2021 Annual Report to
The School Community

THE **EDUCATION** STATE

School Name: Sunbury Primary School (1002)

- 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 19 March 2022 at 04:10 PM by Amanda Busuttil (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 22 March 2022 at 05:31 PM by Mark Houston (School Council President)

VICTORIA State Government | Education and Training

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

At Sunbury Primary School, all students are empowered to learn and achieve, engaging in collaborative learning opportunities that foster curiosity, creativity and critical thinking. Students actively seek out challenges and view obstacles as opportunities to learn and grow in the pursuit of personal excellence. Our students experience a strong sense of connectedness with self, others and our communities, contributing to shaping the world around them.

School enrolment in 2021 is 398. The school is organised to provide low class sizes across the school in composite class arrangements. Specialist programs operate to support school priorities and to take advantage of the teaching capital available to the school. In 2021 the school was able to offer literacy intervention through the Tutor Learning Initiative to 61 students. To further support student learning the school is involved in various networks with a focus on teaching excellence. The School Family Occupation index of the school is 0.30.

Sunbury Primary School can trace its origins to 1869 as the first school in the local area. It was relocated in 1999 to Jacksons Hill on the southern boundary of the township of Sunbury, located approximately 35 kilometres northwest of Melbourne, within the city of Hume.

The school is housed in refurbished, heritage-listed bluestone and weatherboard buildings. Children enjoy school facilities which include modern classrooms, specialist art and music facilities, library and hall. Landscaped grounds feature historically significant trees and a horticulture centre, The Patch. The playground facilities include an oval, soccer field, basketball court, tennis courts, passive recreation areas and play equipment including an industrial playground matched to the different physical and social stages of development. In 2021 the planned capital works project was completed with a new multipurpose and STEM building and a new library, resource centre and canteen building available to students from Term 2, 2021. Maintenance to the existing buildings and landscape continue to enhance the physical environment and teaching and learning experiences for our children, with further planned maintenance in 2022.

Teachers work within Professional Learning Communities with a focus on improving student outcomes through collaborative practices, reflection and feedback. Within the Teaching and Learning Inquiry Cycle teams diagnose student learning needs to plan, implement and evaluate teaching responses to an identified problem of practice. PLCs at Sunbury Primary School are focused on continuous improvement by linking the learning needs of students with the professional learning and practices of teachers.

At Sunbury Primary School we believe that relationships are fundamental to the educational and social development of children and young people and that school improvement can be further supported and achieved with a genuine commitment to structure and support community conversations to develop our capacity. Partnerships with parents are highly valued with parental participation in school programs and through consultation, in order to create the best possible learning opportunities for our students. The school values are: Be curious; Be courageous; Be mindful; and Act with integrity.

Our staffing profile comprises one Principal and 2x Assistant Principals, 1x Learning Specialist (Student Voice and Agency), 25x teachers (20.4 EFT) 1x Tutor (0.65 EFT), 6x part-time Education Support staff, 3x office administration staff and 1x maintenance manager.

Framework for Improving Student Outcomes (FISO)

Goal setting practices across Reading, Writing and Number and Algebra has continued to strengthen, with processes in place to share this information with both students and families. Teachers' increased data literacy and the school's formative assessment practices assist with the identification of learning goals based on student data. The co-construction of goals and the understanding of how to differentiate within the teaching and learning sequence (and instructional model) requires further focus in 2022 through coaching.

Sunbury Primary School delivered on our key improvement strategy to work as an evidence informed professional learning community. Teams worked within a Professional Learning Community model, facilitating teaching and learning inquiries using the FISO improvement cycle. Teams worked collaboratively to understand a clear continuum of learning and assessment practices, accessing professional learning opportunities to strengthen teaching and learning (face-to-face and remote and flexible). Teachers developed their capacity to moderate and use student assessment data throughout cycles of learning. Teams developed diagnostic assessments throughout the phases of the inquiry cycle to inform teaching and learning. Once a problem of practice and theory of action was identified, PLCs engaged in professional learning to build their capacity to bridge the gap between their knowledge and identified student needs. Once again, during the period of remote and flexible learning, team-based PLCs were observed by other Hume Moreland Network schools as outlined in our PLC Link School Implementation Plan. Remote observations were facilitated where schools had an opportunity to observe, and then provide reflection and feedback.

