

2020 Annual Report to The School Community



School Name: Rangeview Primary School (5431)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 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 23 March 2021 at 10:44 PM by Elizabeth Barr (Principal)

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 07 May 2021 at 06:13 PM by Sherol Singh (School Council President)

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

School context

Rangeview Primary School is located within the established eastern metropolitan suburb of Mitcham in the City of Whitehorse and is part of the Whitehorse Network of Schools within the Riversdale Network in the North Eastern Victoria Region. Rangeview PS has arisen from three school mergers in the early 1990s encompassing Verdale (original) with Heatherdale, and later Eastmont primary schools.

The school's site capacity was capped at 525 students in 2006. The student enrolment has well exceeded these numbers and in 2020 the school negotiated a 700 student site capacity. The school can accommodate another class of 25 students with the current classrooms.

A total of 661 students were enrolled at this school in 2020, 340 female and 321 male.

28 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

Staffing profile: 36.4 EFT teaching staff and 11.5 EFT ES staff. Total of 47.9 EFT staff

School Vision: Providing every student the opportunity to learn, thrive and excel.

School Values: Together We Learn

- Respect
- Responsibility
- Learning
- Teamwork

Since the 2018 with the SSP in place, there was on-going professional learning for staff with a focus on training leaders to support and coach staff. There has been a focus on the use of technology and thinking skills and Mathematics. As a result, student learning growth and achievements above expected levels, particularly in Mathematics. Curriculum planning was aligned to the Victorian Curriculum in English and Mathematics and agreed approaches to teaching and learning in reading and spelling enabled consistent teaching and learning in these learning areas. Assessment strategies were evaluated and further refinement enabled greater whole school precision in tracking individual student progress. An integrated two-year planner was documented to ensure all learning areas in the Victorian Curriculum were taught. A whole school inquiry focus on STEM enabled student involvement in real life problem solving experiences. The school community was involved in reviewing the school values and four values were agreed and reinforced with students through assembly awards and class programs. A framework for student wellbeing and school community support was introduced which, together with a range of supporting programs, enabled support for students and families and building a positive climate for learning.

Framework for Improving Student Outcomes (FISO)

With the disruption of COVID19 to the Rangeview Primary School school year, our Annual Implementation Plan was modified at mid year to suit remote and flexible learning.

Teaching and Learning and Health, Wellbeing and Engagement became our focus while our students were required to engage in learning from home due to the pandemic.

Teaching and Learning

The school's key focus areas were:

- Provision of a planning day for teachers to create a home learning pack for students and to plan for remote and flexible learning
- Setting up the schoolwide platform of Seesaw for all classes
- Completing and submitting a DET PIA (Privacy Impact Assessment) for Seesaw
- Providing ES access to Seesaw
- Providing PD to all staff to improve knowledge of Seesaw, TEAMS, WebEx
- Advising students and families that the Seesaw platform would be used for delivery of flexible and remote learning.
- Identifying students that did not have a device and providing devices
- Bringing forward the 1:1 iPad program for Foundation students. (previously commenced in Term 3.
- Creation of a schoolwide template for delivery of daily learning tasks.
- Advising parents of communication methods with teachers – Seesaw and Sentral messaging.
- Set up daily schedule for teaching staff - 8.45am-1.00pm available online for students, 1.00pm onwards – planning for the following day.
- Creation of a virtual Meeting Schedule initially on TEAMS and then moving onto WebEx
- Extensive email and newsletter communication with parents to inform how flexible and remote learning would be delivered and the support required for students.

