

2021 Annual Report to The School Community



School Name: Cranbourne East Primary School (5518)



- 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 14 April 2022 at 10:44 AM by Garry Rolfe (Principal)

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

Attested on 29 April 2022 at 10:50 AM by Roz Coles (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

Cranbourne East Primary School is located in the Hunt Club Estate in one of the fastest growth areas in the South Eastern growth corridor at No 2 Bowyer Avenue, Cranbourne East. The school was founded in 2011.

Cranbourne East Primary School encourages all students to become motivated and independent learners through the provision of a wide range of engaging and personalised learning activities and programs. We adopt a best practice approach to teaching and learning which combines students' natural curiosity and questioning together with the investigative skills required to become lifelong learners.

Our school vision is based on students being happy, safe and engaged in an information technology rich learning environment. This is where student centred learning occurs, explicit teaching and Inquiry based learning programs are led by professional teaching and learning teams who make a real difference and meet the needs of every student at a local level in a global setting.

The core purpose at Cranbourne East Primary School is to help children grow into lifelong learners and future citizens. The school is a place that encourages and enables professional learning and effective teamwork as well as developing a strong, welcoming and inclusive school community.

The school values are taught to our students through our '5Rs' Values, embedded into all aspects of daily school life along with the firm belief all students can achieve based on high expectations of students, each other and the school community. The school values are:

Respect – People are valuable, able and responsible and should be treated in ways that acknowledge and extend their worth, talents and abilities. Being well mannered, considerate and tolerant.

Responsibility – Taking ownership for our actions. Trying your best, not giving up or taking the easy way out.

Relationships – Education and learning is a collaborative, co-operative activity in which mutuality can be enhanced. Effective interaction between the staff, students and school community.

Rigour – Human potential can be realised best by facilitating the right conditions to support higher order learning, creativity and excellence within our learning community.

Resilience – Feeling secure both physically and emotionally, dealing effectively with situations and having the ability to bounce back.

The school facility is designed around open learning spaces and flexible multipurpose learning neighbourhoods. In addition, there are Performing Arts and Science and Sustainability learning spaces, a library learning resource centre, Music studio, Digital Technologies/ STEM resource hubs (notebook computers, robotics, iPads, iPods and interactive TVs), a sustainable garden, football oval and soccer pitch and indoor gymnasium. There are two sheltered playgrounds as well as a Pirate Ship playground with a sandpit and environmental wetlands. The school facility was built and is serviced under the Partnerships Victoria in Schools Project (PViS).

The school is co-located on the same site with Cranbourne East Secondary College, Marnebek Specialist School (Outpost) and shares facilities including the gymnasium, theatre, soccer ground and football oval. Shared-use facilities are a feature of this school site. A City of Casey Day Care Program, Maternal Health Centre and community sporting complex (including parking spaces) is located adjacent to the school.

The school is built for a long-term student enrolment of 450 students, however due to ongoing and rapid enrolment growth this figure has been surpassed with student enrolment at 1160, 578 female and 582 male. It is highly likely the school will continue to maintain a high student enrolment.

The overall school socio-economic profile is based on the school's Student Family Occupation and Education Index (SFOE) which takes into account parents' occupation and education. Possible socio-economic band values are: Low, Low-Medium, Medium and High. This school's socio-economic band value is : Low-Medium. 56% of students speak a language other than English at home and 1% of students identify as Aboriginal or Torres Strait Islander.

In 2020, the school work force plan comprised: 1 Principal, 5 Assistant Principals (portfolios including Student Wellbeing, Curriculum Innovation and Leadership, Assessment & Reporting, Facilities, School-wide Organisation, Program for Students with Disabilities and Student Support Services), 1 Business Manager, 1 Leadership Personal Assistant, 5 Office Administration Education Support (ES), 1 First Aid Officer (ES), 5 Learning Specialists, 10 Specialist Teachers, 2 Auslan Specialist (1 teacher, 1 ES), 12 Tutors (2 full-time, 10 part-time), 1 Learning Enrichment Specialist, 15 Integration Aides (ES), 1 part-time Library (ES), 1 Information and Communication Technologies (ICT) Technician and 63 Home Group Teachers.

