

# 2021 Annual Report to The School Community



**School Name: Caulfield Primary School (5489)**



- 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 19 March 2022 at 02:58 PM by Edward Strain (Principal)

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

Attested on 20 March 2022 at 08:25 PM by James Macky (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

Caulfield Primary School is located in Caulfield South and has a rich and lengthy history and a strong reputation amongst the community. During 2021, Caulfield Primary School had a confirmed enrolment of 315 students reflecting a period of stability despite the unique challenges of the 2021 school year. 23% of our students are enrolled with a background of English as an Additional Language (EAL).

School Vision: Caulfield Primary School provides an excellent bilingual education in a safe, supportive and inclusive environment. We create exciting opportunities which foster a love of learning. Students are active and engaged learners who participate positively in school and community life.

#### Our Values:

- \* Excellence - Always striving to do our best
- \* Respect - Think about what you say and do affects other people
- \* Responsibility - Be in charge of your own thinking and actions
- \* Honesty - Be truthful to yourself and others
- \* Kindness - Be helpful and caring of others
- \* Diversity - Appreciate all people and their differences

Underpinned by the final year of the School Strategic Plan (2018-2021), the intent, rationale and focus of the school during 2021 was prioritised as follows:

- \* To improve student learning outcomes.
- \* To improve instructional practice and build leadership capacity.
- \* To improve student engagement and agency.

The 2021 class structure comprised of three prep classes, five composite Year 1 and 2 classes, four composite Year 3 and 4 classes and three composite Year 5 and 6 classes. These classes were supported by a staffing profile that included 25.97 equivalent full time staff including two Principal class, 19.5 Teacher class and 5.05 Education Support staff. The leadership team consisted of Principal, Assistant Principal, Literacy-English, Literacy-Japanese and Numeracy Leaders. The School Improvement Team included the Principal, Assistant Principal, Professional Learning Team leaders and Area PLT Leaders. No Aboriginal and Torres Strait Islander staff are employed in this staffing profile however as a Bilingual school, half of our staff are of Japanese background.

Caulfield Primary School is one of twelve bilingual schools throughout Victoria with Japanese being our target language. The school provides an approved curriculum framework differentiated to meet the needs of all students. All classes from Prep - Year 6 are co-taught by English and Japanese teachers, with all Numeracy being delivered in Japanese. In addition to this, four hours per week of Literacy is taught in Japanese and eight hours per week of Literacy is taught in English, as are the Humanities and Science. Visual Arts and Performing Arts are taught in Japanese whilst Physical Education is taught in English. The school delivers the Victorian Curriculum, regardless of what language this content is delivered in. There is also a focus on Japanese awareness (culture, geography, language and history) throughout the school. The school promotes and delivers a 50/50 bilingual program with 12.5 hours of teaching in Japanese language delivered to every child.

Caulfield Primary School has a sister school relationship with Nakagawa Elementary School in Ogaki City, Japan. Unfortunately our biennial Year 5/6 Trip to Japan had to be cancelled as a result of Covid restrictions and the global pandemic. To complement our Performing Arts program, instrumental music tuition was available for students whilst Taiko Drumming was embedded into the Performing Arts program for senior students and the choir delivered performances for the school community and general public. In addition to this, extra-curricular activities and leadership opportunities include Junior School Council, running, art and reading clubs, green team, yoga and a friendship group.

Our heritage listed building also hosts the Caulfield Primary Early Childhood Centre, it is an incorporated kindergarten

program open to all kinder aged children in the community. The centre provides programs for both three and four year olds and throughout 2021 was managed by Early Childhood Management Services (ECMS) in conjunction with Caulfield Primary School. The program complements the school in offering an English-Japanese bilingual early learning program. In addition to this, the school offers both before school and after school care programs as well as school holiday care. These programs are delivered by Camp Australia in partnership with Caulfield Primary School.

