

2020 Annual Report to The School Community



School Name: Cranbourne Primary School (2068)



- 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 07 April 2021 at 10:42 AM by Cheryl Van Deursen (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 07 May 2021 at 04:10 PM by Belinda Walker (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

Cranbourne Primary School (CPS) endeavors to empower teachers, students and community members to develop ongoing PRIDE in learning through our values of: Persistence, Responsibility, Independence, Discipline and Excellence.

CPS is the oldest school in Cranbourne, established in 1890 on its original site before relocating to its present site in February 1969. Since then the school has undergone many structural changes including the addition of the front admin wing in 1989, which was upgraded in 2018. In 2010 through the Building Education Revolution (BER), the school received a second permanent building - an open learning center consisting of 6 classrooms, a central area, 4 small office spaces. The school received a government grant to re-furbish the gymnasium, which will not commence until 2021.

CPS is located in the DET network of Casey South, which is in the local council catchment of the City of Casey (the largest growing area in Victoria), approximately 50km south east of Melbourne CBD. The staffing profile comprises 2 Principal class, 1 Leading Teacher (Well Being) 2 x 0.2 Learning Specialists (English & Maths), 21.4 EFT teachers and 6 EFT Educational Support Staff. Staff work together to develop a community where individuals and groups are responsible, supportive and respectful of each other. The school is structured into four learning communities (Foundation, Junior, Middle and Senior) which promote collaborative teaching and learning. The school provides specialist classes in ICT, PE, Art and Music. Auslan is the chosen language for LOTE and is delivered within the classrooms by the class teachers. Staff plan using the Victorian Curriculum. PLT structures support the implementation of the Cycle of Improvement. The school promotes connections with local kindergartens, schools, recreational facilities and various community groups to support all students. The school community work hard to maintain a physical environment that acknowledges the history of the school whilst implementing a teaching pedagogy that aligns with current educational trends.

Our SFO Index is 0.6347 and our SFOE Index is 0.5329. Enrolments are culturally diverse, with family backgrounds including 38 different languages. 55% of students identify as EAL and 11% of students are categorized as refugee. These students are allocated into regular home groups for daily curriculum access but are also supported by a designated EAL teacher. Fifty students with EAL participate in daily lessons of 1 hour each with the EAL teacher, promoting and developing their English language skills. 110 students were reported on by teachers against the EAL companion continuum, indicating their levels of capacity in English (Reading, Writing, Speaking & Listening) had not yet met the expected levels of achievement for their year level.

1% of the student enrolment identifies as indigenous. The school engages regularly with the regional KESO to support individual family/student needs.

1 % of the student enrolment is supported under the PSD program.

1% of the student enrolment live in DHHS directed Out of Home Care arrangements, with a further 1% living in family organised kinship arrangements (with grandparents or extended family members).

In 2020, CPS provided education for 4 students registered with the international school division. These student participated in the same educational programs and experiences provided for all students. 80% of students live outside the school's current enrolment zone.

Framework for Improving Student Outcomes (FISO)

2020 is the third year of the current Strategic Plan. Focus has been to support the Strategic Plan goals on the development and improvement of Professional Leadership and Excellence in Teaching & Learning. Access to PD during the 2020 due to COVID-19 period was limited to on line learning. Teachers share their resources, allowing for students to have allocated tasks that were differentiated.

Our commitment to the Frameworks for Improving School Outcomes (FISO) was challenged throughout term 2 and term 3, during the Remote Learning period. To maximise the layers of support provided to teams, the Leading Teacher and Learning Specialist had their roles expanded and became sub-school leaders to F-2 and 3-6. Leadership collectively focused on the following:

1. Excellence in Teaching and Learning;

- Strengthening of Professional Learning Teams (PLT) protocols to ensure authentic data based conversations focusing on improving student outcomes. These were all conducted on line.
- Strengthened use of school and student data to directly inform curriculum planning including scheduled data discussions between the Principal and class teachers focussing on reading improvement and growth.
- Review and evaluation of the assessment schedule to support the regular evaluation of student reading growth. This was supported through the connections that continued through the network PLT CoP and the adjusted structure of running sub school leaders.

2. Professional Leadership;

- Rigorous and intentional professional conversations in teams and at whole staff level led by members of the leadership team.
- Data literacy coaching for curriculum leaders with external consultants.
- Bastow Institute of Educational Leadership training of Learning Specialist, Leading Literacy, and PLT
- Leadership of whole staff in development of School Wide Positive Behaviour Support (SWPBS) model, including the Positive Behaviour Matrix.
- Linking purpose of Professional Practice Days to AIP and PDP goals.

