

# 2020 Annual Report to The School Community



School Name: Dromana Primary School (0184)



- 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 26 April 2021 at 11:54 AM by Andrew Haley (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 26 April 2021 at 12:05 PM by Adam Davey (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

Dromana Primary School, located in Dromana Victoria has served the communities of McCrae, Safety Beach and Dromana for over 150 years since its establishment in 1861. It is located at the foot of Red Hill and Arthur's Seat, less than one kilometre from the Dromana foreshore. The school motto, 'Proud of the past, looking to the future...' resonates strongly within the community with many attending students following in the footsteps of their parents and grandparents. The strength of the school within the community is testament to its history and also the high-quality education it continues to provide to its students.

Our mission at Dromana Primary School is that all staff support the academic, social and emotional development of our students to enable them to reach their fullest potential. Our vision of the school is that 'Dromana Primary School wants our students to be engaged, supported and involved in a safe, caring and respectful community. We want to challenge students to be self-motivated, lifelong learners so that they can attain their fullest potential.'

In the area of Literacy our students are taught to develop lifelong habits of reading and writing. We encourage our students to work collaboratively and independently. We implement the 'Workshop Model' in reading and writing to model to students the "I do, We do, You do". The 'Workshop Model' incorporates some of the High Impact Teaching Strategies which provide students with evidence-based teaching strategies. The programs which are used to support student learning in Literacy are SoundWaves Spelling program, Little Learners Love Literacy and VCOP. In the area of Numeracy students are taught all aspects of Numeracy during daily lessons where we follow the four part lesson structure of Number Fluency, Launch, Discovery and Summary. Our instructional models support teaching and learning which allows for greater differentiation and targeted teaching.

In 2020, the school values and vision continued to underpin the teaching and learning at Dromana Primary School. The values of Respect, Responsibility and Resilience provided the structure for the school's behaviour expectations, a guide to help students know how to conduct themselves at school. The social and emotional development of students was enhanced by the continued implementation of School Wide Positive Behaviour Supports (SWPBS) and the teaching of Resilience, Rights and Respectful Relationships. The teaching and learning opportunities planned for, and offered by, the teachers set to uphold the vision of the school. The extensive specialist program offered in 2020 was a highlight for many students with dedicated teachers in Visual Arts, Performing Arts, Coding and Robotics, Science and Aboriginal Studies, Japanese and Physical Education using their specialist expertise to teach and engage our students. In Term One, the students took part in Science and Aboriginal Studies lessons at the school's Boat Shed, located on the Dromana foreshore. The Boat Shed, unique to Dromana Primary School, fosters the natural inquiry process by fully immersing students in the local and natural environment.

In 2020, the school's enrolment was 517 students in 22 classes. This number was down from the previous year where we had 565 students in 23 classes. Four percent of the students were Aboriginal and Torres Strait Islander and very low numbers of students were learning English as an Additional Language (EAL). The school in 2020 was staffed by 1 Principal, 2 Assistant Principals, 2 Learning Specialists, 31 teachers, 16 education support staff and a business manager. The Student Family Occupation and Education index (SFOE) changed from 2019 to 2020 where we moved from low-medium range (0.4306) when compared to other schools across Victoria, to now classified as being in the medium range (0.4241). The SFOE figure is derived from taking into account parent occupation and level of education. The SFOE of the school influences the allocation of additional funding and allows for comparisons between similar schools. Comparisons are often made to help schools gauge their progress in areas of academic performance (NAPLAN), attendance data and the Students Attitude to School Survey (AToSS). It is important to note that we are now compared to schools who are also in the medium range.

### Framework for Improving Student Outcomes (FISO)

In 2020, Dromana Primary School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence. This included:

- Build the capacity of teachers to use data to plan effective lessons for students.
- Build teacher skills and knowledge in curriculum content.

