**2020 Annual Report to**

**The School Community  
  
School Name: Mount Blowhard Primary School (2037)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*. |
| Attested on 24 May 2021 at 08:42 AM by Robert Walsh (Principal) |

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| The 2020 Annual Report to the school community:   * has been tabled and endorsed at a meeting of the school council * will be publicly shared with the school community. |
| Attested on 03 June 2021 at 11:30 AM by Susan Charles (School Council President) |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school’s data with state averages and similar school groups.

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

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

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *‘About Our School’* section refer to?

The About Our School section provides a brief background on the school, an outline of the school’s performance over the year and future directions.

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

The ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *‘Performance Summary’* section of this report refer to?

The Performance Summary includes the following:

**School Profile**

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

**Achievement**

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

*Note: NAPLAN tests were not conducted in 2020*

**Engagement**

Student attendance at school

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *‘Victorian Curriculum’*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.

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

**About Our School**

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| School context |
| The School Vision is to ensure that all students achieve their academic, social, emotional and physical potential in a supportive and purposeful learning environment, where our school values of Respect, Responsibility, Excellence and Kindness underpin all interactions. Our school believes in high expectations for all students in an atmosphere of care and support. We are committed to preparing our students to be creative, adaptable and responsible citizens of both their local and global community.   The programs of, and teaching in, Mount Blowhard Primary School support and promote the principles and practices of Australian democracy including a commitment to: an elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; the values of openness and tolerance. Our School Values are supported by our School Rules: Be Honest, Be Safe, Be Nice, Be Positive, and Be a Learner.   Mount Blowhard Primary School has a proud history spanning 140 years. From a small rural school, we now attract enrolments from a wider area, reflecting housing growth on the outskirts of Ballarat. The school is in a wonderful position to provide the best of both worlds – a rural education within reach of the city.   Mrs Felicity Christian was appointed as the substantive principal at the end of 2019, and commenced the role at the beginning of the 2020 school year. Mrs Christian took maternity leave early in the year and Regional Director's Appointment was made, with Mr Robert Walsh acting in the principal position for the remainder of the year.   The 2020 school demographics consisted of a Student Family Occupation and Education (SFOE) index of 0.315 with a SFOE band of low-medium. There were 75 students enrolled at the beginning of 2020, with the school organised into four classrooms: P/1, 2/3, 4/5 and 6.   The classroom teaching profile consisted of a balance of experienced and graduate staff, with three classroom teachers at Range 1 (less than five years’ experience) and one classroom teacher at Range 2 (more than five years’ experience). Staffing consisted of a principal, a part time business manager, four full time classroom teachers, three part-time specialist teachers and a part time integration aide.   The part-time teaching staff ensured a balanced and well-rounded curriculum, delivering programs in Physical Education, Art, Chinese and STEM. MARC Van provided a fortnightly library service for borrowing and returning of literature and the delivery of lessons in the History domain of the Victorian Curriculum. The school also provided Tier 3 Multisensory Structured Language (MSL) intervention for a number of students.   In 2020, the school focused on Literacy and Mathematics, with investment into new resources and teacher professional learning in these areas. In all, four staff attended the five-day MSL training (in 2020 or early 2021, due to COVID) and began implementing the approach in their classrooms, or intervention, fine-tuning our evidence-based, systematic and explicit approach to phonics teaching to the school.   The school review process commenced during Term 3 of 2020. A curriculum day resulted in staff spending this dedicated time celebrating successes and what makes this school great, exploring data related to the School Strategic Plan targets, looking at barriers and enablers related to the goals and targets set and assessing against the FISO Continua of Practice for School Improvement.   Classroom observations in early 2021 indicated explicit instruction and teaching based on the science of learning. Students were able to articulate what they were learning using the language of the learning intentions.   Other findings from the review panel included:  \*Parent, teacher and student forums indicated a high regard for the school, strong community involvement and a positive partnership between home, school and the community.  \*Students spoke highly of the school, the teachers and their own learning. Students indicated they are always learning new and challenging things. Students said they learnt so much at their school and teachers broke their learning down and provided them with feedback. \*Staff forums indicated how far the school had improved, that professional learning was valued and applied consistently across the school, all staff were immersed in professional learning and implemented the clearly articulated, shared strategic intent of the school.  \*Ninety-two per cent of parents responded positively to the factor: Parent Community Engagement. \*At the parent forum, parents indicated they had many opportunities to be involved with the school.   Due to COVID, 2020 was a challenging year for all. However, the Mount Blowhard Primary School community was able to support each other and still ensure many positive experiences and outcomes.   During remote learning, School Council and Parents and Friends were committed to engaging and supporting the community. This was greatly appreciated by all, particularly the individual notes and gifts received by families. Families, and the classes at school, also enjoyed viewing all the images from the Home-Schooling photo competition.  At the beginning of the year the the Year 6 beach camp was held, along with the F-6 swimming program. Towards the end of the year, the school was able to conduct many significant events, some of which also allowed the parent community to be onsite. It was pleasing to end the year by being able to hold events such as: \*Foundation (Prep) Transition \*F-3 Swimming Program \*Athletics day \*Spring Fete (led by the Year 6 students) \*Walk or Ride to School \*The Walkathon (fundraising for the Ryder Cheshire Foundation) \*Blowhard Has Talent \*End of year assembly \*Year 6 Graduation   Graduation is a significant milestone, so it was pleasing that a wonderful evening was held with parents and family members onsite to share this special occasion. |
| Framework for Improving Student Outcomes (FISO) |
| On many levels, 2020 was a challenging year for all. However, all key stakeholders of the Mount Blowhard Primary School community (staff, students and families) supported each other to ensure positive experiences and outcomes for the children. Staff, students and parents did an amazing job during unprecedented circumstances. The efforts of all are something we can all be proud of.   The second period of remote learning saw the implementation of Google Classroom and WebEx Meetings (video conferencing), this ensured increased interaction between students and the classroom teacher each week. The dedicated teaching and support staff were extremely adaptable and flexible during both periods of lockdown.   Online Learning Response and Structure Using the Google Classrooms platform, lessons were posted by 8:45am each Monday, Tuesday, Thursday and Friday with the key focus being on core learning: reading, writing and mathematics. A daily outline was posted (video and/or text) on the Google Classroom Stream by 9:15 am each day. A weekly overview was emailed to parents and carers each Monday. Wednesdays were dedicated as a Specialist Day for the most part. All specialist classes posted their work in Google Classrooms each Wednesday by 8:45 am.   Staff differentiated the learning and support accordingly within each task and through increased support in real time (video conferencing). This included whole class, small group and individual instruction.   WebEx Meetings (video conferencing) Teachers worked with the whole class and/or small groups using WebEx Meetings. This provided the opportunity for explicit and real time teaching, support and connection. There were two classroom meetings conducted each week.   WebEx allowed for explicit whole class and small group instruction and support. It also allowed for the intervention program to recommence.   Paper Based Resources With a multimodal approach, we also provided paper-based activities, such as worksheets, for collection each fortnight from the school. This provided the opportunity to provide art and STEM materials and PE resources.   Flexibility Many tasks could be completed in any order and at a time of day that worked for the student and family circumstances. However, WebEx real time lessons and classroom meetings were scheduled in advance by the classroom teacher.   Intervention Multisensory Structured Language (MSL) intervention also commenced via the Web Ex Meetings video conferencing platform.  Staff meetings and Professional Learning Communities (PLC) continued as planned via WebEx Meetings. This ensured core work around key improvement goals continued and as a result many key improvement strategies outlined in the Annual Implementation Plan (AIP) were met or partially met. A significant achievement given the circumstances of the year.    The FISO model provides a structure for the continual growth of all in the areas of Excellence in Teaching and Learning, Positive Climate for Learning, Professional Leadership and Community Engagement in Learning. In 2020, the Annual Implementation Plan (AIP) focus areas included Excellence in Teaching and Learning and Positive Climate for Learning.   The FISO continua, as validated by the school review panel at the commencement of 2021:  Excellence in Teaching and Learning \*Building practice excellence-Evolving \*Curriculum planning and assessment-Evolving \*Evidence-based high impact teaching strategies Evolving \*Evaluating impact on learning-Evolving  Positive climate for learning \*Empowering students and building school pride-Embedding  \*Setting expectations and promoting inclusion-Embedding  \*Health and wellbeing-Embedding  \*Intellectual engagement and self-awareness-Evolving  During remote learning, and on return to the onsite setting, weekly staff and Professional Learning Communities (PLC) meetings continued with a sharp and narrow focus on the key improvement strategies outlined in the Annual Implementation Plan (AIP). This ensured core work around key improvement goals continued and as a result many key improvement strategies and associated key actions and milestones were met or partially met. A significant achievement given the circumstances of the year. |
