

# 2021 Annual Report to The School Community



**School Name: Harvest Home Primary School (5500)**



- 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 25 March 2022 at 11:04 AM by Anthony Simone (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 07 April 2022 at 11:19 AM by Rebecca Bullock (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

**Our Vision:** At Harvest Home Primary School, the students are at the centre and purpose of all that we do. We prepare students to pursue their goals, interests and aspirations. All teachers and support staff work to provide a teaching pedagogy reflective of 21st Century designs focused on rich environments and personalised learning for all students. Teachers and students will work collaboratively in Learning Communities, to create flexible teaching options to cater for the individual needs of all students. We commit to having a shared responsibility of the success, well-being and safety of all students.

**Our Mission:** To establish a high performing school community that embraces innovation, inclusivity, collaboration and respect.

The Harvest Home Primary School logo represents Community and Collaboration. The inner circle represents the world, we aim to develop 'global citizens', the middle white circle represents the school, all who will work together. The outer circle represents the students, parents and community working together. The outer light blue design signifies Edgar's Creek that runs along the boundary of the school and is significant to the Epping area.

**Our Values** are Achievement, Cooperation, Acceptance, Responsibility and Integrity.

**Achievement:** A commitment to excellence in academic achievement and personal growth and development.

**Cooperation:** Working in partnership with school and community stakeholders.

**Acceptance:** Valuing others and accepting the differences and diversities of others.

**Responsibility:** Individual and shared accountability for quality outcomes as well as demonstrating and promoting our core values in all aspects of school life.

**Integrity:** High expectations for all to act ethically and fairly at all times.

**Our Principles:**

**Pride of Place:** We take pride in our school, our learning communities, our appearance and our community.

**Better People = Harvest Home People:** Once we put on a Harvest Home Primary School uniform or badge, we will be better people than we were before.

**Harvest Home KAIZEN – 'KAIZEN'** is a Japanese word meaning- A little bit of improvement everyday

As a school leader, as a teacher, as a student or as a community member... we come to school every day with the intention of being better than we were yesterday.

**Pressure – Embrace Expectations:** How do we work in high-pressure situations? What do we do? What behaviours do we display? We embrace expectations to be better every day.

**Legacy:** As a student, as a staff member and as a community member what is your legacy at HHPS? What do you want to be known for?

**School Profile:**

Harvest Home Primary School is a Public Private Partnership (PPP) School that opened in 2017. Under the PPP model, the school is designed, constructed and maintained by the private sector to high contractual standards over 25 years, allowing Principals and teachers to focus on student learning, rather than asset management. The school is located on Harvest Home Road, Epping in the City of Whittlesea. In 2021, the enrolment was 1131 students (572 Female & 559 Male), of which 1% are indigenous students. Approximately 63% of the school students are 'English as an Additional Language (EAL) - eligible for funding', whilst the schools socio-economic band value is 'Low - Medium'.

Teachers, support staff and students work in Learning Communities to create flexible teaching options and to better cater for the individual needs of all students. All teachers adopt a shared responsibility for all students within each Learning Community. The curriculum and teaching program and strategies encourage all students to have high expectations of themselves and their work, and to produce their best in a positive climate. The school has exemplary programs and is seen as a prominent school in the area of School Wide Positive Behaviour Support (SWPBS) and a lead school for Respectful Relationships, which are both underpinned with a Positive Climate Training Centre. Other programs also include Literacy and Numeracy, Challenge Based Learning (CBL) together with (Science, Technology,

Engineering, Arts & Mathematics (STEAM), Sport and the Arts. Students participate in the Specialists subjects of Physical Education, Spanish, Visual Art, Media Art/Performing Art, Science and STEAM.

The state of the art facility provides the very best in contemporary educational design and promotes active student-centred learning through the creation of Information Communication Technology (ICT) rich, adaptable and functional learning environments. Through this approach, students are empowered to think 'beyond their own context' which enables them to be connected as a 'global citizen'. The school has been designed with a strong emphasis on community partnerships, with a 'community hub' that encourages community engagement and use. A full size Stadium, Performing Arts studio and two STEAM centres provide students and teachers with facilities that are reflective of 21st Century design and learning. The school provides access to an education of the highest quality for the young people of Epping. Students are engaged through stimulating, relevant and inspiring educational experiences that ignite a life-long passion for learning and a strong community connectedness. Harvest Home Primary School upholds high expectations for all with an emphasis on embedding our positive school culture.