The school has worked to develop and embed a strong culture within the school with a focus on student centred teaching and learning programs underpinned by whole school consistency in planning, implementing, delivering and assessment for all students from Prep - Year 6. Staff have worked to develop whole school teaching and learning frameworks to support literacy and numeracy outcomes whilst also prioritising a consistent approach to wellbeing and engagement throughout the school. Undertaking the review of the School Strategic Plan 2018-2021, the school was able to partially meet its three strategic plan targets, achieving three of six targets achieved to improve student learning outcomes. Two of four targets achieved to improve instructional practice and build leadership capacity and two of three targets achieved to improve student engagement and agency. During an extensive school review process undertaken in 2021, the school was able to author a new School Strategic Plan that provides a platform for an improvement cycle over the 2021-2025 period.

Caulfield Primary School has enjoyed a high level of parent support which contributes to an engaged school community. Parents and families actively contribute to many aspects of school life even despite the obvious challenges experienced throughout the 2021 school year. The School Council operates effectively and is complemented by supporting sub-committees. The Parents and Friends Club facilitates further opportunities to partner with our school community by organising a range of activities to support both fundraising and a greater sense of community within the school.

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## Framework for Improving Student Outcomes (FISO)

In 2021, the Caulfield Primary School AIP focused on implementation of the Victorian Government's Priority Goal and its three Key Improvement Strategies (KIS).

- 1.a Learning, catch-up and extension priority - Curriculum planning and assessment
- 1.b Happy, active and healthy kids priority - Health and wellbeing
- 1.c Connected schools priority - Building Communities

This acknowledged and was in response to the disruption that impacted on teaching, learning and wellbeing due to Covid throughout the 2020 school year. The challenges of remote learning highlighted a need and reliance to embed consistent whole school approaches to teaching, learning, wellbeing and engagement. The school also worked towards making meaningful progress in the final year of its School Strategic Plan (2018-2021) before establishing a renewed strategic plan and associated targets and Key Improvement Strategies for the 2021-2025 period.

To support progress made towards the FISO dimensions and associated Key Improvement Strategies the school notes the following:

Learning, catch-up and extension priority - Curriculum planning and assessment:

The school worked to consolidate approaches to support the learning, catchup and extension priority throughout 2021. This included the provision of support offered to students through the Tutor Learning Initiative in both Literacy & Numeracy, in addition to the maintenance of other support programs particularly in Literacy. The school continued to focus on effective use of data, extended periods of remote & flexible learning limited the opportunities for staff professional learning as well as implementation of the assessment schedule and meeting time to explore that data and use it to inform teaching practice. Teaching and support staff focussed on improved collaborative approaches to embed a consistent approach to remote learning inclusive of planning, assessment and targeted strategies to support differentiation. Professional Learning Teams functioned both onsite and remotely to promote consistent teaching and learning outcomes and identify and implement targeted support programs for students.

Happy, active and healthy kids priority - Health and wellbeing:

The challenges of remote learning and the impact that this had on health and wellbeing promoted the school to embed

a consistent whole school platform for wellbeing outcomes throughout the school. This included the completion and adoption of Wellbeing Non-Negotiables bringing together a range of school-wide practices and processes, as well as formalizing curriculum related elements. Consistent approaches in all classrooms included classroom and teacher workspace displays and the promotion of the Zones of Regulation to support social-emotional learning. Establishing Safe Place environments in all classrooms and daily mindfulness and brain breaks to complement student wellbeing. The school continued to deliver the Respectful Relationships program to promote a consistent platform for respect and equality from Prep - Year 6. Throughout lengthy periods of home learning and in the return to onsite schooling, a wellbeing register was utilised, including notes and observations compiled to support a tiered approach to interventions and adjustments for student wellbeing outcomes.

Connected schools priority - Building Communities:

Extended periods of remote and flexible learning necessitated a greater use of, and emphasis on, the use of digital technologies both as a communication tool and also as a platform for teaching and learning. Not only did this lead to improved competence and confidence in students, but also in staff. In addition to the teaching program taking place online for much of the year, other aspects of school life took place online including meetings, workshops, Prep Transition activities, Parent Teacher Conversations and incursions. The increased competence of teachers in the use of digital technology was reflected in its increased use when on site learning resumed.