| Achievement |
| WebEx Meetings (video conferencing) allowed for explicit whole class and small group instruction and support. It also allowed for intervention program to recommence. On return to onsite learning, the same explicit and direct teaching continued.   The school review process commenced during Term 3. A Curriculum day resulted in staff spending the day celebrating successes and what makes this school great, exploring data related to the School Strategic Plan targets, looking at barriers and enablers related to the goals and targets set and assessing against the FISO Continua of Practice for School Improvement.   As part of the review process, classroom observations indicated explicit instruction and teaching based on the science of learning. Students were able to articulate what they were learning using the language of the learning intentions. This validates and endorses that we were able to maintain priorities and key improvement strategies during an interrupted 2020.   We continued the implementation and commitment to the Big 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension), systematic synthetic phonics and Multisensory Structured Language (MSL). All teaching staff have completed, or will be completing (during the summer break and in early February), MSL training. A Multisensory Structured Language (MSL) lesson template was developed for Years F-3. An F-2 assessment schedule was developed reflecting our Big 5 of reading and systematic synthetic approach. This work will continue in the Years 3-6 area in 2021.   Moving forward, the development of a reading instructional model that incorporates Big 5 and MSL will form the core work. This will require professional reading to commence around reading best practice and Big 5 implementation across the school. Each component of the Big 5 (phonics, phonemic awareness, comprehension and vocabulary) will require investment in professional learning.   The school Number and Algebra scope and sequence document was finalised and is utilised in planning and assessment. Each phase of the instructional model is well advanced in implementation and is increasingly evident in planning and teaching practice. Essential Assessment was trialled as a tool for pre and post assessment.  Essential Assessment pre and post-tests will form part of the assessment schedule. Short pre-post-tests related to each I can statement in Number and Algebra need to be developed in the future.  The core work of embedding the MBPS mathematics instructional model was prioritised. PLC meetings ensured collaboration; staff development in each phase of the model; phases implemented in each classroom and time to share and reflect on practice. This work resulted in the consistent implementation of the Daily Review and Explicit Teach phases, and the development of non-negotiable and negotiable elements of each phase.   A Curriculum Day provided protected time that resulted in the development of Daily Reviews templates linked to 'I can' statements and the Victorian Curriculum. The Explicit Teach phase also linked directly to the Explicit Direct Instruction (EDI) lesson design and strategies.   End of year teacher judgement data demonstrates comparable results in reading, writing and number and algebra when compared to 2019 results when looking at percentage of students 'at' or 'above’ age expected levels.  Despite COVID, parent satisfaction remained above the state average for positive endorsement of General Satisfaction. The staff opinion survey also placed us above the state for positive endorsement of School Climate. Highlights of the Parent Opinion Survey included:  School support \*I am able to get the information I need through the school's regular communication channel 100% positive endorsement  \*I feel comfortable about approaching this school with any concerns I might have 100% positive endorsement   Teacher communication \*There is effective two-way communication between the teachers and parents at this school 100% positive endorsement   General satisfaction \*Overall, I am satisfied with the education my child receives from this school 89% positive endorsement   School improvement \*This school always aims to improve the quality of education it provides 100% positive endorsement  \*This school has a clear understanding of its strengths and areas for improvement 100% positive endorsement   School pride and confidence \*I feel confident that this school provides a good standard of education for my child 100% positive endorsement   High expectation for success \*Teachers at this school expect my child to do his/her best 100% positive endorsement  \*This school celebrates student achievements in all areas 100% positive endorsement   Student motivation and support \*My child gets extra help with learning from teachers when needed 100% positive endorsement   Stimulating learning environment \*This school provides diverse programs for my child's interests and abilities 100% positive endorsement   Effective teaching \*Teachers are enthusiastic and positive about teaching 100% positive endorsement  \*I understand how my child is assessed 100% positive endorsement   Student agency and voice \*This school provides opportunities for my child to make decisions and solve problems 89% positive endorsement  \*This school provides opportunities for my child to develop a sense of responsibility 100% positive endorsement   Confidence and resiliency skills \*The school provides my child with opportunities to build his/her confidence 100% positive endorsement |
