

# 2021 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 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 29 April 2022 at 12:24 PM by Andrew Haley (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 04 May 2022 at 12:57 PM by Adam Davey (School Council President)

## How to read the Annual Report

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### 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.

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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).

#### **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.

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### 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)

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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.

'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 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

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### School context

Dromana Primary School, located in Dromana Victoria has served the communities of McCrae, Safety Beach and Dromana for over 160 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 school's vision is '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 2021 our school continued to embed the Professional Learning Communities (PLC) philosophy right throughout the school with a heavy focus on implementing the three big ideas of a PLC, a focus on learning, collaboration and results. Teachers collaborated in year level teams to conduct collective inquiry into improving students results in all areas.

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 Readers and Writers Workshop where the gradual release of responsibility model of instruction supports the students through the 'I do, we do, you do' phases of the model. The 'Workshop Model' incorporates the High Impact Teaching Strategies which provide students with evidence-based teaching strategies. The programs which are used to support student learning in Literacy include the phonic based programs of SoundWaves as well as Little Learners Love Literacy and also the VCOP writing program. 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. In 2021, our school utilised 'Top Ten Maths' as a major resource to assist in increasing more 'hands on learning' experiences for our students when solving problems or forming understandings around new concepts. Our instructional models are embedded across the school and support teaching and learning which allows for greater differentiation and targeted teaching.

In 2021, the school values and vision continued to underpin 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 2021 included 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. Throughout the school year students regularly 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 2021, the school's enrolment was 492 students across 20 classes. This number was down from the previous year where we had 517 students in 22 classes. Three percent of our students were Aboriginal and Torres Strait Islander and very low numbers of students were learning English as an Additional Language (EAL). The school in 2021 was staffed by 1 Principal, 2 Assistant Principals, 2 Learning Specialists, 30 teachers, 9 education support staff and a business manager. The Student Family Occupation and Education index (SFOE) is classified as being in the medium range (0.4315). 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). The SFOE has continued to rise in both 2020 and 2021 and has moved from the low-medium category to medium.

Towards the end of 2020 our school was allocated funding for capital works to accommodate an additional 200 students. The master plan was developed throughout 2021. This project will see the removal of 4 portables and a new double storey building constructed with 8 classrooms and a STEM centre. Works are due to commence in April 2022 with completion targeted for April 2023.

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## Framework for Improving Student Outcomes (FISO)

In 2021, Dromana Primary School's AIP focused on the implementation of three key improvement strategies. These included:

### 1. Learning, catch-up and extension priority

- Embed Professional Learning Community structures and practices across the school to improve student learning outcomes.
- Develop the data literacy of all staff to improve our ability to identify and respond to individual student needs.

### 2. Happy, active and healthy kids priority

- Refine and embed our whole school approach to student wellbeing from Foundation to Year Six.

### 3. Connected schools priority

- Strengthen the relationships between the school and our parents/carers/kin and other community members.

These three key improvement strategies were implemented system wide to better support our students on the back of interruptions that occurred throughout 2020 due to COVID-19. Whilst there were a number of adjustments we needed to make throughout 2021 due to the impact the global pandemic had on our school, we are proud of the progress we made during the course of the year.

#### Learning, catch-up and extension priority

Throughout 2021 we prioritised the development of our area leaders so that they could take greater ownership of the implementation of teaching and learning programs in the areas they led. Our area leaders are now confident in leading the weekly collaborative meetings where the focus is on student learning and the continued improvement of teaching. We used the support of a PLC Instructional coach to further support our learnings in this area. The coach attended collaborative meetings and provided feedback to our area leaders. The coach also provided regular professional development to our area leaders. Teachers across the school are now more confident in implementing our instructional models in a consistent way from Foundation to Year Six. This was led by our two curriculum learning specialists who delivered consistent, regular professional development throughout each term. As a leadership team we observed the instructional models in practice during our regular learning walks. Throughout 2021 we increased our focus on the needs of individual students. This evolved into 'Entry Points' being planned for, as well as delivered for all our students in each of our teaching and learning sessions. Our entry points were three various levels where students could select the entry point that best suited their current learning needs. Whilst more work is needed in this area, there were some good steps in terms of implementation across the whole school. Staff also began to use the SPA platform to track the progress of the students in their cohort. This improved our ability to include differentiation into our daily lessons and target learning to the needs of students.

