

# 2021 Annual Report to The School Community



**School Name: Mitcham Primary School (2904)**



**Mitcham Primary School**  
thinkers | learners | leaders

- 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 09 March 2022 at 01:32 PM by Erin Norman (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 10 March 2022 at 12:02 AM by Nasra Higgins (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

Mitcham Primary School was established in 1888 and relocated to its present site on Mitcham Road, Mitcham in 1930. The school's tradition of educational excellence is complemented by attractively presented treed surroundings on an extensive 6-acre site in the established eastern metropolitan suburb of Mitcham in the City of Whitehorse. Mitcham Primary School is part of the Riversdale Network of Schools in the North Eastern Victoria Region. Currently, the school has a population of approximately 474 students who proudly wear the traditional colours of green and white.

Mitcham Primary School's vision is to foster the development of students as 'Thinkers, Learners, Leaders' and to create a passionate learning community that inspires, challenges and supports all students to achieve their personal best and make a positive contribution to the world in which they live. In 2021 our school community reviewed our school values; the whole school consultation embraced the following four values:

Respect - For ourselves, others, and our environment. Caring for, understanding, accepting, and appreciating ourselves and others.

Resilience - Bouncing back from difficulties and disappointments. Accepting challenges, trying hard, and not giving up easily.

Kindness - Being friendly, generous, and considerate to others and yourself.

Love of Learning - Is a valued disposition that embraces critical thinking and reasoning and celebrates gaining new understanding, knowledge, behaviours, skills, values, and attitudes.

Our school teaching and learning focus is to

- encourage children to become life-long learners who see learning as engaging and critical to their development.
- foster the natural curiosity of children by encouraging inquiry and independence.
- develop critical and analytical thinking through problem-solving and decision-making activities.
- enhance creativity through open-ended activities involving the manipulation of materials and ideas.
- develop student leadership and team skills by encouraging tolerance, respect, and co-operation in a multi-cultural context.
- achieve high standards in all learning areas.
- prepare students to make a positive contribution as thinking participants in the citizenship of Australia.
- prepare children to be resilient in embracing ongoing change.

The school populace continues to be extremely diverse with 33 community languages spoken in community families' homes, with several refugees enrolled, with approximately 50% of students coming from a non-English-speaking-background. We have one Principal, one Assistant Principal, 26 teaching staff members (24 FTE), one business manager, two office administration staff, and eight education student support staff (Integration, MiniLit coordinator, Maintenance Person, and Librarian Technician).

Every Mitcham Primary School student co-creates Learning Goals with their class teacher. The teachers work in level teams to analyse student data and to plan programs that meet the needs of all the students in their cohort. Technology is integrated into the learning environment and the comprehensive one-to-one program operating at all levels in the school gives our students the opportunity to develop and demonstrate the knowledge, skills, practices, and attitudes necessary for students to be engaged 21st-century citizens capable of shaping our future. There is a strong Robotics program focus and coding is taught formally. A broad range of specialist and extra-curricular programs are offered across the school. Visual Arts, Performing Arts, Physical Education, Indonesian (LOTE), and Library are the school's F-6 specialist provisions.

Mitcham Primary School provides students from non-English speaking backgrounds and international students with a high-quality education and a genuine opportunity to succeed, we employ an EAL teacher and offer multiple literacy support opportunities to all our students. Mitcham Primary School belongs to a group of accredited Primary and Secondary schools, each acknowledged for offering a diverse curriculum and innovative teaching practices, catering to the needs of international students.

In 2018 staff, students and parents contributed to the School Self-Assessment and the future direction in the School Strategic Plan 2018-2022 for the school review with three school goals:

- To improve literacy and numeracy outcomes of all students
- To improve student engagement, voice, and agency in their learning
- To improve student wellbeing

In managing the significant impacts and changes our school and students faced in 2021 due to COVID-19, the 2022 Mitcham Primary School Annual Implementation Plan has been written to focus on the two major priority areas identified by the Department of Education:

1. Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. At MPS we are continuing to build a rich, relevant, challenging, and stimulating learning environment that promotes independence by embedding teacher capability to utilise data and a range of formative assessment strategies to teach to each student's point of learning.
2. Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. At MPS we will continue implementing a whole-school approach to improving student resilience and wellbeing with a focus on Positive Education Psychology.

