

2021 Annual Report to The School Community



School Name: Thomastown West Primary School (4999)



- 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2022 at 07:07 PM by Sandi Young (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2022 at 07:12 PM by Paul Johanson (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

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.

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

About Our School

School context

Thomastown West Primary School was established in 1971. It is located approximately 20 kilometres north of the CBD. The school site is adjacent to Thomastown Secondary College and the schools share some sports facilities and a joint car park. Thomastown West Primary School is a multicultural community with a total of 292 students enrolled at the school in 2021, 128 female and 164 male. The Covid-19 pandemic, with limited travel could be a contributing factor to the decline of enrolments since 2019. Generally, our school community could be described as transient. That is, the number of Grade 6 children in 2021, who started at the school in Prep, was 20 out of 44 students or 45%. We have over 20 nationalities represented in our school community, 54% of students had English as an additional language, 5% identify as Aboriginal or Torres Strait Islander and 9.4% are refugees. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. This school's SFOE band value is: High. A high band represents a high level of socio-educational disadvantage.

In 2021 there were 39 staff, some were part time. Staff included the Principal and Acting Assistant Principal, a Leading Teacher, a Learning Specialist, and classroom teachers. The non-teaching staff included Office staff, Integration Aides, a fulltime Primary Welfare Officer, a part-time Wellbeing staff member and a Mental Health and Wellbeing Coordinator. The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey has decreased since 2020 and sits below the State average. However the percent endorsement by staff on Collective Focus on Student Learning is equal to the State average and Collective Responsibility and Teacher Collaboration sit well above the State average. The Out of School Hours program continued to be outsourced to OSHClub.

The school curriculum has a major focus on Literacy and Numeracy. Each day 2 hours of Literacy is taught and one hour of Numeracy. Our specialist subjects included: STEM, Auslan Performing Arts, Visual Arts and Physical Education. During 2021, in addition to the two Tutor teachers, the school was able to allocate two full-time teachers (out of the classroom) to provide Literacy Intervention for students who require extra assistance, such as a Phonological Awareness Program and targeted Literacy Support. The school also provided an EAL program to support students, where English is an additional second language and who need some further assistance. A major feature of the Foundation/Prep classes is Oral Language program. Thomastown West Primary School also offers programs that extend and enhance students' abilities, including Maths Olympiad and specialised music programs such as instrumental lessons, choir and a school band.

During 2021, Thomastown West Primary School continued to maximise engagement and wellbeing support for students through the successful implementation of multiple programs. As indicated in the 2021 School Review, 85% of Engagement targets and 100% of Wellbeing targets from the 2016-2020 School Strategic Plan were met or surpassed. Programs included:

*The Side by Side partnership with Berry Street Education and VACCA

*The Mental Health in Primary School pilot program and continued to received funding for a Mental Health and Wellbeing Coordinator.

*The Refugee Education Support Program (RESP).

The above wellbeing programs complemented one another, as well as the school's School Wide Positive Behaviour framework. Professional learning increased staff's understanding of trauma informed practice and action plans which supported students to live by the School Values (Respect, Responsibility, Resilience, Empathy and Striving to be our Best) were implemented.

Thomastown West Primary School has a Community Hub onsite. Our school has sustained its partnership with the Hub over the years and has strengthened their connection with Whittlesea Community Connections, The Smith Family (approximately 100 children receive sponsorship) and Reservoir and Preston Adult Community Education (PRACE). Thomastown West Community Hub traditionally offers a range of programs that have supported the needs of families

and students in the Thomastown Community during the school day, after school and during the school holidays. During the Covid-19 pandemic, the Hub quickly adapted and provided support to our school community via an online portal: <https://twch.org.au/>. Funding for the Hub continued to allow specialised staff to be employed, including the weekly 'TriTactics' wellbeing program and in Term 4, a Play Therapist to support our Grade 1/2 students impacted by the lockdowns.

At Thomastown West Primary School, we believe that education is a partnership between teachers, families and the wider community. We work together to ensure all students experience success. When sharing the responsibility of improving children's learning, effective communication is vital for teachers, parents, and carers at TWPS to work in a positive and productive partnership. The percent endorsement by parents and carers, on their school satisfaction level, as reported in the annual Parent Opinion Survey continues to sit above the State average. Our school utilises a range of multimodal communications with all key stakeholders within and beyond our school community that encourages two-way communication. It is our hope that 'Monday Musters' (an informal afternoon where parents and carers engage in their child's learning after school) and the RESP parent engagement program can return in 2022, once COVID19 restrictions ease.