Greater use of digital technology has been evident in communications with parents and the wider community for regular interaction, Parent Teacher Conversations, parent workshops and Prep Transition. As part of the School Review, an assessment against FISO in Positive Climate for Learning identified the use of feedback, both to and from students, as an area for ongoing focus. While improvement had been identified in the use of feedback, including the regular use of the Pivot Survey, this was still seen as an area in which improvement is sought.

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## Achievement

Despite the obvious disruptions to student learning as a result of pandemic, Caulfield Primary School was still able to deliver high quality learning outcomes that were promoted despite long periods of remote learning in conjunction with onsite attendance. These outcomes were underpinned by consistent student wellbeing approaches that were delivered via the school's wellbeing framework.

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account educational disadvantage related to the socio-economic background of families. The SFOE is a measure of socio-economic disadvantage and the educational and employment characteristics of the parents/carers of students enrolled at the school. The school is identified in a low band of socio-educational disadvantage. The proportion of students with English as an Additional Language increased slightly from 20% in 2020 to 23% in 2021.

Academic performance can be measured against state averages and similar school averages, with similar schools identified as a group of Victorian schools that are alike, in socio-economic background, the number of non-English speaking students and the size and location of the school. Student achievement identified by teacher judgements assessed against the Victorian Curriculum provided evidence that 89.1% of students were working at or above age expected standards in English. This data was approximately 3% higher than the state average (86.2%) and 3% lower than the similar schools average (92.5%). Whilst teacher judgements in Mathematics indicated 89.2% of students working above age expected standards, slightly lower than the similar schools average (91.8%) and higher than the state average (84.9%).

NAPLAN achievement data for Years 3 and 5 students provide a platform for schools to review teaching and learning approaches and renew instructional practice or leverage outcomes to acknowledge whole school consistency of curriculum frameworks. Reading data in Year 3 indicated 91.1% of students achieving in the top 3 bands, above the similar school average (87.8%) and well above the state average (76.9%). The percentage of students achieving in the top 3 bands in Numeracy in Year 3 was 79.5%, just below the similar schools average (80.9%) and above the state average (67.6%). In the Year 5 cohort, Naplan achievement in Reading measured 89.2% of students achieving in the top 3 bands, well above similar school (82.9%) and state (70.4%) averages. Numeracy achievement measured 77.8% performing in the top 3 bands, once again, above similar school (76.7%) and state (61.6%) averages. Naplan learning

gains identified as matched cohort data between Year 3 to Year 5 and comparing this relative to the results of all similar Victorian students provided evidence of 36% high gains in Reading (similar school data 28%), 15% high gains in Numeracy, (similar school data 29%), 21% high gain achievement in Writing, (similar school data 30%), 43% high gain achievement in Spelling, (similar school data 29%) and 23% high gain achievement in Grammar and Punctuation, (similar school data 30%).

Funding provided by the Program for Students with Disabilities (PSD) provided the opportunity for the school to provide the adjustments and interventions to support students with diagnosed disabilities and learning needs inline with the Disability Standards for Education (DSE) and the Disability Discrimination Act (DDA). Achievements made were supported by targeted teaching approaches and the provision of Education Support staff to provide further assistance.

These achievements provide a terrific platform for the school to launch into work underpinned by the new School Strategic Plan and provide directions for the 2021 – 2025 period and more specifically the 2022 school year and the corresponding Annual Implementation Plan.

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## Engagement

Student engagement and participation in learning was once again challenged due to the associated difficulties of Covid, home learning and a breakdown in routines and structure throughout the 2021 school year. Nonetheless, the school enjoyed some strong data metrics that highlighted an ability engage our students in their schooling despite these associated difficulties.

Student absence data from Prep – Year 6 identified an average number of absence days per student at 10, below the similar school average of 11.5 and the state average of 14.7. Attendance percentages broken down by year level throughout the school were high, ranging from a low of 93% (Year 1) to a high of 97% (Prep).