Health Wellbeing and Engagement

The school's key focus areas were:

Over the initial two-week period the wellbeing team and Principal class developed a wellbeing model which encapsulated;

- student learning in areas of wellbeing and engagement
- student wellbeing
- staff wellbeing
- The rights, resilience and respectful relationships team was joined by other staff to create a new school wellbeing team.
- A student learning wellbeing model was developed which included the sourcing / creation of wellbeing materials and resources which could be delivered in weekly packages to each level.
- Teachers were asked to create a student wellbeing daily check-in using pictures or emoji's.
- Students identified as at risk were allocated to weekly or fortnightly phone call checks and the Wellbeing AP, Wellbeing LT and Social Worker authored a script to speak to parents and students during these calls.
- Students identified as vulnerable were encouraged to attend on-site for the duration of school closure.
- An initial staff wellbeing weekly email was developed which incorporated DET supports, training and initiatives, staff created yoga / mindfulness sessions, staff created dance instruction, Good News bulletins and other health and wellbeing resources.
- A model of direct one on one phone call check-ins for staff was developed to be delivered by principal class and LT.

In 2021 our school will focus on:

AIP Goal 1 - To maximise learning growth for every student across the curriculum.

Key Improvement Strategy 1 – Learning catch-up and extension priority.

Building teacher capability to deliver targeted student support in literacy and numeracy with a focus on Reader's Workshop.

Embed Writer's workshop.

Tutoring program 2021.

Key Improvement Strategy 2 – Happy, active and healthy kids priority.

Establish an agreed approach to monitoring and responding to student mental health & wellbeing concerns.

Introduce the new schoolwide Student Behaviour Support Model 2021.

Continue to embed the Rangeview Wellbeing Model (Tier System)

Design new Student Wellbeing Survey F - 6 and implement as pre and post wellbeing measure. Key Improvement Strategy 3 – Connected schools priority.

Key Improvement Strategy 3 – Connected schools priority.

Strengthen & embed the connection with parents/carers developed during remote and flexible learning.

AIP Goal 2: To enhance wellbeing, foster an inclusive and respectful culture that celebrates diversity.

Key Improvement Strategy 1 – Lead school in the Rights, Resilience and Respectful Relationships initiative, the school will lead a COP group of partner schools to develop, deliver and embed the RRRR model.

The Rights, Resilience and Respectful Relationships model will continue to be taught and further embedded across the school.

Key Improvement Strategy 2 – Students will investigate the concept of ethnicity and ability diversity to deepen their understanding of the world and their place in it as global citizens.

A partnership forged with Eastwood Primary School will be further developed.

Achievement

Students overall responded well to self-directed learning during the remote and flexible learning period with the following points highlighted:

- Students learn at different rates and progress differently.
- Remote learning allowed students to foster organisational and time management skills.
- Students had greater agency, student voice and choice. Flexibility allowed students to choose which activity to do first and when to take a break without time constraints.

However, this resulted in some students purely focusing on specialist tasks and non-academic work, and vice-versa.

- Students found value in not being distracted by other students.
- Students really missed the social interaction of school and learning with peers.
- Students were more engaged through real-life maths, inquiry and STEM components of the curriculum.

During remote and flexible learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students:

Overall learnings as teachers were:

- Seesaw provided a fantastic tool for learning, reflecting and communicating with the student and parent communities.
- Seesaw was beneficial for immediate feedback and we were able to give feedback to more students each day using Seesaw for conferences.
- The curriculum was simplified and less busy or crowded in a remote learning environment. We weren't rushing and trying to fit in too much.
- Teaching Number and Algebra in a remote learning environment was more challenging. Conversely, Measurement & Geometry and Statistics & Probability was more feasible
- It highlighted the things that take up time which are not teaching (playground issues, lost property, music lessons, bells, etc.)
- Simplified planning worked to allow for different teaching styles and sharing of resources through a weekly overview increased productivity.
- Teams collaborated really well.
- Meetings were focussed and succinct.

We were able to continue to deliver on some of our AIP actions relating to literacy and numeracy, however we had to modify our approach to delivering learning.

Goal 1 of our 2020 AIP is To maximise learning growth for every student across the curriculum.

- Writing continued as a focus during remote learning with writing tasks set daily for students, however the Writing Workshop instructional model was difficult to deliver without face to face teaching.

- We were able to successfully continue to develop the school's culture of collaborative planning and collective responsibility remotely. Collegiate practice was strengthened during this period and PLCs continued across teams and across the whole staff.