At Thomastown West Primary School, our school motto is Together Working on Pathways to Success. We believe that students can reach their full potential when they are happy, healthy and safe. Thomastown West Primary School's objective is to encourage every child to reach their academic and social potential. We do this by providing an inclusive and innovative learning environment. The Thomastown West Primary School's mission is to be a caring learning community, which is committed to creating and maintaining a positive and supportive environment for all students who walk through our doors. At our school:

- everyone has the right to work and learn.
- everyone has the right to feel safe and comfortable.

Framework for Improving Student Outcomes (FISO)

During Term 1 2021, Thomastown West Primary School participated in its School Review and as a result, developed its new School Strategic Plan:

Goal 1: Improve numeracy outcomes for all students.

Goal 2: Improve literacy outcomes for all students.

Goal 3: Improve student agency in learning

FISO dimensions with Key Improvement Strategies include:

•Curriculum planning and assessment

- Develop and embed a whole-school sequential learning plan for numeracy and literacy that promotes evidence-based, high quality teaching and learning.
- Develop and implement a consistent approach to numeracy and literacy (F-6) that meets students' individual point of need though both the Victorian Curriculum and EAL Curriculum.

•Evidence-based high-impact teaching strategies

- Build teacher capacity to utilise a range of teaching and assessment strategies to differentiate teaching and learning in numeracy and literacy.
- To utilise the school's agreed instructions model (E5) to enable the gradual release of responsibility of learning from teacher to student.

•Instructional and shared leadership

- Build the instructional and shared leadership capacity of all staff to ensure consistency with pedagogical practice in

numeracy and literacy that maximises student learning outcomes.

•Empowering students and building school pride

- Develop student capacity to take ownership of their learning through deeper understanding of the next steps and individual goals driven by data and regular ongoing assessment.
- Teacher proactively involve students in decision making about planning, learning, assessment and feedback.

•Parents and carers as partners

- Strengthen the school engagement with parents as partners in their child's learning.

During 2021 the school developed whole-school curriculum documentation that includes scope and sequence documents and sequential learning plans. While some progress was made in the development of whole-school curriculum documentation for literacy, the numeracy documentation created will promote whole school consistency and high quality teaching and learning during 2022 and is a fundamental first step to achieve the school's Strategic Plan numeracy goals.

***Maths Curriculum Documentation developed, reviewed and shared:**

- Whole school Maths Scope and Sequence
- Sequential Learning Plan for Number and Algebra strand
- Critical Maths Checkpoints and Milestones linked to Victorian Curriculum
- Essential Assessment Protocols and Procedures document developed to promote consistent assessment practices and increase student agency
- Draft Problem Solving scope and sequence (P-6)
- Problem Solving Process posters developed using the acronym CUBES to develop consistent approach to mathematical reasoning
- Maths Links and Resources live document developed to support teachers with planning and implementing e5 lesson structure

***Numeracy success indicators:**

- Created 'maths toolkits' and maths manipulatives to promote hands-on learning
- Numeracy planning day allowed for collaboration and documentation to be finalised
- Clear links between PLC focus and Curriculum Team Action Plan to deepen understanding and strengthen through lines
- Maths Surveys developed and implemented to ascertain mindset and attitude towards maths from our students (P-6) and teachers
- Consistent whole school maths term and weekly planners that follow the e5 instructional model framework.
- Increased knowledge, skills and understanding of open-ended questioning to promote differentiation, through PLC professional learning
- Increased data literacy of the intervention team using SPA and PAT to identify students' individual learning needs and to track growth
- Increased understanding, skills and knowledge of Essential Assessment to generate ZPD chart and identify students' point of need

The DET PLC model continued to be implemented effectively, using data to drive teaching and analyse learning, as well as prioritising time for teacher collaboration to maximise the differentiation of teaching and learning in numeracy and literacy.

- Staff have become more curious and familiar with school performance reports from the Panorama Dashboard, as PLCs provided a forum where protocols encourage feedback, questioning and robust conversations about student learning and data.
- PLCs provided weekly professional learning as FISO's high impact teaching strategies were unpacked in response to teachers implementing formative assessment. Teachers were supported to analyse various forms of data, collectively reflecting on the impact of their teaching to collaboratively plan for an intervention that addressed specific cohort learning needs.
- PLC celebration afternoons were continued, where Area Teams shared their own PLC inquiry journey and impact on

student learning with the whole staff. The School Improvement Team believes the successful implementation of PLCs has significantly contributed to the increase of staff collective efficacy at Thomastown West Primary School.