As outlined in our vision, we at Harvest Home Primary School place the students are at the centre and purpose of all that we do. We prepare students to pursue their goals, interests and aspirations. All teachers and support staff work to provide a teaching pedagogy reflective of 21st Century designs focused on rich environments and personalised learning for all students. Within Learning Communities, there is a commitment to having a shared responsibility of the success, well-being and safety of all students. We aims to work together to establish a high performing school community that embraces innovation, inclusivity, collaboration and respect.

The parent satisfaction for the school is at 81.9% which is above the state average at 81.9%. With regards to the School Staff Survey, the percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey in relation to School Climate was at 73.9% which was slightly below state at 75.8%.

Future Planning for 2022 (in line with FISO 2.0) will equally focus on Learning and Wellbeing.

Key points include:

- Undertake Action Research, led by Principal Class team members
- Facilitate appropriate Professional Learning opportunities
- PLC link school
- Increase the opportunities for staff to participate in learning walks and targeted observations
- Participation in the Career Start - transforming the first years of the teaching career pilot (3 graduate teachers)
- The Tutor Learning Initiative (TLI) will continue with intervention coaches supporting both Literacy and Numeracy outcomes.
- The school Well Being dog and a partnership with Dogs Connect as recommended in (Department of Education and Training (DET) portal.
- Respectful Relationship (lead school) Action Plan will be implemented authentically with continuous reflection and review
- Apply for Vic SWPBS program.
- Targeted and purposeful use of Equity and Excellence funding to support EAL learners and extend high ability students

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## Framework for Improving Student Outcomes (FISO)

As a follow on from the circumstances of 2020, in 2021 Harvest Home Primary school was determined to remain focused on student achievement and wellbeing. We worked towards delivering our \*KIS, however, with lockdowns occurring again on a regular (and extended) basis, some of the associated \*\*AIP actions and professional learning needed altered or redirected. We maintained a strong outcomes focus through drawing upon our learnings from 2020 and continuing to be responsive and agile to the needs of the students and school community.

\*KIS - Key Improvement Strategy \*\* AIP - Annual Implementation Plan

Goal 1: 2021 Priorities Goal (Excellence in Teaching & Learning, Positive Climate for Learning, Building Communities)

KIS Learning, catch-up and extension priority (Evaluating Impact on Learning), KIS Happy, active and healthy kids' priority (Health and Wellbeing) and KIS Connected schools' priority (Building Communities)

Goal 2 To improve students' learning growth and outcomes in Literacy (Excellence in Teaching & Learning) KIS (Curriculum Planning & Assessment) : Enhance collaborative processes within Professional Learning Communities' (PLCs) that enable teachers to analyse literacy assessment data, use it to inform teaching, and evaluate the impact of their teaching on student learning and growth, and KIS (Evidence-based high-impact teaching strategies): Develop an agreed set of powerful pedagogical practices that enable teachers to implement high impact teaching and learning practices in Literacy.

Goal 3: To improve students' learning growth and outcomes in Numeracy (Excellence in Teaching & Learning) KIS (Curriculum Planning & Assessment): Enhance collaborative processes within PLCs that enable teachers to analyse numeracy assessment data, use it to inform teaching, and evaluate the impact of their teaching on student learning and growth, KIS (Curriculum Planning & Assessment): Develop the capacity of teachers in PLCs to plan an engaging and differentiated numeracy program that ensures challenge and progress for each student and KIS (Evaluating Impact on Learning): Develop powerful processes that challenge and support teachers to individually and collaboratively reflect on and improve their content knowledge and instructional practices in numeracy

In relation to the above goals with a focus on students' learning growth and outcomes in Literacy and Numeracy, teachers prepared and delivered live lessons during the periods of remote and flexible learning. At all times, there was a focus on maintaining structures, including clearly articulated learning intentions/ success criteria's, high impact teaching strategies (especially explicit teaching and feedback) and teaching students to their point of need. Although differentiated lessons were developed and provided, this was not able to replicate the greater degrees of individualised instruction when comparing to onsite 'face to face' teaching. In all years (excluding Prep) students worked similarly to our Learning Communities approach, where students were able to utilise the expertise of multiple teachers and both Literacy and Numeracy remote learning groups were created based on data. Teams continued to work and support each other in their teams and whilst this was collaborative, it was conducted via Google meets. Assessment data was limited and the HHPS instructional models had to be altered. Teachers were able to build on 2020 experiences and were able to confidently use the various features and functions of the Google Education suite of applications. Teachers had the awareness that these practices not only had a focus on outcomes, but also needed to have a high degree of learner engagement and connection.