To support implementation of these KIS, the biggest impact we as a school had on building data literacy was through embarking on our journey as becoming a Professional Learning Community with a focus on learning, a collaborative culture and collective responsibility and a results orientation. After returning from the first Remote and Flexible Learning in Semester One, staff worked incredibly hard within a 3 week period prior to the end of Term 2 to capture summative and benchmark data through the use of school wide testing measures and programs such as the Progressive Achievement Test (PAT) in both Literacy and Numeracy to determine the 'current reality' of our students. This enabled all year level teams to collaboratively set SMART goals (Strategic, Measurable, Attainable, Realistic and Targeted) around reading, writing as well as mathematics for the second semester. These goals were seen as each team's long term goals (Foundation – Year 6). To complement each team's long term SMART goals, learning cycles were introduced as a way of measuring our impact and tracking the learning of key concepts so that we could adjust our planning and teaching according to the needs of the students. This saw the creation of Common Formative Assessment Tasks (CFATs) designed by our level teams around the key concepts identified in the Victorian Curriculum for our units of work within the area of mathematics.

Despite heading back into Remote and Flexible learning for the commencement of the second semester, staff had made a commitment to use student data to improve learning and improve teaching and hence it drove our weekly collaborative planning sessions whilst on Remote and Flexible Learning as well as when we returned to onsite learning. Initial implementation of the learning cycles during Remote and Flexible Learning saw huge gains in formative assessment practises from staff as we delivered assessment tasks remotely and via video conferencing opportunities. Collaborative planning for all teams was prioritised and shifted away from the organisational and operational conversations of the classroom and moved to targeted planning by identifying 'what is going on for the learner'. These collaborative planning sessions were facilitated by a 'knowledgeable other' such as our Assistant Principal to assist in the consistency of using a data protocol to drive conversations around the learning. At the end of each learning cycle a post Common Formative Assessment Task was administered to measure our impact as educators as well as identify what extra time and support was required for those students who are yet to demonstrate proficiency. Through using post cycle data, teams were able to discuss successes in practice as well as explore further opportunities for improvement through use of resources such as the High Impact Teaching Strategies.

Building teacher skills and knowledge in curriculum content was increased throughout the Professional Learning Community journey. The collaborative nature of a Professional Learning Community ensured that collaborative teams (English, Mathematics, Wellbeing as well as Year Level) were always data informed regarding our students and it was data that drove conversations for learning for both our students as well as learning for our teachers. A strong example of this in 2020 can be seen in mathematics where Year Level teams unpacked the Victorian Curriculum to create regular Common Formative Assessment Tasks whilst the Mathematics Collaborative Team identified the 'discovery' phase of our instructional model as an area to build teacher capacity through differentiation. This led to the implementation of a school wide resource in 'Top 10 Maths' and relative training and learning in implementing open ended learning activities at point of need for each lesson.

Due to the interrupted year, our peer observations to also build teacher skills and capacity were unable to be fully implemented however observations were able to be implemented remotely during video conferencing sessions amongst year levels as well as 'learning walks' through classrooms in Term 4 in order to provide our level leaders and staff with feedback on inconsistencies within our instructional models.

In 2021 we will continue to focus our efforts on working towards becoming a thriving Professional Learning Community and will focus on continuing to:

- Build the capacity of teachers to use data to plan effective lessons for students.
- Build teacher skills and knowledge in curriculum content.

## Achievement

Certainly a highlight of the 2020 year was the adaptability of our students, families and teachers as we saw half of the year's learning take place via Remote and Flexible Learning. The support of families to create time and space for learning to be prioritised was fantastic and we congratulate our community on their commitment to education and learning during such challenging times.

As a staff, a commitment to learning and adapting was outstanding through the implementation of virtual tutorials, lesson videos, whole, small and individual video conferencing sessions as well as differentiated learning activities throughout Remote and Flexible Learning. A particular highlight from Remote and Flexible Learning was our increased communication with families around learning achievement and support and it has been something that we have taken further moving into 2021 with a deeper dive into students requiring Individual Education Plans if they are 12 months below or above the expected level in their learning.

Special supports (both academically as well as social and emotional) were resourced and implemented via our Education Support Staff, as well as classroom teachers, for all Program for Students with Disabilities (PSD) funded students where daily individual sessions took place via video conferencing or telephone calls throughout Remote and Flexible Learning. Also our vulnerable families were included in this additional support during the challenging conditions COVID-19 placed on our community. In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student, however with the interrupted learning that 2020 did bring, a higher percentage of students were unable to demonstrate the expected 12 months growth when compared back to previous results of 2019.