The professional learning activities planned for Student Agency did not occur as a result of multiple periods of remote and flexible learning. A priority for Thomastown West Primary School was supporting student wellbeing and sustaining an engaging learning environment to increase student attendance. Although, teachers were still mindful of how they could increase agency through both onsite and remote learning periods during the year. Achievements and highlights during remote learning include:

- Intervention (including Tutor) and Wellbeing staff were able to support 'at risk' students via Zoom.
- Our most vulnerable and at-risk students, as well as the children of Authorised Workers attended TWPS on-site.
- Classroom teachers, Specialist Teachers and Education Support Staff experimented with providing opportunities (online and onsite) for students to participate in some decision making about their learning, including goal getting and feedback.
- Online Student Support Group meetings and Zoom Parent/Student/Teacher Conferences, strengthened parent engagement as partners in their child's learning.

Achievement

In 2021, Thomastown West Primary School began its' work on the new strategic plan goal of improving student learning in Literacy and Numeracy for each student. The percentage of students at or above the age expected level in English is 73.6% which falls 1% below the similar school average and 13% below the State average. The school's average percentage of students 'at or above the age expected level' in Mathematics is 54.5%, compared to the Similar Schools average of 69.9% and the State average of 84.9%.

Thomastown West Primary School's 2021 NAPLAN data for Grade 3 indicates that in both Reading and Numeracy results fall below the Similar Schools average. It should be noted that while the Year 3 Reading results are below the State average, the data indicates there has been some improvement when compared to 2019's data. (NAPLAN tests were not conducted in 2020). The 2021 NAPLAN data for Grade 5 indicates that the Reading results fall below the Similar Schools average and there is only 1% difference between the school's Numeracy results when compared to the Similar Schools average. It should be noted that while the Year 5 writing falls below the State average, it has improved compared to 2019's data.

When reviewing the NAPLAN High Learning Gain of Thomastown West Primary School's students, Grammar and Punctuation is the only domain that is higher than the High Gain of Similar Schools. The Reading, Numeracy, Writing and Spelling results fall below the Similar Schools. When examining the NAPLAN Numeracy Benchmark Growth between results in Grade 3 2019 to Grade 5 2021, it is pleasing that the number of students below the benchmark has been reduced and the number of students meeting benchmark has improved by 32%. There has also been a 7% increase of students meeting the benchmark in Writing, however the NAPLAN Reading Benchmark data indicates an increase in the students below the benchmark. Thomastown West Primary School looks forward to working with the DSSI Teaching Partners during 2022 with a focus on improving the Reading outcomes for all students.

Thomastown West Primary School successfully utilised the Tutoring Program funds during 2021 and effectively combined Tutoring with the school's Intervention Programs. Consequently, there were five teachers (out of the classroom) who targeted academic support intervention or extension (due to low growth in 2020) for students identified as requiring additional support in literacy and numeracy.

*Students who speak English as an Additional Language (both funded and non-funded)

As our data reflects, we have a significant percentage of students who qualify as EAL. To meet the increasing number of students who are newly arrived or have language barriers to access the curriculum the school employs a teacher at 0.6 as an EAL coordinator. Balancing time between directly supporting new arrivals, withdrawing small groups of EAL students to completed vocabulary loading prior to complex classroom lessons, attending teacher sessions and Professional Learning Communities, providing staff with EAL student data and cross referencing it to other classroom assessments, the EAL Coordinator has continued to support staff to implement the EAL Curriculum.

A significant area of school leadership work has been supporting the EAL Coordinator to build staff capacity in engaging

with families of EAL students in a way that is equitable to those families who are not from a language background other than English. This work has also started to help dispel some misconceptions around learning disabilities, language acquisition and learning difficulties. Alongside the work we complete in referring student with disabilities, we continue to have staff better educated in identifying when learning difficulties are EAL related or more than EAL.

*Students who qualify under the DET Program Student with Disabilities

For Thomastown West Primary School, again COVID-19 did not make a significant impact on the procedures for referrals to the Student Support Services and Program for Students with Disabilities. During 2021, the school was able to embed the processes and referral pathways that were previously developed in 2019, for our students which prioritise early intervention. We seek to consider all referral options for our students and utilise the capacity and expertise of staff and the current intervention programs in place at the school and the Thomastown West Community Hub. Where possible we also consider referrals outside the Student Services Program to include Berry Street, CAHMS, Yarra Me, Foundation House, local pediatricians and tutoring programs.

With clearer referral pathways for students, the current Individual Education Plan Policy has naturally expanded to include a wider range of students. TWPS now has a master list of students who have been identified in any of the following areas below. Student Support Group Meetings were held during 2021 via Zoom.