GOAL 4: To promote and foster active engagement in learning (Positive Climate for Learning) KIS (Intellectual engagement and self-awareness): Enhance student's capability to be reflective, questioning, self-monitoring and aspirational learners and KIS (Empowering Students and Building School Pride) Build quality student-teacher relationships that enhance student's self-confidence and self-efficacy as learners.

As the 2021 year continued and the entirety of Term 3 was conducted remotely, well being and engagement again became the priority focus of the teachers. As most of the year was remote, all students were motivated to be reflective, questioning, self-monitoring and aspirational learners as they continued to learn from their homes. Due to the COVID lockdown and restrictions, we were not able to provide family information sessions and/or 'showcase evenings' to engage 'whole school' community members or celebrate theme weeks or whole school events etc. as planned as actions. Due to the nature of the student led Challenge Based Learning (CBL) it was difficult to implement online and was not part of the teaching and learning program in Semester 2, as Literacy, Numeracy, Engagement and Well-being become the priorities. Staff voluntarily continued to work in working parties, which included a Learner Dispositions team, led by a learning specialists, that focused on the facilitation and development of an agreed understanding of what a HHPS 'Learner' and visual representations of this. A capacity matrix was also developed that was aligned to the Victorian Curriculum Feedback practices moved to 'online methods', so staff were provided with professional learning on how feedback can be given using a variety of online applications. The use of continuous progressively reporting continued throughout the year with goals adjusted to reflect the remote learning environment. Staff Performance and Development Plans were conducted in relation to alternative 'Statement of Expectation', rather than staff producing evidence and/or documentation.

Throughout the year, the community feedback was overwhelmingly positive in relation to the strategic planning and implementation efforts of the Harvest Home Primary School staff.

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## Achievement

Harvest Home Primary School is committed to providing the students of Epping North with exemplary teaching and learning programs. At all times the school maintains high expectations for all students to achieve maximal learning growth and outcomes.

It was pleasing that in 2021 NAPLAN (National Assessment Program – Literacy and Numeracy) was able to be conducted. In relation to the NAPLAN domains, the following school results were achieved. As there was no NAPLAN in 2020, the 4-year average is the average of 2018, 2019 and 2021 data.

### Reading:

Year 3 Reading: With regards the school percentage of Year 3 students in the Top 2 bands was 79.7% which was higher than similar schools at 75.2% and the State at 76.9%. The school's 79.7% was higher than the school's 4-year average of 77.7%.

Year 5 Reading: With regards the school percentage of Year 5 students in the Top 2 bands was 63.3% which was lower than similar schools at 67.0% and the State at 70.4%. The school's 63.3% was higher than the school's 4-year average of 62.7%.

### Numeracy:

Year 3 Numeracy: With regards the school percentage of Year 3 students in the Top 2 bands was 61.7% which was lower than similar schools at 63.6% and the State at 67.7%. The school's 61.7% was higher than the school's 4-year average of 59.1%.

Year 5 Numeracy: With regards the school percentage of Year 5 students in the Top 2 bands was 40.8% which was lower than similar schools at 59.1% and the State at 61.6%. The school's 40.8% was lower than the school's 4-year average of 44.8%.

### Learning Gain: Year 3 (2019) – Year 5 (2021)

Reading: Low Gain 29%, Medium Gain 57%, High Gain 14% and High Gain Similar Schools 23%

Numeracy: Low Gain 29%, Medium Gain 55%, High Gain 16% and High Gain Similar Schools 29%

Writing: Low Gain 15%, Medium Gain 55%, High Gain 30% and High Gain Similar Schools 26%

Spelling: Low Gain 18%, Medium Gain 49%, High Gain 32% and High Gain Similar Schools 28%

Grammar & Punctuation: Low Gain 28%, Medium Gain 54%, High Gain 18% and High Gain Similar Schools 31%

Teacher Judgement of student achievement relates to the percentage of students working at or above age expected standards in English and Mathematics. From Prep to Year 6 in English, the school was at 83.4% which is comparable to similar schools at 83.7% and below the state average at 86.2%. From Prep to Year 6 in Mathematics, the school was at 80.8% which is slightly below similar schools at 81.6% and below the state average at 84.9%.