In Reading and Viewing there was an average of 53.5% of students school wide who were able to demonstrate 12 months or above learning growth whilst 46.5% of students were unable to make the expected 12 months growth. In terms of the teacher judgement scores our Reading and Viewing results demonstrate that 84% of our students are still performing at or above the expected level.

Writing in terms of expected growth seems to have been affected during the 2020 academic year, mainly in the early years which has affected the whole school overall growth average. In writing there was an average of 49.4% of students school wide who were able to demonstrate 12 months or above learning growth whilst 50.6% of students were unable to make the expected 12 months growth. In terms of the teacher judgement scores our Writing results demonstrate that 80% of our students are still at or above the expected level.

In Mathematics (Number & Algebra) an average of 61% of students school wide were able to demonstrate 12 months or above learning growth whilst 39% of students unable to make the expected 12 months growth. We believe that we as a school had the most learning growth in Mathematics during both Remote and Flexible learning due to the implementation of learning cycles as well as targeted conferencing of concepts in our video sessions and small group work when back at onsite learning. In terms of the teacher judgement scores our Number & Algebra results demonstrate that 87% of our students are at or above the expected level. In other areas of Mathematics, teacher judgement scores in Measurement and Geometry results demonstrate that 90% of our students are at or above the expected level. Whilst in Statistics and Probability, results demonstrate that 92% of our students are at or above the expected level.

In terms of future directions, our learnings around the importance of being a professional learning community will be paramount in attending to the learning needs of our students whilst increasing our collective efficacy through collaboration. To continue to be data driven and build upon our success in improvements of mathematics, we look to further support the literacy needs of our students as we implement formative assessments to assist in targeted learning.

In 2021 we look forward to implementing the tutor program which will provide further support for our students who did not make as much progress as we would have liked in 2020.

## Engagement

Being that 2020 was quite a disrupted year, due to Covid, families and children participated extremely well through remote learning programs and when possible to be on-site. There were a minimal amount of absences due to family

holidays or travel nor being able to take place, particularly interstate and overseas. Student attendance at Dromana Primary School is now indicating that the average absence rate for students, Foundation to Year 6 in 2020, was well below the state median. Throughout Term Four Dromana Primary School continued to work with families to encourage students to be at school and on time. Attendance continued to be marked by 9:15am. Global messaging to parents occurs each day when a student is absent, which then prompts parents to log onto COMPASS to indicate the reason for the absence. Letters to families are distributed each term reminding them to log all absences. This continues to have a very positive impact on the number of unexplained absences. If there have been three days of consecutive, unexplained absences, the classroom teacher makes contact with the parents/carers. Where absences are of concern due to their nature or frequency, the Assistant Principal is advised and will then follow up with the families. Through a variety of platforms i.e. School Newsletter, COMPASS, we communicate with parents the importance of being at school and not arriving late, due to the impact it has on their child's learning. Dromana Primary School also supported student engagement in transitioning back to on-site learning through high levels of parent/family communication, access to a school employed psychologist and outside agencies for psychology, intensive speech therapy and IEP's.

Dromana Primary School places a strong emphasis on student engagement. This is achieved by developing a culture where positive relationships with all stakeholders are seen as an integral component of our school. From forming meaningful relationships with our students, parents and wider community, to allocating time at the beginning of each school year where students participate in two weeks of planned activities that are designed to allow students to get to know each other, setting clear expectations for the year and much more, this builds students' connectedness to their school, their classroom, their teachers and their peers. As a school we work to ensure that Dromana Primary School is a place where students want to come to each day.

The student attitude to school survey shows that Dromana Primary School students are engaged and connected to their school. 80% of students, in Years 4 to 6, responded positively to their sense of connectedness, this is very similar to the state average of 79%. The school is proud of the programs that support students in building resilience, responsibility and social capacity with each classroom continuing with Zones of Regulation and School Wide Positive Behaviours (SWPBS).