Staff collectively dedicated almost 1,500 hours to Professional Learning during the year. Staff PD and daily operations were monitored and tracked through a shared Google document. Staff undertook learning through work shops and online tutorials established by leadership staff, to use SeeSaw as our nominated on line learning portal. Teachers and middle leaders participated in shared on line sessions through the network, accessing learning related to: engaging students, supporting well being, assessment, teaching, and collaborating in remote environments. The Principal class participated in Bastow ASPIRE-PD and team leaders participated in the Casey South PLT CoP. Teams developed and shared strategies to collect student data as evidence to guide Teaching & Learning.

3. Positive Climate for Learning;

- Development of School Wide Positive Behavior Program (SWPBP) with the identification of, and management of, students using the Tiered model approach being led by the Well Being Coordinator.
- Development of school wide student voice through expansion of student leaders roles across the school and further expansion of personal learning goals in English and Numeracy.

Student voice and agency was promoted and encouraged through remote learning. During and following the Remote Learning periods, school based student surveys were implemented to identify what students were valuing through the on line learning model and what they had gained throughout. Students expressed their value in opportunities to select the order of learning and have input into the content of their learning. As a result, term 4 Units of Investigations in Middle and Senior classes were developed on a matrix model, providing students with choice of order, timing and project content.

4. Community Engagement in Learning;

- Continuing to engage network SSSO services within the school.
- Strengthening school community connections of refugee and EAL families through implementation of Refugee Education Support Program (RESP) and increasing the communication connections with families through texting, iNewsletter, school website and the use of translators.
- Collaboration with Allied Health services including Windermere, LOOKOUT, Versa Learn and DHHS to assist students in OHC, Oz Child - implementation of Kids Hope mentor program with additional needs or at the risk of disengagement. .
- Establishing personal mentors through the Kids Hope Program for individual students in need.
- Continuing the school Chaplain program, supporting students and families in need.

The community engagement was interrupted during the Remote Learning period (term 2 & 3) however, many of the service were able to be maintained via on line capabilities. The service that were able to be conducted on line were; Kids Hope sessions, using translators in on line meetings with parents with limited to no English, speech therapy, case management meetings. The chaplain was maintained and worked on site supporting students who were on site for supervision.

Ensuring all students had access to on line learning, surveys were established to identify family needs. As a result, to ensure equal access to digital on line learning for all students, 120 devices were allocated students to use at home. Ten families were provided with wi-fi dongles to allow internet access from home.

Achievement

2020 Naplan was not conducted. Students were not provided with Vic Curric levels at mid year academic Reports provided to parents. Students were assessed at the end of 2020 and provided Vic Curric levels. The majority of students had not achieved 12 months growth, when compared to end of 2019 levels.

Through increased collaboration between staff and increased professional learning of staff, CPS has supported progress in student academic through:

- Increased staff moderation of student work and assessment
- provision of differentiated learning through SeeSaw
- deeper analysis of data collected through the assessment programs such as Essential Assessments to inform teaching and learning
- Middle leaders driving the professional learning of staff
- Developing staff understanding surrounding Student Voice and Agency.

Staff, student and parent feedback was sought during Remote Learning using school developed surveys and DET surveys. Parents indicated high levels of satisfaction in local and DET surveys on: students' increase in confidence and resilience, positive transitions, school communication, promoting positive behaviour and high expectations for success. Staff indicated satisfaction through both modes of surveys in: help each other to do their best and holding themselves responsible to ensure all students succeed. Students showed varied responses between two sources indicating increased levels of connection in local survey, yet in the DET collected survey indicated a reduction in their sense of connection during the remote learning period.

Whilst class teachers conducted regular whole class sessions on line, initially students engagement was high, there was a noticeable decrease in levels of student engagement and participation as remote learning continued. Parents strongly supported 1:1 zoom conversations between teachers and students in term 2. As the social, economic and emotional pressures on families increased in term 3, the level of family commitment to this reduced.

120 students received electronic devices to use from home allowing access to the online portal, Seesaw. 12 families were provided with internet dongles.

