

# 2021 Annual Report to The School Community



**School Name: Strathfieldsaye Primary School (1211)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 13 March 2022 at 01:54 AM by Cindi Bruechert (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 01 April 2022 at 01:44 PM by Timothy Murphy (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### **School Profile**

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### **Achievement**

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### **Engagement**

Student attendance at school

#### **Wellbeing**

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

At Strathfieldsaye PS, our vision is to empower everyone to learn and grow in an inclusive community. Our values of caring, optimism, respect, and excellence drive our actions, behaviour, and attitudes – they are the ‘core’ of who we are. They help us to be our very best.

Our intention over the 2020-2024 Strategic Plan period is to enable all students to experience improved learning growth and achievement in Literacy; to develop whole-school approaches to activating student leadership, voice, and agency in learning; and to enhance student wellbeing through a focus on positive relationships, student resilience, and individual efficacy. This will be achieved through the implementation of effective teaching practices and through the development of strong partnerships across the school community.

Our student enrollment at the beginning of 2021 was 530 students and our workforce composition of 52 staff was made up of 2 Principal class (Principal and Assistant Principal), 2 Leading Teacher class (Leading Teacher and Learning Specialist), 33 Teaching class (25 x Classroom Teacher 2 and 8 x Classroom Teacher 1), 4 Teaching Support staff, 6 Integration Aides, 1 Canteen Manager, 1 IT Support staff (1 DET employee), 2 Maintenance staff and 1 Chaplain.

Strathfieldsaye Primary School is situated in the suburb of Strathfieldsaye on the eastern outskirts of the City of Greater Bendigo in Central Victoria. In 2020, our School Family Occupation Index was 0.3261 and our School Family Occupation and Education Index was 0.2906. The families of our students reflect the diversity of the socio-economic profile of our local community.

Our school values underpin the work, relationships and directions of our school and they reflect our aspirations for our students. We believe that a close working relationship between the school and its families ensures the best social, physical, emotional and academic outcomes for every student. The well-being of each student is enhanced through our School-Wide Positive Behaviour Support Program and Respectful Relationships Initiatives and our multi-aged Group Action Projects.

Our school's Strategic Plan and its vision and values are aligned with the Victorian Curriculum and the Department of Education and Training's High Impact Teaching Strategies. The learning areas and capabilities that are promoted throughout the school curriculum guide the development of student learning experiences, curriculum documentation, and effective assessment and reporting practices. They assist students in building individual ownership of their learning and help them develop a strong commitment to community action and social awareness.

Implementation of the High Impact Teaching Strategies ensures consistent and effective teacher practice throughout the school, in a context of high expectations with a focus on personalised learning objectives and success criteria. The school is ultimately committed to providing a calm, orderly and inclusive learning environment and an innovative and engaging curriculum that offers the best learning experiences for all students.

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### Framework for Improving Student Outcomes (FISO)

Strathfieldsaye PS delivered on the key improvement strategy to 'develop teacher knowledge and skills to embed evidence-based instructional practices'. The following actions were implemented in order to deepen consistency of instructional practice and to facilitate the implementation of the Tutor Learning Initiative.

Throughout 2021, we ...

- ensured the consistent implementation of the agreed instructional literacy models
- developed and ensure the consistent implementation of SPS Tutor Learning Initiative model
- developed and implement a peer coaching model to support the consistent implementation of the SPS Instructional Literacy models and SPS Tutor Learning Initiative model.

Ensuring effective communication between home and school assisted Strathfieldsaye PS to demonstrate the 2021 connected schools priority. We selected the key improvement strategy of 'refining the whole school communication framework to ensure effective communication between home and school' to build our connection with our families and to elevate their understanding of our student learning and student wellbeing focus areas.

Throughout 2021, we ...

- reviewed current practice with regard to communications between home and school
- refined the whole school communication framework to ensure effective communication with our families
- strengthened the positive connections with our families and elevate their confidence in our school

To ensure that developing happy, active, and healthy kids was a priority in 2021, Strathfieldsaye PS selected the key improvement strategy of 'refining the whole school framework for student wellbeing with a focus on positive relationships, student resilience, and individual efficacy'. We chose the following actions in order to broaden our understanding of the impacts of trauma and to help us refine our student wellbeing framework.

Throughout 2021, we ...