- PSD funded.
- Diagnosed disability.
- Students with completed speech and language assessments and recommendations.
- Students with completed Cognitive Assessments and recommendations.
- Students who require Behaviour Support Plans.
- Students who require Safety Plans/Education Plans due to trauma and mental health presentations.
- Therapy plans for students accessing NDIS funding.
- *Students who identify as Aboriginal and/or Torres Strait Islander

Due to COVID restrictions, during 2021 we were again unable to welcome elders and community members and artists to the school as we had done in previous years. Remote learning also restricted the engagement of our local Koorie Early Years Centre, Bubup Wilam with events and celebrations through the year, specifically those which recognise Aboriginal and Torres Strait Islander children. Our school council continued to include three women who identify as Aboriginal and or Torres Strait Islander and through this partnership and collaboration, TWPS seeks to find innovative ways to improve outcomes with our local Indigenous communities. Staff's cultural understanding, as well as Koorie student's attendance and learning outcomes, have improved as a result of the Side By Side partnership with Berry Street and VACCA. TWPS aims to access the Koorie Education Support Officer (KESO) in 2022 to build the leadership capacity of our Koorie students.

In 2021 our school was again able to secure significant extra variance funding to support the increasing number of Koorie students who are achieving below in literacy and numeracy benchmarks. Funding has allowed us to continue our Koorie Literacy and Numeracy Intervention Program (KLNP) facilitated by an experienced teacher. As a result of this program, the following was achieved:

- Improved attendance from ATSI families who were sitting on under 80% attendance.
- Regular promotion of Koorie resources (such as, decodable readers about Indigenous stories) to engage Koorie students in their literacy learning growth.
- Increased Koorie student agency and family voices in the planning of NAIDOC week.
- More Koorie students confident to read and present the Acknowledgement of Country at daily classroom 'Morning Circles', school assemblies and special presentations or events.
- Increasing the connection between the local Bubup Wilam Early Learning Centre and the school.
- Sustaining the personal connections between the school and parents through the KLNP teacher.

Engagement

During Remote Learning in 2021, similar to 2021, Thomastown West Primary School had between 60 to 100 students attend onsite each week, as they fit the category of children experiencing vulnerability, as well as a small percentage of

children whose parents were authorised workers. Principal Class, Administration staff, Intervention teachers and Education Support Staff were on-site each day to support individual students wellbeing and learning needs. It should be noted that there was an increase in families electing not to participate in remote learning compared to 2020.

Student attendance continues to be an area of concern for our school and the average number of days absent is significantly high than other Similar Schools and is 8.7% higher than the 2021 State average. It should be noted that student attendance has continued to improve over the last 5 years. As anticipated, participating in the Side by Side program has targeted and supported 8 out of 10 students to improve their attendance in 2021. To address the significant numbers of days absent, the 2021 AIP has continued a focus on student attendance with the plan to implement the Attendance policy and processes that distributes responsibility to all members of staff and aligns with DET policies. This includes:

- Closely monitoring attendance data, in particular unapproved and unexplained absences.
- Utilising the Wellbeing team to support students and families that have a high number of unexplained absences.
- Ongoing Student and Parent Focus Groups.
- Continuing to participate in the Side By Side partnership.
- Acting on student feedback and giving students greater voice and agency in their learning.
- Continuation of the Thomastown West Community Hub programs.
- Using digital communication (Compass, Zoom and ClassDojo) to provide regular updates on student learning programs and to assist with communication with families.

Wellbeing

Thomastown West Primary School successfully expanded the School Wide Positive Behaviour framework to include visible processes linked to our values for students and staff, enhanced our relationships with the introduction of Restorative Practice approaches and recently, incorporated strategies from the Berry Street Model during 2021. The school has successfully sustained our partnership with support agencies such as Foundation House, CMY, The Smith Family, Whittlesea Community Connections, Thriving Minds Counselling. These agencies support the school to assist our children and families, especially refugee families, that have had traumatic experiences. Staff also participated in professional learning that increased their understandings of how to support the social, emotional and behavioural development of support refugee and EAL students, as well as strategies to support their families.

The 4-year average for the Student Attitudes to School survey results indicate that the Sense of Connectedness for Years 4-6 students are above the State average. When targeting and comparing the specific 2021 results, our school data for Sense of Connectedness, falls slightly below Similar Schools and the State average by less than 3%. The Management of Bully data falls slightly below Similar Schools and the State average by less than 6%. There is evidence of the steady improvement of students sense of belonging and teacher-student relations. This can be located on DET's Panorama dashboard, which indicates that the positive responses for 'Trust between teachers and students/families' from 2017 to 2021 have doubled in the School Staff Survey and the 'teacher-student relation' categories of 'effort and concern' in the Students Attitudes to School Student Survey, illustrate the percentages of endorsement are at and above State results.