#### Happy, active and healthy kids priority

In 2021 we implemented a number of strategies to better support our students both socially and emotionally. Selected staff were trained as part of the highly regarded Berry Street training. From this training all staff began to start each and

every day with Circle Time (as per the Berry Street Model). This was introduced in the second semester with staff receiving Professional Learning from our school's Wellbeing Team. After circle time each class would then run through the 'Flow of the Day'. This has been a major focus right across the school, where the flow of each and everyday is visible and explained to the class so that all students are aware of the day ahead and what is expected from them.

As part of our work on SWBPS, the Might Merit Shop continued to run throughout 2021. We continued to use the token economy outlined in the School Wide Positive Behaviour Supports (SWPBS) to reward positive behaviour. The program has been redesigned to reward students after receiving 10 positive behaviour acknowledgements to select an item from the Might Merit shop. Any shop visitors also receive an acknowledgement through a personalised message on Compass that generates an email to parents regarding the student's positive behaviours.

With year levels needing to adapt to delivering the curriculum via Webex at times throughout 2021, we became better at having the individual, and small group check ins during Remote and Flexible Learning. This was a powerful way for teachers to build strong connections not only with their students but also with families. This continued when students returned to onsite learning, with staff calling parents more frequently to communicate academic as well as social and emotional behaviours, and to discuss supports and strategies together in a more open way. In 2021 we employed a school chaplain who was a fully qualified counsellor who provided further support for our students and families throughout the year. The school chaplain was a great support for families as we all needed to adapt to the various situations the global pandemic presented to us all.

In 2021 we continued to improve the way Individual Education Plans were developed, implemented, monitored and reviewed. There was more rigor around updating, communicating and collaborating around a student's Individual Education Plan. This was supported through the timetabling of dedicated meetings to support our work in this area. Student Support Group meetings occurred regularly to support our students who were deemed being 'at risk', this included our Program for Students with Disabilities (PSD) funded students as well as out of home care students. Supporting this process through CRT funding to ensure all stakeholders were able to contribute to framing the support for our most at risk students has been essential. This work was led by our Acting Assistant Principal. For our students who needed more structure for their behaviour, we developed Behaviour Support Plans. These we formed using a team approach. Having a team approach to develop our behaviour support plans has been essential in better supporting students and staff. We worked with Student Support Staff (DET), allied health as well as experts within the Department such as the SSSO Team Leader and the complex case team. Working as a team has increased staff capacity in the development of Behaviour Support Plans.

#### Connected schools priority

After the events of 2020, for 2021 we made it a priority to focus on rebuilding our connections with families. We established a Professional Learning Community where staff in this PLC led the work in this area. There were a number of highlights including: the development of a Community Engagement team who organised and coordinated many events to strengthen ties within our school community. Some of these events included Education Week activities, Family Trivia nights held on WebEx, Clean Up Australia Day Event, Family Fun Night, Sports Expo afternoon, Whole School NAIDOC celebration and more.

In 2022 we will continue to focus on:

- Building our collective knowledge and implementation of what a Professional Learning Community is and what we all need to do within a PLC.
- Refining how we focus on differentiation. Whilst we made some good progress with use of 'entry points', upon reflection throughout our school review in 2021, there were times where the three entry points were not as targeted or challenging enough for some of our students.
- Developing rigour around peer observations and learning walks where staff will observe each other so that we are all aware of the learning that is happening in all our classrooms.
- Focusing on the thorough implementation of SWPBS right throughout the school to better support all our students.