- built the capacity of all staff in identifying the impact of trauma and implementing trauma-informed practices
- elevated our students' sense of connectedness, enhance their resilience and increase their individual efficacy
- refined the whole school student wellbeing framework to ensure effective implementation of the Berry Street Education Model, the Respectful Relationships program, and the School-Wide Positive Behaviour Support initiative.

Strathfieldsaye Primary School successfully navigated the challenges of remote learning through the following actions:

- developing of whole school operational processes, in line with the DET Operational Guidelines
- maintaining a strong focus on student and teacher health and wellbeing.
- using data gathered in school-based remote learning surveys to assist families in need
- documenting communication processes
- preparing and implementing high-quality explicit teaching and professional learning sessions using the Microsoft Teams platform and other online resources
- elevating consistency with distributed remote learning curriculum documentation
- evaluating the curriculum delivery and assessment processes of teaching teams and supports provided to students
- maintaining an online On-site Attendance Register, daily attendance sheets, and on-site supervision rosters
- evaluating the DET Learning from Home survey data and implementing related improvement strategies

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## Achievement

Learning, catch-up and extension priority

Actions Taken and Outcomes Achieved

- Established a 'Learning, Catch Up, and Extension' School Improvement Team.
  - A Learning, Catch Up and Extension School Improvement Team was established at the start of the year. The team met regularly in Semester One but unfortunately due to COVID lockdowns and AEU workforce bans limiting meeting time we were unable to meet as regularly in Semester Two.
- Developed a set of protocols for the implementation of the SPS tutor learning initiative (TLI), including reference to the student and staff selection processes and reporting expectations.
  - A set of implementation protocols was developed at the start of the year under the leadership of UP intern, Lauren Martin
- Engaged and trained appropriate tutors and identify relevant students to enable the implementation of the SPS tutor learning initiative.
  - Five tutors were engaged and trained during Feb and started their TLI program in Mar

- Student achievement data from 2019 and 2020 were analysed to determine the initial intake of students, and 2021 data was used to determine further intakes throughout the year
- Ensured the consistent implementation of the agreed SPS Instructional Literacy models
  - Developed planning commitments and planning checklist for classroom and specialist teachers.
  - PLC leaders completed an audit of their planning using the checklist and provided feedback.
  - Completed audits of planning consistency both within and across all year levels.
  - Provided regular feedback on the planning consistency both within and across all year levels.
- Developed and implemented a peer coaching model to support the consistent implementation of the SPS Instructional Literacy models and SPS Tutor Learning Initiative model
  - All teams participated in learning walks and staff also chose to complete learning walks as teams.
  - Developed learning walk documentation.
  - Some teams participated in observations based on their Inquiry.
  - Completed observations for teachers completing their VIT.

#### Evidence

- 2021 School Improvement Teams Member List
- Learning, Catch Up, and Extension SIT Meeting Minutes
- Tutor Learning Initiative Documentation
- Peer Observation and Learning Walk Documentation
- Planning Checklists and Audits
- Individual Education Plans
- Student Work Samples

#### 12 Month Targets

- KIS 1. a. i. By the end of 2021, the combined percentage of Years 1 to 6 students at or above the expected levels of achievement measured against Victorian Curriculum [teacher judgment growth] semester 2 to semester 2, will increase:
  - Reading from 77% to 79% [2021 Target] - 83.5% [2021 Target]
  - Writing from 72% to 74% [2021 Target] - 81% [2021 Target]
- KIS 1. a. ii. By the end of 2021, improve the percentage of positive responses on the School Staff Survey for the following factors:
  - Academic emphasis from 64% to 72% [2021 Target] - 69% [2021 Actual] (75% Teacher and Principal class Actual)
  - Collective efficacy from 72% to 80% [2021 Target] - 75% [2021 Actual] (82% Teacher and Principal class Actual)
  - Teacher collaboration from 66% to 74% [2021 Target] - 61% [2021 Actual] (56% Teacher and Principal class Actual)

## Engagement

### Connected schools priority

#### Actions Taken and Outcomes Achieved

- Established a 'Connected Schools' School Improvement Team. Review current practice with regard to communications between home and school.
  - A Connected Schools School Improvement Team was established at the start of the year. The team met regularly in Semester One but unfortunately due to COVID lockdowns and AEU workforce bans limiting meeting time we were unable to meet as regularly in Semester Two.
- Reviewed current practice with regard to communications between home and school
  - We contacted everyone in the school for input to complete an audit on how we communicate, when we

communicate and how often we

communicate to parents and what platforms we use to do this, email, dojo, compass, phone call, Microsoft Teams etc.