Parent engagement is high and community involvement is valued at Mitcham Primary School, we have an active school council, and parents are involved in a variety of different aspects of school life including classroom helpers, assisting with sports teams, school working bees, and fundraising activities. The school's website, Facebook page, fortnightly newsletters, and use of the Compass student management system provide rich and informed communication and information. Parent input via surveys and consultation is ongoing. Working bees are well attended and fundraising is strong. There is a commitment to continuously improving the physical learning environment for students. The outdoor areas offer a range of play opportunities. Strong community pride extends into the internal learning environment.

The school has 21 classes (including five Montessori classes). The classes are housed in three main classroom blocks and there are standalone facilities including our Art Room, Multi-Purpose Room, Music Room, Performing Arts Centre, and two Modular 5 classrooms. The school made several improvements to the facilities in the last 12 months including the total refurbishment of our Performing Arts classroom, the creation of a 'Maker Space' Learning Centre which will be used for STEM activities, including wood technology, science, cooking, and digital technology, synthetic resurfacing of our basketball and netball courts and the refurbishment of our reception and administration office.

Our students are provided with many opportunities to develop their leadership skills and to participate in extra-curricular activities during and outside of school hours, including sports events, a huge variety of lunchtime activity clubs, including a young author's club, book club, gardening club, dance club, yoga club, choir, and robotics, as well as dance, chess, sport, and instrumental music programs offered by external providers. The school also provides an Out of School Hours Care program, including holiday programs, through OSHClub.

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## Framework for Improving Student Outcomes (FISO)

In 2021, Mitcham Primary School's AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Empowering Students, and Building Communities. Mitcham Primary School's Key Improvement Strategies were guided by the 3 Priority Areas defined by the Department of Education:

- Learning catch-up and extension priority
- Happy, active, and healthy kids priority
- Connected schools priority

School closures due to Covid-19 understandably had an impact on our progress towards the goals and key improvement strategies detailed in our 2021 Annual Implementation Plan, however, the adaptability and responsiveness of both staff and leaders ensured that we continued to experience success in many areas.

Building Practice Excellence – Learning Catch Up and Extension Priority - The Professional Learning Community (PLC) initiative was commenced at Mitcham Primary School in 2020 and continued to be embedded in 2021. During 2021 staff were encouraged to reach out and be involved in network Communities of Practice (CoP), which continued to run effectively even during our periods of remote and flexible learning. We continued to build our curriculum model, with staff sharing planning and accountability, incorporating the High Impact Teaching Strategies and teaching to the whole school instructional model GANAG. Team meetings continued to support teaching and learning, exploring student data and differentiation strategies. We had consistent planners, proformas, and opportunities to observe and work with colleagues. Staff supported and worked collaboratively through their level and curriculum teams.

Empowering Students - Happy, Active, and Healthy Kids Priority - MPS sustained a determined focus on wellbeing throughout 2021, during remote learning, and when on-site. Very early in 2021, we began consulting with the whole school community to review our school values, with the input from students, parents, and teachers we embraced the following four values: Respect, Resilience, Kindness, and Love of Learning. These values helped us to structure our positive behaviour expectation on-site and remotely and guided several of the wellbeing activities run in our Mitcham Mates groups. In addition to the teaching and learning offered during remote learning, teachers offered digital virtual meetings with fun activities of an afternoon and 'Flourish Friday' wellbeing activities, such as discos, cooking, and yoga were very successful and gave students choice to meaningfully connect and engage with the student community during remote learning. In 2021 we also completed the first year of The Resilience Project program with our students. Opportunities for student feedback about their learning were pursued and acted upon during remote learning; forums included Google Meets, surveys, focus groups, social ties through inclusive collaborative videos, staff & school captain videos.