The response of students to the online learning platform was varied. Some students excelled and embraced the opportunity to own their own time, work and pushed themselves to achieve to high standards whilst others required constant supervision, support and encouragement. The parents within our community faced with various challenges during COVID-19, which regularly had direct impact on student achievement. Whilst accessing the online platform was supported through the provision of devices and internet dongles, accessing the learning was also influenced other factors. Where student engagement and/or learning development was deemed 'at risk', families were given the option to send students to school. Some of the areas categorised were:

1. students in 'out of home' care
2. students in families under watch by DHHS
3. students who showed patterns of not engaging with on line learning
4. students in families where any of the following was known - domestic violence, homelessness, parents with mental illness, language barriers
5. supervision and/or learning support at home was not available
6. parent/s of students were essential workers

Between April and June 2020 we reached a total of 20,000 items added to our online platform, Seesaw. Items included: lessons, student work pieces, parent comments and teacher feedbacks statements. During Term 3 the weekly average of items being added to Seesaw was between 6000 to 7000. By the end of term 3 there were over 90,000 items on SeeSaw.. Weekly feedback on Seesaw in the form of comments during term 3 ranged from 5000-6000.

Parent engagement with Seesaw during term 3 averaged about 450 contacts per week.

Staff committed to a total of 1200 hours of Professional learning during the remote learning period, increasing their knowledge and skills in areas that covered - supporting students with ASD, using Seesaw, working with translators, using Zoom, improving LI and SC, implementing and analysing assessment in an on line environment.

The collaborative team approach to curriculum planning and assessment of students in each year level supported the consistency of teaching and learning delivered to students. Teachers developed a bank of digital lessons on Seesaw which were shared between teams and allowed for differentiation of student learning.

Support programs such as speech pathology were established on-line which provided students with speech needs on going support. The mentors through Kids Hope also maintained contact with our students through adult supervised zoom sessions.

Engagement

Individual Education Plans (IEPs) were established for students identifying as Indigenous (Koorie), Out of Home Care (OoHC), students with disabilities(PSD), and English as an Additional Language. (EAL).students in the Program for Students with a Disability (PSD), Out of Home Care (OHC), Koorie showed progress within their Individual Educational Plans.

To further engage the increasing percentage of families with EAL background, the school website included a translation facility and all families with EAL were provided access to interpreters when engaged in communication with teachers. To further support students with EAL, the EAL teacher worked collaboratively with leadership and teachers on improving practices, increasing knowledge of EAL curriculum and assesment of EAL. Students identified as EAL were assessed using the DET EAL companion curriculum. Interpreters were accessed to support student progress discussions between students, parents and teachers mid year. All students were involved in setting personal learning goals, particularly in Literacy, specific to their particular learning needs at the commencement of 2020.

Two Learning Specialists were appointed to support Teaching & Learning. Their roles were to work with PLT's guiding the Improvement Cycle of teams across the school. The model and role of LS was changed in term 2 as one LS left and remote learning was established.

Information and Communication Technology was once again well-resourced and supported through the tech program. Staff maintained and share accurate student data using Google Docs.

Sentral was embedded as the student tracking program, maintaining records of well being.

The staff opinion survey indicated satisfaction in the accessibility to professional development.

Students with EAL engaged in individual and small group sessions developing their English speaking, reading and writing skills both face to face and on line. The program was based on langugae aquisition development guided by Speech Pathologists from the school's community resource - Versa Learn.

Parents/carers were regularly invited to engage with learning via school events such as; live messages and regular updates on the school Facebook page. To engage our families with LBOTE we refined many of our school practises ensuring families get the information. The use of interpreters during communciation with parents is now embedded in our practices. Texting messages to family mobile phones with translator Apps has also ensured our families receive important information.

The EAL program has supported the engagement of students and their families and has supported the development of professional knowledge of staff in using and reporting the EAL companion.

During remote learning ongoing support was provided to many parents requiring assistance with home learning. 1:1 tutorials were provided to parents and carers to assist them in accessing the online learning platform - Seesaw. In 2020 students were encouraged and supported to develop individual learning goals. This was strongly supported during remote learning through the planning of students being provided with levels of autonomy over their learning activities and having choice in the selection of work through choice boards.

Student engagement through student attendance was challenging through Remote Learning. During term 3 there was a noticable decrease in the percentage of students consistently engaging in daily on line learning. Participation in class zoom meetings reduced and the number of parent responses reduced.

