole school celebratory events and the e5 instructional model within the inquiry-based approach to teaching and learning, and we will continue to consciously provide additional opportunities for the development of students' confidence in their learning. The Department of Education and Training's resource High Impact Teaching Strategies [HITS] continues to prove beneficial with staff professional development undertaken in this area.

Wellbeing

Student responses in key and subsidiary factors within the Attitudes to School Survey are measures used to convey Student Wellbeing outcomes, however, in 2020 the survey was not undertaken. Two of these subsidiary factors to students' wellbeing are "Sense of Connectedness" and "Management of Bullying". Although the survey was not undertaken, our School Performance Report still provides our four year average for these factors. For "Sense of Connectedness", our school's four year average was 88.1%. This is higher than the four year average for similar schools and State which were 81.3% and 81.0% respectively. For "Management of Bullying", our school's four year average was 87.1%. This is higher than the four year average for similar schools and State which were 79.0% and 80.4% respectively.

Throughout the year, Brentwood Park maintained its commitment to the implementation of programs and initiatives in support of Student Wellbeing. Prior to remote learning commencing, the assistant principal contacted the families of all students who participate in the school's chaplaincy program to ascertain their agreement to be contacted by the school's chaplains during the remote learning period. The contact numbers were provided to the chaplains who made contact fortnightly. During the remote learning period, the assistant principal contacted the families of the students allocated to the SSO social worker to ascertain the students' wellbeing. Contact was maintained fortnightly.

Teachers also maintained contact with parents via email and telephone regarding student progress and learning, and as an additional means of directly addressing student wellbeing concerns. Education Support Staff [ESS] supported students on the Program for Students with Disabilities via Zoom throughout the day. Weekly lessons on the "You Can Do It!" program were developed and implemented to support the sense of students' wellbeing. In many instances, the remote learning program facilitated greater opportunity for student voice given the individual discourse between students and staff during the remote learning program. As a result of the daily connection between staff and students, the return to face-to-face teaching was exceptionally smooth for all year levels. The increased independence of the children, particularly in the junior classes, was readily observable in their ability to leave parents at the school gates and walk to classrooms unassisted upon their return to onsite schooling.

Of worthy note is the contribution of our school's student leaders, who, with teacher guidance, composed videos conveying messages of encouragement in relation to our journey into and during remote learning. Videos commemorating our schools ANZAC Day service and a welcome back to face-to-face teaching video were delivered to students and their families through our Skoolbag App and uploaded onto the school's website. Light-hearted staff videos were created, with the assistance of our performing arts staff, with uplifting messages conveyed. Staff in Year Prep created social stories to assist students' adjustment and transition back to face-to-face teaching and classroom environment. The reading of these stories provided students with the opportunity to discuss their feelings, whether they be reservations or excitement.

Despite the challenges of the year resulting from the Covid-19 pandemic, we consciously focussed on addressing student wellbeing. Students were provided with clear direction on learning expectations and developed confidence in their abilities to achieve. Class teachers used Learning Goals and Success Criteria within their literacy and numeracy activities with students increasingly demonstrating their ability to articulate. Their use gave the students a clear learning focus and enabled them to take a greater role in their learning. The students continued to be encouraged to take responsibility for their learning and to become independent and self-regulating learners. Throughout 2020, staff and students collaboratively built relationships that are respectful and supportive.

Financial performance and position

Our 2020 total operating revenue was \$8,988,316 with \$122,115 of the sum being from locally raised funds which is inclusive of voluntary contributions, donations, commissions and hire of school facilities. Our total operating expenditure was \$7,551,088 and this resulted in the net operating surplus of \$1,437,227. Of this surplus \$1,199,235 has been committed to the completion of school council projects such as the current administration / staffroom facilities upgrade and their associated grounds works, and the replacement of synthetic grass surfaces in four areas of the school grounds. School council contracts were entered into with Williams Ravi Pty Ltd; architect and project manager, Newton / Manor Builders and Grassports Pty Ltd to undertake these projects. Additionally, contributing to the surplus are the reduced staffing costs resulting from our current staffing profile. Government funded grants such as the "maintenance blitz" funding has also been carried forward. The equity funding totaling \$83,959 was utilised primarily for staffing within our additional assistance program and Government grants in support of targeted student learning initiatives such as, Refugee and Asylum Seeker Wellbeing Supplement, Swimming in Schools and National School Chaplaincy Program, were expended accordingly. Throughout 2020, school expenditure was kept well within program budgets which were approved by the school council with the finance committee monitoring the spending accordingly at its finance meetings which were held twice per term.

For more detailed information regarding our school please visit our website at
<https://www.brentwoodparkps.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 966 students were enrolled at this school in 2020, 490 female and 476 male.

50 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.

