2020 Annual Report to
The School Community

School Name: Mornington Primary School (2033)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 30 March 2021 at 12:13 PM by Susan Mattingley (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 06 April 2021 at 01:01 PM by Mick Russell (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

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

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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

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

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

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the *'Victorian Curriculum'*?

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

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

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

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

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

About Our School

School context

The Mornington Primary School vision; 'Inspiring a passion for learning and personal excellence, whilst preparing students to be globally responsible citizens' reflects our belief that by instilling the appropriate values, promoting the development of positive qualities and providing opportunities to develop the required skills, our children will be well-placed to thrive and meet the challenges of life. We encourage our students to make a positive contribution to their school, families, communities and environment, believing each of them has the potential, through their actions, to make the world a better place.

As an International Baccalaureate World School, authorised to teach the Primary Years Program (PYP), we encourage our students to become more 'internationally minded' in the knowledge that our future adults will need to thrive in a more globally-connected world, that requires a particular set of qualities, personal attributes and skills. The 'learner profile' and the 'attitudes' of the PYP encapsulate these and form the basis from which students in each class collaborate to develop a 'class vision' and an 'essential agreement' that reflect a positive learning culture for our school. Our students are encouraged to be reflective individuals and personal development is an important aspect of our curriculum. This is particularly evident in our 'programme of inquiry' that encourages a guided inquiry approach to learning through a 'concept-driven' curriculum and challenges students to understand how the world works, consider the important issues we face and 'take action' to make a positive impact.

Our teaching philosophy continues to reflect a more guided inquiry-based approach to learning through developing conceptual understandings in all areas of the curriculum. By teaching through an inquiry methodology, our students will be better equipped to increasingly plan and self-manage their own learning. Giving them a better understanding of their own learning, emotional capacities, social development and meta-cognition is essential to developing well-rounded individuals. These are reflected in the approaches to learning in the PYP: thinking skills, social skills, communication skills, self-management skills and research skills.

Students have opportunities in the areas of physical education, STEAM (Science, Technology, Engineering, Art and Mathematics), performing arts, ICT and French language & culture. Involvement in choir, instrumental music, Energy Breakthrough, school production and clubs further broadens opportunities for our students to connect with the school community and build relationships with like-minded peers. Unfortunately in 2020, some of these activities were unable to be held due to COVID-19 restrictions and the transition to remote home learning at the end of term 1. Our student leadership program encourages students to reflect on, and develop, the qualities of good leadership and effective citizenship. These opportunities will help students develop a broad range of interests, some of which may become life-long passions.

Building partnerships with parents and caregivers is a vital aspect of developing positive home-school partnerships. It is with this in mind that we encourage parents and caregivers to be involved in a wide variety of school contexts. These range from assisting with learning in the classroom, listening to students read, joining in on incursions and excursions, attending school camps, working as part of our Energy Breakthrough or Production teams, being a part of Parents and Friends or joining School Council. During the COVID-19 remote home learning period in 2020, relationships and connections between staff and families was further extended and it is something on which the school is keen to further build.

In 2020 Mornington Primary School had 498 students in 21 classes. Our Preps are in single year level classes, however from Year 1 onward, students are in multi-age classes: Year 1 and 2 are together, Years 3 and 4 are together, as are Years 5 and 6. Mornington Primary School has an extremely dedicated staff which in 2020 comprised of 26 classroom teachers, five specialist teachers and eight classroom based education support staff, three administration staff, three out of hours school care staff and two Principal class staff members.

Like so many schools around Victoria, 2020 was a challenging year, where most students throughout term 2 and term 3 transitioned to remote home learning due to a global pandemic. During this time, our school was able to provide

onsite schooling for the children of essential workers, some children with disabilities and children at risk. On most days we had between 30-50 students attending onsite, with all other students were learning from home. Staff were required to quickly transition the curriculum online, which although challenging, saw creativity, ICT skills, staff collaboration, individual feedback and personalised learning flourish. As the remote home learning period was extended, our school increased the amount of face to face teaching which was offered through Webex sessions. Parent/caregiver surveys during the remote home learning period provided the school with valuable feedback about the amount of work which was being done, family expectations and satisfaction levels, allowing us to modify programs offered. A weekly device free day was added to the program as a result of feedback and in the interests of student well-being.