Sunbury Primary School delivered on our key improvement strategy addressing learning catch up and extension. The school has embedded processes and practices to build the data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support. With staff input, we have established a response to intervention (RTI) framework and operated small group tutoring programs aligned with RTI as part of the tutor learning initiative. Our data indicates shows that 75% of the 61 students who accessed intervention in 2021 made 12 months or greater growth - an attestation to our RTI framework and explicit instruction. Student performance and growth was further supported through the school's embedded and highly successful PLC structures which support teacher collaboration and reflection. Our collaboratie practices, such as coaching supported the revisiting and strengthening of the use of HITS in classrooms, with a focus on Explicit Teaching and Feedback.

Sunbury Primary School delivered on our key improvement strategy to build teacher capacity to have a consistent understanding of student agency and voice. In 2021, our Learning Specialist for Student Voice and Agency continued with a coaching allocation, working primarily in the Year 3-6 classes. Together with team leaders, the inception of Immersion Days were developed. Students were 'immersed' in interactive and engaging learning experiences to capture their questions around the inquiry concept in focus. This new way of planning, with the introduction of student voice has led to deeper inquiries and higher levels of engagement. Some associated AIP actions and professional development plans within this key improvement strategy were modified to suit remote and flexible learning.

Sunbury Primary School delivered on our key improvement strategy to build the school's capacity to collaborate in learning partnerships both within and beyond the school community. Important home/school partnerships were strengthened in 2021, as the community worked together to find a remote and flexible teaching and learning model that suited all stakeholders. The school provided timely and frequent communication in regards to all processes. Regular contact was made with parents/carers to maintain effective partnerships. In 2021 the school re-visioned our student reporting practices and shifted from traditional semesterly reports to progressive (termly) reports. Review of this process included valuable feedback and input from our 2020 School Council. Families now receive timely and current information regarding student performance (against the Victorian Curriculum standards) and student growth (against personal goals) every 10 weeks. In 2022, these practices will be strengthen further with the introduction of the Seesaw platform as a space to share student learning, evidence of growth towards goals, and reflection almost instantaneously.

Achievement

Victorian Curriculum – Teacher Judgements:
In the area of Student Learning, Sunbury Primary School achieved at a level similar to other schools in the State. The school's English Victorian Curriculum results were similar to the average result in comparison to all State government primary schools. The school's Mathematics Victorian Curriculum results were above the average result in comparison to similar schools and all State government primary schools.

2021 Year 3 NAPLAN:
Students in Year 3 performed below the State mean in Reading and Numeracy, however the school's four-year averages of students achieving in the top 3 bands in both Reading and Numeracy remains similar to the State's four-year averages.

50% of students in Year 3 are performing in the Top 2 Bands for Reading. There has been an increase from 6% to 13% of students in the Bottom 2 Bands (this also includes exempt students).
35% of students in Year 3 are performing in the Top 2 Bands for Numeracy which is a significant decrease from 53% in 2019. There has also been an increase from 5% to 20% of students in the Bottom 2 Bands (this also includes exempt students).

2021 Year 5 NAPLAN:
Students in Year 5 have performed similar to the State mean in all NAPLAN assessments. The school's four-year averages of students achieving in the top 3 bands in both Reading and Numeracy remains similar to the State's four year averages.
40% of students in Year 5 are performing in the Top 2 Bands for Reading – this is a significant increase from 19% in 2021. There has been a significant decrease from 19% to 5% of students in the Bottom 2 Bands (this also includes exempt students).
15% of students in Year 5 are performing in the Top 2 Bands for Numeracy – this is a decrease from 29% in 2019. There has been a decrease from 12% to 7% in 2021 of students in the Bottom 2 Bands (this also includes exempt students).