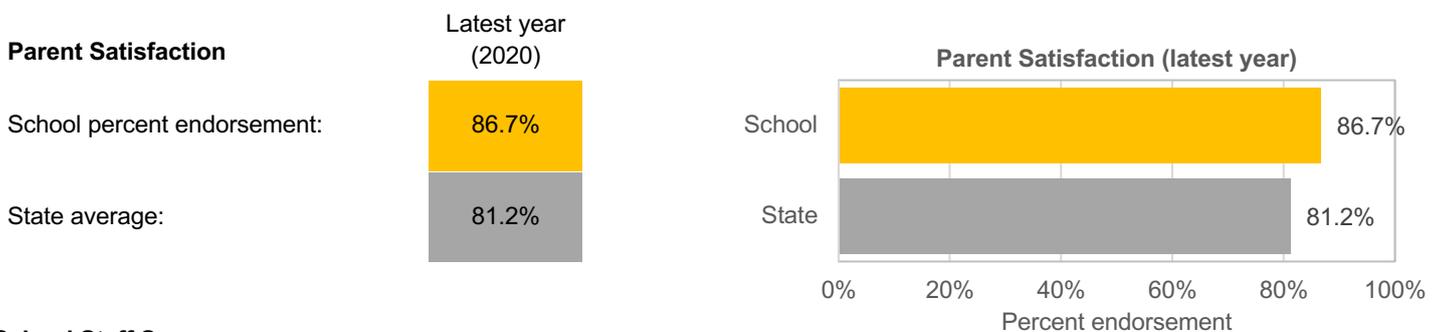
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

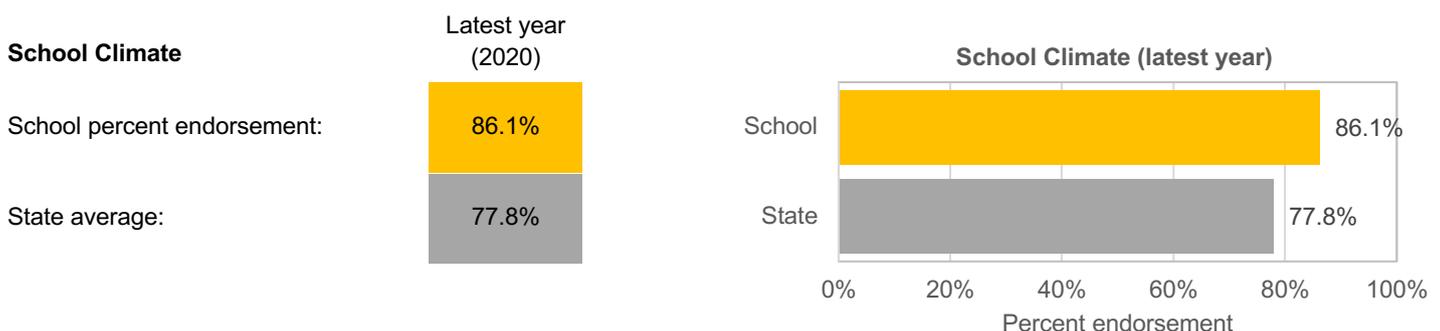


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

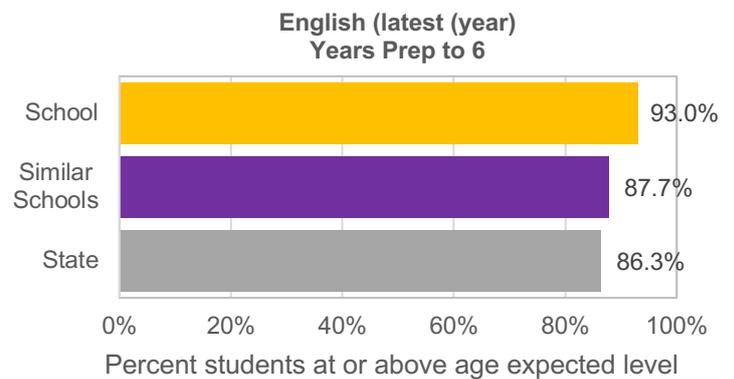
93.0%

Similar Schools average:

87.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

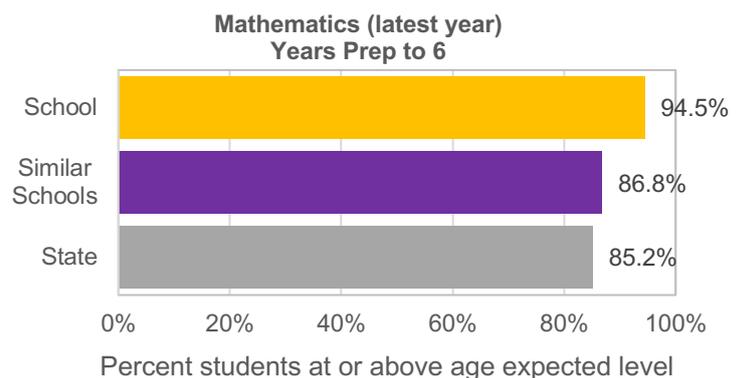
94.5%

Similar Schools average:

