

# 2020 Annual Report to The School Community



**School Name: Fyans Park Primary School (4919)**



- 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 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 06 April 2021 at 10:00 AM by Darlene Cameron (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 10:25 AM by Chris Coulson (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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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).  
*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)

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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. 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.

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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 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

Fyans Park Primary School was established in 1965 overlooking the Barwon Valley in Newtown, Central Geelong. Fyans Park Primary School is set on a large, attractive site with established gardens, and generous play areas for students. Our modern classrooms and learning spaces include a STEAM Lab and Art learning space, a sustainable vegetable garden and a 100kw solar program. The school community shares a strong vision and commitment to providing the best opportunities for students in a vibrant and positive atmosphere. Students are nurtured, supported and encouraged to appreciate and value their role and the role of others within the extended community. The school is supported by an aspirational vision of building 'Inspired', 'Collaborative and 'Innovative' learners who all work towards providing 'a learning environment that inspires all students to be their best'. This is enhanced through the schools core values of - Respect, Resilience, Innovation and Collaboration. The schools leadership team in 2020 consisted of the Principal, Assistant Principal, Learning Specialists, Business Manager and Professional Learning Community leaders (PLCs) enhanced by a distributive leadership model.

The school has continued to grow and in 2020 operated with 3 Foundation classes and 13 composite classes from years 1-6 continuing to allow for enrolments inside our local neighbourhood zone at all levels of the school. Our current enrolment capacity as determined by the DET is 374 and our projected enrolment for the beginning of 2021 was 384 with consultation with DET having started to secure additional buildings into the future for the anticipated growth. The 2020 confirmed enrolment was 367 students with 20 teaching staff, 3.6 Education Support and 2 principal class members. Currently the staffing profile is predominantly Range 2 teachers, however with Graduates recently appointed through workforce and succession planning, the blend of staff is beginning to even out. Mentoring and continued professional learning through Bastow and support for our new Learning Specialist and all teachers was also a priority for 2020, although this was modified due to remote learning and changing priorities as we faced the Pandemic.

We have a growing cultural diversity within our school and in 2020, two students who identify as indigenous. During 2020, the consultation process began for the implementation of our language program for 2021, During this process we also identified 22 students enrolled who speak languages other than English, with children and families having come from a wide variety of backgrounds and cultures. Our Specialists program for students in 2020 included Music, ART, PE and STEAM, providing opportunities for our students to share their creative passions and sporting achievements with the planned introduction of a Japanese Language program for 2021. The school also employed a chaplain 3 days per fortnight, who was instrumental in supporting students and families on an individual level who experienced significant impact on mental health due to COVID.

The school operates through teamwork, collaboration and consultation and this was further enhanced as we went into remote learning. Mutual trust and respect between staff, students and parents forms a positive learning environment. The relationship between school and home is highly valued and encouraged. During 2020, we were unable to have parents as volunteers in classrooms due to COVID, however we continued to have high level parental assistance with remote fundraising and events organised by our committed Parents Association and Christmas Fair committee including a remote Trivia night and an Christmas E-Fair raising over \$7000.00 for the school to implement sensory toolkits into each classroom for 2021.

In 2020, our school continued to offer a comprehensive curriculum in all Learning areas with a high emphasis placed on developing student knowledge and skills in Literacy and Numeracy. In the later part of 2019, all staff worked collaboratively in the development of an agreed instructional model for teaching and learning with this being fully implemented in 2020. In 2019, our schools leaders and instructional leaders participated in the PLC (Professional Learning Communities) Initiative through the Department of Education that included 8 days of professional learning. As a result, all staff now participate in ongoing Professional Learning Communities to ensure evidence based best practice and differentiated teaching at point of need to ensure maximum opportunities for all students to achieve their best.

We provide each individual optimum opportunities to be flexible, organised and to be confident in themselves as learners. This has been further enhanced through the 'Project Based Learning' program that has seen students actively

involved in their local and regional community raising both their knowledge and appreciation of where they live and how they can support others. Through our PBL programs, we encourage students to take initiative and accept learning challenges in a flexible, stimulating and positive environment and this was particularly evident in Term 4 across all year levels.