- We linked some of this information to policies that we have already in place at the school and how can we develop a policy that best reflects our current practice with the platforms that we use
- Refined the whole school communication framework to ensure effective communication with our families
  - We documented strategies that we can implement to ensure consistency across the school and to ensure that all staff give concise, consistent, and timely feedback to parents. As a result, teams were using the same platform for timely communication with parents.
- Strengthened the positive connections with our families and elevated their confidence in our school
  - During remote learning, phone calls were made by all teachers to complete check-ins with families as a way of support.
  - All staff are now more aware of seeking student voice/feedback regarding their learning and wellbeing / behaviours
  - These strategies have resulted in a higher level of communication between teaching staff and families; and between teams, regarding student wellbeing and student learning progress

#### Evidence

- Parent / Caregiver Survey Results
- Communications Policies
- Connected Schools SIT Meeting Minutes
- Teaching and Learning Handbook
- 2021-2022 Information Booklet

#### 12 Month Target

- KIS 1. c. i. By the end of 2021, improve the percentage of positive responses on the Parent Opinion Survey for the following factors:
  - Confidence and resilience skills from 81% to 85% [2021] - 71% [2021 Actual]
  - Promoting positive behaviour from 76% to 80% [2021 Target] - 84% [2021 Actual]

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## Wellbeing

Happy, active and healthy kids priority

#### Actions Taken and Outcomes Achieved

- Participated in the first two modules of the Berry Street Education Model Training - Module One (28.01.21) - Module Two (10.10.21)
  - All staff completed the first two modules of the Berry Street Education Model. Our second model was rescheduled from Aug to Nov due to COVID
  - All staff will complete Models 3 and 4 in 2022.
  - Teacher practice within the classroom shifted to a strong wellbeing focus. Teachers and students are now regularly engaging in wellbeing strategies such as brain breaks, ready-to-learn activities, daily greetings, and morning circles since completing the first two modules.
- Established a 'Happy, active, and healthy kids' School Improvement Team.
  - A Happy, Active and Healthy Kids School Improvement Team was established at the start of the year. The team met regularly in Semester One but unfortunately due to COVID lockdowns and AEU workforce bans limiting meeting time we were unable to meet as regularly in Semester Two.
- Developed, documented, and implemented an agreed student wellbeing framework including Berry Street Education

#### Model (BESM), School Wide

Positive Behaviour Support (SWPBS), and Respectful Relationships.

- The team drove the implementation of Berry Street and provided an online platform for staff to share their successes and resources. The team also modified our SWPBS Behavior Matrix to better suit the needs of our students
- Dedicated time in staff meetings to discuss and reflect on the implementation of BSEM, SWPBS, and Respectful Relationships.
  - We had regular staff meetings in Term One to support the implement the BSEM. Members of the team led staff development and created online platforms for teachers to share their ideas of class activities to be used as a resource library.
- Collected robust evidence of student learning and wellbeing outcomes related to the BSEM and use it to target teaching.
  - Members of the Leadership Team conducted regular informal learning walks which showcased the brain breaks and greetings that classroom teachers were completing in their classes.
  - Teachers completed peer observations with other members of their department to watch modelled BSEM initiatives. This led to more staff trialing new initiatives in their own classroom. Video evidence of these Learning Walks was shared on the online resource library.
- Track the number of Compass incidents, reflect on the impact of the school's student wellbeing framework and implement the necessary modifications.
  - Since the implementation of BSEM strategies being used in the classroom, our school has seen a 28% decrease in the amount of Amber and Red cards issued to students for inappropriate behaviour. This data is based on 2020 and 2021 data.

#### Evidence

- BSEM Module one and two Documentation
- Updated SWBPS Behaviour Matrix
- Happy, Active Healthy Kids SIT Meeting Minutes
- CoP Berry Street minutes
- Berry Street share drive (online resource library)
- Compass Chronicles Data

#### 12 Month Target

- KIS 1. b. i. By the end of 2021, improve the percentage of positive responses on the Student Attitudes to School Survey for the following factors:
  - Sense of connectedness from 75% to 79% [2021 Target] - 76% [2021 Actual]
  - Resilience from 78% to 82% [2021 Target] - Not Included in 2021

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## Finance performance and position

Strathfieldsaye Primary School maintained a sound financial position throughout 2021. The Strathfieldsaye Primary School Financial Performance Summary outlines that the school ended 2021 with an operating reserve of \$178,876. The 2020-2024 School Strategic Plan, along with the 2021 Annual Implementation Plan, provided a framework for school council allocation of funds to support school programs and priorities.