86.8%

State average:

85.2%



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

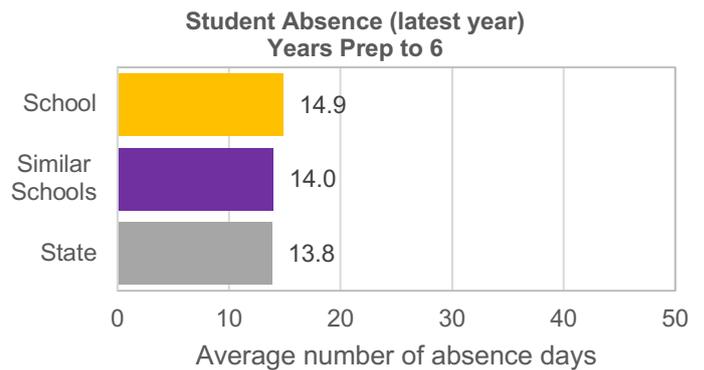
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.9	15.8
Similar Schools average:	14.0	15.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	93%	91%	94%	91%	93%	93%

WELLBEING

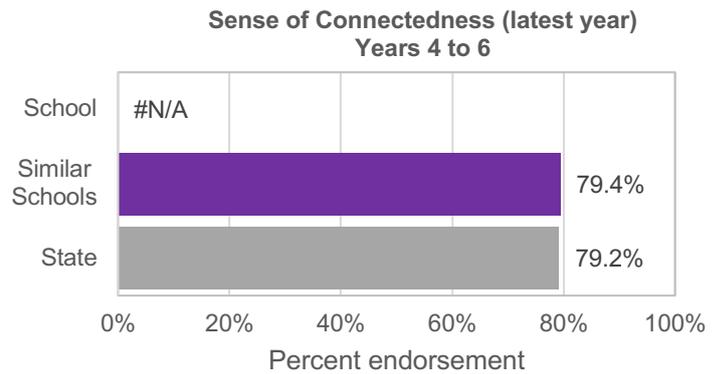
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	88.1%
Similar Schools average:	79.4%	81.3%
State average:	79.2%	81.0%



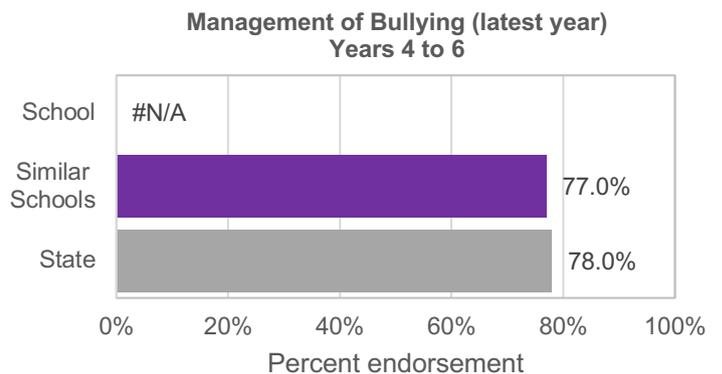
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	87.1%
Similar Schools average:	77.0%	79.0%
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.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,027,044
Government Provided DET Grants	\$818,718
Government Grants Commonwealth	\$8,988
Government Grants State	NDA
Revenue Other	\$11,452
Locally Raised Funds	\$122,115
Capital Grants	NDA
Total Operating Revenue	\$8,988,316

Equity ¹	Actual
Equity (Social Disadvantage)	\$83,959
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$83,959

Expenditure	Actual
Student Resource Package ²	\$6,900,440
Adjustments	NDA
Books & Publications	\$2,731
Camps/Excursions/Activities	\$28,877
Communication Costs	\$5,557
Consumables	\$100,800
Miscellaneous Expense ³	\$9,538
Professional Development	\$12,100
Equipment/Maintenance/Hire	\$97,379
Property Services	\$94,834
Salaries & Allowances ⁴	\$143,541
Support Services	\$62,650
Trading & Fundraising	\$31,663
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$12
Utilities	\$60,965
Total Operating Expenditure	\$7,551,088
Net Operating Surplus/-Deficit	\$1,437,227
Asset Acquisitions	\$860,449

- (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	\$1,176,003
Official Account	\$23,590
Other Accounts	NDA
Total Funds Available	\$1,199,593

Financial Commitments	Actual
Operating Reserve	\$95,166
Other Recurrent Expenditure	\$358
Provision Accounts	NDA
Funds Received in Advance	\$14,114
School Based Programs	\$63,606
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$23,031
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$54,041
Capital - Buildings/Grounds < 12 months	\$781,318
Maintenance - Buildings/Grounds < 12 months	\$167,602
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,199,235

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.