A successful out of school hours program is in operation and coordinated by Camp Australia. This service to our school community runs before and after school and continues to be well utilised by families. Fyans Park parents demonstrate initiative, strong direction and are active participants in their child's learning. Parent support was particularly evident during the remote learning periods and when we were able to have all children back for on site learning. All staff have worked tirelessly and with clear purpose and vision to maximise student achievement and ensure that the school motto of 'My Best each day' is brought to life on a daily basis in all classrooms and during remote learning. Our school values of Respect, Resilience, Innovation and Collaboration have continued to underpin all activities in the school and unite our students, staff and parents in a genuine partnership of learning.

### Framework for Improving Student Outcomes (FISO)

Fyans Park PS selected the following initiatives for targeted focus within the Framework for Improving Student Outcomes (FISO) in 2020:

Excellence in Teaching & Learning - Curriculum Planning & Assessment & Evaluating impact on learning  
In 2020 and aligned to the goals of the strategic plan and annual implementation plan we made significant progress towards strengthening the following initiatives.

Key Improvement Strategy 1 - Build teacher capacity to analyse data to inform teaching and learning programs.

#### ACTIONS

Principal class and Learning Specialists will develop data literacy skills of teachers and investigate high quality data walls

Continue to support and up-skill PLC leaders to further improve the effectiveness of PLCs

#### OUTCOMES

Leaders will communicate high expectations in a model of PLCs, use multiple sources of evidence to track implementation of PLCs including barriers and enablers, model how to give and receive feedback with staff, prioritise strategic resourcing for ongoing professional learning and model the effective use of data walls to track learning progress.

Teachers will understand the characteristics of high quality PLCs, engage in regular conversations about student learning using evidence, use PLC time to evaluate the impact of teaching on student outcomes, give and receive feedback, engage in the use of data walls to track learning progress and communicate learning progress with their students.

#### SUCCESS INDICATORS

Minutes of PLCs and PLC Inquiry documentation and data sources used on Schools shared drive - Achieved

Reflections and progress of PLCs each term documented on PLC Maturity Matrix - Achieved pre and post

Whole Staff Professional Learning - minutes of meetings and presentations - Achieved

Increased evidence through data rich conversations and the use of data walls - partially achieved - Semester 1 (Reading) Semester 2 (Writing)

Data walls visible in schools PLC space - partially achieved

Key Improvement Strategy 2 - Develop an instructional and planning model that ensures the individual learning needs of all students are being met

#### ACTIONS

Development of a peer observation and coaching model to support consistent implementation of the Fyans Park Instructional model to ensure consistent and high quality teaching and learning in every classroom.

#### OUTCOMES

Leaders will use multiple sources of evidence to track peer observations/instructional model implementation including barriers and enablers, invite teachers to observe their classes and develop their own peer coaching skills.

Leaders will allow provision in meeting schedule for ongoing professional learning, reflection and feedback to inform

our progress.

Teachers will understand the structure of the instructional model and use the instructional model regularly to plan and deliver lessons

Teachers will undertake a minimum of three peer observations per term built into the 2020 timetable and establish/improve peer observation skills.

Students will be able to articulate each of the stages of the 'usual' structure of lessons in all areas of the school, including Specialists and identify increased consistency and routine in the classroom.

#### SUCCESS INDICATORS

Minutes of Leadership meetings and SIT workshops reflecting on progress and agreed actions - Achieved

Teachers' lesson planning will reflect the elements of the Instructional model - Achieved

Lesson plans and Peer observation/coaching notes and goals located on Google Shared Drive with all staff having undertaken peer observations - partially achieved

High level visibility of Instructional model in all classrooms and shared learning spaces with teachers regularly referring to it during lessons - Achieved

Positive Climate to Learning - Empowering students and building school pride

Key Improvement Strategy 3 - Increase the active engagement of each student in their learning.

#### ACTIONS

Develop and implement a whole school wellbeing program, embedding the principles of gratitude, empathy and mindfulness in building inclusive positive mental health strategies for students, staff and parents.

#### OUTCOMES

Leaders will allow for dedicated time in the timetable each week for staff to teach the skills around gratitude, empathy and mindfulness in a targeted wellbeing hour.

Leaders will provide Professional Learning for Wellbeing and Engagement leader to build resources and strategies for teachers

Teachers will maintain an explicit focus on the school values of Respect, Resilience, Collaboration and Innovation

Teachers will utilise time to explicitly teach and support student wellbeing needs and engage with and support students through the implementation of lunchtime activities based on student feedback.