In relation to our Literacy 2021 AIP targets, the school was able to achieve 12 out of the 20 set targets (60%)

For our Numeracy 2021 AIP targets, the school was able to achieve 1 out of the 5 set targets (20%)

Many supports were implemented at Harvest Home Primary School for our Program for Students with Disabilities (PSD) students in 2021. The Education Support (ES) Staff were involved in Google Meets with teachers for those students who were participating in remote learning, if they were not learning onsite Support packs were sent home to families with students requiring additional support such as reward charts, visual schedules and sensory objects. For our students on site, teachers and Education Support Staff created visual support timetables and adapted tasks where necessary. Movement and sensory breaks were supported for these onsite students. Student Support Group meetings were conducted online, with adapted Individual Learning Plans to suit remote and flexible learning. Students were provided with modified programs with tasks aligning to their Individual Learning Plan (ILP) to complete at home. The Positive Climate team kept in regular phone contact with families of our PSD and vulnerable families. Links to external support agencies were provided via our school website. Prior to return to onsite learning, transition was supported with video conferences with students and their families as well as social stories about what to expect and which processes would be different. The focus upon return to onsite learning was reconnecting all students with school, re-establishing

routines and ensuring wellbeing was prioritised.

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## Engagement

Engagement is very strong at Harvest Home as there are authentic connections between staff and students. Building these relationships is a cornerstone of the school's student-centered approach. Throughout the year, in particular during remote and flexible learning there were some barriers that did not allow engagement to be sustained as hoped for some families; for example, some of our families had poor connectivity which also occurred for our onsite students (essential workers). The reduction in 'face to face' teaching and support was a challenge for some as they missed that 'contact' with students and peers; this was also accentuated as some students and staff found it difficult to adjust from their normal school routines.

Based on the successful use of the Google suite of applications, this was used to implement remote and flexible learning, particularly Google Classroom. This helped students and families engage as this was seen as a very familiar and 'user friendly' platform. The tasks that were provided to families were purposely designed for all students to be able to achieve successful outcomes through being able to complete the tasks independently or with minimal assistance from family's members. The school took this approach to ensure that families felt engaged and comfortable with the remote and flexible learning program rather than feeling overwhelmed or arduous. There was increased interaction between the school, teachers and families as they were able to contact (email) teachers freely regarding all matters associated with remote and flexible learning, in particular to learning and wellbeing outcomes. Some of our more vulnerable families also used the support of being able to access onsite attendance.

In 2021 Harvest Home Primary School had an average yearly attendance rate of across all year levels (P-6) of 92%. The average number of absence days was 15.3, which is lower than our 4 year average of 17.1. Common reasons for non-attendance were illness and extended family holidays. Absence and attendance data in 2020 and 2021 may be influenced by local processes as adjusted due to remote and flexible learning. A school process is in place in which community teachers make contact with any family who has a student that is absent for 3 days in a row. This is tracked and closely monitored as student attendance chronicles on Compass. Any family who is intending to be absent for more than 10 school days, is required to have a meeting with a member of the school principal class to develop a student absence learning plan (SALP). As a school, there is also continual communication and notifications on our digital/online platforms that address school attendance, late arrival and early departures from school.

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## Wellbeing

Harvest Home Primary School has a strong, significant and authentic focus on the Health, Wellbeing and Engagement of not only its students, but all members of the Harvest Home Primary School community and this was continued (and built upon) throughout the challenges and opportunities of 2021.

A section on the school website was also updated with current information and resources to support wellbeing on a regular basis. In communication that was sent to families as lockdowns were again announced, it contained detailed information about a number of support services available to the HHPS families. These included organisations such as Lifeline, Beyond Blue, Headspace and SANE Australia. Contact details of both the School Leadership and the Positive Climate teams were also included.

All teachers participated in 'wellbeing' check-ins which completed via a Google form. The aim of the check-ins was to maintain a connection for students (and their families) with their home group teachers and the school. In addition to these check-ins, the Positive Climate team focused on keeping contact with students and families that were already under the team's care. It was also a priority to identify students and families that were at risk and in need of extra support. A list was compiled, and these families were in regular contact with the team via phone calls. The wellbeing communication with families was tracked (and monitored) via the school Compass platform as chronicled communication. The implementation of the HHPS School Wide Positive Behaviour Support Program (specifically the

HHPS Hero Program) was modified to be utilised during our Remote & Flexible learning. Resources were made available to families to support positive behaviours and acknowledge success. This included, how to videos, a parent guide and a 'Hero' chart.