In 2021, the school committed to building on pedagogical practices through the work of Professional Learning Communities. Our Instructional Leaders continued to strengthen their capacity to facilitate the PLC Inquiry with rigour and fidelity. A strong and deliberate focus on understanding the different stages of the improvement cycle and developing documentation and processes to support each stage was established. Our PLC instructional leaders continued to develop their understanding of fit-for-purpose assessments and build their capacity to lead this work with their PLTs. Upon reflection, data literacy , systems and structures and curriculum planning and assessment are now embedded practices within our PLC.

Performance in Reading, both high achievement and growth is reflective of the considerable focus in this area over the past 3-4 years. A strong instructional model featuring the high impact strategies, coupled with a well-documented Guaranteed and Viable Curriculum, including Essential Learnings and Proficiency Scales have contributed to these achievements. Planning is streamlined and we are beginning to see evidence of authentic differentiated learning experiences for students aligned to their personal goals.

The writing benchmark data indicates a positive trajectory, with 77.5% of Yr. 5 students meeting or above benchmark. A shift in the teaching of writing occurred late in 2020, with a stronger focus on engagement in writing. An analysis of our NAPLAN writing data shows that if students have a clear and well developed idea for writing, then they attain a greater overall score in all other 'authorial' factors in writing. The secretarial aspects of writing, including spelling, conventions, sentence structure and paragraphs require further focus. A stronger and more sustained focus on phonics in Foundation to support language development across both reading and writing is indicative of the direction of teaching and learning in the early years.

Engagement

Attendance - Our students are absent from school an average of 18 days per year. This figure is higher than the school's absence data over the past 4 years (16.5 days average). There is a 90% average attendance rate across the P-6 cohort, with the Prep cohort recording the lowest attendance in 2021 (89%) and the Year 1 cohort recording the highest attendance at 93%.

Absence is a lead indicator for achievement and engagement outcomes. Research demonstrates that there is a strong correlation between student attendance and learning outcomes and that even small amounts of absences are associated with substantial falls in outcomes. Missing more than 20 days of school each year (equivalent to four weeks out of the school year) is certainly an indicator of chronic absence issues in the primary years. We have identified 30% of the students at Sunbury Primary School (more than a third of our 2021 prep cohort are represented in this data) are absent 20 or more days each year. In 2021, the following strategies were implemented to respond to student absences:
- SMS messages sent to parents and carers requesting notification for any absences

- phone calls and emails made after extended periods of absences
- Attendance plans developed with targeted goals and strategies to support increased attendance

2021 Attitudes to School Survey:
We are starting from a low point and in 2021 the Year 5/6 perceptions decreased (in some aspects, significantly). It is important to note that this data collection occurred during a period of remote and flexible learning, which is reflective of the students responses to stimulating learning and learner confidence. A positive trajectory over a four-year period is evident, with our best responses provided in 2019. In comparison to similar schools, which provide a higher positive response than State, our students have positively endorsed (3 on a 4 point scale):
- attitudes to absences
- emotional awareness and regulation
- student voice and agency
- NOT experiencing bullying
- reported high resilience
High expectations has recorded the highest response (95%) for a third year in a row, followed by self-regulation and goal setting. Stimulating Learning recorded the greatest increase over the past three years in positive perceptions in 2019, therefore it is expected that with the return to face-to-face teaching and no further remote learning periods, stimulating learning should increase in 2022.

In 2022, we will continue with a focus on Learner Voice and Agency. Goal setting and feedback will remain our two priorities to support engagement, motivation and active participation. The school is in the second year of a cyclical process to co-construct specific learning goals, informed by timely feedback and multiple sources of student data. Greater opportunities to include student voice at the planning and design phase of teaching and learning will be strengthened.