During 2021, progress was made in the development of whole-school documentation for student engagement and wellbeing processes and programs at Thomastown West Primary School. The following documents were developed through the work of both the Wellbeing Team and Inquiry Teams, with the support of the Mental Health and Wellbeing Coordinator and Leading Teacher. During 2022, the documentation listed below will be shared with students and trialled by staff.

*Student Agency scope and sequence

*Morning Circle with agency process

*Draft Student Engagement, Wellbeing and Inclusion scope and sequence

*Draft Student Engagement, Wellbeing and Inclusion programs at TWPS document.

Finance performance and position

Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were well informed of the school's financial position by the regular provision of the Finance Reports to facilitate their monitoring of the school's finances. During 2021, the \$300000.00 school funded building works scheduled for 2020, were finally installed and the shelters significantly enhanced our school grounds, providing much needed shade during learning and play times. Consequently in 2021, Thomastown West Primary School also achieved SunSmart accreditation.

Thomastown West Primary School recorded a considerable surplus at the conclusion of 2021.

*The reasons for the school's surplus includes:

- As a result of COVID19 and remote learning, other than the Administration, program budget spending was minimal.
- Changes in staffing, such as Acting leadership positions as a result of family leave and staff taking personal leave and Classroom Level 2 teachers being replaced with graduates. In Term 2 2022, Thomastown West Primary School will be making a significant cash to credit transfer to ensure there is adequate funding for the 2022 school staffing.

*These funds had been intentionally set aside for staffing and Teaching/Learning programs in 2022. Lack of international travel due to Covid19 has also impacted our enrolments. It should also be noted that student enrolments have declined approximately 23% since 2019, however our school's staffing profile continues to be predominantly Classroom Level 2 teachers.

Thomastown West Primary School Council has continued its' Hire Agreement with 'Dog Solutions' who utilise the school grounds outside of school hours for dog training and obedience classes.

For more detailed information regarding our school please visit our website at

<https://www.thomwestps.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 292 students were enrolled at this school in 2021, 128 female and 164 male.

54 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

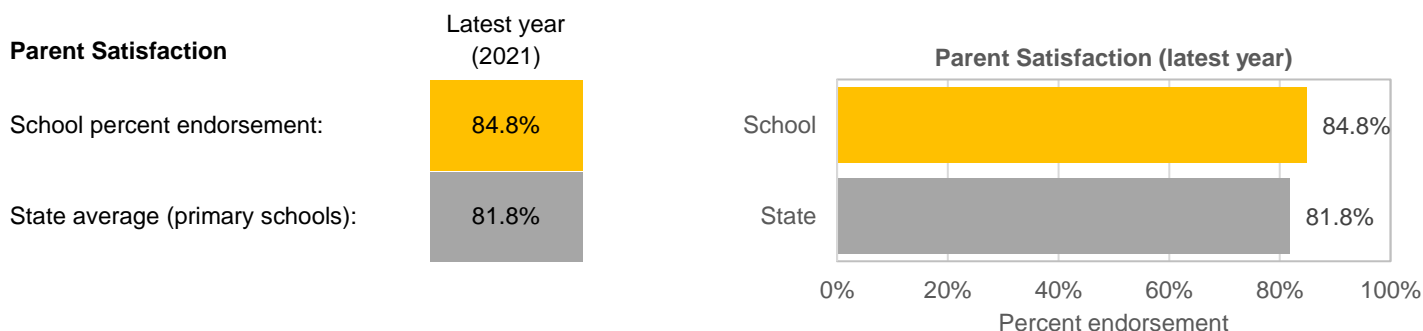
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