- Although we did not formally concentrate on embedding the HITS strategies during remote learning, teaching and ES staff were considering the strategies daily when creating and setting learning tasks.

SCHOOL RESULTS

NAPLAN

Tests were not conducted in 2020.

TEACHER JUDGEMENT

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

English - Teacher Judgement of student achievement Years Prep to 6

School percent of students at or above age expected standards: 94.7%

Similar Schools average: 94.5%

State average: 86.3%

Mathematics - Teacher Judgement of student achievement Years Prep to 6

School percent of students at or above age expected standards: 92.7%

Similar Schools average: 94.2%

State average: 85.2%

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.

Engagement

Remote and Flexible Learning provided new challenges with student engagement in 2020. Students were exposed to a greater level of agency, self-direction and autonomy.

Students that benefited from the remote and flexible learning environment and engaged well:

- Introverted and Self-directed learners
- Students that like to work at their own pace
- Speedy workers – could finish and move on without being held up by slower workers
- Students with significant support at home.
- Students that like the 'quiet' of being at home and work better without the disruptions of a class.
- Students with close siblings or remotely well connected friendship groups

Students who found the remote learning environment challenging and disengaged included;

- Students who did not have support to complete learning at home
- Students that had no other contact with friends, peers or siblings
- Some students with an ADHD diagnosis and very active students

Strategies to address student non-attendance during remote and flexible learning included:

Over the initial two-week period the wellbeing team and Principal class developed a wellbeing model with encapsulated;

- student learning in areas of wellbeing and engagement, student wellbeing
- daily wellbeing check in of students
- agreed plan to contact families after 3 days of non-attendance
- ES staff working with funded students via Webex
- Provision of iPads and laptops to students without devices
- State Schools Relief provision of desks and chairs to designated 'at risk' students
- The invitation to attend on-site learning for vulnerable students not able to engage in learning at home

To support student engagement during the transition back to onsite learning, Rangeview:

- Commenced a 2 week 'start up' program at the start of Term 4, concentrating on procedures, team building, collaboration and boundaries. (This program normally starts the school year).

- Teachers decorated classrooms and hallways and wore fancy dress.
- Assessment schedules were modified with less summative formal testing and more formative, task based assessment
- Students were met daily at the gates by their teachers.
- Continued communication with parents and students via the Seesaw platform for continuity.

SCHOOL RESULTS

STUDENT ABSENCE

Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	11.2	11.8
Similar Schools average:	10.2	12.7
State average:	13.8	15.3

ATTENDANCE RATE

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	94%	95%	95%	94%	96%	96%

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.

Wellbeing

We prioritised health, wellbeing and engagement across the school during the 2020 year. This was focused on both students and staff, and it's importance highlighted by the COVID19 global pandemic.

Goal 2 of our 2020 AIP was to enhance wellbeing, foster an inclusive and respectful culture that celebrates diversity.
- Our areas of focus in this time of remote and flexible learning did align with KIS 1 for Goal 2 in that we continued to deliver curriculum in the Rights, Resilience and Respectful Relationships Model.

We contacted our partner schools with information and offers of support and we provided them with our school's full engagement and wellbeing model including links to supports, strategies and resources.

- Although were unable to culminate our work in term one on diversity with a celebration of Harmony Day and a special assembly with a focus on AUSLAN, we did see an increase in many of our students understanding of the world and their place in it as global citizens. This came as a natural consequence of living through a time of global pandemic.

Our school modified the delivery of health and wellbeing supports to students and their families, by:

- our wellbeing team and Principal class developed a wellbeing model encapsulating student learning in areas of wellbeing and engagement, student wellbeing and staff wellbeing.
- the rights, resilience and respectful relationships team was joined by other staff to create a new school wellbeing team.
- a student learning wellbeing model was developed which included the sourcing / creation of wellbeing materials and resources which could be delivered in weekly packages to each Level.
- teachers were asked to create a student wellbeing daily check-in using pictures or emoji's.
- students identified as at risk were allocated to weekly or fortnightly phone call checks and the Wellbeing AP, Wellbeing LT and Social Worker authored a script to speak to parents and students during these calls.