Wellbeing

In 2021, the school modified the delivery of health and wellbeing supports to students and their families due to the ongoing pandemic and circumstances this presented. Students identified as 'vulnerable' were offered/provided onsite care and supervision, or alternatively school contacts would work closely with the families to support students academically, socially and emotionally. Daily check-ins were a part of the attendance processes, and the school monitored engagement closely, identifying students who required additional support or were at risk of disengaging. The school also worked closely with external agencies and support services throughout the year. Teams also created surveys and opportunities during 'live sessions' to capture how students were feeling and address any concerns/issues that may have presented. Health and wellbeing supports such as access to Employee Assistance Program (onsite and remotely) were prioritised for staff. A communication/support structure was developed (along with our PLC model), ensuring staff remained connected and supported whilst working remotely.

In 2021 85% of students reported positive perceptions to not having experienced bullying at school. These results are higher than State, Network and similar schools. All factors within the domain 'school safety' reported on average 80% positive perceptions to all three factors - an advocate at school; managing bullying and responding to diversity - consistent with responses across State and similar schools. Although 85% of students have indicated a positive endorsement for 'advocate at school', in comparison to State and similar schools we are lagging. Further data will be collected in 2022, using the Pivot Survey to explore this factor further.

Finance performance and position

The School managed its staff and resources within the limitations of the Student Resource Package. The school remains in a satisfactory financial position, being able to operate with a small surplus. Careful workforce planning has enabled the school to expend more money into curriculum budgets in order to support improved outcomes and achieve the goals of the Annual Implementation Plan. In 2021, significant funds were allocated to updating the learning environment - 85% of all learning spaces are now fitted out with new flexible furniture to support the teaching and

learning. The school also received additional funding through the PLC Links School initiative to employ a 0.6 PLC Link School Assistant Principal ($80,000 credit) and a budget of $20,000 (cash) towards materials/resources/expenses to support this initiative.

In 2022, the school has committed to strengthening our Wellbeing practices. The majority of equity funds has been allocated to the employment of a 0.4 EFT student wellbeing officer (registered psychologist).

For more detailed information regarding our school please visit our website at
https://www.sunburyps.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 389 students were enrolled at this school in 2021, 203 female and 186 male.

4 percent of students had English as an additional language and 2 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).
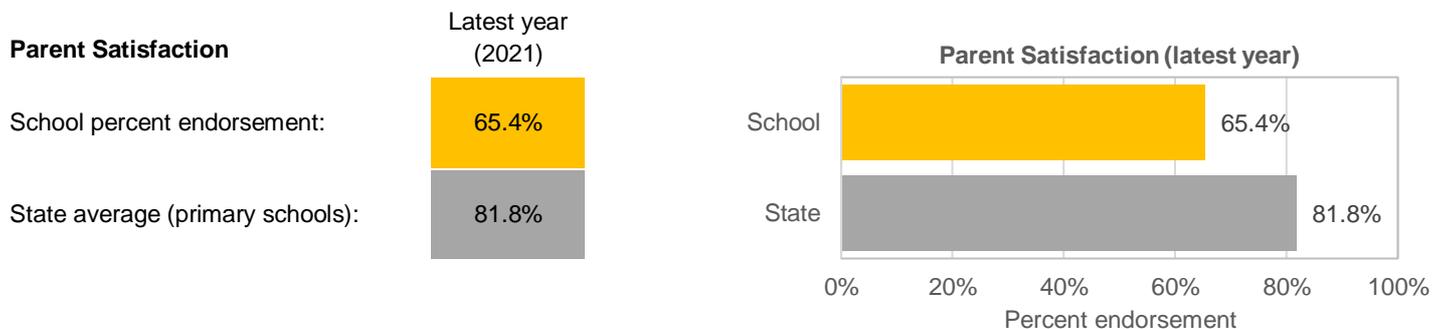
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
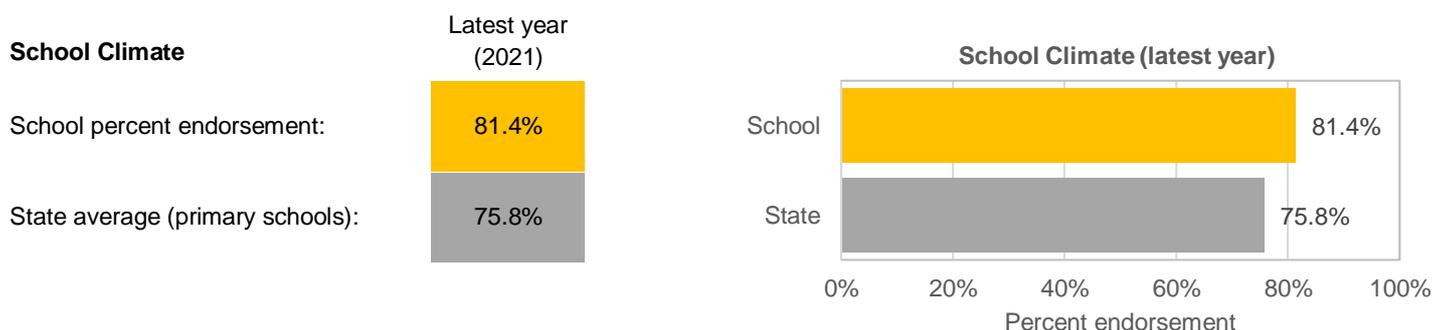
Parent Satisfaction	Latest year (2021)
School percent endorsement:	65.4%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