Engagement outcomes directly correlated to student wellbeing and the capacity of staff to embed consistent digital learning and wellbeing outcomes throughout the school. This provided a platform for the school to privilege wellbeing and engagement as a priority throughout the course of 2021. Strengthened communication and enhanced parent-school relationships provided a consistent whole-school approach that supported the lengthy periods of remote learning and ensured parents, families and carers were kept informed and maintained high levels of engagement with the school despite the obvious challenges.

When returning to onsite learning, the school prioritised the need to reconnect and provided tangible activities and programs to support face to face learning and a reconnection with peers, social relationships and the structure and routines of onsite learning. This included the delivery of incursions, excursions and holistic programs and opportunities to reengage students with the school.

Transition and corresponding pathways into Prep and from Year 6 – 7 were a focus for the school with teachers working collaboratively with one another and with other early learning programs and secondary schools to support the academic, social and emotional needs and transition pathways of students.

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## Wellbeing

Student wellbeing continued to be a key priority for Caulfield Primary School throughout 2021, taking into account extended periods of home learning and a lack of continuity of onsite attendance contributing to challenges for students and families. The school continued to promote a holistic delivery of education targets promoting both academic and wellbeing outcomes throughout the whole school.

Student Attitudes to School Survey data indicated that a sense of connectedness in Year 4-6 students achieved a positive endorsement of 76.4%, slightly below the similar school average (79.4%) and the state average (79.5%) whilst data acquired from the Student Attitudes to School Survey supporting the management of bullying has the positive endorsement of 78.3% correlating very closely with similar school averages (78.7%) and state average (78.4%).

Undertaking a review cycle of its 2018 - 2021 School Strategic Plan throughout 2021, the school and community was able to identify wellbeing and engagement aligned to the FISO dimension of, 'Setting expectations and promoting inclusion' as a highlighted achievement. This validated the school's work throughout 2021 promoting a whole school commitment to meeting the individual needs of all children. The school continued to provide a wellbeing officer to work in conjunction with the Principal, Assistant Principal and Department of Education and Training (DET) Student Support Services (SSS) that provided regular touch points and ensured the dissemination of information during periods of remote learning and the return to onsite learning.

A Wellbeing Framework and associated non-negotiables were embedded throughout classroom practice that included protocols and expectations for teacher and classroom workspace displays and the promotion of associated wellbeing programs including Respectful Relationships, Zones of Regulation, daily mindfulness, brain breaks. These programs and expectations supported tiered intervention responses at a point of need to support wellbeing and engagement throughout the school.

Evidence of outcomes and data acquisition was supported by an online wellbeing register and use of Sentral (Student Management System) and Wellbeing modules to take notes, report incidents and details responses and actions. In a return to onsite learning, the school prioritised the delivery of extra-curricular activities that supported wellbeing and engagement through opportunities for participation in Taiko Drumming, art, running, yoga and friendships groups.

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## Finance performance and position

Caulfield Primary School consolidated its financial position throughout 2021 and strategically resourced the school during this period to maximise student outcomes and associated learning and wellbeing opportunities to support all students.

The impact of the pandemic and the nuances of Covid, including close contact isolation periods and positive cases within the staffing profile of Caulfield Primary School required the school to utilise Casual Relief Teaching (CRT) staff that were employed at school level payroll, the staffing costs and associated agency costs are delivered beyond the capacity of the Student Resource Package (SRP) funds allotted to the school and do have implications on the net operating figure for the year.

The Tutor Learning Initiative and Equity Funding were utilised to support the Department of Education and Training (DET) learning, catchup and extension priority and the happy, active and healthy kids priority that included the provision of Pivot Surveys from Years 2-6 and Literacy support in addition to targeted tutor learning and interventions.

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.

**For more detailed information regarding our school please visit our website at**  
<https://www.caulfieldps.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 315 students were enrolled at this school in 2021, 162 female and 153 male.

23 percent of students had English as an additional language and NDP 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).