The well being coordinator maintained strong connections with the SSS team, Lookout, KESO, and DHHS to monitor the students in 'at risk' categories of PSD (4 students), OHC (3 students) and Koorie (3 students). Due to social distancing, limits on community movement and the need to increase sanitisation in the school environment, face to face community events did not take place.

Book fairs were conducted remotely, where community members were invited to make orders through an online forum. Camps and excursions, including swimming did not take place in 2020.

The further development of the School Wide Positive Behaviour Program (SWPBP) framework was undertaken with staff under the guidance and direction of the Well Being coordinator in term 1. The implementation of the Essential Features within this framework assists with the improvement of social and emotional outcomes for our students. The SWPBP expanded during remote learning with the addition of behaviour parameters within the digital world.

Wellbeing

A Leading Teacher Wellbeing Coordinator continued to provide leadership in:

- supporting teachers with challenging student behaviour, particularly tier 3 students.
- further developing and implementing the School Wide Positive Behaviour System,
- managing the Program for Students with a Disability applications
- engaging community services such as the SSSO team to support students on the PSD program and identify/assess further 'at risk' students

- engaging Lookout to support students in Out of Home Care
- liaise with DHHS to support families in need
- liaise with DET KESO (Koorie Education Support Officer) to support students who identify as Indigenous.

Many supports were established to support 'vulnerable' and 'at risk' students. The school established a newly located portable building for intervention programs including a 'wellbeing' centre - PRIDE place. 2020 was used to investigate and plan the expansion of this space was establish a Communiyt Hub. The school maintained it's partnership with Life Central, continuing with our chaplain program. All students in Prep who were eligible for State Schools Relief under the category of Camps, Sports and Excursion funds received packages to assist families in supporting their children. In term 1, all Prep students had their basic vision and hearing screened by the school nurse and their receptive and expressive language skills were screened by the speech pathologist who was employed by the school through a private service provider. The school continued its partnership with The ACE foundation, a local non-for-profit organisation, supporting CPS families and students with access to Optometrists, supply of glasses and providing every Prep student with a personal picture story book as a welcome to school. In term 4 the breakfast club continued to operate two days a week, providing breakfast for up to 60 of our students. Due to COVID-19, our community breakfasts were suspended. The Life Ed van is engaged on an annual basis. All students participated in Health lessons based around the Life Ed van in term 1. The formal transition process into school from Kinder was modified in 2020. Students participated in a 1:1 EYE assessed in term 4. The EYE - Learning Bar assessment program is a Casey South network initiative that has been operating for several years - the data collected through this assessment is used to inform the school of each student's area of strength and need in - Awareness of Self & Environment, Cognitive Skills, Language & Communication, Physical Development. This tool provides information to CPS on student 'readiness for school' and alerts CPS to the possible need of extra support. The data collected using the EYE tool identified a significant percent of the future Foundation enrolments as having extreme difficulties in all four areas assessed, as compared to 20% from the previous year. This information was used to inform the establishment of class groupings, intervention programs and the allocation of ES support. A transition program offered kinder students a variety of educational experiences at school during term 4 of 2020. The groups were reduced to 10 students and were conducted in a seperate area from other students. The parents information sessions were conducted. Foundation staff and members of leadership presented information to parents remotely. During the month of February Foundation students were timetabled to participate in a 1:1 assessment with the class teacher to establish their academic levels ready for the year. The transition program for Foundations enrolled for following year began in Term 2 with information sessions provided to prospective parents. Families were invited to participate in school tours and information sessions were led by members of the Prep team with support from the leadership team. Students participated in four transition sessions conducted at school. During these sessions staff engaged with students to participate in a variety of activities including craft, PE, music, Art, IT. Parents participated in an interactive program developed by leadership staff during the transition sessions. In term 4, CPS was successful in establishing a partnership with Community Hubs. This partnership will move CPS into 2020 with a goal of appointing a Community Hub coordinator and expand the community programs running out of the school. Staff from the senior learning community participated in transition meetings with well-being / year level coordinators of local secondary schools in term 4, which ensured a smooth transition for all students. Students with special needs were provided with extra support and an individualized transition program was developed for students transitioning between 6-7. The Foundation students began the year by attending school 4 days a week COVID-19 had significant financial and emotional impact on our community. Regular family surveys were conducted and phone calls were made to parents/carers which montioered student engagement and well being. The school worked closely with families and agencies such as DHHS, Orange Door, State schools Relief, ACE foundation, Windamere, Lookout, Berry Street, MCH, private psychologists and therapists toensure services and interventions around: domestic violence, housing, food, medical assessments, clothing were received by famiies in need. Several families were supported through the provision of school developed food/health hampers - some were allocated second packages. During term 2 on-site supervision was provided for around 48 students who fitted into the categories of: 'at risk' or

'having parents/carers who were essential workers'. This increased during term 3 with around 75 students being supported. Some students attended full time each day, whilst others were onsite on a part time basis.