The work force plan (combination of full time and part time employees with some staff in shared roles) totalled 118 staff. The school does not have any staff that identify as Aboriginal or Torres Strait Islander.

A co-teaching curriculum model has operated since the school opened. This model is child centred and operates in a learning environment that encapsulates complementary alignment of space and pedagogy. A targeted emphasis on personalised learning, a differentiated approved curriculum and focus on assessment was designed to meet student needs. Professional Learning Communities (PLCs) operate at Cranbourne East Primary School.

2021 saw the introduction of Tutor Learning Initiative which was part-government funded and part school-funded. The school employed 6 new Tutors and welcomed 6 staff previously on family leave to return in Tutor roles.

The school developed partnerships with a range of commercial and community based organisations including Bryan Jeffrey (MOAT Mental Health Services), Martin Heppel (The Resilience Project), Aiding Casey Education (ACE Foundation), Happy Chatter (Speech Therapy Services), Melanie Kemper (independent psychologist), Di Gibson (Visiting Teacher Services for the Deaf) and Playright Learnwrite (Occupational Therapy). In addition, the school participated in the Differentiated Support for School Improvement (DSSI) program, featuring support from an Executive Principal and two Leading Teacher Partners. The DSSI team worked closely in conjunction with school leaders and the Leadership team in a program tailored to support our school needs, with a focus on implementing the Spiral of Inquiry in Professional Learning Communities (Reading focus) and Organisational Leadership.

Extra curricula activities were limited as a result of the impact of COVID-19, however encompassed Whole School Fundraising Colour Explosion Fun Run, Mother's Day, Father's Day (modified due to COVID-19) and Footy Day. We were able to offer a modified Camp Program for students Year 3-6. Student Representative Council (SRC) and Student Voice is active and conduct a range of activities.

The school welcomes International Students. The curriculum is aligned for International Students who are supported by Individual Improvement Plans. Students deemed at risk and vulnerable, including Koorie students, those in Out of Home Care and children on the Program for Students With a Disability are supported by Individual Education Plans, termly Student Support Group Meetings and Interventions.

At Cranbourne East Primary School we strive for excellence in all areas of teaching and learning by setting high expectations for our students in regards to work ethic and behaviour and providing personalised learning for each and every individual student.

Framework for Improving Student Outcomes (FISO)

Cranbourne East Primary School centred our Key Improvement Strategies around the 3 Priority areas of Learning, catch-up and extension; Happy, active and healthy kids; and Connected Schools. Due to the continued disruptions caused by COVID-19 and extended periods of remote and flexible learning, some of the actions associated with

achieving these goals and targets were modified as a result.

Increased teacher capacity and consistency of practice was a focus of the work staff undertook with the support of the DSSI team. While teacher observations, peer coaching and walkthroughs were impacted by remote and flexible learning, PLC meetings and the Spiral of Inquiry were still able to be implemented and conducted virtually.

The Tutor Learning Initiative provided targeted catch-up learning support for 372 students in Years 1-Year 6 (197 students received Literacy support and 175 received support in Numeracy), with a modified program provided through period of remote and flexible learning. This program had a significant impact on improving student outcomes. Throughout the year, the school had 15 students participate in the Victorian High Ability Program (VHAP) and 1 student in the Virtual Schools Victoria (VSV) extension program. These students were supported by our dedicated Learning Enrichment Specialist Teacher who also worked with students in Years 4-Year 6 to provide targeted, individualised Numeracy extension.