- students identified as vulnerable were encouraged to attend on-site for the duration of school closure.
- a weekly email was developed which incorporated DET supports, training and initiatives, staff created yoga / mindfulness sessions, staff created dance instruction, Good News bulletins and other health and wellbeing resources.
- A model of direct one on one phone call check-ins was developed to be delivered by principal class and LT.
- The new wellbeing team met via WebEx weekly to discuss the wellbeing learning materials being developed for the school - delivered in 4 main areas, Rights, Resilience and Respectful Relationships, Big Life Journal – Growth Mindset, Kindness, Resilience, Yoga / Mindfulness – video session, Peaceful Kids.
- Teachers monitored the student wellbeing daily check-in and followed up those with several negative responses in a week and those who were not engaging in home learning at all. Teachers reported to AP and LT on students they continued to have concerns around in areas of wellbeing or engagement. These students and families were then contacted directly, and additional supports provided. No students reached level for IRIS alert or emergency services involvement.
- One vulnerable student attended on-site learning for the duration of school closure along with around 10 other students of essential workers.
- Students at risk were contacted weekly or fortnightly and notes on these contacts were collated. Teachers provided updates of daily engagement to AP, LT and Social Worker. All of these students were deemed to be safe and engaged – some required advice and guidance provided to parents.
- The weekly staff wellbeing email was developed by the wellbeing team and sent on Friday afternoons.
- Regular one on one phone calls were made by principal class and LT to all staff.

STUDENT ATTITUDES TO SCHOOL SURVEY

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).

Years 4 to 6	2020	4-Year Average
School percent endorsement:	NDA	75.0%
Similar Schools average:	NDP	81.3%
State average:	79.2%	81.0%

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).

Years 4 to 6	2020	4-Year Average
School percent endorsement:	NDA	71.9%
Similar Schools average:	NDP	80.0%
State average:	78.0%	80.4%

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.

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	\$5,325,038
Government Provided DET Grants	\$527,183
Government Grants Commonwealth	\$2,993
Government Grants State.	\$8,000
Revenue Other	\$3,333
Locally Raised Funds	\$404,505
Capital Grants	\$14,208
Total Operating Revenue	\$6,285,259

Equity 1	Actual
Equity (Social Disadvantage).	\$14,635
Equity (Catch Up).	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$14,635

Expenditure	Actual
Student Resource Package 2.	\$4,827,681
Adjustments	NDA
Books & Publications	\$8,899
Camps/Excursions/Activities	\$24,645
Communication Costs	\$9,553
Consumables	\$114,526
Miscellaneous Expense 3	\$58,753
Professional Development	\$27,393
Equipment/Maintenance/Hire	\$161,019
Property Services	\$83,310
Salaries & Allowances 4	\$223,019
Support Services	\$27,176
Trading & Fundraising	\$21,470
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$56,774
Total Operating Expenditure.	\$5,644,219
Net Operating Surplus/-Deficit	\$626,833
Asset Acquisitions.	\$225,166

- (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	\$273,770
Official Account	\$51,569
Other Accounts	\$36,806
Total Funds Available	\$362,144

Financial Commitments.	Actual
Operating Reserve.	\$124,658
Other Recurrent Expenditure.	\$22,284

Provision Accounts	NDA
Funds Received in Advance	\$166,454
School Based Programs.	\$900
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months.	\$25,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$32,000
Total Financial Commitments	\$406,295

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.

Surplus: Rangeview operated in a surplus in 2020 in part due to COVID and the school in an extended period in closure and only a limited number of staff on site. There were significant capital expenditure on facilities improvements : installation of the boom gate, cooling in the hall, renovation of the STEM room and the staffroom, enclosing the grade 2 hub, replacement of the old carpet in classrooms, landscaping project of dry creek bed and bridge designed by grade 3 students near the biggies play equipment. The school has developed a master plan concept for any future funding from the VSBA.

Grants: the Maintenance Blitz funding in 2019 was spent in maintenance and repair work in 2020. 2019 funds from Bendigo Bank and OSHClub contributed to the cooling in the hall in 2020.