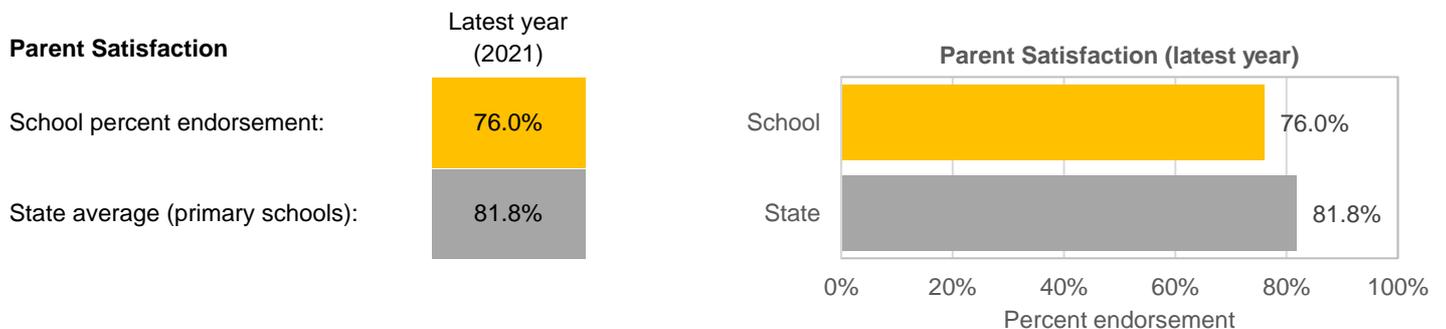
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

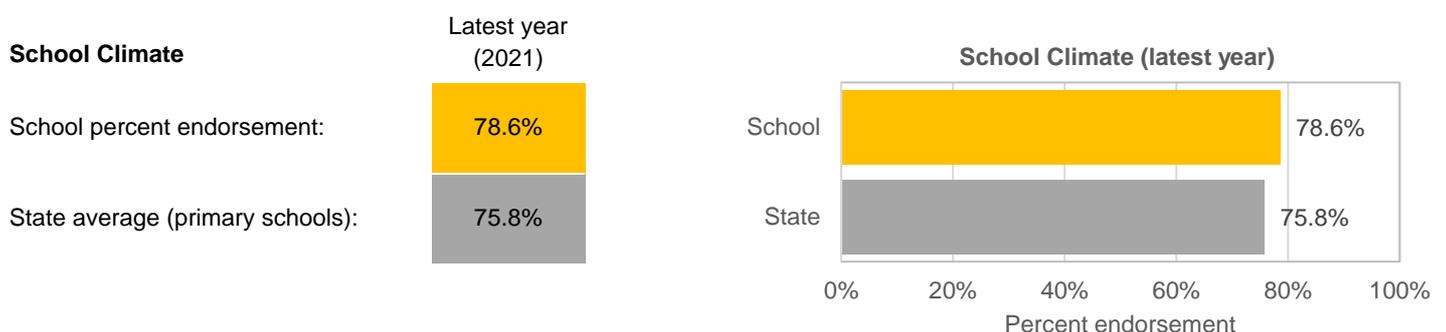


### School Staff Survey

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:

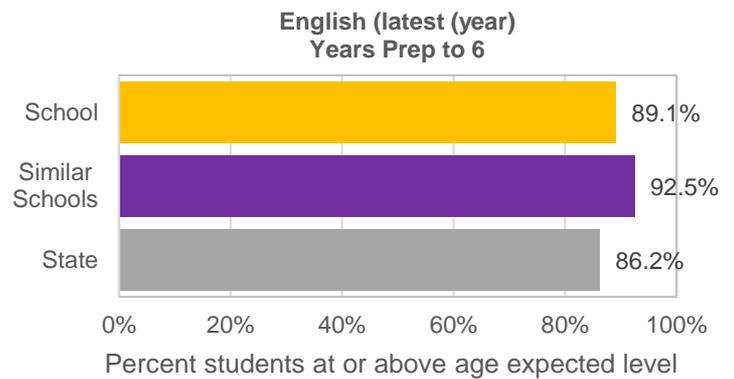
89.1%

Similar Schools average:

92.5%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

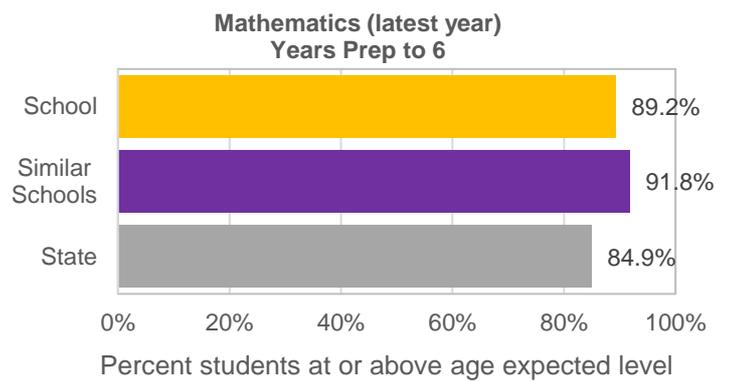
89.2%

Similar Schools average:

91.8%

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.

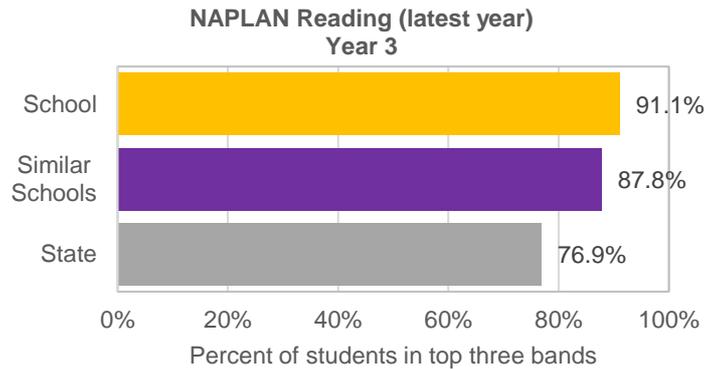
**NAPLAN**

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.

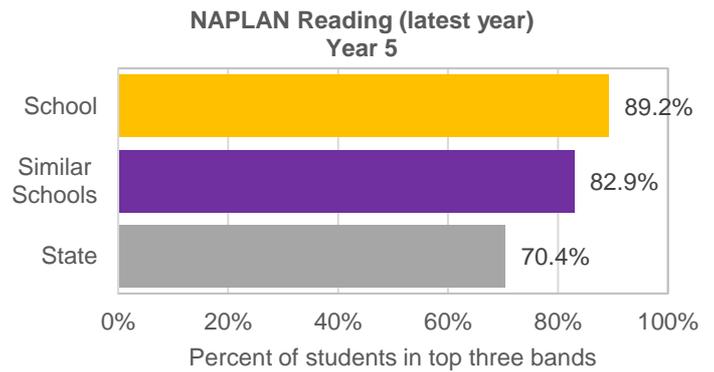
**Reading  
Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 91.1%              | 93.5%          |
| Similar Schools average:                       | 87.8%              | 87.4%          |
| State average:                                 | 76.9%              | 76.5%          |



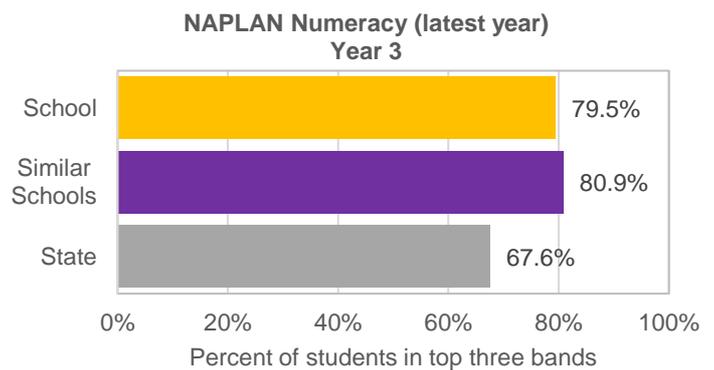
**Reading  
Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 89.2%              | 88.8%          |
| Similar Schools average:                       | 82.9%              | 81.9%          |
| State average:                                 | 70.4%              | 67.7%          |