The Resilience Project was successfully implemented school-wide, with students developing their gratitude, empathy, mindfulness and emotional literacies through timetabled explicit teaching sessions. Staff participated in two professional learning sessions delivered by Martin Heppel and a virtual information session was provided for parents later in the year as well as student virtual workshops for Prep-Year 2 and Year 3-6. Throughout remote and flexible learning, staff continued to conduct daily wellbeing check-ins with students and attendance was monitored through daily Google Class Meets. Follow-up phone calls were made for students not in attendance online and teachers maintained regular communication home to support students and families and keep everyone connected.

Home Group Teachers made contact with the parents of students in every class at least twice per term and documented this communication in logs on Compass. Increased support was provided during periods of lockdowns with care packs delivered to families and referrals to external support agencies. Staff and parents alike reported the positive impact these calls and support had on building and maintaining strong and effective connections between home and school.

Achievement

Once again, the 2021 school year was impacted by COVID-19 and periods of Remote and Flexible Learning (RFL). Staff were able to capitalise on the skills learned and online platforms and resources used the previous year to maximise student engagement during RFL. Teachers were able to differentiate their programs for students during remote learning as well as face to face learning.

2021 Teacher Judgements showed 77.1% of students were working at or above age expected standards in English and 72.9% in Mathematics, both of which were slight improvements from the previous year.

NAPLAN Reading results for Year 3 indicated 64.6% of students in the top three bands, while 65.8% of Year 5 students also achieved this milestone, placing us slightly ahead of similar schools for Year 5 Reading. The percentage of students in the top three bands for Numeracy was 60.5% in Year 3 and 50.3% in Year 5, both slightly lower than similar schools. The percentage of students making 'High' NAPLAN Learning Gain was; Reading - 20%, Numeracy - 26%, Writing - 24%, Spelling - 26% and Grammar & Punctuation - 27%. Three of these areas (Writing, Spelling, Grammar & Punctuation) were of equal or greater gain than similar schools.

Through the delivery of the Tutor Learning Initiative (TLI), on average 26% of students on the program were completely caught up (to the expected level) in Reading, while an average of 73% of participants made between 12-24 months growth in 2021. The Year 5 and Year 6 students on the TLI Literacy program made an outstanding average Reading growth of 20-21 months in just 12 months. On average, 13% of students on the Numeracy TLI program were completely caught up (to the expected level) in Number & Algebra, with an impressive 46.5% of Year 1 student participants progressing from 'at risk' to 'at level' by the end of the year. An average of 62% of participants made between 12-24 months Number & Algebra growth over the year.

Teaching staff made reasonable adjustments to remote learning and face to face programs for individual students, particularly those on the Program for Students with a Disability (PSD program) and completed Individual Learning Plans for students at risk while also participating in termly Student Support Group Meetings with the Team Around the Learner Model. Education Support staff provided additional support for all students, including PSD students as part of our Inclusive Support Model. Further assistance was also provided with our Oral language Program (Foundation-Year 2), in-school Speech Therapy, STA (Speech Therapy Assistant Program) and (Strategies for teaching based on Autism Research) programs and Occupational Therapy.

Engagement

During 2021, the average number of absence days was 16.6, with attendance rates ranging between 91-93% for each year level Prep-Year 6. The school also saw a 9% reduction in students with 20+ days absence which had a positive impact on engagement levels.

Engagement in remote and flexible learning was high, with almost all students maintaining their learning either online or with hard copy work packs. Additional support programs such as the TLI and Numeracy Enrichment continued to be offered online in small group, tailored sessions. The school had between 150-220 students attend onsite daily during lockdown, where parents were essential workers or students were identified as at-risk or vulnerable.

To support student engagement during the transition back to onsite learning, our school had a documented process for following up on students that did not immediately return to school in Term 4. Home Group teachers made phone calls home and referrals were made to the Wellbeing Assistant Principal where greater supports were required.

Student voice and agency remained a focus in 2021, with three staff participating in the Qaglia Institute - Student Voice and Agency Network Community of Practice. The Wellbeing Assistant Principal and Year 6 Team Leader also successfully completed the Inclusive Classrooms Professional Learning Program conducted by DET. In the 2021 Attitudes to School Survey of our Year 4-Year 6 students, in the area of 'Effective teaching practice for cognitive engagement', Stimulated Learning was our highest performing factor. 'Student Motivation and Interest' was our overall top performing factor according to the students, which is a testament to the efforts of our staff, students and parents both at home and at school in what was another challenging year disrupted by COVID-19.