Building Communities - Connected Schools Priority - Our remote learning site was a central hub when students were not permitted on-site. We sought feedback from the community regarding the site and general learning and responded to this with valuable and constructive changes. Virtual community engagement included cross country, newsletters, Prep transition storytime and activity sessions, 3-way conferences, the Cyber Safe Project, Royal Children's Hospital, and Michael Carr-Greg sessions. Parents enjoyed tuning into the daily synchronous lessons. Having access to their child's google classroom and/or Seesaw App allowed for them to be fully informed of learning goals and to support their children as necessary.

In 2022 we will focus upon building our PLCs and the ability to build excellence in analysing data rigorously, to get the most out of teaching and learning. In 2022 we will be ensuring that assessment practices, programs, and teaching are effective in helping support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. We will explore opportunities for students to be involved in student-led spaces around teaching and learning, including sharing student data with the students. In 2022 we will be maintaining all the programs that we have in place already for the best opportunities and outcomes for our students. We will continue with our purposeful focus on well-being, mobilising all available resources to support students' wellbeing and mental health, especially the most vulnerable. In 2022 we feel that with the support of our updated assessment schedule, PLCs, and time allocations, we will be able to consistently and rigorously analyse and use a range of student data to improve student outcomes.

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## Achievement

We are very pleased with the progress we have made in working toward our Achievement goals and key improvement strategies. Despite the impact of remote teaching and learning. We were able to facilitate several Literacy and Numeracy professional development activities for staff virtually and when back on-site, these included workshops with Maths coach Michael Ymer, THRASS training for new staff members, Fountas and Pinnell (for Reading assessment), and training in the 6+1 Writing Traits.

We completed whole school moderation of student work in Writing as well as whole school moderation of Maths tasks, insights learned from this supported differentiation within the classrooms.

Collaborative team planning was strong when on-site, and during the periods of remote and flexible learning our teams functioned with exceptional collaboration and precision, this was evidenced in the planning documents, communication on the Remote Learning Site, and team meeting minutes.

During remote learning, staff were able to produce and utilise online resources for content delivery and assessment and consequently developed new ways of differentiating for students. Students responded well to self-directed and project-based learning tasks during the remote learning period. Pinpointing students' point of learning needs during remote and flexible learning was challenging. Teachers focused upon formative assessment and worked extremely hard to provide timely and personalised feedback on the success criteria for students' learning tasks. This was done in multiple forms, including recorded voice feedback, written feedback, small focus group feedback sessions. During remote and flexible learning, we were able to continue our Tutor Learning Initiative sessions in Maths and Literacy, and MiniLit classes for students needing literacy/reading intervention. We also had students continue to participate in the Victorian High Ability Practice groups for Mathematics throughout the year.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

In 2022 we will continue to provide differentiated teaching and learning plans, personalised and timely feedback to students. Moderation of student work will be a priority in 2022, achieving this priority will be assisted by our participation in and commitment to learning more about the effective implementation of PLCs. In 2022 we will continue to run the Tutor Learning Program, the MiniLit and MacqLit literacy intervention programs, Mathematics and Literacy extension opportunities such as 'The Young Author's Club' and the Victorian High Ability Program.

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## Engagement

Our values and positive education expectations gave us a common language to use and give a sense of connection. Classroom and specialist teachers maintained a consistent online presence with videos, google meets and google classroom, and onsite learning supervision.