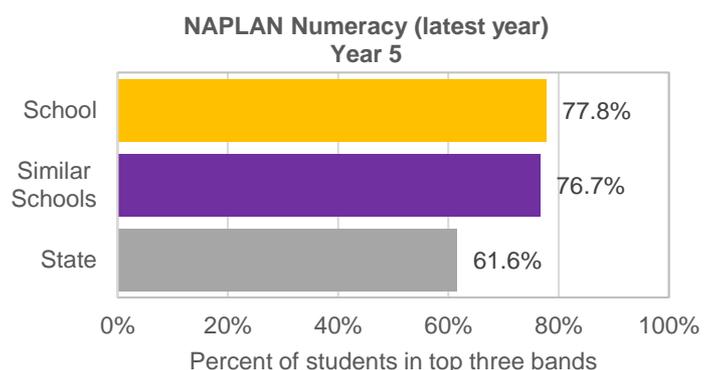
**Numeracy  
Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 79.5%              | 86.0%          |
| Similar Schools average:                       | 80.9%              | 82.0%          |
| State average:                                 | 67.6%              | 69.1%          |



**Numeracy  
Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 77.8%              | 81.4%          |
| Similar Schools average:                       | 76.7%              | 75.9%          |
| State average:                                 | 61.6%              | 60.0%          |



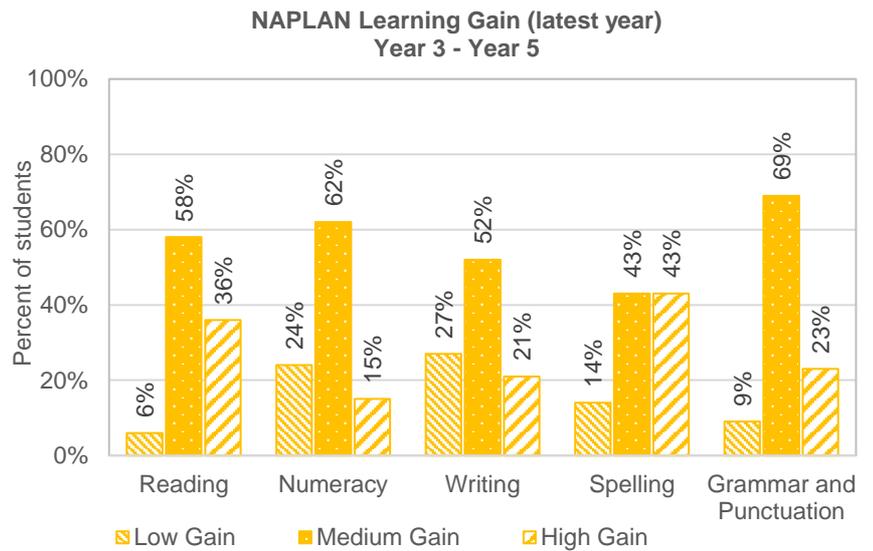
## ACHIEVEMENT (continued)

### 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:                 | 6%       | 58%         | 36%       | 28%                         |
| Numeracy:                | 24%      | 62%         | 15%       | 29%                         |
| Writing:                 | 27%      | 52%         | 21%       | 30%                         |
| Spelling:                | 14%      | 43%         | 43%       | 29%                         |
| Grammar and Punctuation: | 9%       | 69%         | 23%       | 30%                         |



## ENGAGEMENT

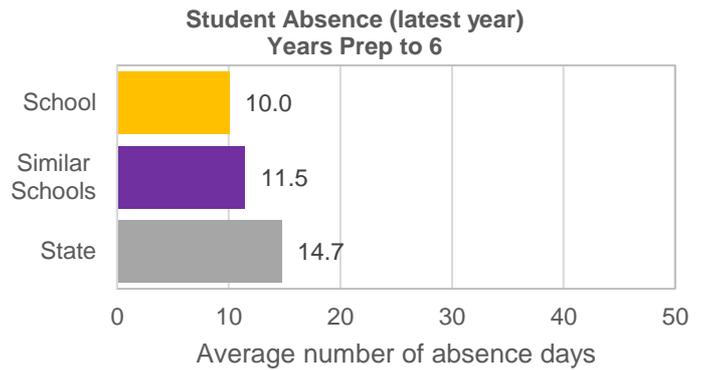
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 10.0               | 11.5           |
| Similar Schools average:               | 11.5               | 12.7           |
| 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): | 97%  | 93%    | 94%    | 95%    | 95%    | 95%    | 95%    |