Our school is proud of the way in which remote home learning was managed and believe we did everything possible to support students and their families throughout this time. Term 4 2020 was a wonderful term where we were able to welcome all of our students back to school to finish off the year in a positive manner. We spent $25,000 to employ extra staff in term 4 to assist students to catch up with the curriculum. Further support will be offered in 2021 through the Department of Education's tutoring program.

With a clear purpose, a culture of continuous improvement and a desire to build positive home-school partnerships, our school will continue to provide a comprehensive education for all our students and support our school families wherever possible.

Framework for Improving Student Outcomes (FISO)

Mornington Primary School began work on our Maths and Writing learning goals in 2020. However many of the associated actions and professional development plans were modified to suit remote home learning.
A Mathematics Learning Specialist was appointed to begin at the start of 2020. In February a staff survey was undertaken in order to ascertain staff levels of confidence and knowledge in the teaching of Maths. At the beginning of the year a timetable was implemented which allowed teaching teams time to meet to analyse data and to case manage individual students and cohorts of students. The new Mathematics Learning Specialist was timetabled so they could meet with most teams during a fortnight as required. Some of this work started in term one but was not continued due to the introduction of remote home learning in term 2. At the beginning of the year, every teacher had a Mathematics related goal in their Professional Development Plan (PDP), which was linked to a High Impact Teaching Strategy. Each PDP had been approved and signed off by the Principal by the time schooling was moved to remote, home learning. During remote home learning, all staff elected to move to the Department of Education's Statement (DET) of Expectation COVID-19 related PDP option.

The MPS Mathematics Specialist and SIT team analysed the results of the staff survey and found that staff were less confident to teach students working 'above' the expected level than 'at' or 'below' the expected level in all areas. Staff were also asked to rate their confidence to teach the four maths proficiencies, and it was found that staff were least confident to teach 'reasoning' skills. A whole school professional learning activity was carried out in order to develop staff knowledge and understanding of Mathematical vocabulary and introducing staff to the DET Mathematics Toolkit. COVID-19 restrictions and associated workload meant that further whole staff professional learning in this area did not proceed until part way through term 4. In term 4, again using the results of the survey and looking at what was being introduced in Maths throughout the school at the time, it was decided that a session based around Multiplication and Division would be helpful for staff. The progressions in this area were looked at and the Mathematics Learning Specialist was able to talk to staff about common misconceptions, different ways that students need to explore and visualise multiplication and division and how reasoning and problem solving needs to be incorporated. Rich maths tasks were provided to all staff and the following week, each team was allocated time to look at these task, discuss how these tasks might meet the learning needs of their students, and look at which cohorts need exposure to which tasks. These two professional learning sessions were conducted to meet the immediate needs of staff at the time, but were not originally going to be the professional learning which followed the whole staff vocabulary session earlier in the year.

During remote home learning all Mods across the school planned and offered Mathematics learning which catered to students working 'below', 'at' and 'above' the expected level. The Australian Maths Competition was also offered to all Grade 3-6 students at no cost during remote learning, with approximately 30 students undertaking the challenge. Upon

return to onsite learning in term 4, the school used a significant amount of funding from our cash budget to employ CRTs and some of our part time teachers in order to offer highly targeted support throughout the school for students of all abilities in Mathematics.

Parent learning around Mathematics which was offered onsite in term one and and virtually later in the year was highly successful; two sessions for G 3-6 families around how parents can help at home, the maths proficiencies and maths games to play at home and one session around multiplication and division and how parents can assist at home. Feedback from all sessions was very positive.

In February 2020, we launched the "language of the 6+1 Traits" that it was expected that all staff would start to embed in their practice, so that we had consistent language across the school when talking to students about writing- Ida Ideas, Ollie Organisation, Victor Voice, Freddie Fluency, Wanda Word Choice and Con Convention. Unfortunately that was the only school wide professional learning which took place due to school closures shortly after. One positive seems to have been that due to COVID-19, planning and delivery of writing has probably been more cohesive within Mods as teams were planning and delivering content using the same resources and format, rather than as individual teachers, so practice was shared and discussed more at the planning stage. Staff across the school were still able to implement the language which had been agreed on throughout remote home learning. Many parents now seem to have a better understanding of 6+1 writing traits due to remote home learning - as evidenced by comments at three way conferences and questions asked during remote home learning.