Students will develop improved engagement and ownership towards their learning through joint ownership and collaboration

Students will complete PIVOT surveys in Term 1 and Term 4

Students will build further strategies to support their own social and emotional needs

#### SUCCESS INDICATORS

Student Voice and Agency - 80% positive responses

(2017 - 78% 2018 - 69% 2019 - 79%, 2020 - 72%)

Teacher Concern - 90% positive responses (2017 - 81% 2018 - 76% 2019 80%, 2020 - 79%)

To reduce the variation between genders - Achieved

Non Experience of Bullying - 70% positive responses

(2017 - 52% 2018 - 57% 2019 - 63%, 2020 - 96%) - Achieved

### Achievement

Achievement Goal - Every student will achieve at least one year's growth or more for one year's learning in English and Mathematics

NAPLAN: % of students in Top 2 Bands

Yr 5 (Reading) – 75% or above

(2017-51% 2018-69% 2019 - 70%, 2020 - N/A)

% of students in Top 2 Bands

Yr 5 (Numeracy) – 60% or above

(2017-51% 2018-58% 2019 - 57%, 2020 - N/A)

% of students achieving high/med growth (Years 3-5) Reading 85%

(2017- 82% 2018- 88% 2019 -77%, 2020 - N/A)



% of students achieving high/med growth (Years 3-5) Numeracy 85%  
(2017- 93% 2018- 72% 2019- 81%, 2020 - N/A)

Despite the impacts of COVID and our inability to accurately self assess against our chosen 12 month targets of Naplan, we have made significant progress towards obtaining consistency and building teacher capacity in triangulating data and assessing consistently against Victorian Curriculum (Teacher judgement) Ongoing professional learning as a whole staff and in year level PLCs has continued despite the disruptions associated with COVID and staff have engaged in two cycles of Inquiry both in the area of reading and in implementing Fountas and Pinnell whole school assessment for Reading. Early in term 2, our school was fortunate to receive a regional grant to fund the purchase of the Fountas and Pinnell reading assessment program and guided reading resources. These resources, along with our hunch about the whole school reading data guided our inquiry in supporting all teachers to develop the skills in assessing reading consistently and in the review of our assessment schedule. Our reading data wall was well established and had input from all staff in Term 1, however was not monitored in the physical sense during term 2 and 3 as staff were working from home. In term 4, with all staff and students returning, we were able to undertake an inquiry using reading data from a select group of students from all classes and dig deeper into using the assessment program to identify the specific learning needs of students, particularly in the area of comprehension and how we ensure that we are extending all students in reading. The schools Assessment Schedule has been reviewed over the course of the year will be implemented in 2021 to include whole school agreed assessment in reading and mathematics. All staff engaged in professional learning and their first cycle of peer observations in Term 1 in allocated peer buddy pairs and then this initiative was put on hold to focus on the transition to remote learning and the implementation of remote learning during Terms 2 and 3. Through the collection of pre observation feedback from staff, it was uncovered that there was not a consistent understanding of the process or protocols of peer observations. This pre-data provided a good opportunity for some of the myths to be de-bunked prior to teachers entering each others classrooms with most teachers now viewing this experience as a two-way learning opportunity and non judgmental. The implementation of the Instructional Model was effective in Term 1 with this visible in all classrooms and students and staff both using the language of the model in describing stages of each lesson. The instructional model was also evident in teacher planning during remote learning. In Term 4, we continued to keep this as a focus with both peer observations and the implementation of our instructional model remaining a focus into 2021.

## Engagement

In 2020 student absence data indicates that students and parents at Fyans Park Primary School value the importance of being at school to maximise their learning opportunities. The average amount of days absent for a Fyans Park student is well below the state average and just above similar schools. Overall the number of unexplained absences decreased with parents utilising Compass and notifying the school of the reason for student absence. We continue to promote the importance of school attendance and this is supported through our mission statement of providing a 'learning environment that inspires students to be their best each day.' Attendance data was analysed regularly and contact with parents was prioritised, particularly during remote learning to maintain connection.