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## Achievement

In 2021 we focused our effort and energy on continuing to learn about the importance of becoming a Professional Learning Community so that we could increase our collective efficacy through collaboration to better attend to the learning needs of all our students. We continued to be data informed and built upon our successes from 2020 to deliver targeted learning to all our students.

We were pleased with our flexibility as a school and how we adapted to the challenges COVID presented for our school community. With the learnings we gained from 2020, and having plans already in place for 2021 where we could switch from face to face learning to Remote and Flexible Learning if need be, we were well prepared for what transpired. We were able to move from face to face teaching and learning to online platforms quickly and efficiently. We communicated with our families, and staff in a timely manner, to ensure we could continue to focus on supporting our students' academic needs. Communication with our school families was a key part in designing learning expectations and programs during Remote and Flexible Learning with surveys being sent out to families to gain perspective and to monitor the expectations of workload at home and adapt where needed. As a result of being adaptable and prepared, we were able to achieve some very pleasing results.

Whether face to face or remotely, we continued to focus on delivering lessons that were differentiated to better support the individual needs of our students. When we did need to deliver the curriculum remotely, we delivered a curriculum that was a combination of live WebEx sessions delivered by classroom teachers along with providing lessons that could be completed independently. WebEx sessions were delivered in the area of Literacy and Numeracy. Teachers also ran small group focus sessions along with 1 on 1 sessions via WebEx to support the individual needs of our students. Students also began to set goals in the areas of Reading, Writing and Numeracy across the school.

Special supports (both academic as well as social and emotional) were resourced and implemented via our Education Support Staff, as well as classroom teachers, for all PSD funded students. Daily individual sessions took place when required via WebEx or telephone calls throughout Remote and Flexible Learning. Extra support was provided for PSD funded students who were encouraged to attend school during lockdowns to ensure their individual needs were met. Our vulnerable families were also included in this additional support during the challenging conditions COVID-19 placed on our community. This was further supported by our school chaplain who ran weekly social and emotional sessions for both the junior and senior school students around techniques to assist with dealing with change and stressful situations.

In 2021 we had some pleasing results across the school.

In NAPLAN our Year Three students showed pleasing results across all areas. In Reading 85.1% of our students were in the top three bands. This was well ahead of the similar school average of 73.3% and ahead of the state average of 76.9%. In Numeracy we had 69.3% of our students in the top three bands ahead of both the similar school 62.8% and state average 67.6%

In NAPLAN our Year Five students showed pleasing results in Reading with 73.9% of our students in the top three bands. This was ahead of the similar school average of 66.5% and ahead of the state average of 70.4%. In Numeracy our results were below similar school and state average. There is more work to be done in this area and plans are in place for 2022 to address this.

When looking at Learning Gain our students from Year Three 2019 to Year Five 2021 were equal to or above similar schools in the measure of High Gain in all areas of Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

We were also pleased with the achievement of our students according to Teacher Judgement where students from Foundation to Year Six showed a solid percentage of our students achieving at or above the expected level in English and Mathematics. Our school had more students working at or above the expected level when compared with similar schools in both English and Mathematics. In Mathematics we had more students performing at or above the expected level 86.7% than the state average of 84.9%.

In 2022 we will:

- 1) Build staff capacity in analysing evidence and data to identify students next point of need to drive improved learning outcomes.
- 2) Embed highly effective Professional Learning Communities to optimise collective capacity, staff collaboration, continuous improvement to drive student learning outcomes.

So that we can better support all our students.

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## Engagement

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.

To gain a better understanding of how our students were feeling at school and to increase their agency we conducted additional student surveys throughout the year to provide us with timely feedback and to gain a student perspective on our school.

In one of our surveys, students were asked four questions:

- What does our school do well? (In the classroom)
- What would you like to see our school doing well in the future?
- What does our school do well? (Outside the classroom)
- What would you like to see our school doing well in the future? (Outside the classroom)

This allowed us to make some adjustments to the way we did things at Dromana Primary School. Some of the feedback from students was around not being challenged at school and having more to do at lunchtime. From this we were able to make adjustments to our entry points, and increase the amount of lunchtime clubs we were running.