| Engagement |
| High levels of contact with parents and carers during the remote and flexible learning period resulted in positive relationships being maintained and support provided.  The second period of remote learning saw the implementation of Google Classroom and WebEx Meetings (video conferencing), this ensured increased interaction between students and the classroom teacher each week and this resulted in increased engagement and wellbeing support.   To support student engagement during the transition back to onsite learning, staff focused on the re-establishment of school routines and procedures for all grade levels. Structure and predictability were important.   During onsite learning, The Pivot survey offered two opportunities for student feedback to their teachers. Pivot student surveys were utilised by all teachers to ensure student agency while providing a fair, insightful picture of their effectiveness and impact. Staff shared areas of strength and areas for development based on the Pivot feedback results. This facilitated discussions around the feedback data provided. The development of a school wide feedback process will also form part of the core work moving forward.  Towards the end of the year, the school was able to conduct many significant events, some of which also allowed the parent community to be onsite. It was pleasing to end the year by being able to hold these events that supported student engagement and wellbeing: \*F-3 Swimming Program \*Athletics day \*Spring Fete (led by the Year 6 students) \*Walk or Ride to School \*The Walkathon (fundraising for the Ryder Cheshire Foundation) \*Blowhard Has Talent \*End of year assembly \*Year Graduation   Parent Opinion Survey The parent opinion survey demonstrated positive responses when the community reflected on their experience with learning from home: \*I understand what my child is expected to do each day 100% positive endorsement \*I can contact my child's teacher(s) when I need to 100% positive endorsement \*Teachers communicate with me often enough about my child’s progress 89% positive endorsement \*My child has adequate contact with their teacher(s) 100% positive endorsement \*Since learning from home started, I feel like I have a better understanding of what my child is learning 89% positive endorsement \*Since learning from home began, the school has improved aspects of its remote learning delivery over time 100% positive endorsement \*I feel well supported by my child's school and teachers to help my child learn from home 89% positive endorsement \*The school has responded effectively to feedback from parents 89% positive endorsement |
| Wellbeing |
| During 2020 we continued the core work and key improvement strategies related to the implementation of School Wide Positive Behaviour (SWPB) and Respectful Relationships.  Consistent classroom and yard code of conduct steps were implemented. The code of conduct steps is visible in each classroom, along with the SWPB Behaviour Matrix. With a managing classroom behaviours flow chart to be finalised.   Staff actively teach and promote the behaviours listed in the SWPB matrix through Respectful Relationships lessons and as needs arise.   The SWPB Matrix forms part of the student of the week awards given at assembly. A SWPB reward system is still to be developed and will form part of the SWPB work in early 2021.   The recently developed Mount Blowhard Primary School Code of Conduct includes this information and is communicated to parents at the commencement of the school year, while also forming part of the Student Engagement & Wellbeing policy.   The Respectful Relationships scope and sequence has been finalised, with lessons evident in planners. The Student Wellbeing and Engagement Policy has been ratified by School Council. Continuing to embed all elements of School Wide Positive Behaviour and Respectful Relationships will continue next year. There will be an enhanced focus on school wide values and behaviours through the newsletter and at assembly. Bounce Back lessons will be integrated into the Respectful Relationships scope and sequence and form part of the two-year cycle. |
| Financial performance and position |
| The strategic management of finances ensured the school operated within the Student Resource Package (SRP) allocated. The school did not operate at a deficit in 2020.   Equity funding of $6 928 was dedicated to staff development in Multisensory Structured Language (MSL), and providing our literacy and numeracy leaders with dedicated time to complete curriculum documentation, including out mathematics instructional model.   We received some additional funding through the Professional Learning Communities (PLC) initiative. We used this money for teacher resources and assessment subscriptions.   The school was fortunate to receive a substantial grant from Acciona Wind Farms. This ensured the school was able to substantially subsidise the swimming program from F-6. A Landcare grant resulted in an indigenous garden being developed by a local landscaping business.   Due to COVID 19 restrictions, fundraising was minimal during 2020. However, the online cookie dough fundraiser was a success raising $1,449.   School council entered into a cleaning contract after completing a tender process. The successful tender was Brad Maisey Services, the length of the contract is three years. Due to COVID 19, additional funding was provided by the Department to ensure the extra daily cleaning of high touch surfaces. |
| **For more detailed information regarding our school please visit our website at** [**http://www.mountbhps.vic.edu.au/**](http://www.mountbhps.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 72 students were enrolled at this school in 2020, 32 female and 40 male.