Attendance was regularly monitored by all teachers and school leaders and the importance of regular attendance and participation during Remote and Flexible Learning was promoted through school-wide communication tools, including Compass, Newsletters, Seesaw, and Google Classroom. Engagement and participation were closely monitored using our Wellbeing Tracker during Remote and Flexible Learning and regular contact was made to ensure appropriate support was provided to students and families. To support student engagement during the transition back to onsite learning, our school focused upon connecting students back with one another through play, outdoor activities, and nature. We also gave students lots of opportunities for conversations, partner work, and group work. We did notice many children had forgotten some of the etiquettes around sharing play spaces and materials, so had to explicitly re-teach some of these behaviour expectations. Student non-attendance, once we were back on site, was followed up with emails and phone calls from the administration office and the Principal.

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## Wellbeing

Health and Wellbeing supports were particularly highly prioritised for staff, students, and families at MPS due to the impacts of COVID-19.

During remote and flexible learning, regular one-to-one social and emotional check-ins were made with students, along with regular check-ins with families via email, phone, or google meet. Our Education Support staff were also involved in providing individual academic, emotional, and social support for students. Teachers ran wellbeing activities most afternoons including activities such as yoga, music, health, and fitness and a special Flourish Friday activity each week, such as a cooking class 'Mitcham Master Chef' or a disco - providing something extra in which students could engage and connect.

We have made significant progress in student wellbeing over the past two years, and this is reflected in ongoing improvements in our Attitudes to School survey results. The Sense of Connectedness of students in years 4 -6 has

grown to 84.1% positive endorsement, with a four-year average of 80.0%. Similarly, in 2021 results in student positive endorsement for the Management of Bullying rose to 84.7%, with a four-year average of 81.7% and consistent with the improvements over the past three years. Through these improved outcomes, Mitcham Primary School sits above like schools when measuring Sense of Connectedness and Management of Bullying.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2021 the school continued to promote a positive learning environment for all students through our community co-constructed school values, positive education expectations, positive education psychology approach, and the use of wellbeing tools and resources including The Resilience Project program, Kimochis, and Mindfulness.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, with 82.3% percent of positive responses (agree or strongly agree) from parents who responded to the survey. To build parent involvement we ran a virtual Parent Helpers Program on two occasions throughout the year. As well as opportunities to hear from leading student wellbeing experts such as psychologist Michael Carr-Greg and staff from the Royal Children's Hospital.

The staff satisfaction, according to the School Staff Survey, is at 86.5% positive endorsement 11% above the state median.

In 2022 the school will continue the Wellbeing focus with the key improvement strategy of effectively mobilising all available resources to support students' wellbeing and mental health, especially the most vulnerable.

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## Finance performance and position

The school is in an SRP surplus position, due to careful management of the financial resources, both locally raised funds, and SRP credit funds. Because there are substantial locally raised reserves, the school has been expending funds for the benefit of the children and in line with School Council Approved plans for our Buildings and Grounds, including the refurbishment of the old Tirana Street Building to become the 'Maker Space', a purpose-built space for the delivery of our STEM curriculum, new vegetable garden boxes, new synthetic sports courts, multi-purpose and new paths. Additional ICT equipment, interactive screens, robotic equipment, and coding equipment has been purchased to support the curriculum and the STEM objectives. The Performing Arts Centre and the Montessori and Prep Modules were completely repainted internally and externally. The Administration Office was completely refurbished. Expenditure of budgeted funds has aligned to the School Strategic Plan goals and students' outcomes.

Equity funding received was used to employ staff to provide support and intervention to students.

2022 will see significant capital works in the maintenance and improvement of existing facilities including, but not limited to the complete internal and external repainting of the Grade 1/2 building, the repair, and restoration of our two tennis courts, construction of outdoor learning spaces, and roof repairs to the main building.

**For more detailed information regarding our school please visit our website at**  
<https://www.mitcham.ps.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 483 students were enrolled at this school in 2021, 237 female and 246 male.

37 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).