The school's operating reserve included the following carried forward commitments related to the 2021 school year - \$60,742 2022 Funds Received in Advance; \$12,923 Provision Accounts and School-Based Programs; \$60,000 Beneficiary / Memorial Accounts; and \$80,000 Capital - Buildings and Grounds Funds. State Government equity funding of \$50,481 was received in 2021 and was used to employ an additional Education Support staff member to enhance student engagement and well-being.

In Term 2 2021, the school received confirmation that it was successful in gaining a VSBA Inclusive Schools Grant to cover the cost of a new playspace. The school will contribute \$75,000 towards this project (\$60,000 from the Beneficiary / Memorial Account and \$15,000 Capital - Buildings and Grounds Funds).

The school was successful in receiving a \$25,000 grant from the School Shade Grant Program in Term 4 2021. These funds will be used to purchase four shade sails to cover the outdoor learning area within the new Inclusive School playspace. The school has also retained \$25,000 from the 2020 Shade Grant funding. These funds are to be put towards the cost of a new verandah around the Junior Unit. Due to COVID-related challenges, the building of this structure was unable to occur during 2021. It is now due to be erected at the end of Term 1 2022.

School Council approval was gained for the 2021 Lapathon fundraiser to be conducted using the MyCause online fundraising platform in Term 4 2021. \$35,000 was raised as a result of this fundraiser and this money has been carried over into the 2022 cash budget. These funds will be used to re-surface the undercover basketball court area.

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 Departmental policies, school council approvals, and the intent/purposes for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at**  
<http://www.strathps.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 530 students were enrolled at this school in 2021, 248 female and 282 male.

1 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).

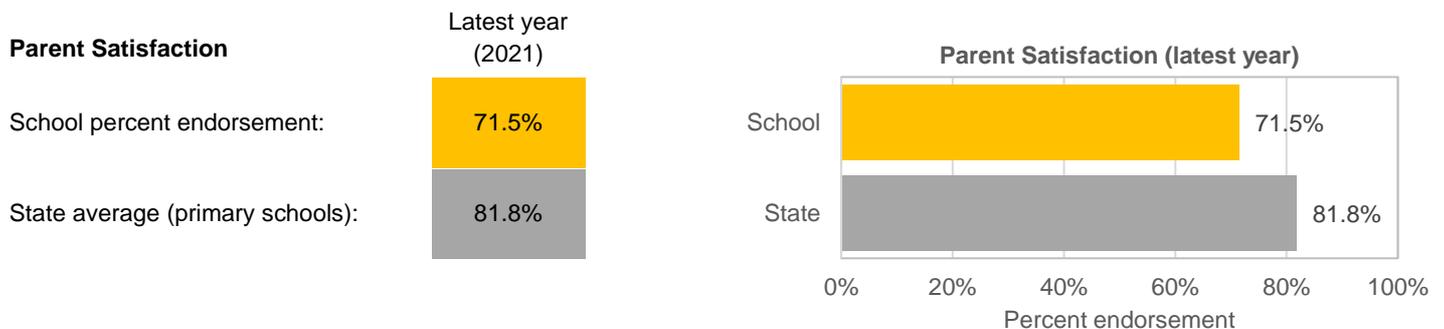
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