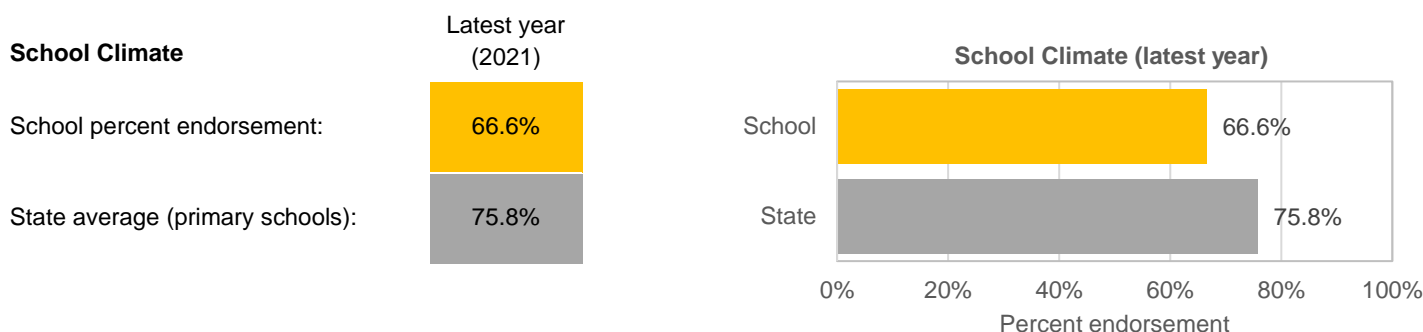


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

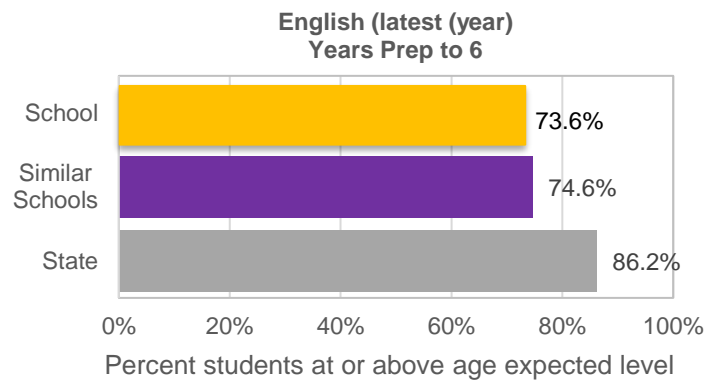
73.6%

Similar Schools average:

74.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

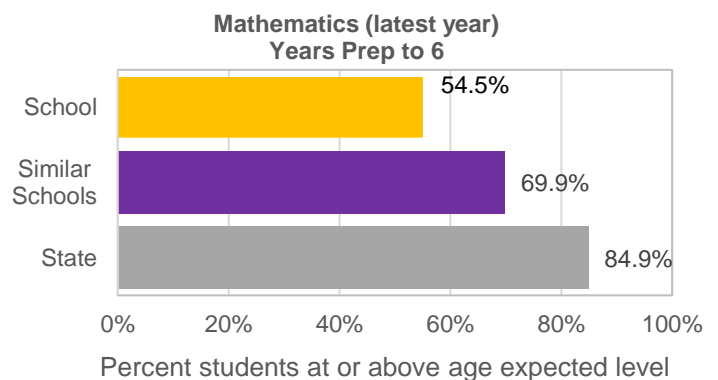
54.5%

Similar Schools average:

69.9%

State average:

84.9%



ACHIEVEMENT (continued)

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

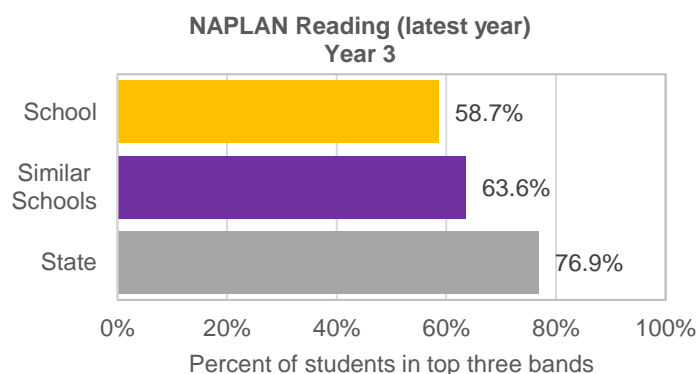
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

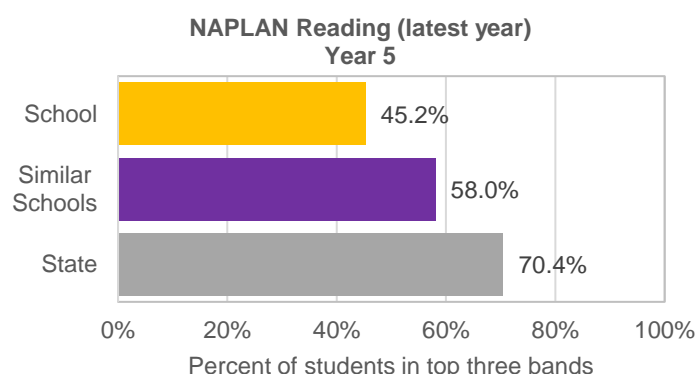
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.7%	56.9%
Similar Schools average:	63.6%	63.5%
State average:	76.9%	76.5%