Financial performance and position

Finances were dedicated to support the target of 'closing the gap' and CPS AIP targets.

Funds from the Cash component of the SRP were allocated to:

- improving distributed leadership which involved coaching of middle and senior leaders. This was achieved through the engagement of ongoing external consultants. Provisions of CRT cover for middle leaders to be involved in the coaching program and SIT planning was also part of this financial commitment.
- increasing staff capacity in planning, delivery and assessment of curriculum. This was achieved by providing staff access to PD, PP days and curriculum days throughout the year. The costs were related to and included employment of CRTs, Versa Learn to provide staff PD on assessment and programming for students, in Speech Therapy.
- increasing student engagement and participation through the cover of all costs associated with educational curriculum resources and experiences,- Incursions, Life Ed van, sports uniforms, school student school supplies for low socio economic families
- student ongoing progress and well being needs - Student data tracking tool leasing (Sentral)

Funds from the Credit component of SRP were allocated to

Funds were allocated to:

- covering the payroll difference between the allocation of Primary Welfare Officer and the Leading Teacher - Well being coordinator - salary.
- employment of 0.4 - EAL (other 0.4 covered in identified category of EAL in SRP) and
- employment of 0.8 Reading intervention program,
- employment of 1.2 - ES
- employment of 1.6 - Increased specialist staff EFT to provide Arts programs and support teacher release for team planning and PLT meetings
- employment of 1.2 tutors in term 4 to support Foundation students who had fallen behind during remote learning.

The school did have a Surplus. The closing balance was aligned to the financial commitments for the following year.

These projects included:

- The further development of the portable to be used as Community Hub
- Repairs and replacements on playgrounds and basketball courts, in accordance with the annual playground audit
- Financial commitment to pay for ICT purchases made at end of year awaiting delivery when stock arrives as per SIPS plan
- The removal of several trees following the annual reports provided by professional Arborist,
- Construction of Well being office space, resource room, in the main building.

Grants were received throughout the year from:

- Equity,
- SIPS,
- PLT,
- Sports,
- Chaplain.
- Community Hub - for following year
- upgrade to gym (to be completed in 2021)
- Sporting Schools Grants throughout the year which were directed to purchase sport equipment.

These were allocated to budgets and used to support the school programs.

The school Council, Principal and Business Manager ensured that Cranbourne Primary School was in a healthy and financially viable position. Money was allocated to priorities of resourcing student learning in particular Reading, Mathematics, access to technology, EAL and tutoring for Foundation students in term 4 after returning from remote learning.

Funds were allocated to support student access to technology particularly during remote learning.

Specialist areas such as Music, Art and Physical Education required specific resourcing according to the nature of the subject area.

Professional learning funds were used to further our Professional Learning of members of the leadership team in 2020. Staff continued to build teacher excellence and improve student outcomes through accessing targeted professional learning undertaken throughout the year.

The equity money allowed us to provide ongoing support, intervention and assessments in Speech from Versa Learn and continue to have a LT with a full time dedication to student well being.
Based on predicted enrolments and staff mobility, the 2020 financial viability of the school is sound.

For more detailed information regarding our school please visit our website at
<https://www.cranbourne-ps.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 277 students were enrolled at this school in 2020, 129 female and 148 male.

39 percent of students had English as an additional language and 3 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.