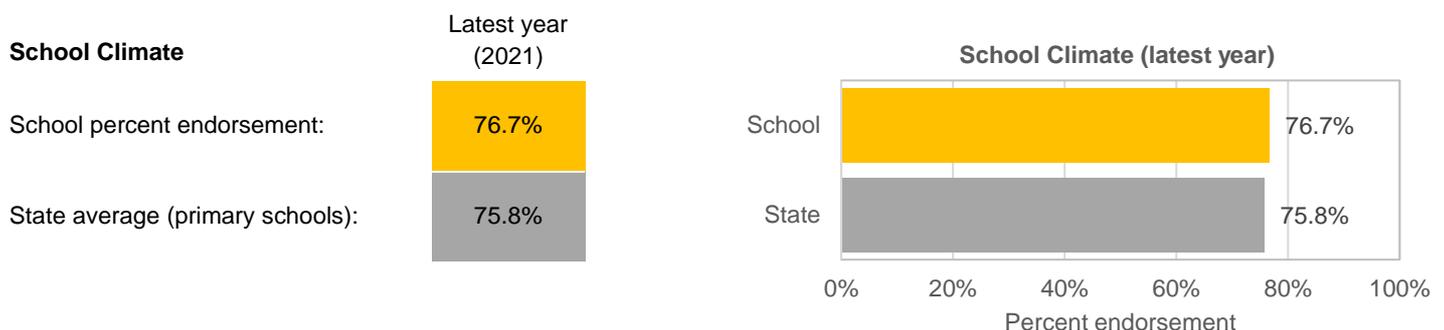


### School Staff Survey

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:

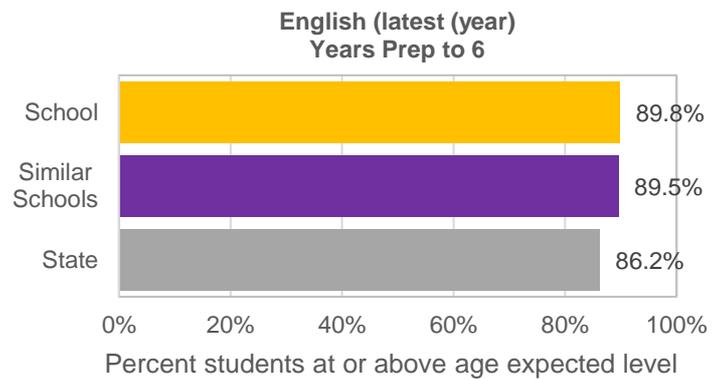
89.8%

Similar Schools average:

89.5%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

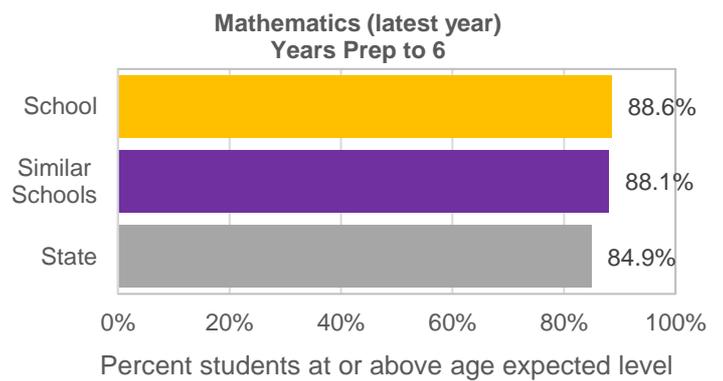
88.6%

Similar Schools average:

88.1%

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.

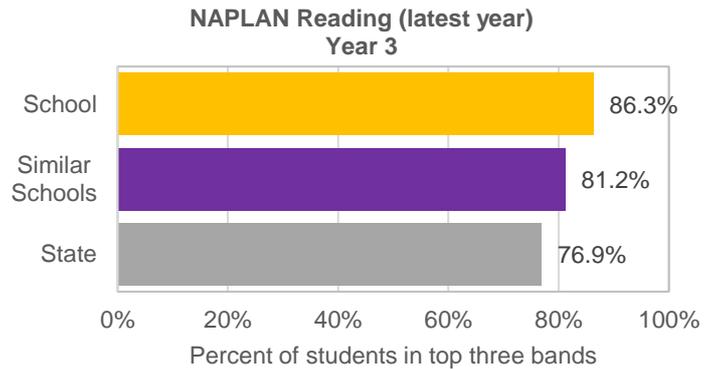
**NAPLAN**

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.

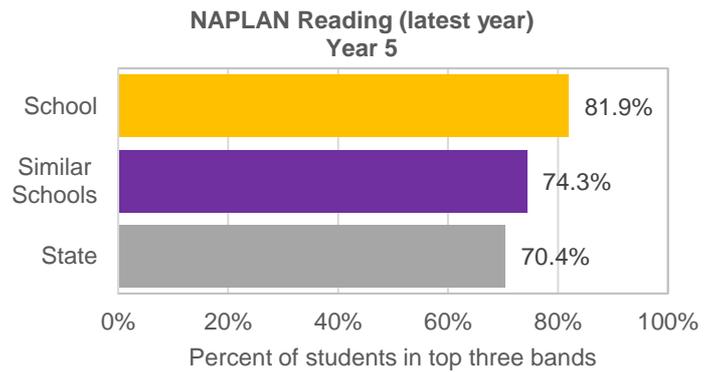
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.3%	88.5%
Similar Schools average:	81.2%	80.7%
State average:	76.9%	76.5%