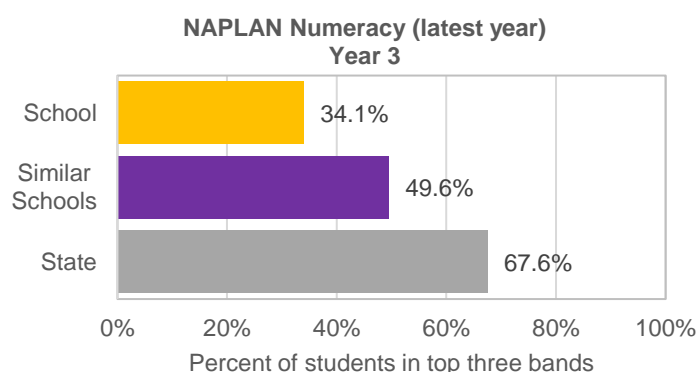
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.2%	48.5%
Similar Schools average:	58.0%	52.6%
State average:	70.4%	67.7%



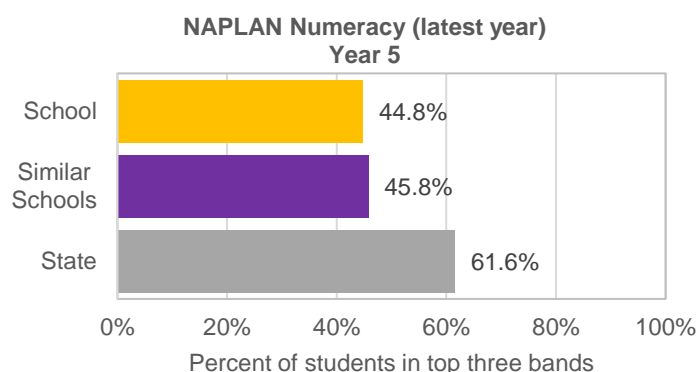
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	34.1%	50.0%
Similar Schools average:	49.6%	51.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.8%	42.5%
Similar Schools average:	45.8%	43.5%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

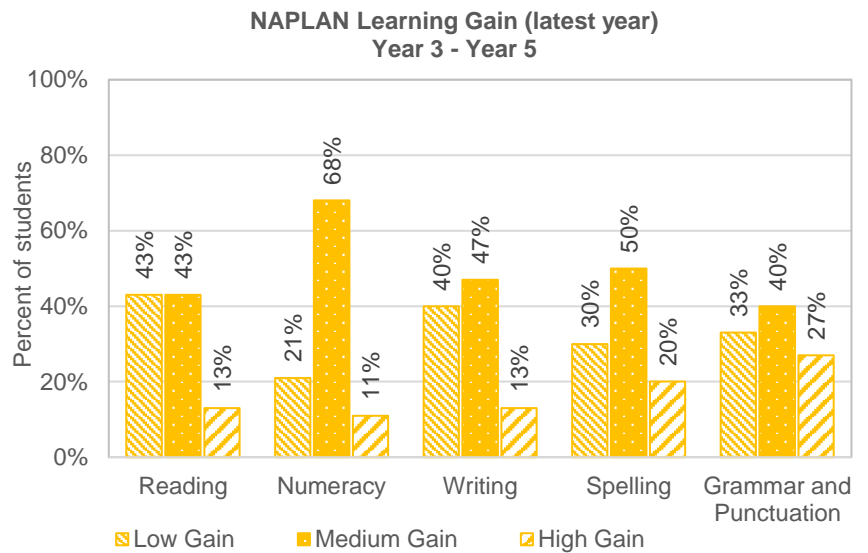
NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	43%	43%	13%	19%
Numeracy:	21%	68%	11%	23%
Writing:	40%	47%	13%	24%
Spelling:	30%	50%	20%	30%
Grammar and Punctuation:	33%	40%	27%	23%