	Percent endorsement
School	65.4%
State	81.8%

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2021)
School percent endorsement:	81.4%
State average (primary schools):	75.8%

School Climate (latest year)

	Percent endorsement
School	81.4%
State	75.8%

ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English **Years Prep to 6**	Latest year (2021)
School percent of students at or above age expected standards:	85.6%
Similar Schools average:	89.3%
State average:	86.2%

English (latest (year)
Years Prep to 6

School	85.6%
Similar Schools	89.3%
State	86.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
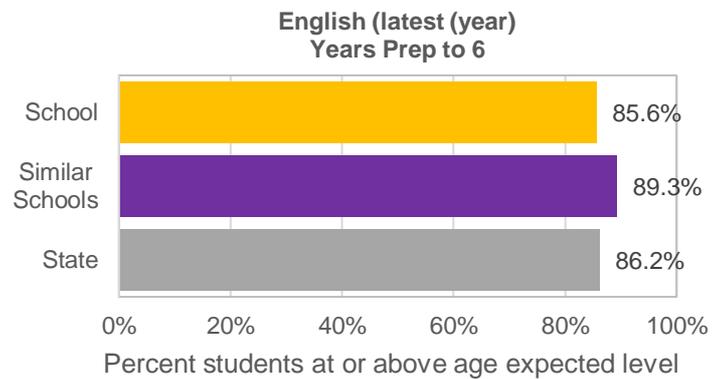
Mathematics **Years Prep to 6**	Latest year (2021)
School percent of students at or above age expected standards:	91.1%
Similar Schools average:	88.9%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School	91.1%
Similar Schools	88.9%
State	84.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
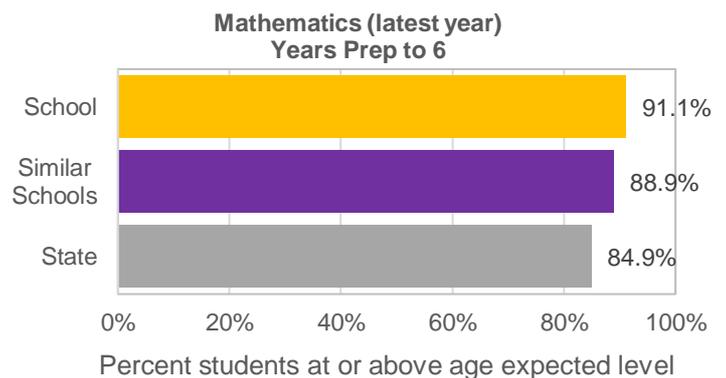
ACHIEVEMENT (continued)