Wellbeing

In 2021, we continued to refine our whole school approach to Wellbeing, with teachers, leaders and the school community modelling a shared approach to wellbeing (including use of common language). Social-emotional learning was explicitly delivered through both The Resilience Project and Respectful Relationships programs. We began a dedicated effort to build staff capacity to collect, analyse, monitor and respond to students with complex behavioural needs. This work will continue into 2022 with the implementation of the School-Wide Positive Behaviour Supports (SWPBS) program.

Students and families were connected to a range of allied health and mental health services as needed such as the Primary Nurse Program, Visiting Teaching Services for the Deaf, Windermere, ELMHS (Early in Life Mental Health Service), SECASA (South Eastern Centre Against Sexual Assault), DFFH (Department of Families, Fairness and Housing) and the ACE Foundation who provided services such as free glasses for students in need. The school also engaged States School Relief to assist families in need with the provision of uniform items.

A second year of lockdowns and remote learning periods had a marked impact on our students, with 'Sense of Connectedness' in the Attitudes to School Survey of Year 4-Year 6 students dropping from 56.4% in 2020 down to 30.7% in 2021. Despite our best efforts, 'lockdown fatigue' had a considerable impact on student wellbeing, with many students finding it difficult to maintain a sense of connectedness to school while unable to see their friends, peers and teachers face to face. A major focus for 2022 will be revitalising and reconnecting our school community with the many school events and activities students have missed out on or had modified over the last two years.

Finance performance and position

The operating surplus of \$543,687.00 is due to the sound financial management including the impact of Covid-19 on school operations.

Camps, excursions and external staff professional development could not proceed during term 3 and 4 which resulted in a reduction in expenditure. This expenditure reduction was offset by increased casual replacement staffing costs required to provide onsite supervision for students of essential workers during the remote and flexible learning periods and also an increase in staff absences throughout term 4 due to Covid-19 isolation requirements.

The operating surplus from 2020 was utilised during 2021 to support student learning through

- The expansion of our Tutor Learning Initiative (TLI) program by \$219,818.24 above the DET funding provided. This included additional tutor staffing, resourcing and extensive professional development for the tutor team to maximise their impact on student learning.
- The continuation of student support services such as occupational therapy, speech therapy and oral language.
- The continuation of professional practice days for teaching staff during term 3 funded by the school.
- The expansion of our laptops and iPads fleet and replacement of over 450 school owned devices provided to students during the 2020 remote and flexible learning period.
- The implementation of Strategies for Teaching based on Autism Research (STAR) program to further support our students learning

Additional sources of funding included Accessible Buildings Grant, Bridging the Digital Divide, Equity funding (social disadvantage), Early Years Koorie Literacy and Numeracy Program funding.

A highly effective partnership based on collaborative and solution based approach continued between the Principal, School Council, School Council Finance committee, Leadership team and Business Manager.

The Business Manager supported by DET was a sound source of knowledge resulting in effective implementation of the Student Resource Package (SRP) aligned to improving student learning outcomes.

The school remained in a sound annual position of surplus while resourcing the school workforce plan and all curriculum and school budgets.

For more detailed information regarding our school please visit our website at
<https://www.cranbourneeastps.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 1160 students were enrolled at this school in 2021, 578 female and 582 male.

56 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).