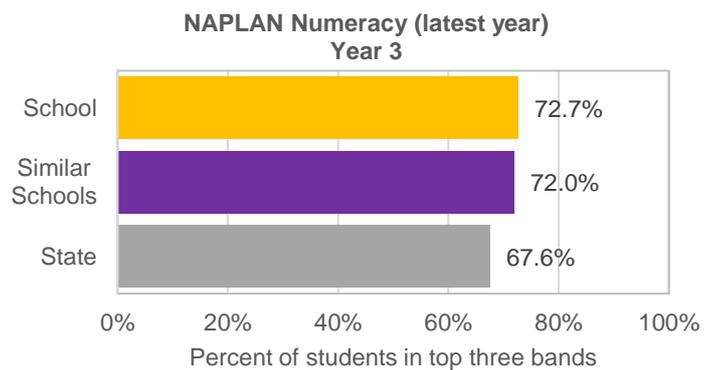
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.9%	74.0%
Similar Schools average:	74.3%	71.6%
State average:	70.4%	67.7%



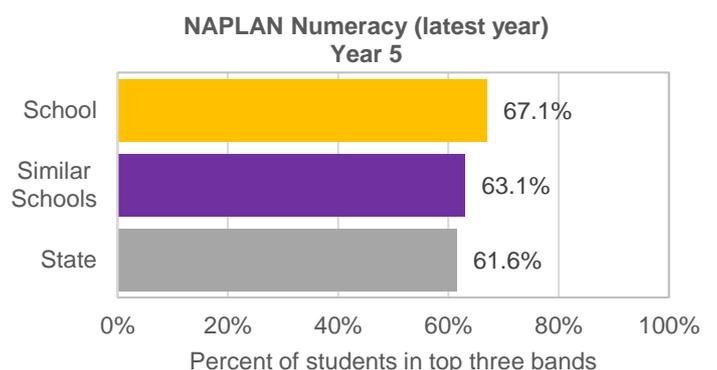
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	74.9%
Similar Schools average:	72.0%	73.9%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.1%	61.8%
Similar Schools average:	63.1%	61.8%
State average:	61.6%	60.0%



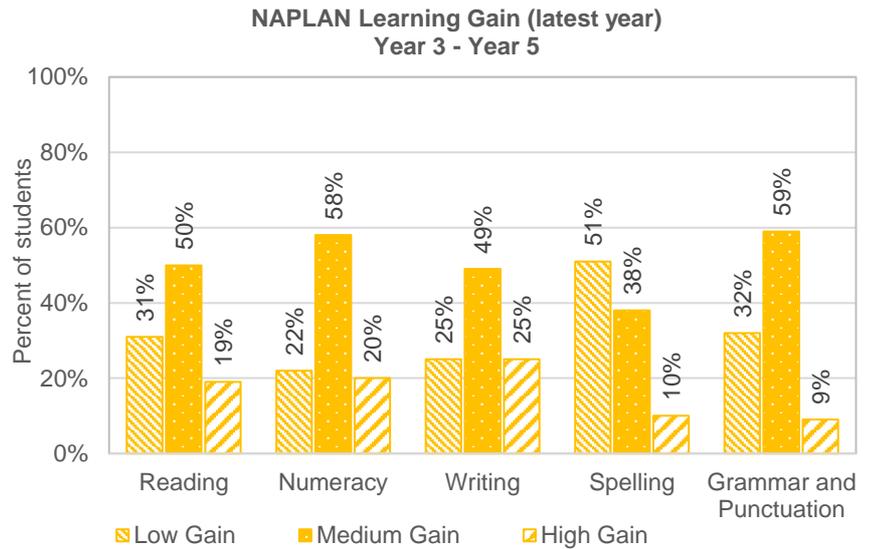
**ACHIEVEMENT (continued)**

**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:	31%	50%	19%	22%
Numeracy:	22%	58%	20%	18%
Writing:	25%	49%	25%	20%
Spelling:	51%	38%	10%	19%
Grammar and Punctuation:	32%	59%	9%	20%