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.
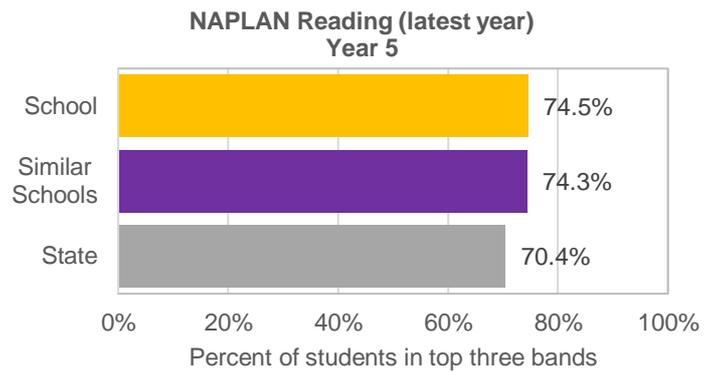
Reading **Year 3**	Latest year (2021)	4-year average
School percent of students in top three bands:	71.2%	76.2%
Similar Schools average:	82.5%	81.8%
State average:	76.9%	76.5%

NAPLAN Reading (latest year)
Year 3

School	71.2%
Similar Schools	82.5%
State	76.9%

Percent of students in top three bands
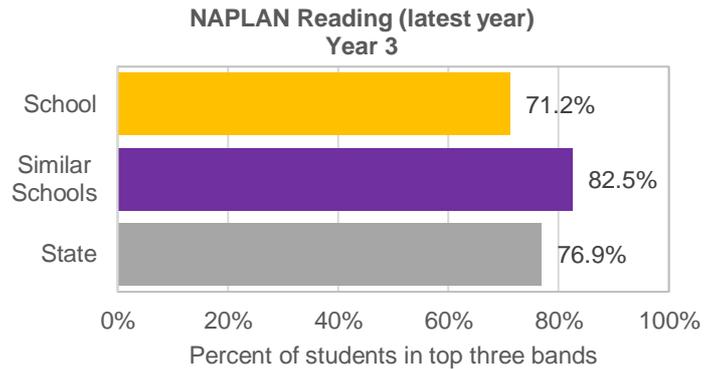
Reading **Year 5**	Latest year (2021)	4-year average
School percent of students in top three bands:	74.5%	65.2%
Similar Schools average:	74.3%	71.8%
State average:	70.4%	67.7%

NAPLAN Reading (latest year)
Year 5

School	74.5%
Similar Schools	74.3%
State	70.4%

Percent of students in top three bands

Numeracy **Year 3**	Latest year (2021)	4-year average
School percent of students in top three bands:	58.8%	68.5%
Similar Schools average:	74.0%	74.6%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year)
Year 3

School	58.8%
Similar Schools	74.0%
State	67.6%

Percent of students in top three bands
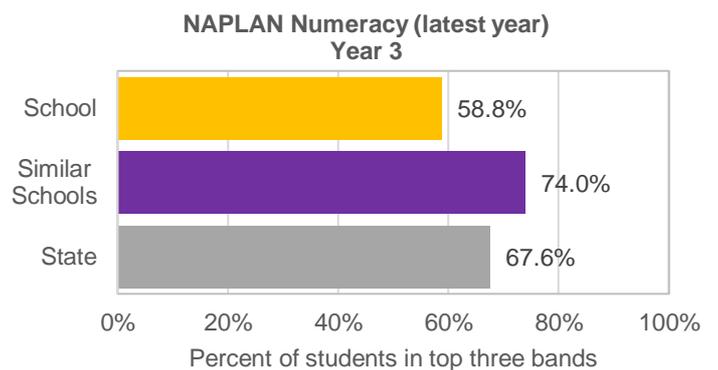
Numeracy **Year 5**	Latest year (2021)	4-year average
School percent of students in top three bands:	69.6%	59.7%
Similar Schools average:	62.6%	61.2%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year)
Year 5