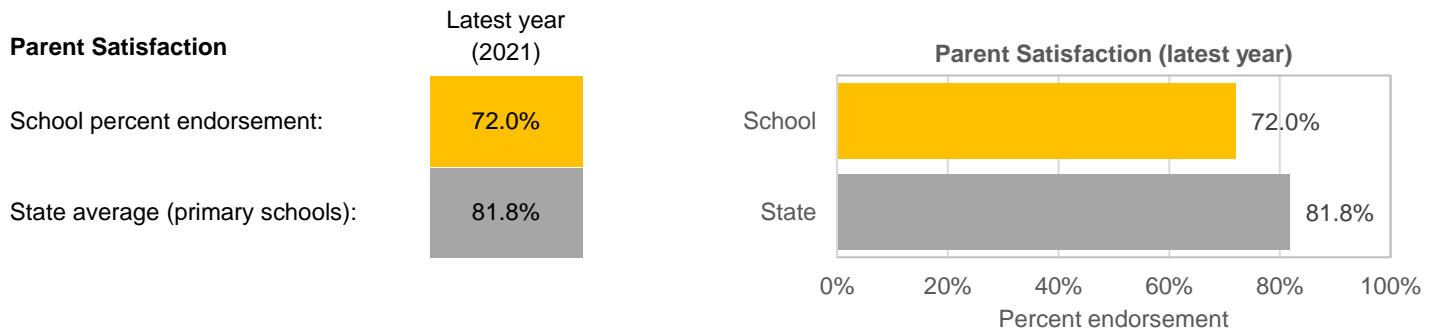
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

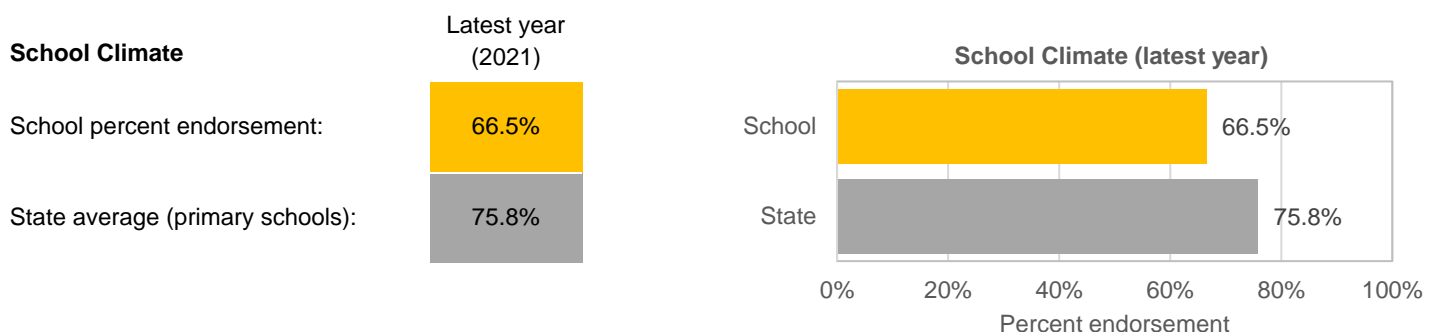


School Staff Survey

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:

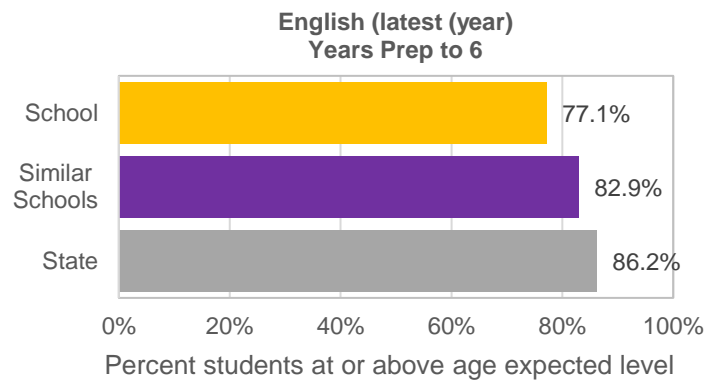
77.1%

Similar Schools average:

82.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

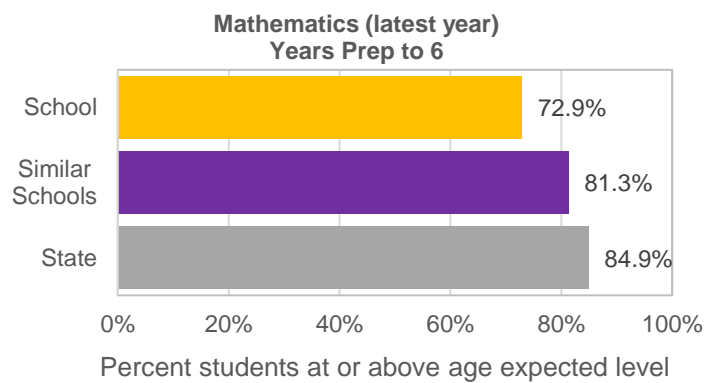
72.9%

Similar Schools average:

81.3%

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.

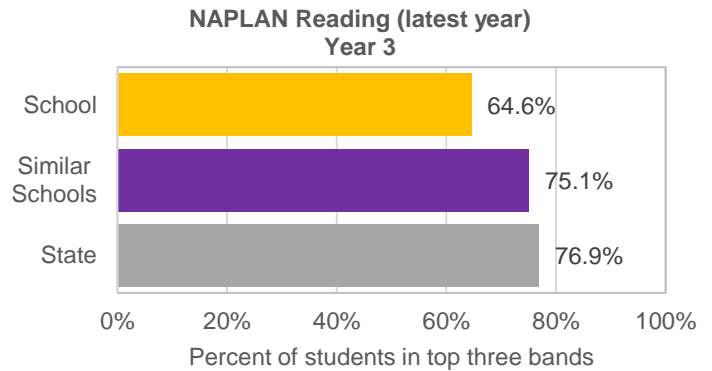
NAPLAN

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.

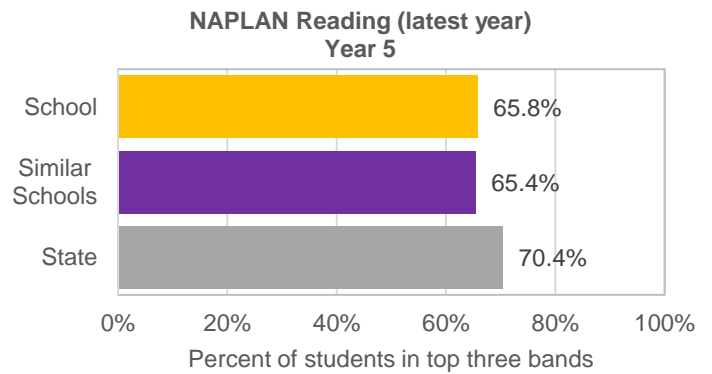
**Reading
Year 3**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 64.6% | 70.7% |
| Similar Schools average: | 75.1% | 74.5% |
| State average: | 76.9% | 76.5% |



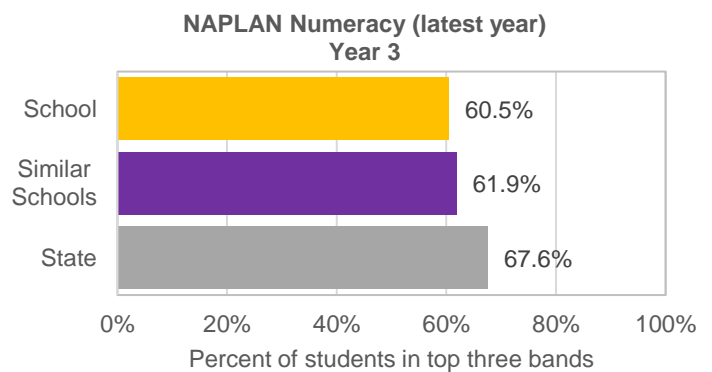
**Reading
Year 5**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 65.8% | 56.3% |
| Similar Schools average: | 65.4% | 62.7% |
| State average: | 70.4% | 67.7% |