The school has continued to create a learning environment that is relevant, stimulating and safe where students are given many opportunities to experience success. Our students are supported with a range of programs and activities both in and out of the classroom to increase engagement levels. The continuing approach to Digital Technologies used purposefully during remote learning and including STEAM, Project Based Learning and the 1:1 BYOD iPad program has allowed students to explore a range of learning tools to enhance their learning opportunities. Extra curricula activities that are supported by staff, students and the community included lunchtime activities, music performances, Fyans Park's Got Talent, Life Education Van, Cyber Safety information sessions, a range of incursions (reduced due to COVID) peer mediator leaders, house leaders, Student Voice Team and student leadership. Fortunately in our biannual plan for school camps 2020 was not a planned Camp year so there was no disruption with camps being planned for 2021.

## Wellbeing

Wellbeing - To enhance whole school practices to support social and emotional development of students and thereby improve student wellbeing

#### Attitude to School Survey Data

Student Voice and Agency - 80% positive responses

(2017 -78% 2018 - 69% 2019 - 79%, 2020 - 72%)

Teacher Concern - 90% positive responses (2017 - 81% 2018 - 76% 2019 80%, 2020 - 79%)

To reduce the variation between genders - Achieved in 2020 with little variation between year levels and gender

Non Experience of Bullying - 70% positive responses

(2017 - 52% 2018 - 57% 2019 - 63%, 2020 - 87%)

Despite the disruptions of COVID, we continued our focus on wellbeing with a targeted hour per week that included our work with The Resilience Project with student, staff and parent sessions all taking place in Term 1. In addition, an online parent Resilience forum was held in May via Webex that was well attended by our families. During remote learning, staff and school leaders collaborated to develop agreed remote learning expectations aligned to the DET guidelines and we reviewed the Student Engagement and Wellbeing Policy. The guidelines included a daily wellbeing focus for students that was consistently maintained throughout the remote learning period with staff planning engaging activities for students to promote gratitude empathy and mindfulness. Our 2020 Specialists team, as part of their PLC undertook an evaluation of our 2019 student opinion survey data and identified that effective teaching time and teacher concern were areas where we had a large variance in results from different year levels. The team then designed reflection questions (uploaded) for students to further capture information from students in years 5 and 6 who had completed the survey in 2019 as an exit slip and reflection exercise aligned to the schools instructional model.

The results from the 2020 Attitudes to School survey indicate that Teacher concern has remained stagnant at 79%. The questions that were scored particularly low were - My teacher seems to know if something is bothering me and I can talk to my teacher if something is worrying me. This is an area that we are keen to investigate further in 2021. Student voice and agency dropped slightly from 79% in 2019 to 72% in 2020 and is explainable considering the lack on face to face time for students, limiting genuine opportunities for voice and choice. In the area of bullying - non experience of bullying students self scored at 96% with 4% of students reporting experiencing bullying in years 4-6. This is a marked improvement on the year previous, although the data in the Student Attitudes survey indicates 27% students' reporting having experienced some form of cyber- bullying and this has been communicated by families and students on their return to school from remote learning and we worked closely with our students in years 5 and 6 who this has most affected in the later part of 2020. During remote learning we continued to hold whole school weekly assemblies via Webex - introducing the Zones of Regulation as a tool for the whole school in emotional regulation and this is being modelled by staff and will continue to be a focus into next year.

#### Financial performance and position

At the end of 2020, the Student Resource Package (cash budget) was in a surplus of \$69,195 due to a combination of strategic workforce planning and COVID, with some school programs not being fully operational, bringing about a small surplus to carry forward. With regards to the credit budget, \$19,972 of this surplus was allocated by DET in the later part of 2020 towards the Tutor Learning Initiative for 2021 to reduce the impacts on student learning as a result of COVID. In addition and to ensure the school did not fall into significant deficit, high level consultation and workforce planning was undertaken in Term 4 of 2020, with the return of staff from family leave and the recruitment of three graduate staff, ensuring that we secured a small surplus while also maintaining our existing PLC structure and additional hour per staff member to engage in peer observations each week. The school received total equity funds of \$7058.00 and this was targeted to Literacy intervention in 2020 for our years P-2 students in MiniLit facilitated by a trained Ed support staff member. The school applied for and received a DET regional grant of \$16,575 and these funds were used to purchase a whole school reading assessment program (Fountas & Pennell) as we did not have a consistent assessment program in reading. Guided reading texts for students in Years 3 and 4 were also purchased with these funds ensuring quality reading resources. Despite the disruptions due to COVID, our Christmas Fair committee led capably by parents raised over \$7000.00 for the school which was targeted towards the purchase of sensory resources for each classroom to compliment our implementation of the Zones of Regulation and our whole school wellbeing program.