Students continue to be active participants in their own learning through setting learning intentions and success criteria and our staff continue to offer a comprehensive and meaningful curriculum where students are encouraged to be competent learners and problem solvers. Our teachers continue to create a range of opportunities for their students to engage in classroom activities by catering for the diverse learning needs of students. A positive learning environment exists across the school which is due to our caring and dedicated team. Tracking students throughout remote learning was especially important and several strategies were put in place to ensure we remained connected with students and their families.

In 2021 we will continue to assure students attend school, particularly through continuing the keep the relationships with students, parents and the school community. For continuity across the school the Wellbeing team will co-ordinate lessons for the first two weeks of school year to build students' connectedness to their school, their classroom, their teachers and their peers. There will be a focus on community events to help our families feel welcome to being back on-site, such as a Sports Expo Afternoon, Family Fun Night, Foundation Welcome BBQ evening, Easter Bonnet Parade, Book Week Dress-Up etc.

## Wellbeing

The wellbeing of all of our students continues to be a priority in our school and we are proud of the way our staff and students embrace all opportunities provided to them, particularly through the challenges of 2020. A School Counsellor and Assistant Principal in the area of Student Wellbeing ensure a proactive approach was taken in regards to student wellbeing.

Dromana Primary School has strengthened the social and emotional wellbeing of students through an ongoing whole school approach, particularly using the School Wide Positive Behaviour Strategies (SWPBS). Our whole SWPBS school program continues to be embedded throughout the school from Foundation to Year 6, ensuring a common approach and language is used in the development of social and emotional capabilities.

Dromana Primary School engages with students, parents/carers and community health specialists to plan, evaluate and improve students' wellbeing. Health and wellbeing supports such as engaging with School Support Officers, Visiting Teacher Services and external experts. During remote learning classroom teachers were timetabled to call or Web-Ex families, specialist and educational support staff were timetabled to call students / families regularly to check-in and offer support and / or tutoring where required. The specialist and educational support staff offered continued ongoing communication with families and students that identified as requiring extra support and / or tutoring in the current climate. Staff emails were provided as an additional form of communication. Support also included principals and the school counsellor dropping off food supplies to families that required assistance, with supplies provided by Foodbank Victoria. In doing so, staff reported an increase in student and teacher connection. Families were also provided with the opportunity of accessing laptops through the school if required. If the family did not have a printer, hard copies of the work was also made available to them.

The Assistant Principal would contact families and provide information through the school newsletter about resources such as webinars, flyers and readings to support mental health and wellbeing. To support student learning, many students have an Individual Education Plan (IEP) which ensure that they are supported and extended in their academic, social and behavioural goals. A differentiated curriculum is provided for all of our students, focusing on the relative growth in their learning. 2020 was a very different year and as with everything else, our focus continued to shift across the year depending on need.

Junior School Council continued to run during remote learning through fortnightly Web-Ex meetings with the opportunity for student feedback and to share ideas and suggestions to help improve Dromana Primary School. Through a Junior School initiative Wellbeing activities were also incorporated into the remote learning curriculum, which incorporated a 'Wellbeing Fun Friday' focus providing families the opportunity to work together on selected activities of their choice, such as Ninja Warrior Day, Footy Day, Cooking Day, Science day. This was well received by families, students and staff.

Our fortnightly Whole School Assemblies remain a forum for student voice with Year 6 student leaders taking an active role in hosting these. During the Covid period, Year 6 student leaders used online platforms to deliver the assembly remotely to all classrooms and to families at home. When students returned on-site there was a large emphasis on lunchtime clubs to assist children in feeling connected to the school, the teachers and other students through fun and informal. Unfortunately due to restrictions it was difficult for the Foundation and Year 6 buddies program to run successfully so in 2021 the Year One students will have a Year Six buddy for continued support.

Our Kinder to Foundation transition program as well as Year 6 - Year 7 programs continue to be a priority for all students and families, however these were impacted by Covid restrictions in 2020. Some programs like Kinect-2-Dance ran remotely to assist the children's wellbeing. Our school's professional collaboration throughout remote learning continued to be a highlight as all teams met weekly online and continued with the detailed meeting proforma with minutes available to all staff.