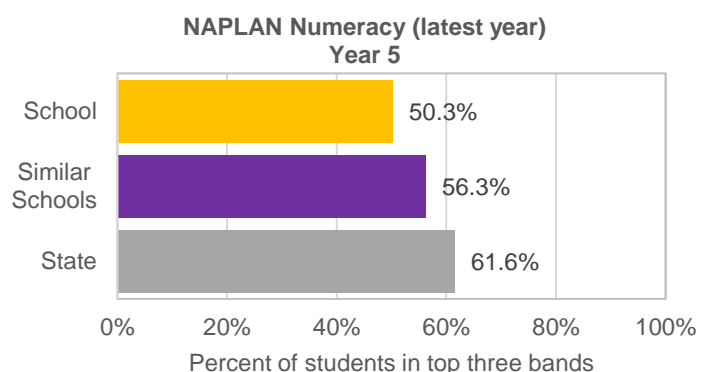
**Numeracy
Year 3**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 60.5% | 60.5% |
| Similar Schools average: | 61.9% | 63.7% |
| State average: | 67.6% | 69.1% |



**Numeracy
Year 5**

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 50.3% | 47.4% |
| Similar Schools average: | 56.3% | 55.1% |
| State average: | 61.6% | 60.0% |



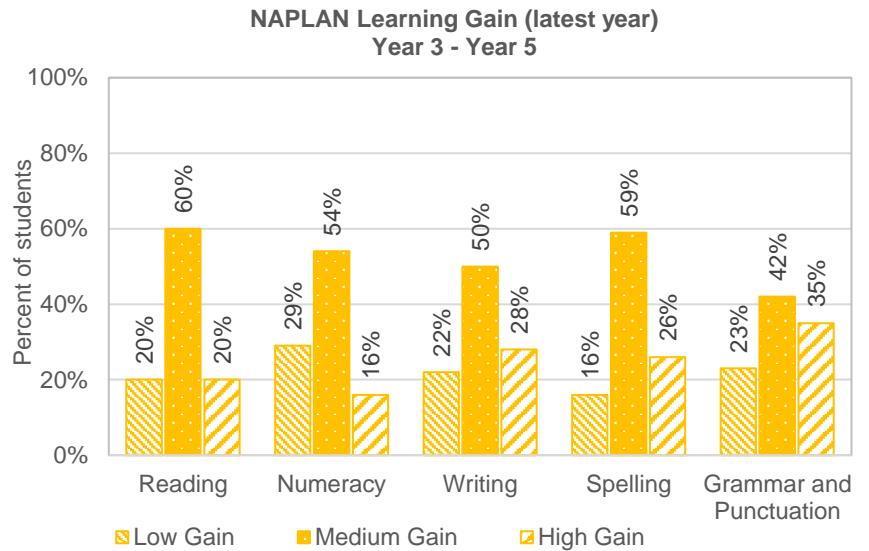
ACHIEVEMENT (continued)

NAPLAN Learning Gain

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

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

| | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading: | 20% | 60% | 20% | 22% |
| Numeracy: | 29% | 54% | 16% | 26% |
| Writing: | 22% | 50% | 28% | 24% |
| Spelling: | 16% | 59% | 26% | 26% |
| Grammar and Punctuation: | 23% | 42% | 35% | 27% |



ENGAGEMENT

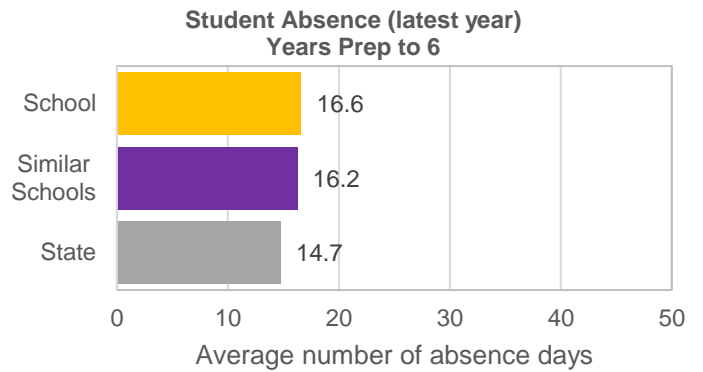
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 16.6 | 15.6 |
| Similar Schools average: | 16.2 | 16.7 |
| 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): | 91% | 91% | 91% | 92% | 93% | 91% | 92% |