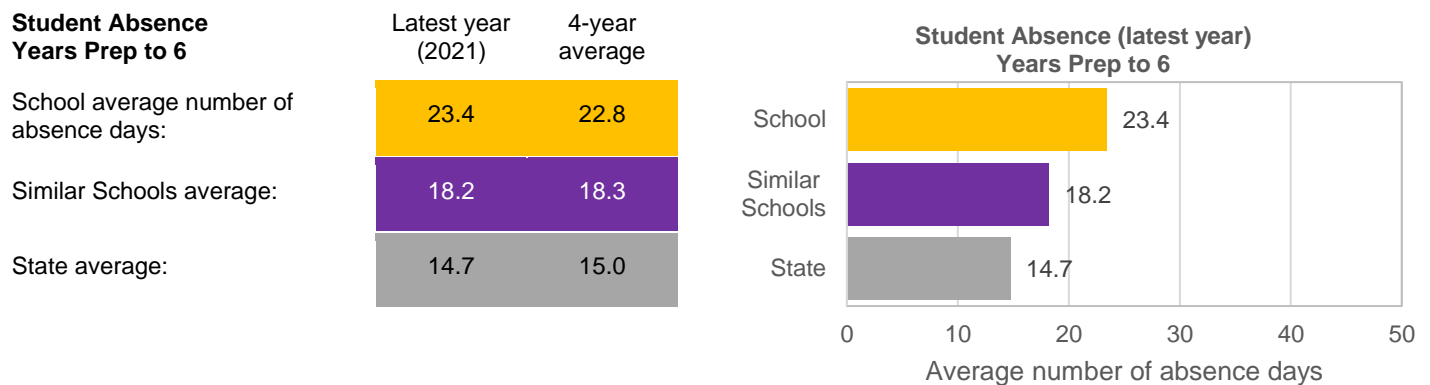


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	84%	88%	88%	86%	90%	91%	91%

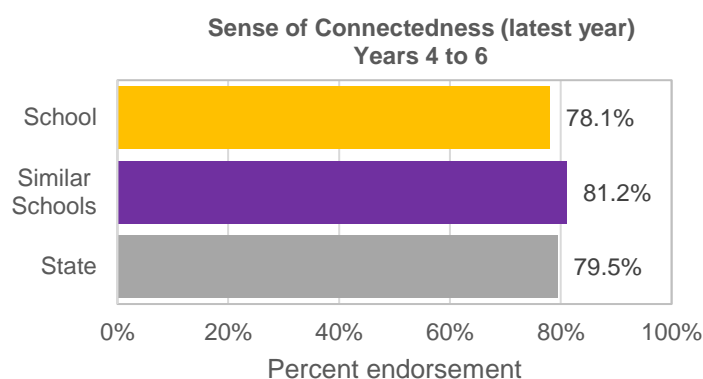
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.1%	81.0%
Similar Schools average:	81.2%	82.4%
State average:	79.5%	80.4%

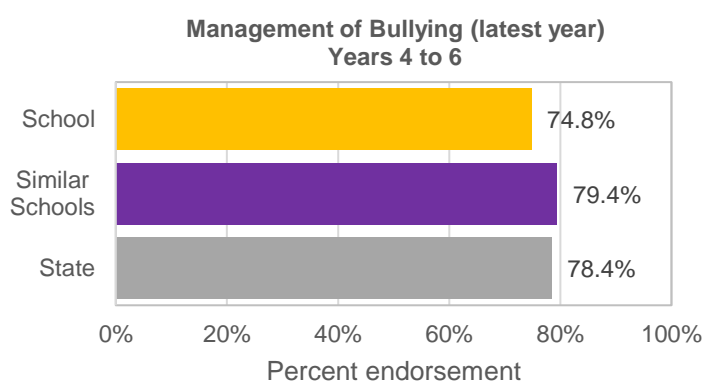


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.8%	78.6%
Similar Schools average:	79.4%	80.2%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,528,952
Government Provided DET Grants	\$702,507
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$14,162
Locally Raised Funds	\$76,623
Capital Grants	\$0
Total Operating Revenue	\$4,322,244

Equity ¹	Actual
Equity (Social Disadvantage)	\$812,897
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$812,897

Expenditure	Actual
Student Resource Package ²	\$3,456,493
Adjustments	\$0
Books & Publications	\$3,780
Camps/Excursions/Activities	\$22,915
Communication Costs	\$8,226
Consumables	\$91,394
Miscellaneous Expense ³	\$22,562
Professional Development	\$5,964
Equipment/Maintenance/Hire	\$100,098
Property Services	\$329,683
Salaries & Allowances ⁴	\$358,562
Support Services	\$34,574
Trading & Fundraising	\$5,461
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,317
Total Operating Expenditure	\$4,472,028
Net Operating Surplus/-Deficit	(\$149,783)
Asset Acquisitions	\$0

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

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$386,740
Official Account	\$2,593
Other Accounts	\$0
Total Funds Available	\$389,333

Financial Commitments	Actual
Operating Reserve	\$115,640
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$270,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$435,640

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.