The implementation acknowledges that students learn best when they feel safe, happy, supported and engaged. Resources were created by the school leaders that were provided to support regulating emotions and student well-being. These included a series of handouts that combined movement / mindfulness breaks and daily planning templates to support students to learn and stay focused throughout their days.

In 2021 the Attitudes to School Survey was completed with students from Years 4 – 6. With regards to the Sense of Connectedness for Years 4 - 6, in 2021 the school percentage endorsement was 83.2% which was higher than similar schools at 82.5% and the State at 79.5%. The school's 83.2% was slightly lower than the school's 4-year average of 84.9%.

With regards to the Management of Bullying for Years 4 - 6, in 2021 the school percentage endorsement was 78.2% which was higher than similar schools at 77.6%. This was very similar to the State at 78.4%. The school's 78.2% was slightly lower than the school's 4-year average of 79.7.9%.

Despite the circumstances of the 2021 school year, the wellbeing of all families was always a central focus whilst learning was offsite, but still continued as staff and students transitioned back to onsite lessons and any associated restrictions at that time.

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## Finance performance and position

Student Resource Package Expenditure figures are of the year ending 31st December, 2021 and are subject to change during the reconciliation process.

In 2021 the school managed its finances in line with DET processes and guidelines. There was a clear delineation and segregation of duties to ensure that prudent checks and balances were in place with regard to budgeting, receipting and expenditure of funds. The School Council, whilst responsible for overseeing the program and provision of timely reports to School Council, has been supported by the Business Manager and Principal to provide high-level financial leadership.

As 2021 was the school's fifth year, it was pivotal that the school had the adequate resources to support student learning for 2022. Consumables and Support Services were the two largest expenditure items for 2021. Due to effective strategic planning, the school has again achieved a net operating surplus.

**For more detailed information regarding our school please visit our website at**  
[www.harvesthomeps.vic.edu.au](http://www.harvesthomeps.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 1131 students were enrolled at this school in 2021, 572 female and 559 male.

63 percent of students had English as an additional language and 1 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).

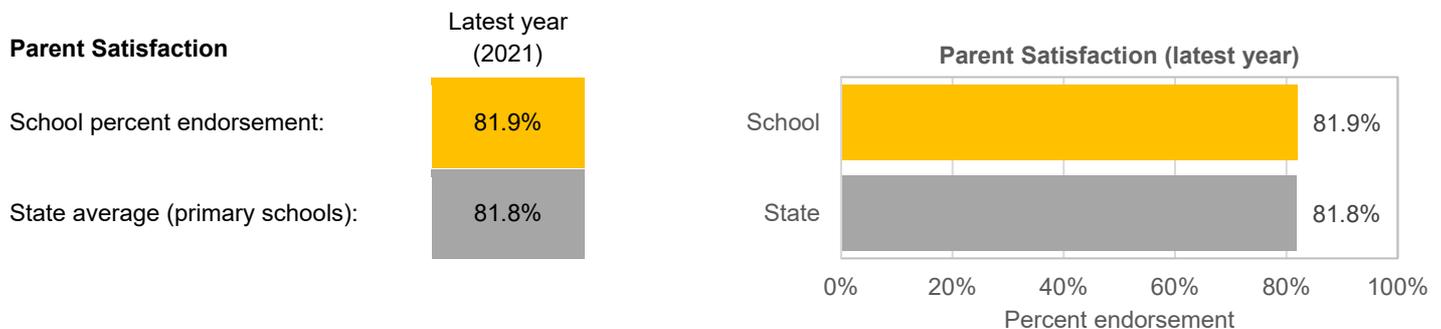
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