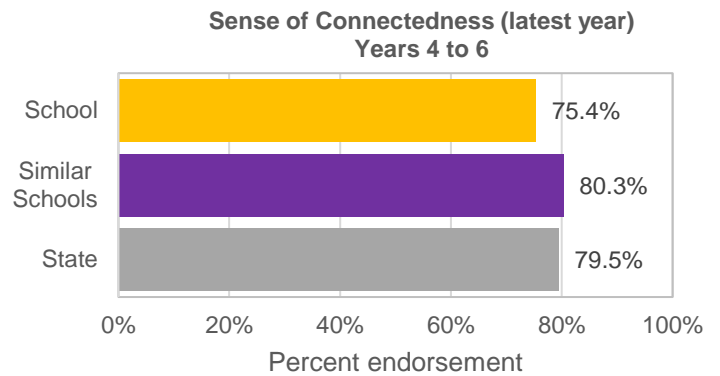
WELLBEING

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: | 75.4% | 76.6% |
| Similar Schools average: | 80.3% | 80.4% |
| State average: | 79.5% | 80.4% |

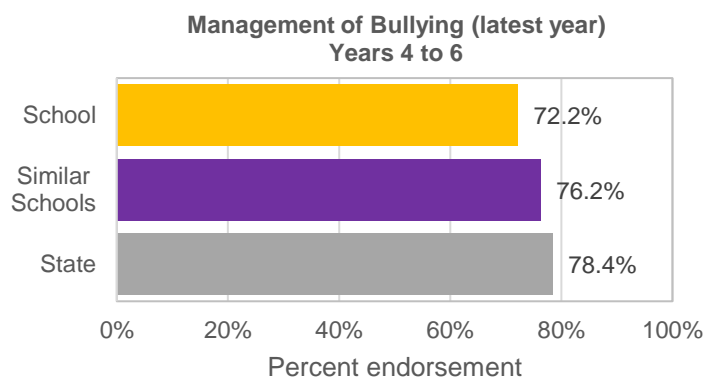


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 72.2% | 76.0% |
| Similar Schools average: | 76.2% | 77.6% |
| 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 | \$11,017,870 |
| Government Provided DET Grants | \$940,871 |
| Government Grants Commonwealth | \$6,000 |
| Government Grants State | \$0 |
| Revenue Other | \$12,574 |
| Locally Raised Funds | \$435,400 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$12,412,715 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$368,352 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$368,352 |

| Expenditure | Actual |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$10,395,585 |
| Adjustments | \$0 |
| Books & Publications | \$10,625 |
| Camps/Excursions/Activities | \$98,539 |
| Communication Costs | \$26,629 |
| Consumables | \$289,235 |
| Miscellaneous Expense ³ | \$50,705 |
| Professional Development | \$54,359 |
| Equipment/Maintenance/Hire | \$232,651 |
| Property Services | \$4,798 |
| Salaries & Allowances ⁴ | \$0 |
| Support Services | \$621,510 |
| Trading & Fundraising | \$20,425 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$1,042 |
| Utilities | \$62,925 |
| Total Operating Expenditure | \$11,869,028 |
| Net Operating Surplus/-Deficit | \$543,687 |
| Asset Acquisitions | \$17,922 |

- (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 | \$144,241 |
| Official Account | \$47,440 |
| Other Accounts | \$303 |
| Total Funds Available | \$191,983 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$191,983 |
| Other Recurrent Expenditure | \$13,776 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$848 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$40,480 |
| 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 | \$247,087 |

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.