In 2019, the school improvement team started to look at and trial the Kingston, Central and Northern Peninsula Schools Networks moderation document (MPS staff re-named it the WAAM - writing assessment and moderation tool as we felt it should be used for more than just moderation), which included aspects from Vic Curriculum, Australian Writing Criterion and NAPLAN. It was decided to introduce this across the whole teaching staff in 2020 at the beginning of the year to trial with pieces of writing. The first of these sessions was conducted and the feedback appeared to be positive, however due to COVID-19, we were unable to hold any further whole staff sessions on this. Throughout remote home learning staff used this document to moderate writing samples, and anecdotal evidence seems to suggest that although this can be time consuming, the tool worked well and that staff are comfortable that this document meets their needs for narrative writing.

Achievement

With the implementation of remote home learning, our school was able to introduce and utilise a number of new online resources and platforms for content- delivery and assessment. This also brought about new ways of differentiating the curriculum and delivering learning at each student's point of need. The assistance that many students received at home further enabled very precise point of need teaching and learning. It also needs to be acknowledged however that for a number of our students, support was not always available at home during terms 2 and 3 and that some students did not make the progress which we might have hoped for.

Throughout remote home learning, English, Mathematics and IB PYP units of inquiry were the main curriculum focus. Scope and Sequence documents were followed where possible. Wellbeing activities were consistently built into these areas and were also offered as stand-alone areas. Our specialists also offered their subject areas however in term 3, they decided that in order to increase participation rates, they would combine their efforts and subject areas to offer "The MPS Amazing Race" – a highly engaging and fun way for the students to stay active and creative.
During remote home learning, all classes began offering regular Webex sessions for students for explicit teaching, modelling and feedback. Our school purchased a large number of Hue cameras which enabled easy filming and allowed teachers an easy way to model lessons.
Feedback was offered to students in a variety of ways – individual feedback was offered to all junior students daily via SeeSaw – teachers were able to record their feedback so that students and families could listen to it when they had time. Teachers were also giving feedback through regular Webex sessions. Emails and phone calls were used to provide feedback to parents and students as required. In the senior school, students were able to receive written feedback on a daily basis through email or live Webex sessions.

As NAPLAN was not conducted in 2020 due to the COVID-19 pandemic, it is not possible to analyse 2020 NAPLAN results. In 2020, one of the AIP goals was 'Using teacher judgements against the Victorian Curriculum standards,

increase the proportion of students graded 'above expected' to at least 30% in Grade F-6 in Number and Algebra, 15% in Measurement and Geometry and 20% in Statistics and Probability in Mathematics by the end of the year'. In the area of Number and Algebra, despite remote home learning, this was achieved across the school in the area of Number and Algebra with 33% of students being assessed as working above the expected level., Measurement and Geometry results came very close to the goal of 15%, with 14% of students being assessed as working above the expected level. In Statistics and Probability, the goals was 20% and the actual result was that 13% of students across the school were assessed as working above the expected level. One possible reason for this could be that Number and Algebra is one of the easier areas of maths for parents to manage at home. It could also be because this was a major focus during the terms when the students were onsite (terms 1 and 4).

A further AIP Mathematics goal was 'Using Maths PAT testing, at least 20% of students in Years 1-6 achieving a stanine of 7-9 by the end of the year.' PAT Maths tests all areas of Mathematics together. In two grade levels this target was achieved (Grade 1 - 24% and Grade 3 - 22%) and two other grade levels came close to the target (Grade 2 - 18% and Grade 4 -16%). Grade 5 - 7% and Grade 6 - 14% were the cohorts which did not come very close to the targets - one possible explanation could be that the Mathematics which these students need to learn was not something that many parents felt able or comfortable to assist with. It could also be that some of our older students were left to work more by themselves than younger students whilst at home. The school wide average for achieving Stanine scores of 7 and above was 16.83% for 2020.

In writing, the only measure able to be assessed in 2020, is that of teacher judgements, as NAPLAN was not implemented. The school goal able to be measured was "Using teacher judgements against the Victorian Curriculum standards - Increase the proportion of students graded 'above expected' to at least 21% at Grade F-6 in Writing." Four of the seven grade levels achieved or came close to this target (Grade 1 - 30%, Grade 4 - 22%, Grade 5 -20% and Grade 6 21%) whilst three grade levels did not (Prep- 15%, Grade 2 -17% and Grade 3 9%). Across the whole school the percentage of students achieving about the expected level according to teacher judgement was 19%.