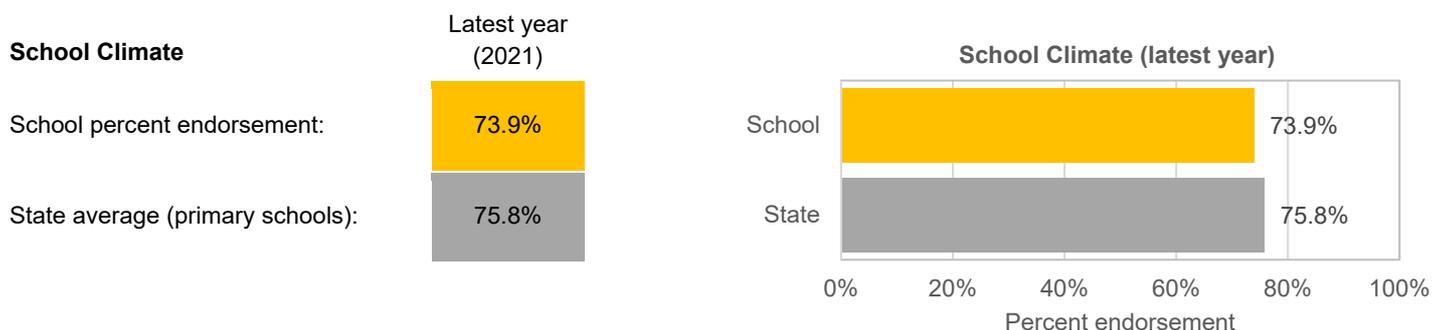


### School Staff Survey

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:

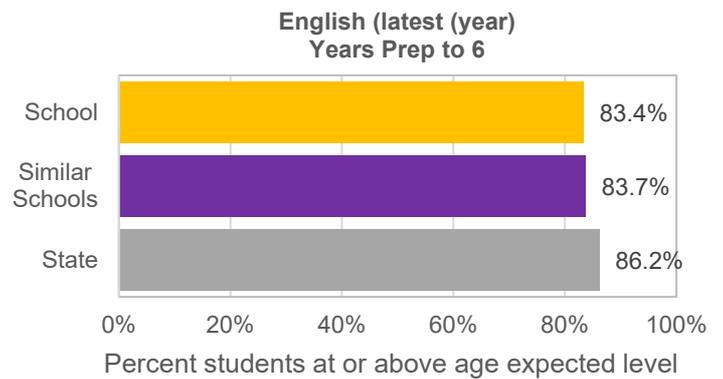
83.4%

Similar Schools average:

83.7%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

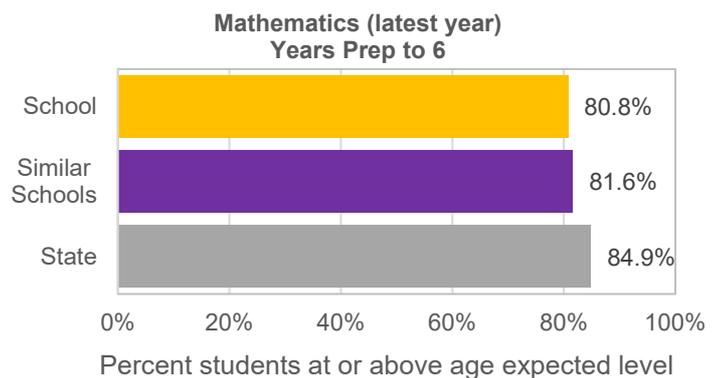
80.8%

Similar Schools average:

81.6%

State average:

84.9%



**ACHIEVEMENT (continued)**

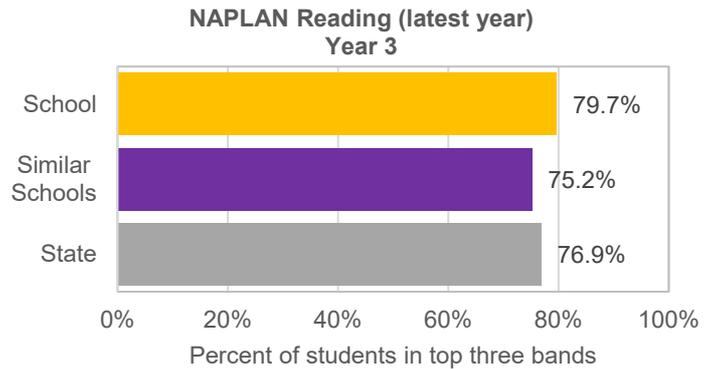
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**NAPLAN**

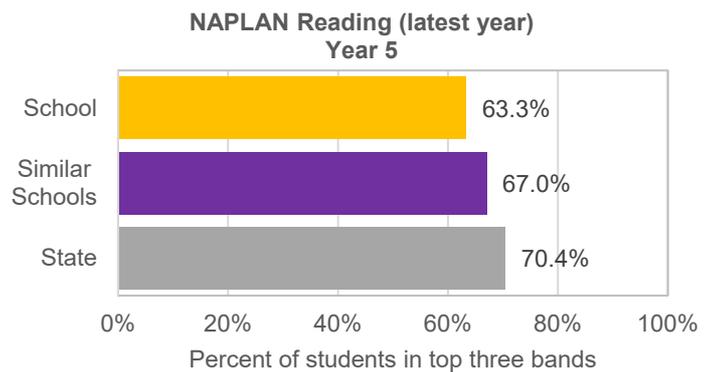
Percentage of students in the top three bands of testing in NAPLAN.