## ENGAGEMENT

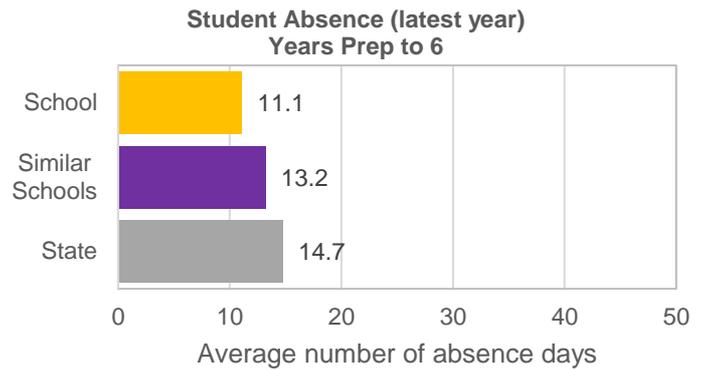
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	11.1	11.2
Similar Schools average:	13.2	13.6
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):	94%	95%	93%	95%	94%	95%	94%

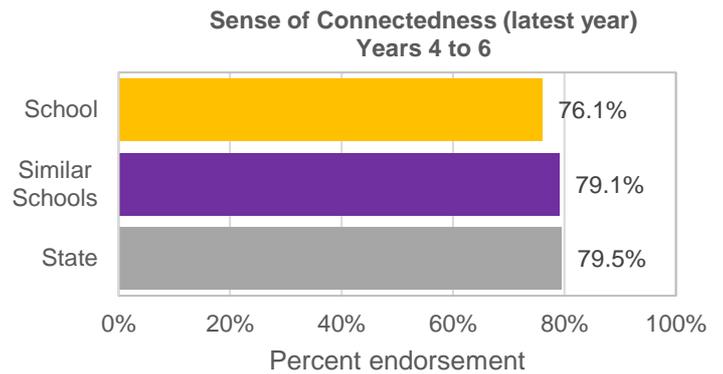
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	76.1%	76.9%
Similar Schools average:	79.1%	80.7%
State average:	79.5%	80.4%

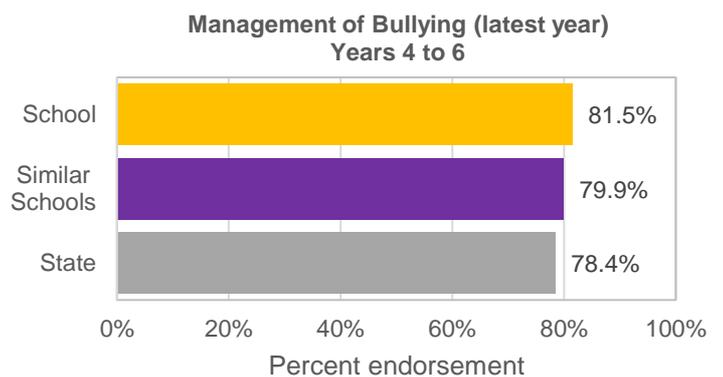


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	81.5%	83.4%
Similar Schools average:	79.9%	81.5%
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	\$4,282,505
Government Provided DET Grants	\$615,998
Government Grants Commonwealth	\$13,545
Government Grants State	\$0
Revenue Other	\$43,145
Locally Raised Funds	\$493,518
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,448,712</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$50,481
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$50,481</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,264,711
Adjustments	\$0
Books & Publications	\$2,705
Camps/Excursions/Activities	\$123,060
Communication Costs	\$4,502
Consumables	\$130,438
Miscellaneous Expense <sup>3</sup>	\$4,549
Professional Development	\$18,913
Equipment/Maintenance/Hire	\$120,829
Property Services	\$175,848
Salaries & Allowances <sup>4</sup>	\$334,201
Support Services	\$44,298
Trading & Fundraising	\$83,906
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,923
<b>Total Operating Expenditure</b>	<b>\$5,360,882</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$87,829</b>
<b>Asset Acquisitions</b>	<b>\$11,747</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$174,105
Official Account	\$75,031
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$249,135</b>

Financial Commitments	Actual
Operating Reserve	\$178,876
Other Recurrent Expenditure	\$0
Provision Accounts	\$4,923
Funds Received in Advance	\$60,742
School Based Programs	\$8,000
Beneficiary/Memorial Accounts	\$60,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$392,541</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*