Engagement

2020 was scheduled to be a research year for developing a whole school shared understanding of effective student leadership. In term one a staff team was formed to start inquiring into this - student and parent involvement on the team had not yet been finalised. Unfortunately this team had not started their research work when schools first went into remote home learning and it was not possible to start this work online as the team had not been fully formed, schools visits were not possible and staff were working extremely hard to move teaching and learning onto online platforms.

Student engagement and participation became a whole school focus throughout the periods or remote home learning. Much of what was done is described in the Well-being section below. Staff were required to mark the role each day through Compass, based on whether they had evidence that students were participating in home learning. In term 3 the senior classes also asked each child to sign in through their Webex meeting in the morning. Where there was no evidence of participation in home learning, staff followed up with phone calls. A few families were referred to our Assistant Principal or Principal to follow up. At the start of each lockdown, hard copies of many resources were created and distributed to families. Throughout lockdown some families continued to request hard copy resources, which were able to be supplied. All school families who needed a device or internet connection were able to receive this through school in term 2. More devices were distributed in term three as families realised that multiple devices would be more helpful.

Online resources were sourced in order to engage students with Reading, Mathematics, Writing and units of inquiry, while the specialist teachers put a huge amount of work into delivering their curriculum in new and engaging ways - culminating in term three with a combined website and a race around the world theme for the whole school. The humorous and clever videos created by the specialist team was a highlight of each week for many families and staff. Throughout remote home learning the school subscribed to SeeSaw, Vimeo, Zoom and Wushka and used Trello, Office 365 and Webex to engage students and their families.

Remote home learning really seemed to suit some of our students, particularly older students who were able to appropriately self-manage their time and resources, and students throughout the school who had enough support from adults at home. The students who attended school during remote home learning seemed to thrive socially, making new friends and stronger connections with staff. Some students were unable to receive the support they needed, were not eligible to attend school and thus missed out on some parts of their school education during terms 2 and 3. Mornington PS put significant resources into employing extra teachers in term 4 in order to assist these students.

Communication with our school families became an extremely essential part of the remote learning period and the first return to school. Apart from whole school communication from the Principal throughout the COVID-19 period, each Mod team sent out regular communication to families, which continued into term 4. Communication from families back to staff was also highly valued so that teachers could keep track of how each student was managing and whether anything needed to be changed or adapted for them. We made a big fuss about our students returning to school both times with big signs on our fences, staff dressed up, bubbles in the playground and music playing on our speakers. Both transitions back to school seemed to go well, with very few students having difficulty returning to school or coming in the gate.

Wellbeing

The school has a Welfare & Wellbeing team coordinated by the Assistant Principal and includes a Student Support Services (SSS) key contact person and the school wellbeing support person. The Assistant Principal meets fortnightly with the SSS key contact person, and a number of times throughout the school week with the wellbeing support staff member to review and discuss strategies to support specific needs of individual students
Members of this team conduct a range of student assessments and assist in the creation of Safety Plans and Behaviour Management Plans to support students with very specific needs and to meet with and provide support to parents/caregivers.

The Welfare and Wellbeing team often link individual students and their parents to a range of community services and organisations such as Peninsula Health Paediatric Outreach Service, Orange Door, Good Shepherd, Anglicare, Changing Futures, the Salvation Army and OutLook.

The SSS team support and consult with teaching staff to design and implement individual learning plans and behaviour management plans for students with specific needs and offers professional development at team and staff meetings. Four staff members have undertaken the SafeMinds training and have delivered staff professional development with the assistance of the SSS psychologist during previous years.

Through liaising with the Salvation Army and local church groups, the school has developed an extensive mentoring program where students from grades 1 - 6 are partnered with a caring adult who meets with them for one hour every week of the school year. During 2020 this program, along with many other school programs needed to be cancelled due to COVID19 restrictions.

Positive thinking and behaviour is promoted through infusion of the PYP learner profiles and attitudes throughout the curriculum, daily classroom interactions and is formally celebrated with weekly playground awards and termly citizenship awards across all age groups. Again, during COVID-19 related remote home learning, the playground awards and Citizen of the Term awards were postponed.

Whilst we began the year with our welfare and wellbeing teams and processes in place, functioning as outlined above, the delivery of our health and wellbeing supports were extensively modified during the extended period of remote learning. MPS documented, and published through the school newsletter and targeted Compass posts, a comprehensive list of professionals, organisations and services available to support our whole school community. Our School Improvement Team initially came up with some protocols and a communication tree of what staff should do if they had any concerns about students or families. Each staff member was also assisted to set up a wellbeing spreadsheet for every member in their class where recordings could be kept of attendance, communication and wellbeing. All Mod leaders, the Assistant Principal and Principal were shared into all of these spreadsheets; it became an easy way for the school to keep an eye on any vulnerable students. Staff were also asked to identify vulnerable students according to DET guidelines, and families were offered the opportunity to send these students to school.