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

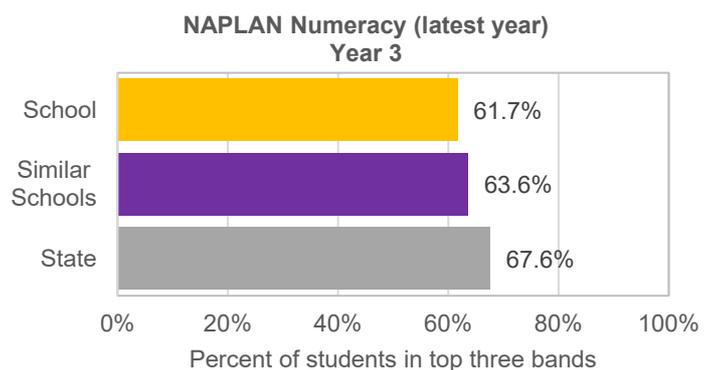
<b>Reading Year 3</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	79.7%	77.7%
Similar Schools average:	75.2%	75.4%
State average:	76.9%	76.5%



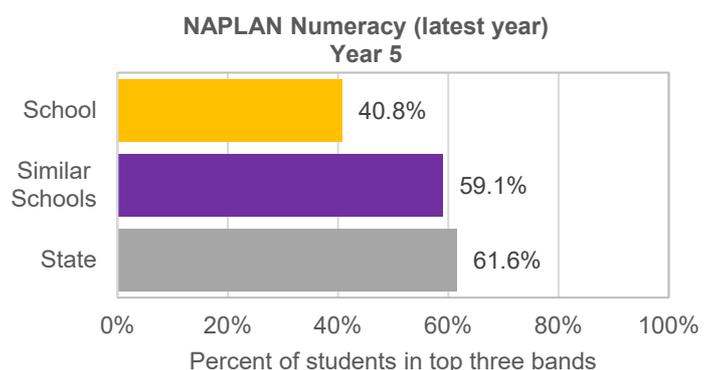
<b>Reading Year 5</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	63.3%	62.7%
Similar Schools average:	67.0%	65.3%
State average:	70.4%	67.7%



<b>Numeracy Year 3</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	61.7%	59.1%
Similar Schools average:	63.6%	65.2%
State average:	67.6%	69.1%



<b>Numeracy Year 5</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	40.8%	44.8%
Similar Schools average:	59.1%	58.8%
State average:	61.6%	60.0%



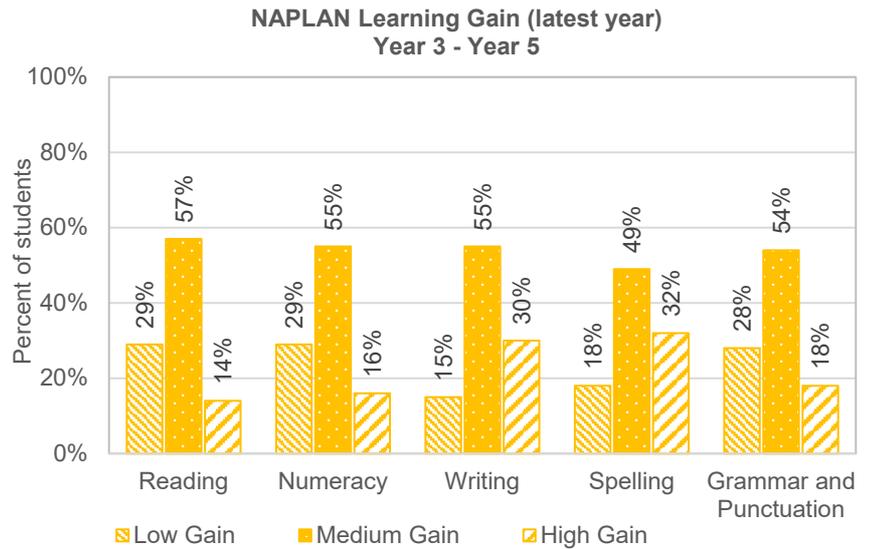
## ACHIEVEMENT (continued)