|	
School	69.6%
Similar Schools	62.6%
State	61.6%

Percent of students in top three bands
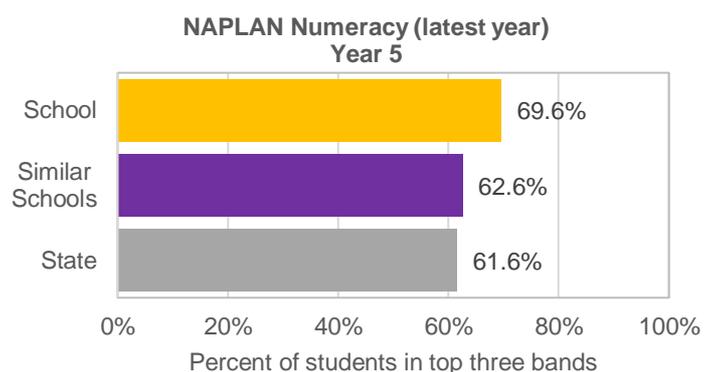
ACHIEVEMENT (continued)

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:	14%	63%	23%	22%
Numeracy:	28%	65%	8%	18%
Writing:	23%	50%	28%	21%
Spelling:	43%	50%	8%	20%
Grammar and Punctuation:	28%	63%	10%	22%

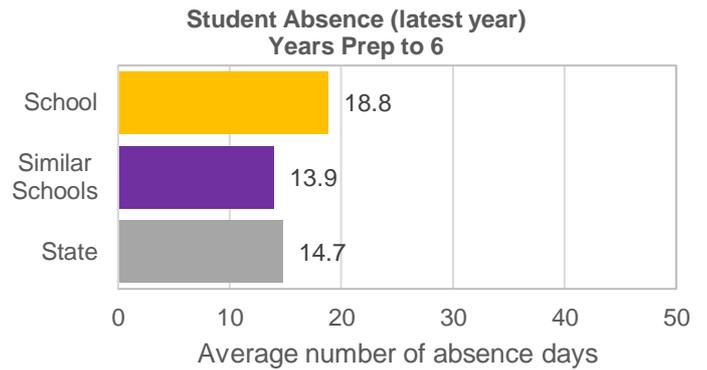**NAPLAN Learning Gain (latest year)**
Year 3 - Year 5
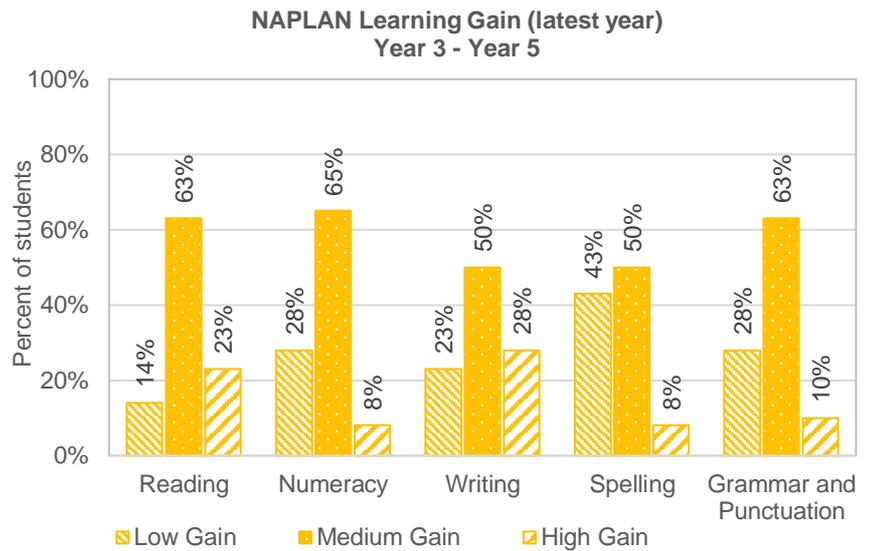
ENGAGEMENT