The well-being of students, families and staff was prioritised. Class teachers and our Education Support Staff made regular, documented telephone and/or online contact with particular families and had individual contact with vulnerable students. The wellbeing of students participating in this initiative was monitored at weekly Mod, and Education Support staff meetings. Staff who has health concerns or had family members with relevant health concerns were invited to work with the Principal to develop teaching plans which met their individual needs and the needs of their students.Upon returning to school at the end of the initial lockdown, all staff met with the Principal in one on one catch up sessions to reflect on their experiences, discuss any safety concerns, well-being issues and to consider future directions and planning..

Students were given choice of a wide range of wellbeing sessions and activities that were included daily in the remote learning tasks of every grade level. Teaching staff were provided with weekly wellbeing, meditation and mindful resources from the Institute of Positive Education. Providing students with daily wellbeing sessions was an effective support, all our Mods have continued to implement this initiative in onsite learning in 2021.

Financial performance and position

In 2020, Mornington Primary School recorded a net operating surplus of $33,917. Initially due to COVID-19 school shut downs, the school anticipated a substantial loss through our school-operated Out of School Hours Care program. However apart from Commonwealth Government grants which would normally be paid to the school for families attending Out of School Hours Care, the school also received some unanticipated extraordinary Commonwealth Government Grants to supplement our Out of School Hours Care program, as COVID-19 restrictions had a huge effect on the number of OHSC enrolments and payments. The extra Commonwealth payments which were based on our term one OHSC enrolments, ensured the program did not make a loss in 2020.

In 2020, the school received $54,385 in equity funding. All of this money and further school funds were used to provide Literacy and Numeracy support programs for students throughout the school.

At the beginning of the year, a local community member made a significant donation to support our specialist program, which allowed the specialist team to purchase a number of iPads for use throughout all of their programs.

In 2020, the ability of our Parents and Friends Sub Committee was greatly restricted due to COVID-19. Many of our traditional fundraisers were not able to be held as students were not onsite, and due to Government restrictions on the gathering of crowds. In 2020, Parents and Friends was able to raise $2918.25 . This money was not spent in 2020, however it is anticipated that this will be used in 2021 to install additional shade over the junior playground.

**For more detailed information regarding our school please visit our website at
https://morningtonps.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 498 students were enrolled at this school in 2020, 268 female and 230 male.

1 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
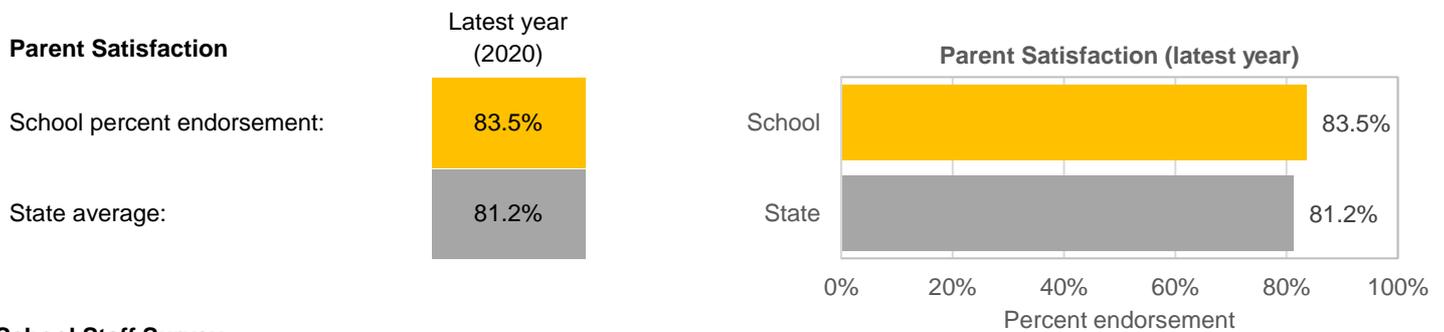
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	83.5%
State average:	81.2%

Parent Satisfaction (latest year)
School 83.5%
State 81.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	83.0%
State average:	77.8%