In 2021, on the back of two interrupted years, the number of days absent per student increased to 19.6 days. This has increased from our 4 - year average of 17.0 days per student. Attendance rates in 2021 were lowest in Year 3 (89%), Year 5 (88%) and Year 6 (89%).

In 2022 we will implement a staged response to attendance. This will include sending home letters to families each term reminding them to log all absences. If there are three days of consecutive, unexplained absences, the classroom teacher will make contact with the parents/carers. Where absences are of concern due to their nature or frequency, the Assistant Principal will be advised and will then follow up with the families. Through a variety of platforms such as the School Newsletter and Compass, we communicate with parents the importance of being at school and arriving on time due to the impact this has on their child's learning.

In 2022 we will increase our focus on Student Engagement by increasing the capacity of our Student Wellbeing Professional Learning Community. There will be more staff members allocated to this team, along with more time so that we can increase our focus on this very important aspect of our school. We will continue to ensure students attend school, particularly through strengthening the relationships with our students, parents and the school community.

In 2022 the Student Wellbeing team will create lessons and activities for the first two weeks of the school year to build

students' connectedness to their school, their classroom, their teachers and their peers right from the first day of 2022. There will be a greater 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 and so on. We will also look at reintroducing over the next few years those important events such as School Concerts, Expo evenings, Art Shows, Fetes. In 2022 we will invite our parent helpers back into our school to support our students with their learning.

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## 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 that 2021 once again presented. 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 Support (SWPBS) strategies. Our SWPBS 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 are used across the school. During Remote and Flexible Learning, classroom teachers were timetabled to call or WebEx families for individual sessions. Specialist teachers and educational support staff were also 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 were identified as requiring extra support and / or tutoring due to the current COVID-19 and restrictions had created. Staff emails were provided as an additional form of communication to all families. Our new school chaplain was also of great assistance to families with weekly sessions also taking place to assist in the social and emotional needs of our students and families.

In 2021 Dromana Primary School continued to build community partnerships. We built a strong relationship with Mornington Peninsula Council Youth Services and embedded programs and strategies that were designed to empower our students and build student agency and student voice. Such programs were held during lunchtimes and were facilitated by youth Workers. MPower Girls Program was a highlight, this program ran for selected Year Five and Year Six girls.

Our fortnightly Whole School Assemblies remained a forum for student voice with Year Six student leaders taking an active role in hosting these. During the COVID period, Year Six 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 a fun and informal setting.

Our Kinder to Foundation transition program as well as Year Six - Year Seven programs continued to be a priority for all students and families, however some of the planned events were once again impacted by COVID.

In 2022 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 Six. All year levels will implement the lessons designed by the Wellbeing team for the first two weeks of 2022 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. All classes will have weekly timetabled sessions to complete our areas of focus around the Respectful Relationships program and SWPBS. In 2022 we will work in partnership with our families to build strong, supportive relationships to strengthen our sense of belonging and engagement.

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## Finance performance and position

Dromana Primary School has been able to maintain a sound financial position throughout 2021. The 2018-2021 School Strategic Plan, and the 2021 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 2021 net operating surplus of \$180,871. This surplus occurred through sound budget management and through additional funds such as fundraising donations and grants. In 2021, Dromana Primary School received \$253,605 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 students by funding Education Support staff. In 2021 Dromana Primary School saw its enrolments drop from 517 in 2020 to 492 in 2021. In response to the reduction of students, the number of classes dropped from 22 to 20. Other staffing decisions were made throughout 2021 to address the over staffing across the school including reducing the number of Specialists subjects offered by one. Further work will need to be undertaken once again in this area if enrolments continue the current trend of decreasing each year. Enrolment numbers for 2022 indicate that this trend will continue for the foreseeable future as we currently have 460 students enrolled for 2022. This is a considerable reduction. In 2021 Dromana Primary School continued with the current agreement with Their Care as the providers of our Before and After School Care Program. This contract is due to expire at the end of 2022.