For more detailed information regarding our school please visit our website at  
<http://fyansparkps.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 367 students were enrolled at this school in 2020, 178 female and 189 male.

6 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) which takes into account parents' occupations and education.

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

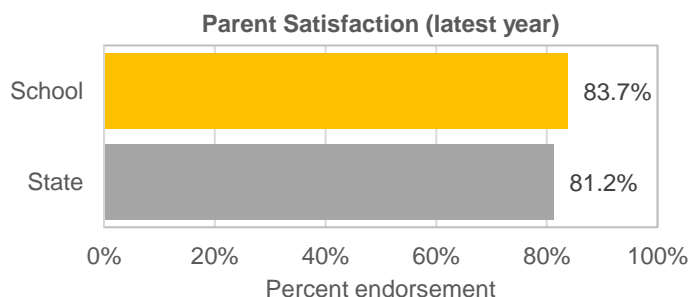
This school's socio-economic band value is: Low

### Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2020)
School percent endorsement:	83.7%
State average:	81.2%



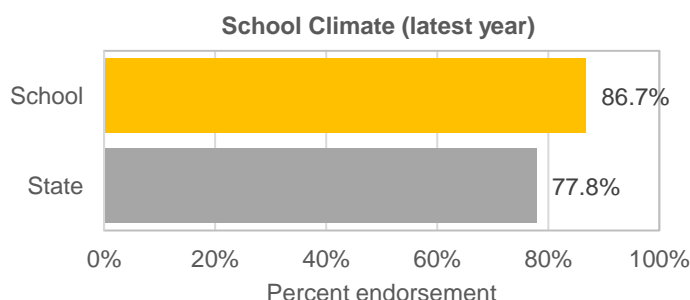
### School Staff Survey

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:	86.7%
State average:	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:

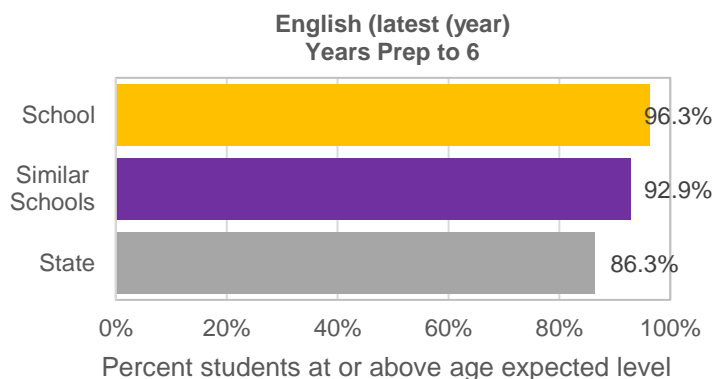
96.3%

Similar Schools average:

92.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

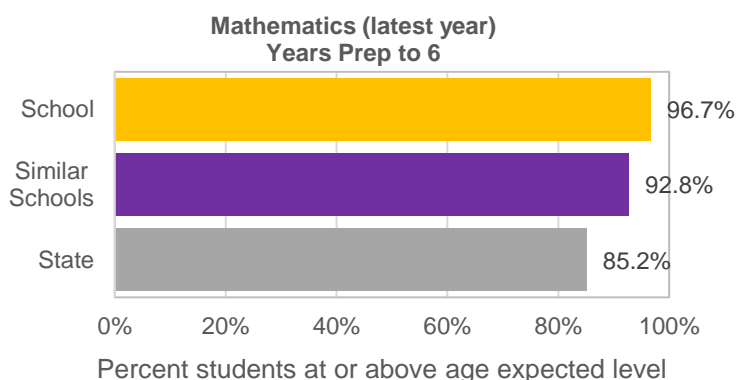
96.7%

Similar Schools average:

92.8%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

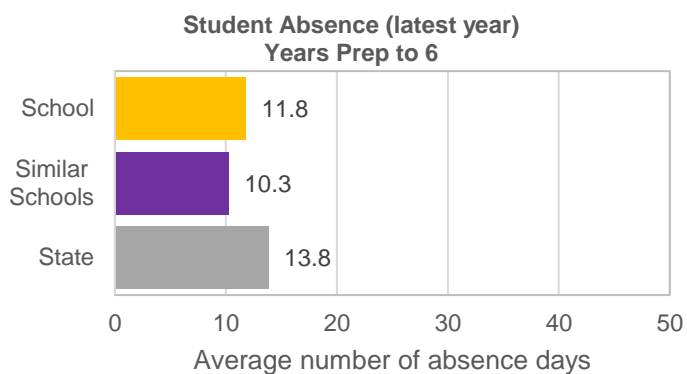
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.8	11.5
Similar Schools average:	10.3	13.4
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	94%	92%	95%	93%	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

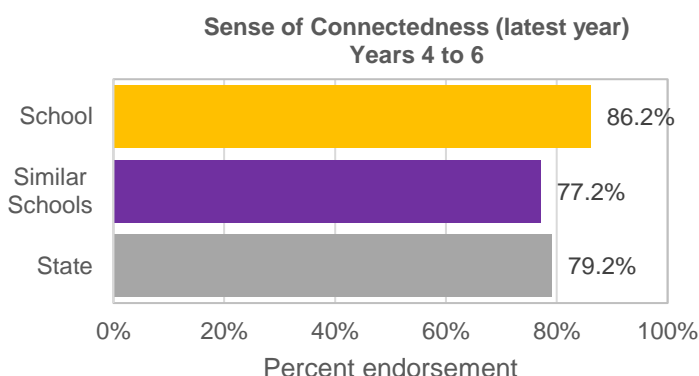
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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:	86.2%	85.9%
Similar Schools average:	77.2%	79.3%
State average:	79.2%	81.0%

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



### Student Attitudes to School – Management of Bullying

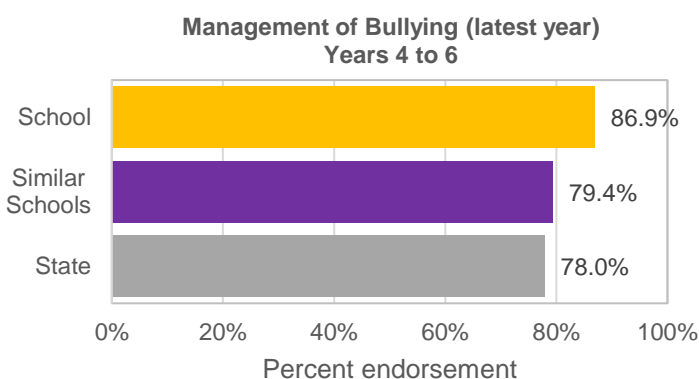
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	86.9%	87.0%
Similar Schools average:	79.4%	81.2%
State average:	78.0%	80.4%

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



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,711,855
Government Provided DET Grants	\$430,817
Government Grants Commonwealth	\$14,721
Government Grants State	\$16,575
Revenue Other	\$12,937
Locally Raised Funds	\$158,185
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,345,090</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$7,058
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$7,058</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,699,870
Adjustments	NDA
Books & Publications	\$5,964
Camps/Excursions/Activities	\$11,829
Communication Costs	\$2,285
Consumables	\$95,685
Miscellaneous Expense <sup>3</sup>	\$8,553
Professional Development	\$32,348
Equipment/Maintenance/Hire	\$102,814
Property Services	\$132,449
Salaries & Allowances <sup>4</sup>	\$122,665
Support Services	\$42,615
Trading & Fundraising	\$8,671
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$10,145
<b>Total Operating Expenditure</b>	<b>\$3,275,894</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$69,195</b>
<b>Asset Acquisitions</b>	<b>\$7,700</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$231,988
Official Account	\$13,013
Other Accounts	\$52,036
<b>Total Funds Available</b>	<b>\$297,037</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$85,212
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$75,580
School Based Programs	\$43,498
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$19,225
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$33,590
Capital - Buildings/Grounds < 12 months	\$3,679
Maintenance - Buildings/Grounds < 12 months	\$31,452
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$292,235</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.*