In 2021 Dromana Primary School will prioritise the teaching of the Respectful Relationships program to ensure social and emotional health are taught explicitly and integrated across the curriculum from Foundation to Year 6. Also in 2021 Dromana Primary School will continue to build community partnerships by strengthening high levels of student advocacy. We will build a strong relationship with Mornington Peninsula Council Youth Services to embed programs and strategies to empower our students and build student agency and student voice. Such programs will be held during Wednesday lunchtimes facilitated by youth Workers, MPower Girls Program for selected year 5 and 6 girls, The Fathering Project, Resilient PLAY, etc. Selected staff members will be participating in the Berry Street Educational Model Training.

All year levels will implement the supplied lessons designed by the Wellbeing team for the first two weeks of 2021 to begin school. The focus for the first two weeks will be on building connections between students, teachers and the school, whilst setting the tone for a positive and collaborative start to the school year. Behavioural expectations will be set and our school values of Respect, Resilience and Responsibility will be revisited as to what these traits would look like and sound like in our classroom and playground. In 2021 we will work in partnership with our families to build strong, supportive relationships and this creates a sense of belonging and engagement.

### **Financial performance and position**

Dromana Primary School has been able to maintain a sound financial position throughout 2020. The 2018-2021 School Strategic Plan, and the 2020 Annual Implementation Plan, continued to provide the framework for School Council to allocate and oversee funds used to implement and support school programs and the teaching and learning priorities. The Financial Performance and Position report showed an end of 2020 net operating surplus of \$197,667. This surplus occurred through sound budget management and through additional funds such as fundraising donations and grants. In 2020, Dromana Primary School received \$253,967 in equity funding to support students at a social disadvantage. Some of these funds were used to fund a second Assistant Principal at the school who is directly responsible for overseeing student wellbeing. The equity funding was also used in part to support the allocation of part time school counsellor, and the implementation of a targeted Literacy Intervention program including staffing and resourcing. In 2020 Dromana Primary School saw its enrolments drop from 565 in 2019 to 517 in 2020. In response to the reduction of students, the number of classes dropped from 23 to 22. Other staffing decisions were made throughout 2020 to address the over staffing across the school. As a result the end of 2020 saw an overspend of \$142,105 in our staffing budgets. Further work will need to be undertaken in this area if enrolments continue to reduce any further. Enrolment numbers for 2021 indicate that this trend will continue for the foreseeable future as we currently have 492 students enrolment for 2021.

In 2020 Dromana Primary School entered into an agreement with Their Care to be the providers of our Before and After School Care Program.

**For more detailed information regarding our school please visit our website at**  
<https://dromanaps.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 517 students were enrolled at this school in 2020, 256 female and 261 male.

NDP percent of students had English as an additional language and 4 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.

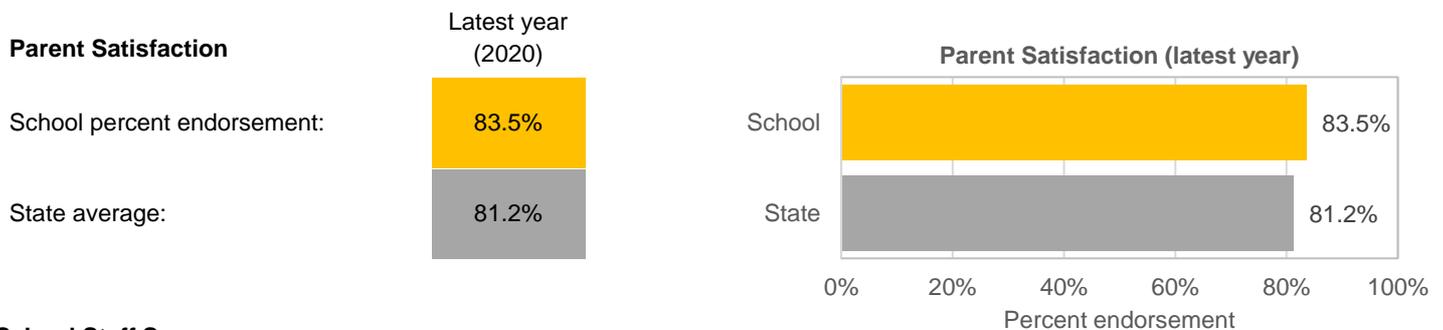
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