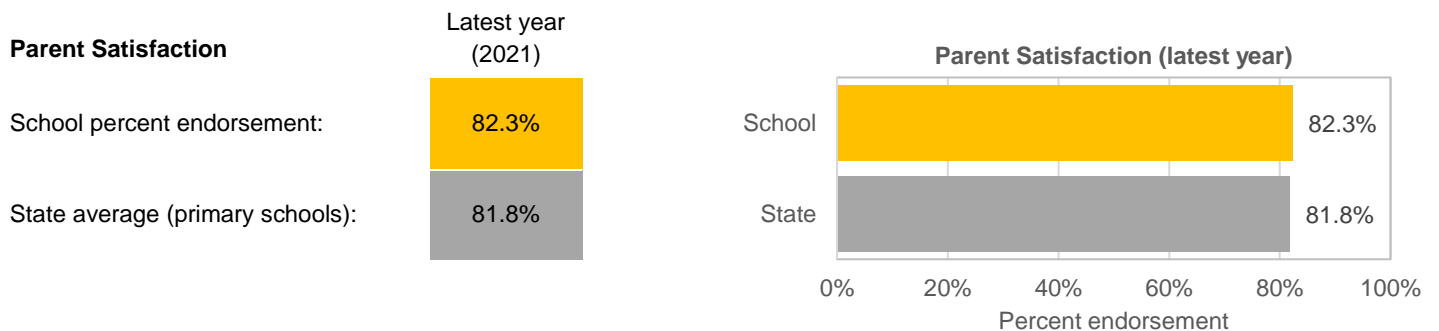
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

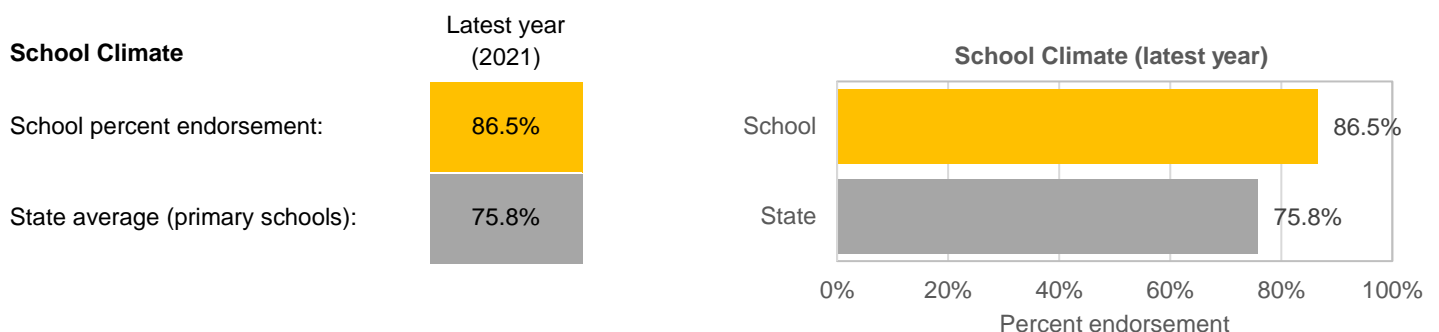


### School Staff Survey

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:

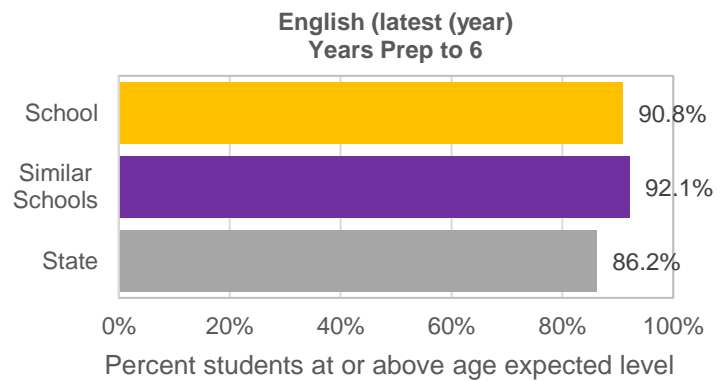
90.8%

Similar Schools average:

92.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

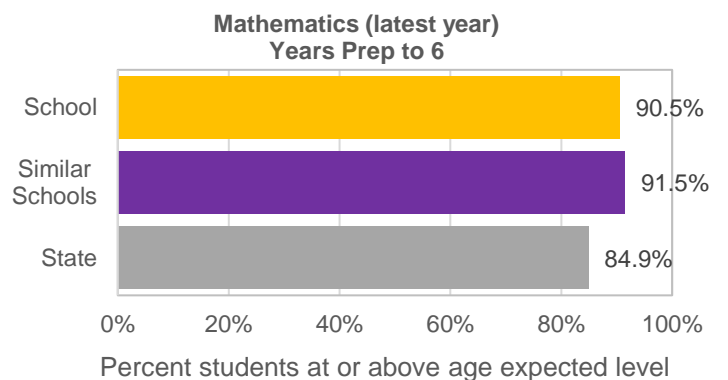
90.5%

Similar Schools average:

91.5%

State average:

84.9%



**ACHIEVEMENT (continued)**

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

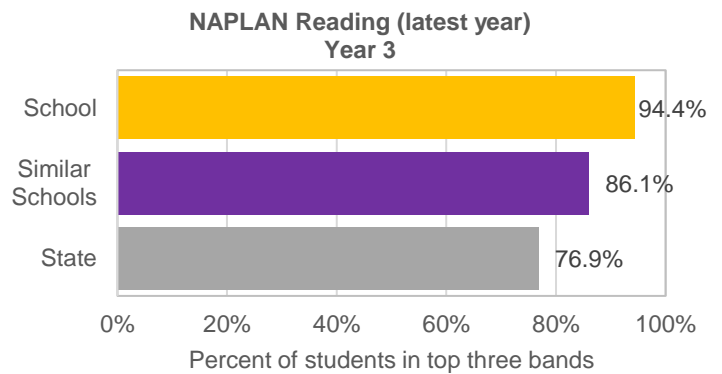
**NAPLAN**

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

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

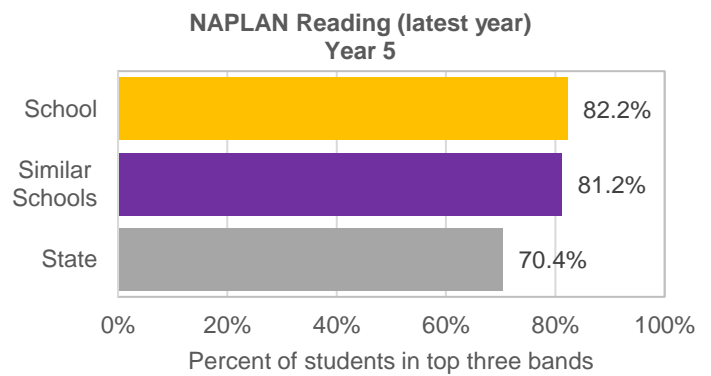
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.4%	91.1%
Similar Schools average:	86.1%	85.3%
State average:	76.9%	76.5%



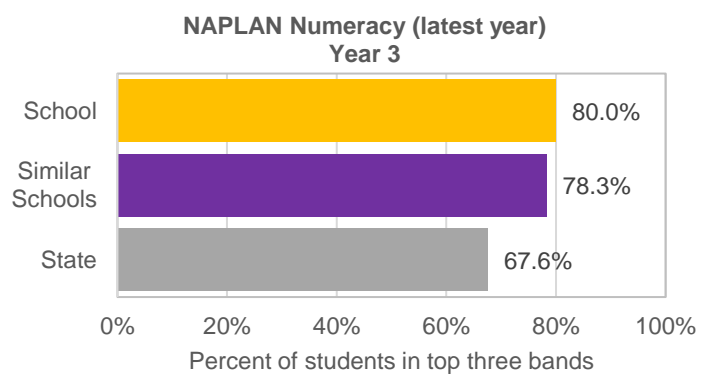
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.2%	76.1%
Similar Schools average:	81.2%	77.5%
State average:	70.4%	67.7%