School Climate (latest year)
School 83.0%
State 77.8%
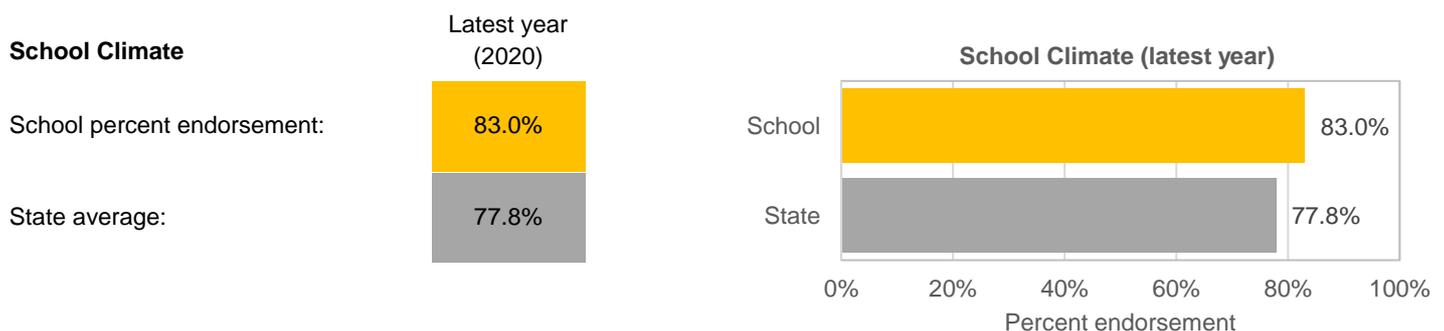
ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

**English
Years Prep to 6**

Latest year (2020)

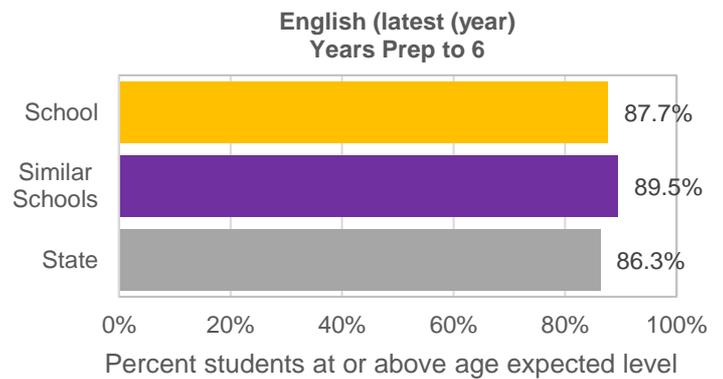|	
School percent of students at or above age expected standards:	87.7%
Similar Schools average:	89.5%
State average:	86.3%

**English (latest (year)
Years Prep to 6**

School 87.7%
Similar Schools 89.5%
State 86.3%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level

**Mathematics
Years Prep to 6**

Latest year (2020)

School percent of students at or above age expected standards:	86.7%
Similar Schools average:	89.1%
State average:	85.2%

**Mathematics (latest year)
Years Prep to 6**

School 86.7%
Similar Schools 89.1%
State 85.2%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
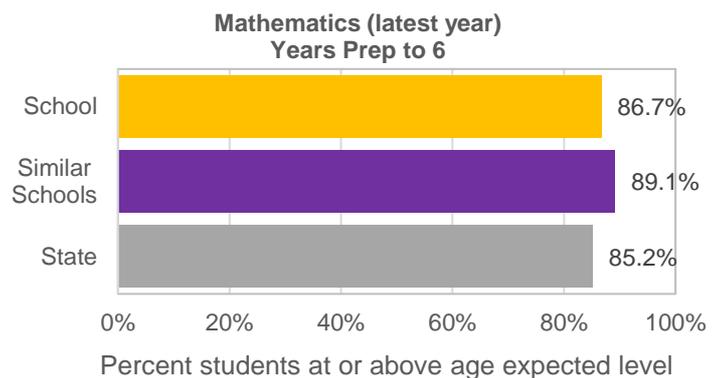
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

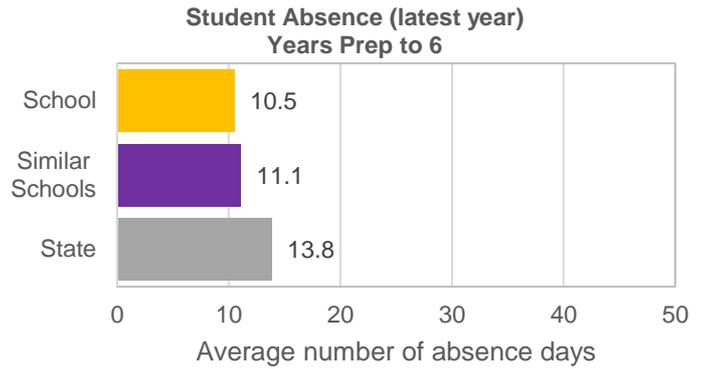NAPLAN tests were not conducted in 2020.