### 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:	29%	57%	14%	23%
Numeracy:	29%	55%	16%	29%
Writing:	15%	55%	30%	26%
Spelling:	18%	49%	32%	28%
Grammar and Punctuation:	28%	54%	18%	31%



## ENGAGEMENT

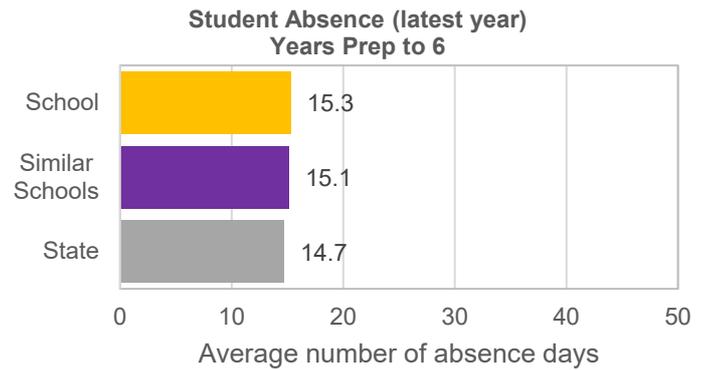
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.3	17.1
Similar Schools average:	15.1	15.9
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%	92%	93%	93%	93%	91%	92%

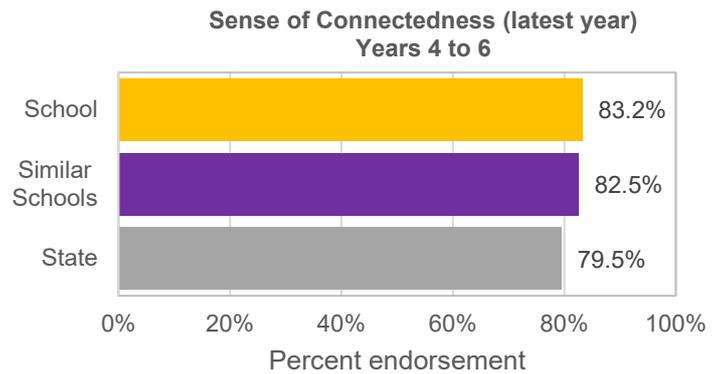
## WELLBEING

**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:	83.2%	84.9%
Similar Schools average:	82.5%	82.4%
State average:	79.5%	80.4%

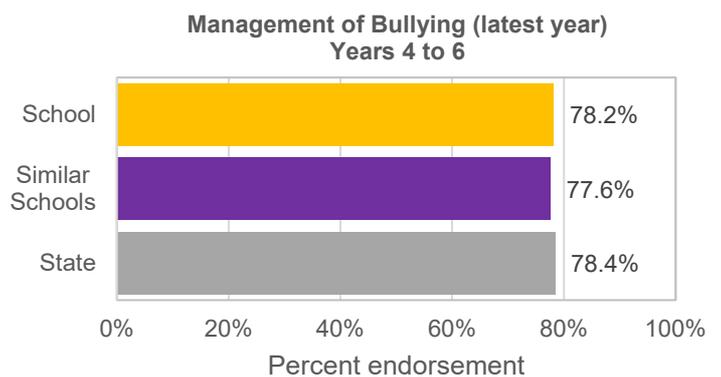


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.2%	80.3%
Similar Schools average:	77.6%	78.9%
State average:	78.4%	79.7%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,763,688
Government Provided DET Grants	\$991,104
Government Grants Commonwealth	\$9,948
Government Grants State	\$0
Revenue Other	\$9,371
Locally Raised Funds	\$368,568
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$12,142,678</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$192,592
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$192,592</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,472,388
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$105,042
Communication Costs	\$10,302
Consumables	\$306,310
Miscellaneous Expense <sup>3</sup>	\$17,723
Professional Development	\$17,208
Equipment/Maintenance/Hire	\$203,769
Property Services	\$0
Salaries & Allowances <sup>4</sup>	\$0
Support Services	\$229,456
Trading & Fundraising	\$6,259
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$106,977
<b>Total Operating Expenditure</b>	<b>\$9,475,433</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,667,246</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$1,066,865
Official Account	\$22,915
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,089,780</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$167,174
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$800,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds > 12 months	\$20,000
Maintenance - Buildings/Grounds > 12 months	\$22,605
<b>Total Financial Commitments</b>	<b>\$1,089,779</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.*