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

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

This school’s socio-economic band value is: 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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 91.1% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 79.7% |
| State average: | 77.8% |

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.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 86.4% |
| Similar Schools average: | 84.7% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 81.1% |
| Similar Schools average: | 85.1% |
| State average: | 85.2% |

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 10.4 | 14.3 |
| Similar Schools average: | 14.3 | 16.3 |
| State average: | 13.8 | 15.3 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 95% | 93% | 95% | 95% | 95% | 96% | 94% |

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 76.3% |
| Similar Schools average: | 77.5% | 81.6% |
| State average: | 79.2% | 81.0% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 79.0% |
| Similar Schools average: | 81.6% | 83.3% |
| State average: | 78.0% | 80.4% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2020

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $804,874 |
| Government Provided DET Grants | $128,912 |
| Government Grants Commonwealth | NDA |
| Government Grants State | $3,700 |
| Revenue Other | $11,012 |
| Locally Raised Funds | $35,543 |
| Capital Grants | NDA |
| Total Operating Revenue | **$984,041** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $6,928 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$6,928** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $707,671 |
| Adjustments | NDA |
| Books & Publications | NDA |
| Camps/Excursions/Activities | $8,497 |
| Communication Costs | $2,174 |
| Consumables | $20,705 |
| Miscellaneous Expense 3 | $9,430 |
| Professional Development | $9,966 |
| Equipment/Maintenance/Hire | $5,411 |
| Property Services | $47,550 |
| Salaries & Allowances 4 | $14,644 |
| Support Services | $2,054 |
| Trading & Fundraising | $9,081 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $6,152 |
| Total Operating Expenditure | **$843,337** |
| Net Operating Surplus/-Deficit | **$140,704** |
| Asset Acquisitions | **$2,854** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $137,591 |
| Official Account | $10,517 |
| Other Accounts | NDA |
| Total Funds Available | **$148,108** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $19,224 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | NDA |
| School Based Programs | $14,235 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | NDA |
| Capital - Buildings/Grounds < 12 months | $6,000 |
| Maintenance - Buildings/Grounds < 12 months | $10,500 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$49,959** |

*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.*