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	10.5	13.9
Similar Schools average:	11.1	14.2
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	10.5
Similar Schools	11.1
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	95%	95%	94%	96%	94%	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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	77.9%	83.0%
Similar Schools average:	NDP	81.8%
State average:	79.2%	81.0%
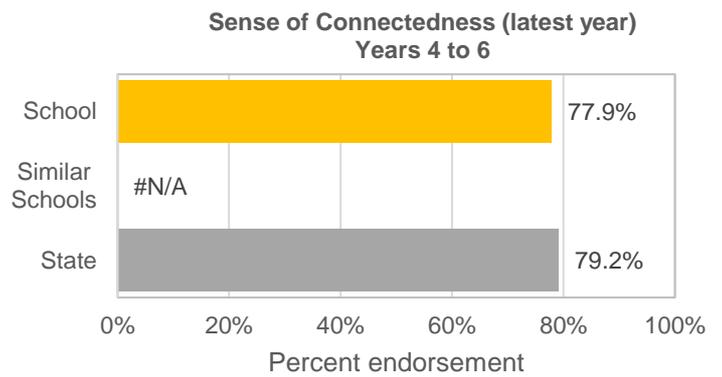
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

	Percent endorsement
School	77.9%
Similar Schools	#N/A
State	79.2%

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

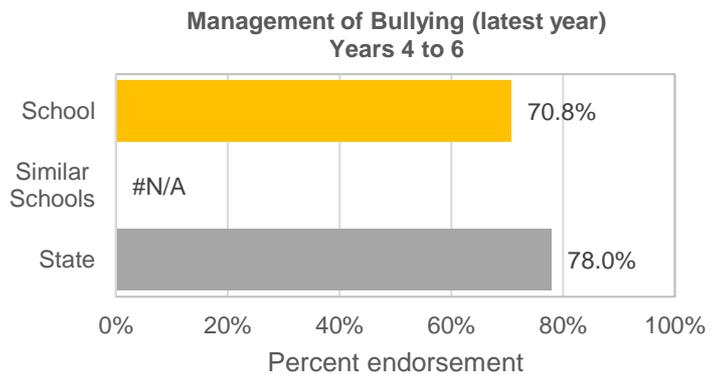| **Management of Bullying Years 4 to 6**	Latest year (2020)	4-year average
School percent endorsement:	70.8%	79.3%
Similar Schools average:	NDP	82.7%
State average:	78.0%	80.4%

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

Management of Bullying (latest year) Years 4 to 6

	Percent endorsement
School	70.8%
Similar Schools	#N/A
State	78.0%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$3,893,871
Government Provided DET Grants	$463,278
Government Grants Commonwealth	$178,451
Government Grants State	NDA
Revenue Other	$7,335
Locally Raised Funds	$215,238
Capital Grants	NDA
Total Operating Revenue	**$4,758,171**

Equity [1]	Actual
Equity (Social Disadvantage)	$54,385
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$54,385**

Expenditure	Actual
Student Resource Package [2]	$4,097,027
Adjustments	NDA
Books & Publications	$3,985
Camps/Excursions/Activities	$9,485
Communication Costs	$7,625
Consumables	$130,553
Miscellaneous Expense [3]	$63,451
Professional Development	$19,495
Equipment/Maintenance/Hire	$43,848
Property Services	$89,585
Salaries & Allowances [4]	$181,657
Support Services	$25,625
Trading & Fundraising	$10,340
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$41,579
Total Operating Expenditure	**$4,724,254**
Net Operating Surplus/-Deficit	**$33,917**
Asset Acquisitions	**$21,400**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$505,085
Official Account	$17,743
Other Accounts	NDA
Total Funds Available	**$522,828**

Financial Commitments	Actual
Operating Reserve	$93,111
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$92,868
School Based Programs	$201,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$46,100
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$83,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$516,079**

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.