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:	18.8	16.5
Similar Schools average:	13.9	14.1
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School	18.8
Similar Schools	13.9
State	14.7

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	89%	93%	91%	91%	90%	90%	90%

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:	77.6%	77.3%
Similar Schools average:	77.8%	79.2%
State average:	79.5%	80.4%
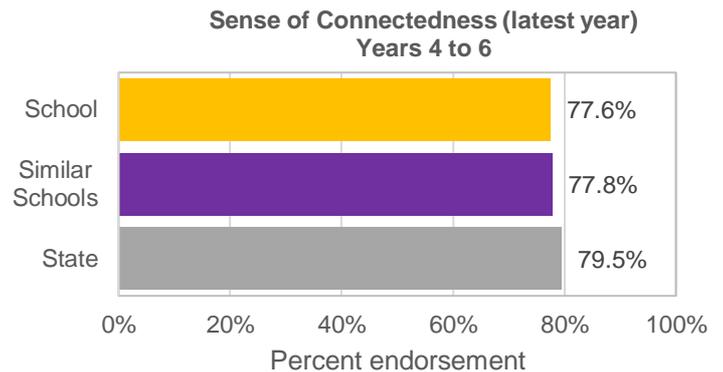
Sense of Connectedness (latest year) Years 4 to 6

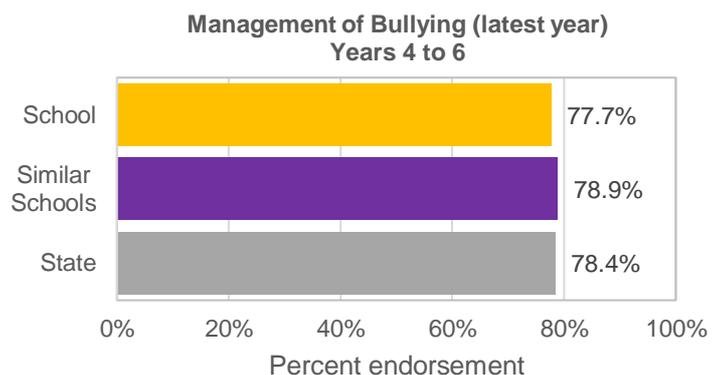|	
School	77.6%
Similar Schools	77.8%
State	79.5%

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:	77.7%	78.4%
Similar Schools average:	78.9%	80.3%
State average:	78.4%	79.7%

Management of Bullying (latest year) Years 4 to 6

School	77.7%
Similar Schools	78.9%
State	78.4%

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.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$3,241,109
Government Provided DET Grants	$498,276
Government Grants Commonwealth	$2,400
Government Grants State	$0
Revenue Other	$16,139
Locally Raised Funds	$188,730
Capital Grants	$0
Total Operating Revenue	**$3,946,653**

Equity [1]	Actual
Equity (Social Disadvantage)	$28,024
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$28,024**

Expenditure	Actual
Student Resource Package [2]	$3,236,419
Adjustments	$0
Books & Publications	$1,057
Camps/Excursions/Activities	$58,497
Communication Costs	$9,011
Consumables	$61,216
Miscellaneous Expense [3]	$22,298
Professional Development	$10,293
Equipment/Maintenance/Hire	$153,895
Property Services	$78,061
Salaries & Allowances [4]	$18,883
Support Services	$113,843
Trading & Fundraising	$22,489
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$41,171
Total Operating Expenditure	**$3,827,131**
Net Operating Surplus/-Deficit	**$119,521**
Asset Acquisitions	**$22,386**

(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	$196,790
Official Account	$22,540
Other Accounts	$3,045
Total Funds Available	**$222,375**

Financial Commitments	Actual
Operating Reserve	$88,593
Other Recurrent Expenditure	$2,074
Provision Accounts	$0
Funds Received in Advance	$7,316
School Based Programs	$103,090
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	$27,983
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$229,056**

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.