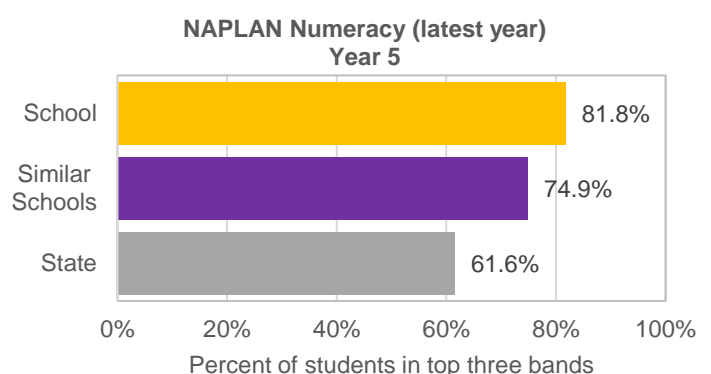
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.0%	79.6%
Similar Schools average:	78.3%	79.2%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.8%	75.9%
Similar Schools average:	74.9%	71.7%
State average:	61.6%	60.0%



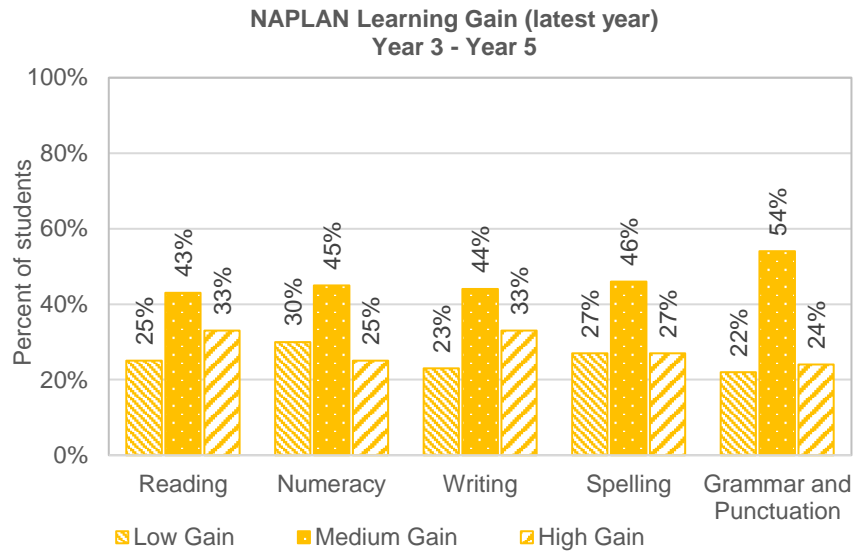
**ACHIEVEMENT (continued)**

**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:	25%	43%	33%	29%
Numeracy:	30%	45%	25%	31%
Writing:	23%	44%	33%	31%
Spelling:	27%	46%	27%	28%
Grammar and Punctuation:	22%	54%	24%	32%



## ENGAGEMENT

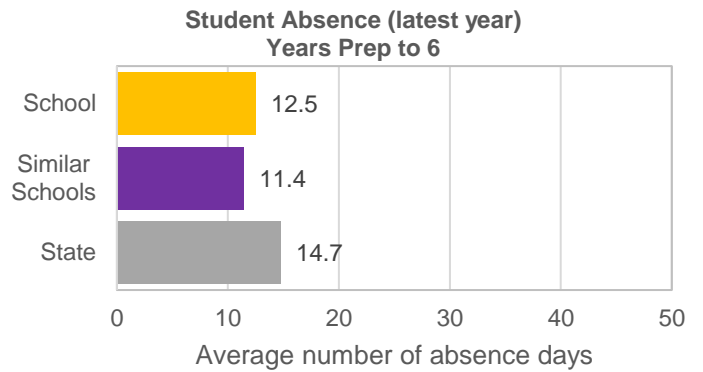
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	12.5	12.9
Similar Schools average:	11.4	12.9
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):	94%	93%	95%	93%	93%	94%	94%