**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 492 students were enrolled at this school in 2021, 226 female and 266 male.

NDP 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).

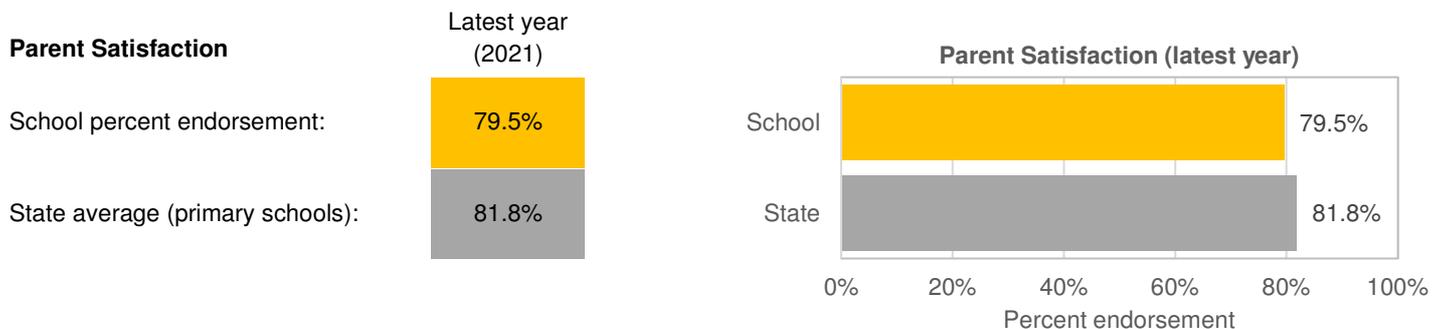
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

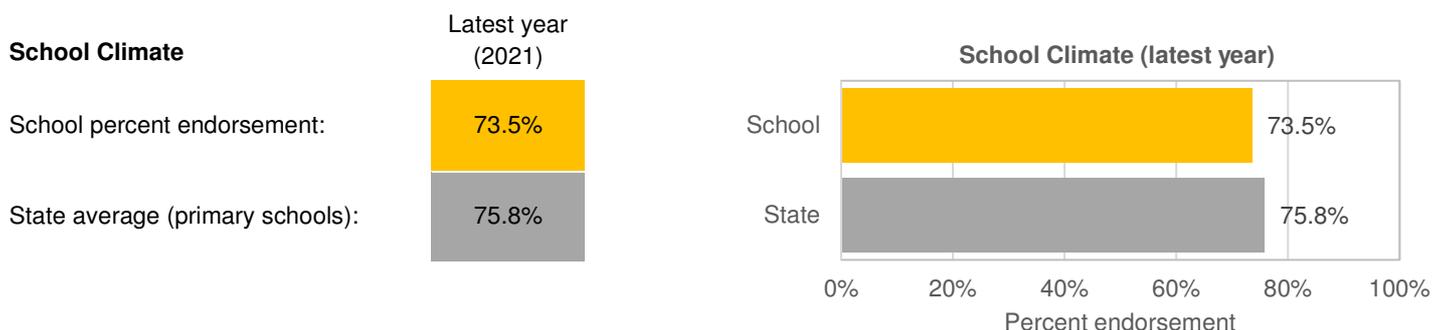


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

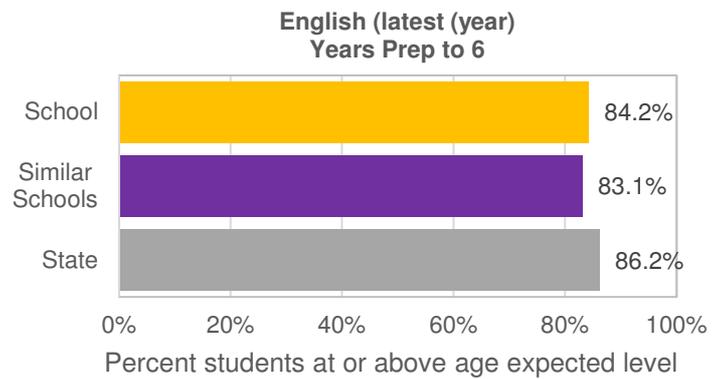
84.2%

Similar Schools average:

83.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

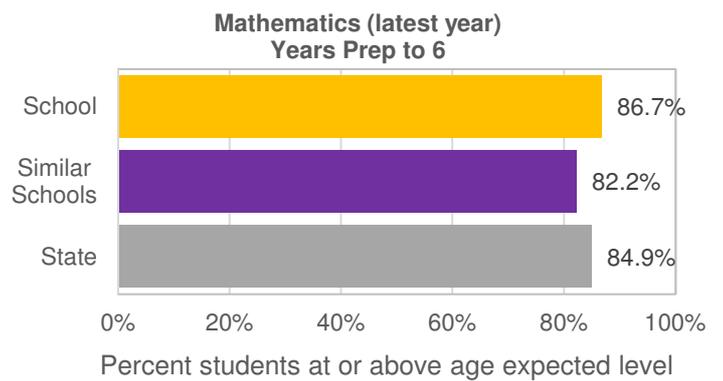
86.7%

Similar Schools average:

82.2%

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.

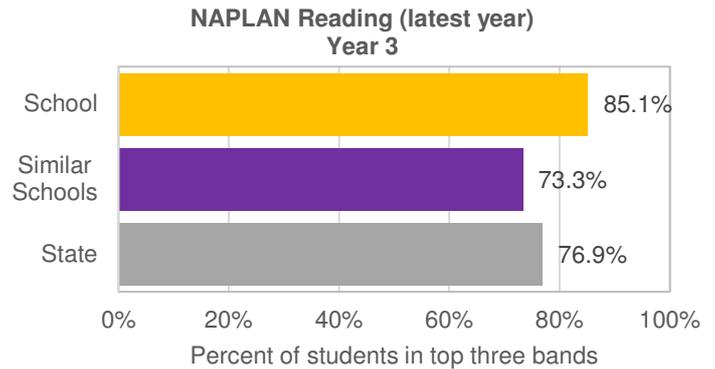
**NAPLAN**

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.

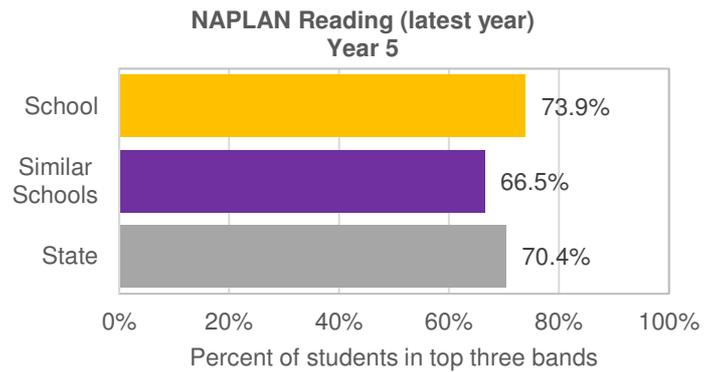
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.1%	79.5%
Similar Schools average:	73.3%	72.6%
State average:	76.9%	76.5%