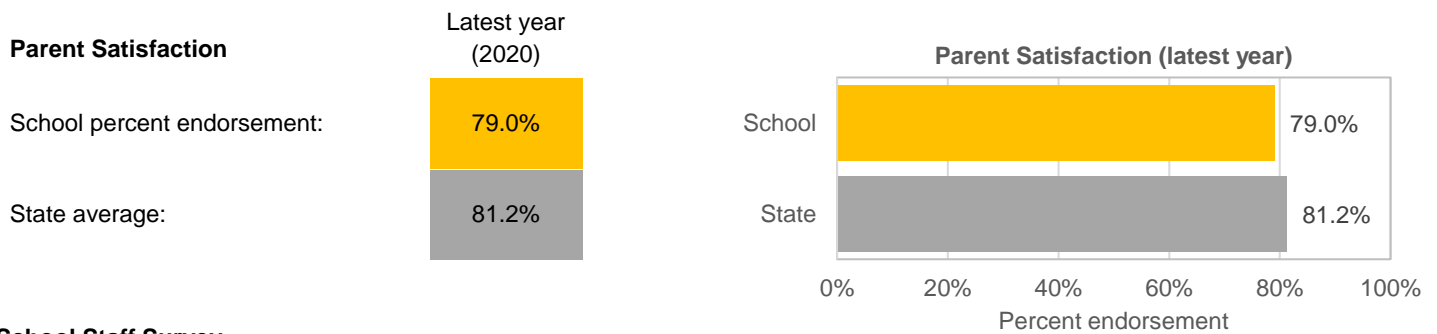
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

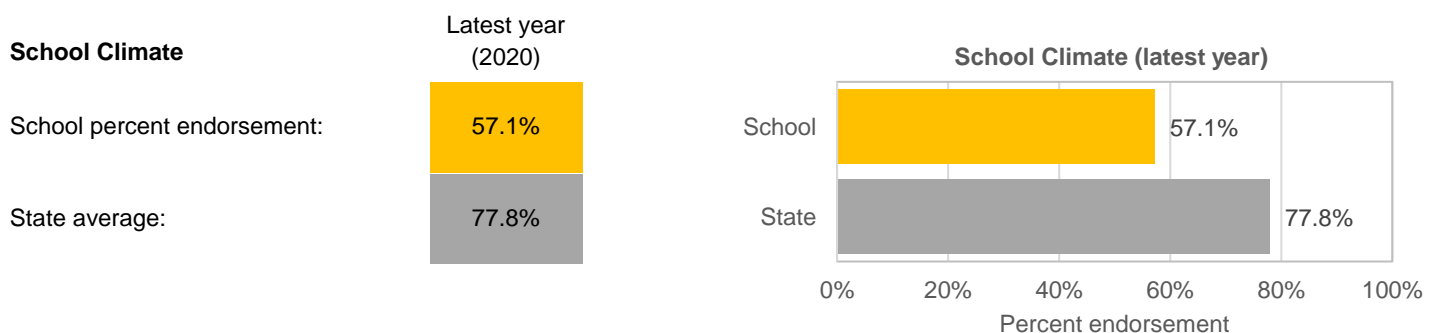


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

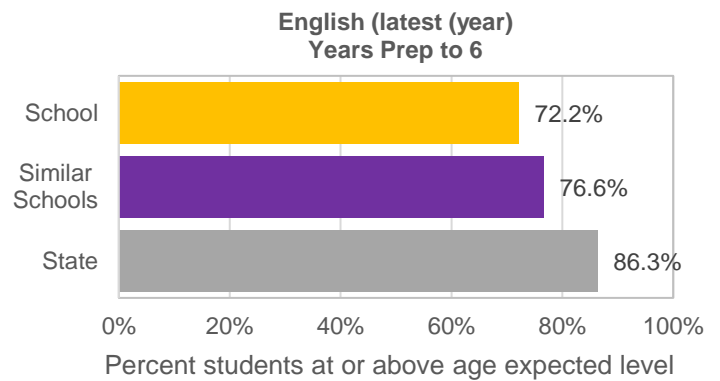
72.2%

Similar Schools average:

76.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

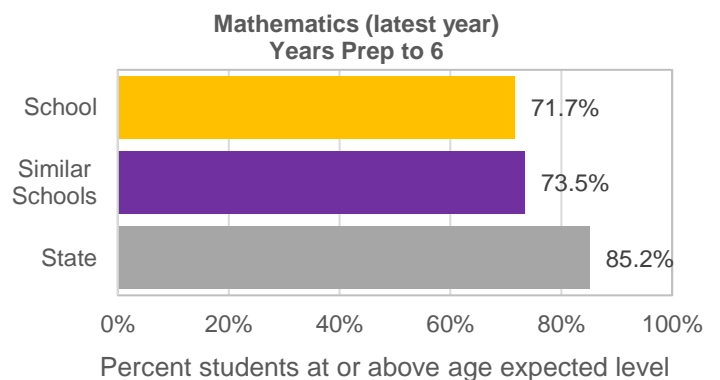
71.7%

Similar Schools average:

73.5%

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

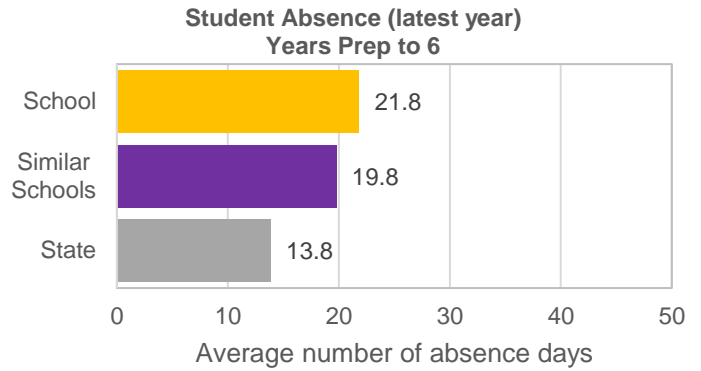
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.8	19.0
Similar Schools average:	19.8	18.4
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):	90%	88%	88%	91%	89%	88%	89%

WELLBEING

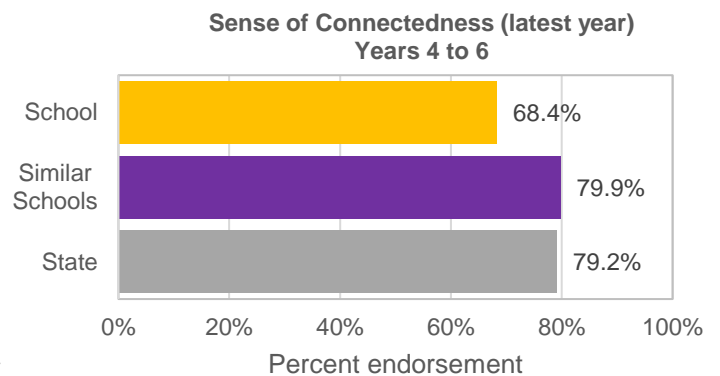
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	68.4%	67.1%
Similar Schools average:	79.9%	82.2%
State average:	79.2%	81.0%



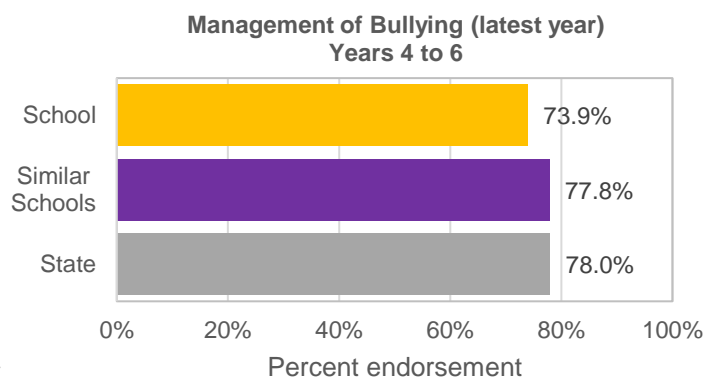
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	73.9%	67.2%
Similar Schools average:	77.8%	81.6%
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	\$2,667,625
Government Provided DET Grants	\$526,263
Government Grants Commonwealth	\$1,950
Government Grants State	NDA
Revenue Other	\$7,422
Locally Raised Funds	\$61,078
Capital Grants	NDA
Total Operating Revenue	\$3,264,337

Equity ¹	Actual
Equity (Social Disadvantage)	\$451,649
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$451,649

Expenditure	Actual
Student Resource Package ²	\$2,658,862
Adjustments	NDA
Books & Publications	\$72
Camps/Excursions/Activities	\$9,690
Communication Costs	\$4,365
Consumables	\$55,824
Miscellaneous Expense ³	\$6,955
Professional Development	\$6,799
Equipment/Maintenance/Hire	\$56,644
Property Services	\$138,854
Salaries & Allowances ⁴	\$13,238
Support Services	\$133,435
Trading & Fundraising	\$14,198
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$32,506
Total Operating Expenditure	\$3,131,443
Net Operating Surplus/-Deficit	\$132,894
Asset Acquisitions	NDA

- (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	\$155,061
Official Account	\$56,668
Other Accounts	NDA
Total Funds Available	\$211,728

Financial Commitments	Actual
Operating Reserve	\$57,053
Other Recurrent Expenditure	\$1,982
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$152,693
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$211,728

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.