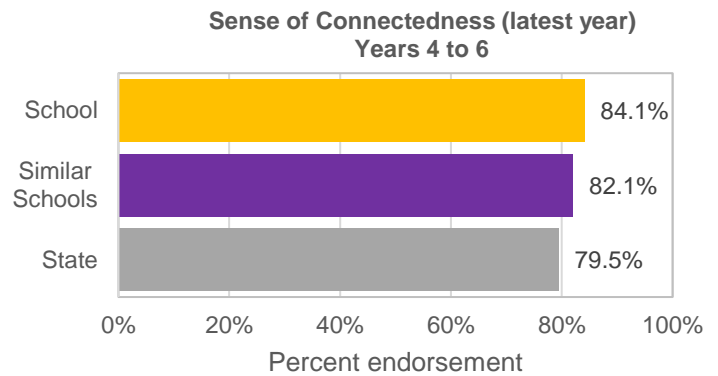
## WELLBEING

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

### Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	84.1%	80.0%
Similar Schools average:	82.1%	82.0%
State average:	79.5%	80.4%

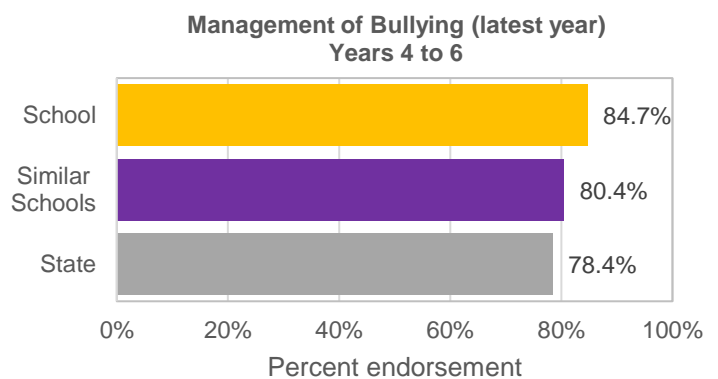


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	84.7%	81.7%
Similar Schools average:	80.4%	80.8%
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	\$3,799,823
Government Provided DET Grants	\$613,320
Government Grants Commonwealth	\$5,734
Government Grants State	\$0
Revenue Other	\$15,502
Locally Raised Funds	\$437,169
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,871,549</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$48,400
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$48,400</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,744,122
Adjustments	\$0
Books & Publications	\$4,063
Camps/Excursions/Activities	\$79,711
Communication Costs	\$11,895
Consumables	\$123,754
Miscellaneous Expense <sup>3</sup>	\$27,007
Professional Development	\$24,708
Equipment/Maintenance/Hire	\$154,204
Property Services	\$351,341
Salaries & Allowances <sup>4</sup>	\$186,210
Support Services	\$35,575
Trading & Fundraising	\$8,935
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,694
<b>Total Operating Expenditure</b>	<b>\$4,783,219</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$88,330</b>
<b>Asset Acquisitions</b>	<b>\$47,860</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

Funds available	Actual
High Yield Investment Account	\$1,084,009
Official Account	\$34,023
Other Accounts	\$71,712
<b>Total Funds Available</b>	<b>\$1,189,744</b>

Financial Commitments	Actual
Operating Reserve	\$115,759
Other Recurrent Expenditure	\$63,680
Provision Accounts	\$0
Funds Received in Advance	\$111,308
School Based Programs	\$263,862
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$383,135
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$80,000
Maintenance - Buildings/Grounds > 12 months	\$112,000
<b>Total Financial Commitments</b>	<b>\$1,189,744</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.*