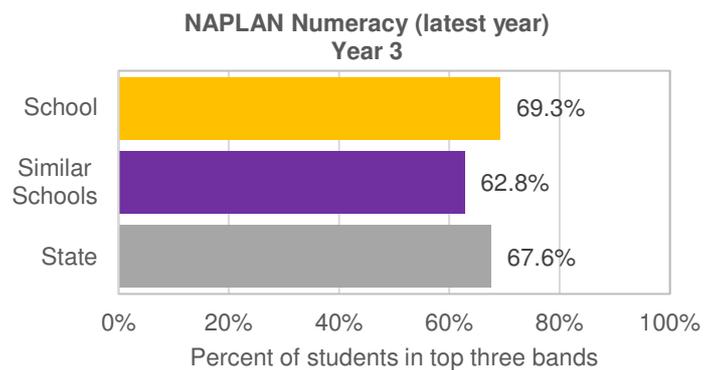
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.9%	66.5%
Similar Schools average:	66.5%	64.8%
State average:	70.4%	67.7%



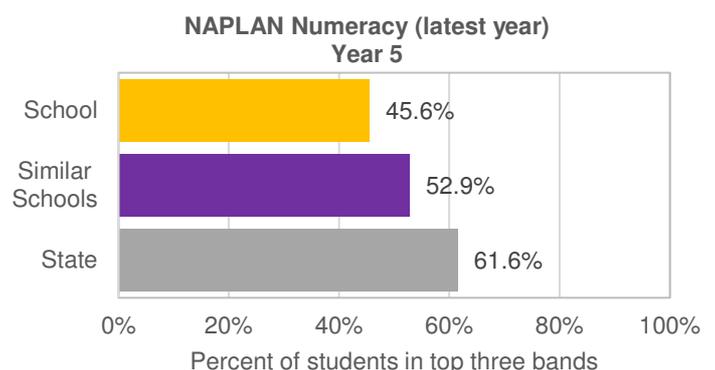
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.3%	72.1%
Similar Schools average:	62.8%	64.6%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.6%	50.0%
Similar Schools average:	52.9%	53.1%
State average:	61.6%	60.0%



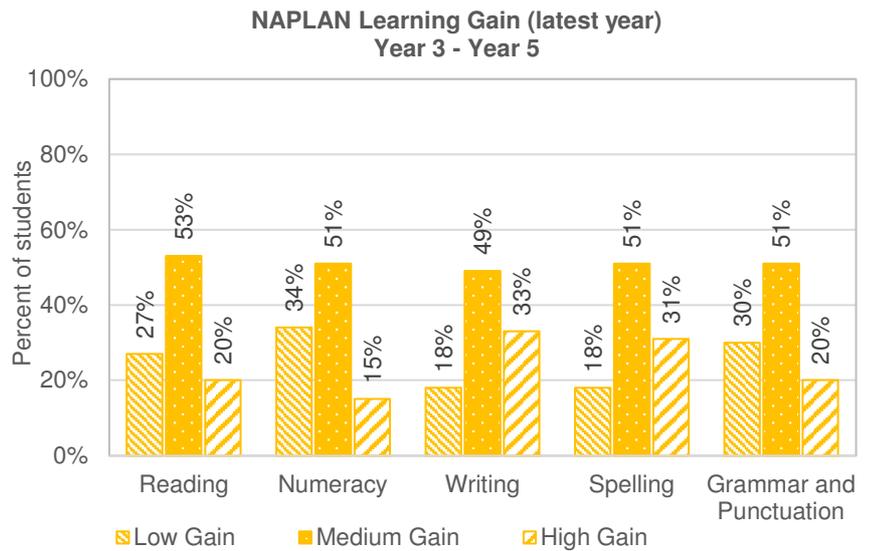
## ACHIEVEMENT (continued)

### 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:	27%	53%	20%	20%
Numeracy:	34%	51%	15%	20%
Writing:	18%	49%	33%	19%
Spelling:	18%	51%	31%	19%
Grammar and Punctuation:	30%	51%	20%	18%