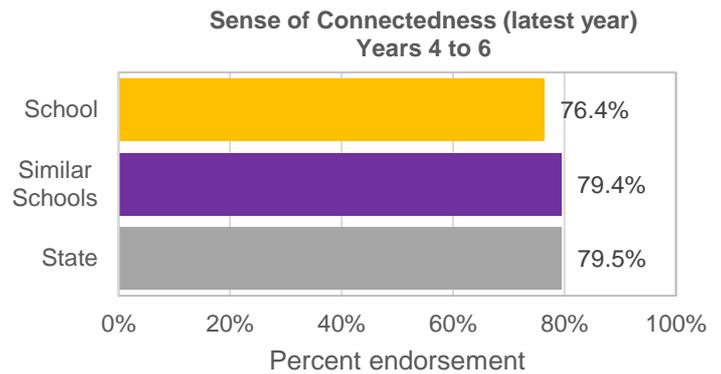
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness Years 4 to 6 | Latest year (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement:         | 76.4%              | 74.2%          |
| Similar Schools average:            | 79.4%              | 79.8%          |
| State average:                      | 79.5%              | 80.4%          |

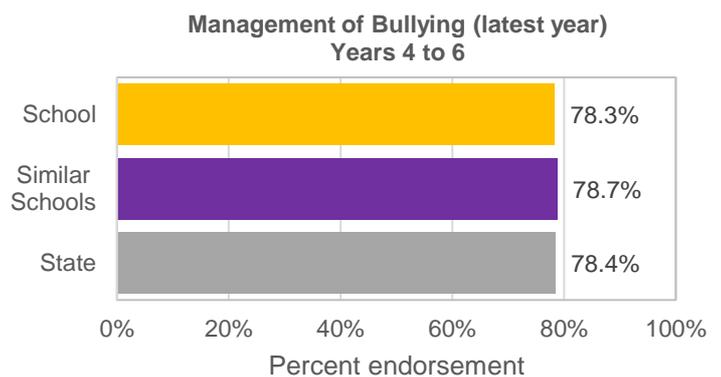


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying Years 4 to 6 | Latest year (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement:         | 78.3%              | 74.4%          |
| Similar Schools average:            | 78.7%              | 78.5%          |
| 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       | \$2,707,629        |
| Government Provided DET Grants | \$312,226          |
| Government Grants Commonwealth | \$0                |
| Government Grants State        | \$49,189           |
| Revenue Other                  | \$34,934           |
| Locally Raised Funds           | \$307,368          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$3,411,345</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$10,309        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$10,309</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$2,746,741        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$19               |
| Camps/Excursions/Activities           | \$117,132          |
| Communication Costs                   | \$5,411            |
| Consumables                           | \$162,126          |
| Miscellaneous Expense <sup>3</sup>    | \$7,419            |
| Professional Development              | \$7,152            |
| Equipment/Maintenance/Hire            | \$55,454           |
| Property Services                     | \$145,690          |
| Salaries & Allowances <sup>4</sup>    | \$69,363           |
| Support Services                      | \$85,998           |
| Trading & Fundraising                 | \$17,807           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$23,304           |
| <b>Total Operating Expenditure</b>    | <b>\$3,443,615</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>(\$32,270)</b>  |
| <b>Asset Acquisitions</b>             | <b>\$0</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

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$204,372        |
| Official Account              | \$9,167          |
| Other Accounts                | \$12,470         |
| <b>Total Funds Available</b>  | <b>\$226,009</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$94,455         |
| Other Recurrent Expenditure                 | (\$317)          |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$29,941         |
| School Based Programs                       | \$64,830         |
| Beneficiary/Memorial Accounts               | \$0              |
| 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     | \$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              |
| <b>Total Financial Commitments</b>          | <b>\$188,909</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.*