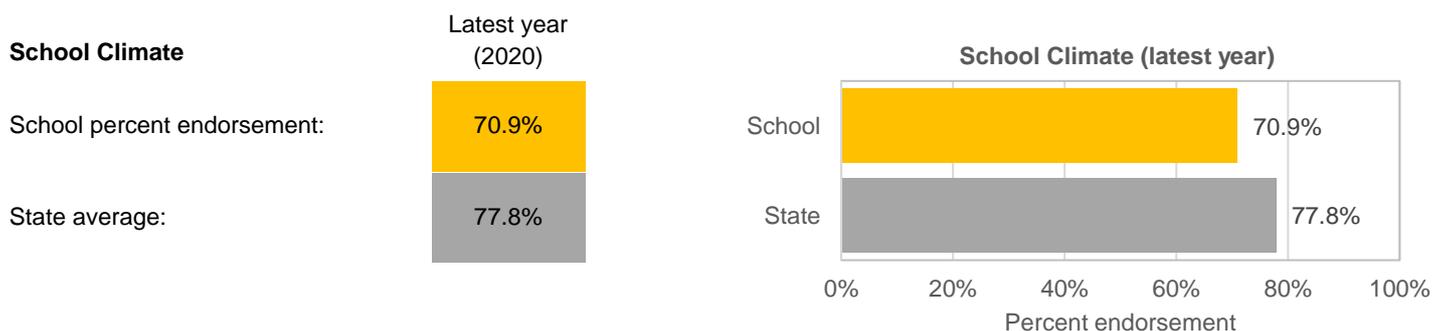


### School Staff Survey

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:

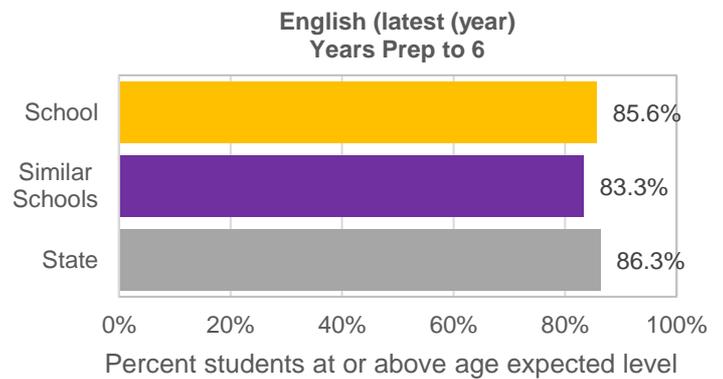
85.6%

Similar Schools average:

83.3%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

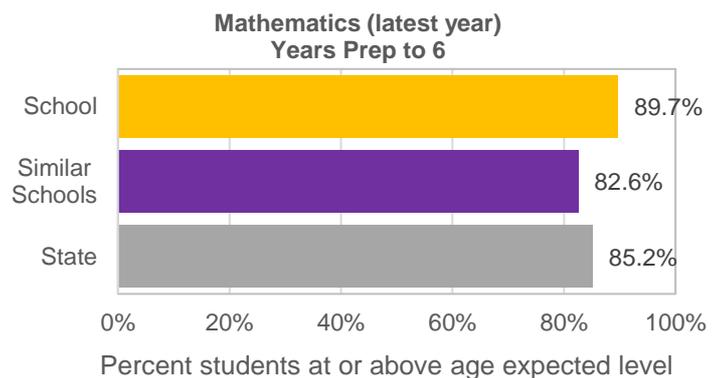
89.7%

Similar Schools average:

82.6%

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

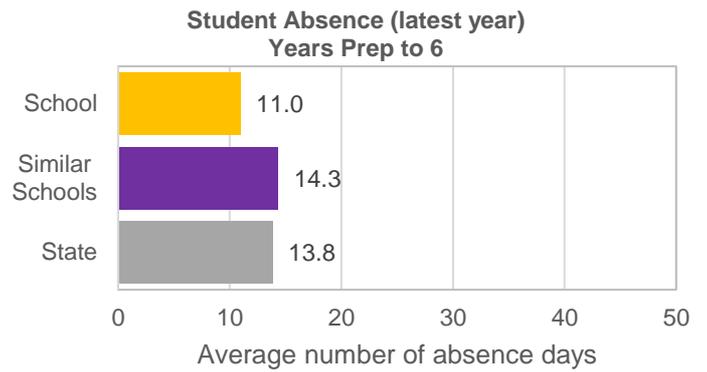
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	11.0	16.7
Similar Schools average:	14.3	15.4
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):	95%	94%	94%	95%	94%	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.

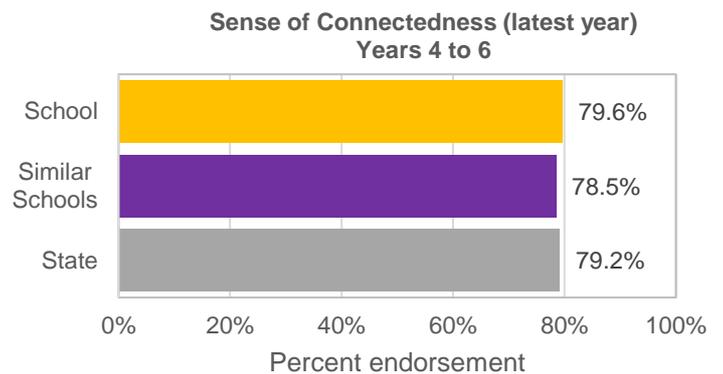
### Student Attitudes to School – Sense of Connectedness

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:	79.6%	86.9%
Similar Schools average:	78.5%	80.0%
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.*

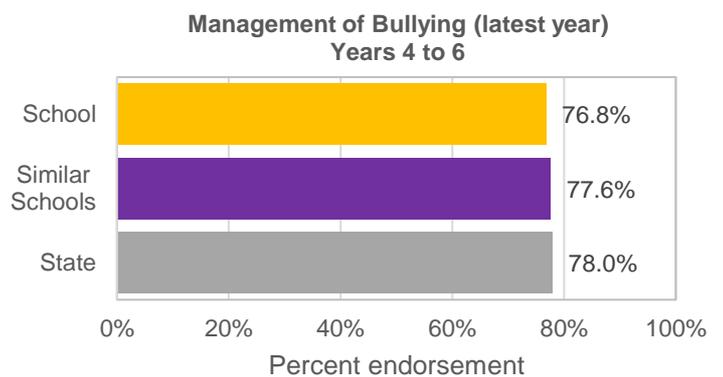
### Student Attitudes to School – Management of Bullying

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:	76.8%	85.0%
Similar Schools average:	77.6%	80.1%
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	\$4,185,837
Government Provided DET Grants	\$711,316
Government Grants Commonwealth	\$2,850
Government Grants State	NDA
Revenue Other	\$27,899
Locally Raised Funds	\$118,718
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,046,620</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$253,967
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$253,967</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,379,440
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$28,215
Communication Costs	\$5,149
Consumables	\$76,940
Miscellaneous Expense <sup>3</sup>	\$13,932
Professional Development	\$8,176
Equipment/Maintenance/Hire	\$40,705
Property Services	\$127,273
Salaries & Allowances <sup>4</sup>	\$92,483
Support Services	\$23,819
Trading & Fundraising	\$11,554
Motor Vehicle Expenses	\$5,363
Travel & Subsistence	NDA
Utilities	\$35,905
<b>Total Operating Expenditure</b>	<b>\$4,848,953</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$197,667</b>
<b>Asset Acquisitions</b>	<b>NDA</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	\$440,671
Official Account	\$30,389
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$471,060</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$72,214
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$224,294
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$12,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$53,754
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$362,262</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.*