## ENGAGEMENT

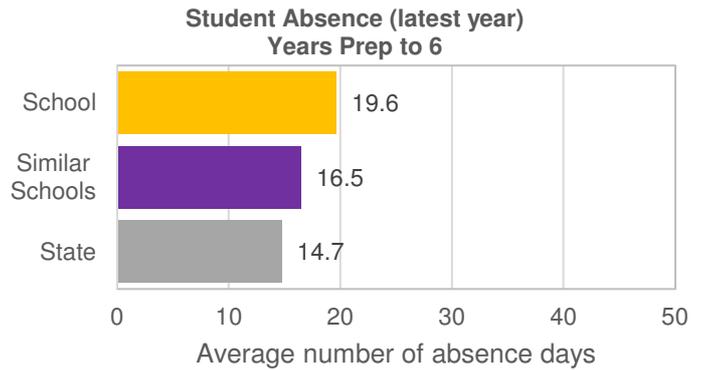
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	19.6	17.0
Similar Schools average:	16.5	15.6
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	91%	90%	89%	91%	88%	89%

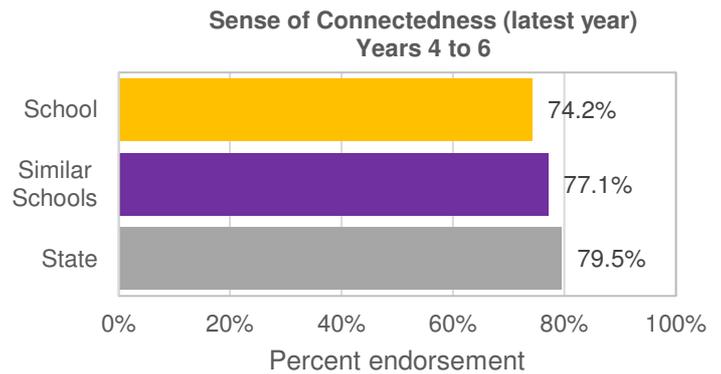
## WELLBEING

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.2%	82.6%
Similar Schools average:	77.1%	78.9%
State average:	79.5%	80.4%

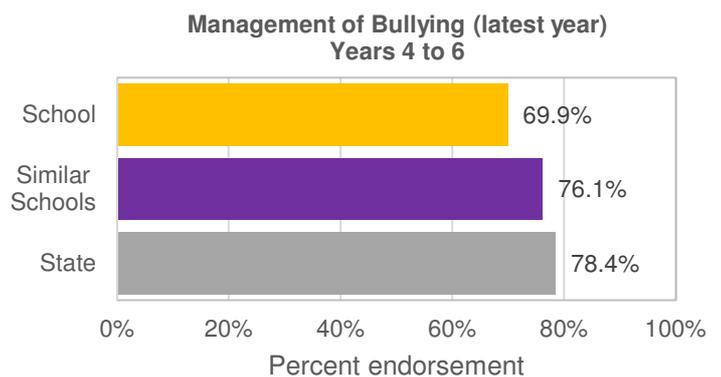


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	69.9%	80.0%
Similar Schools average:	76.1%	78.7%
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

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$4,383,424
Government Provided DET Grants	\$454,504
Government Grants Commonwealth	\$2,700
Government Grants State	\$0
Revenue Other	\$84,355
Locally Raised Funds	\$188,052
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,113,034</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$253,605
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$253,605</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$4,195,603
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$148,790
Communication Costs	\$5,165
Consumables	\$125,610
Miscellaneous Expense <sup>3</sup>	\$43,389
Professional Development	\$10,496
Equipment/Maintenance/Hire	\$33,431
Property Services	\$64,586
Salaries & Allowances <sup>4</sup>	\$193,344
Support Services	\$46,089
Trading & Fundraising	\$12,658
Motor Vehicle Expenses	\$18,488
Travel & Subsistence	\$0
Utilities	\$34,515
<b>Total Operating Expenditure</b>	<b>\$4,932,164</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$180,871</b>
<b>Asset Acquisitions</b>	<b>\$13,754</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$445,196
Official Account	\$7,769
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$452,965</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$113,092
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$184,981
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$44,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$108,300
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$450,873</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.*