Contracts: Rangeview has contracts for the use of the hall by 2 sporting clubs, Mitcham Thunder and Nunawading Spectres. PSW's contract has a small percentage of uniform sales. RPS has employed our maintenance person. OSHClub is our significant financial contract with a 3 year contract to provide out of hours school care.

Rangeview is financially well managed with budgets and expenditure monitored. There are long term capital expenditure plans developed and we have successfully improved the infrastructure and facilities over many years. Towards the end of 2020 the Emergency Funding to address the unsafe retaining wall had plans approved and this will be completed in 2021. Capital maintenance funding allocated to RPS in December 2020 will be spent in 2021 for the upgrade of amenities.

For more detailed information regarding our school please visit our website at
<https://rangeview.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 661 students were enrolled at this school in 2020, 340 female and 321 male.

28 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.

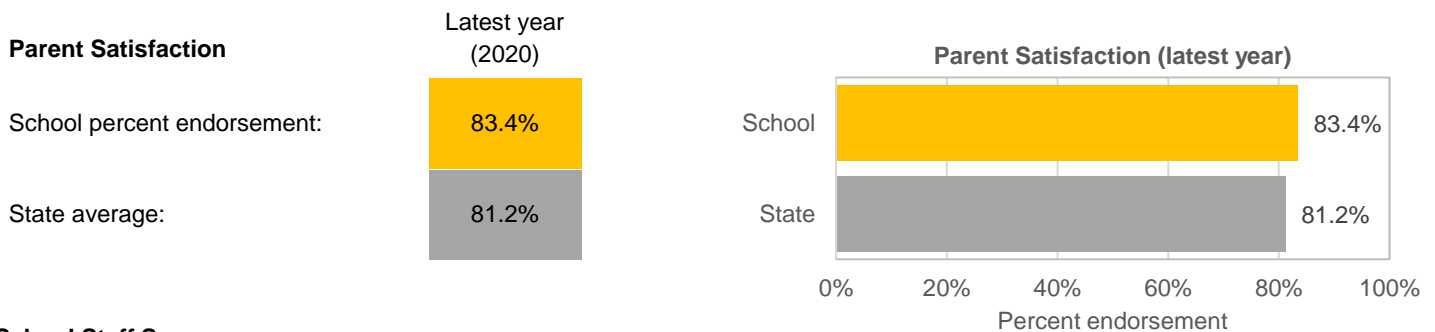
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

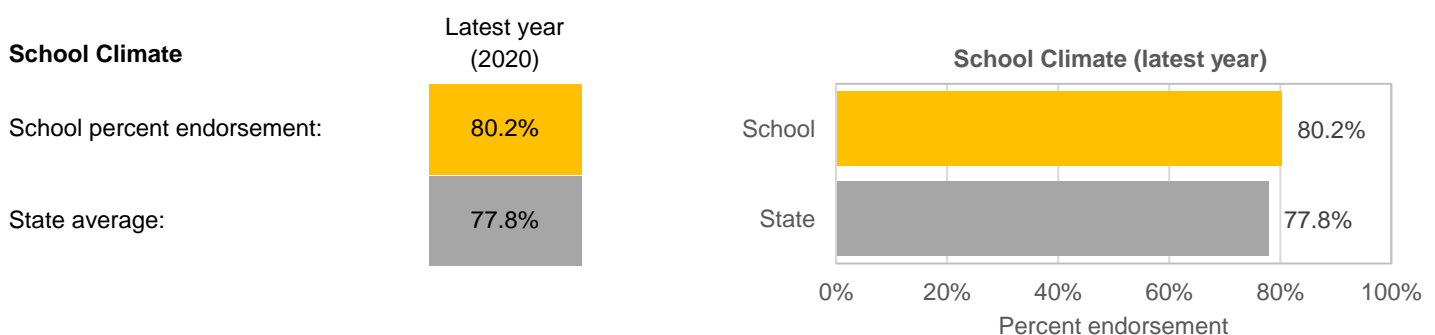


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

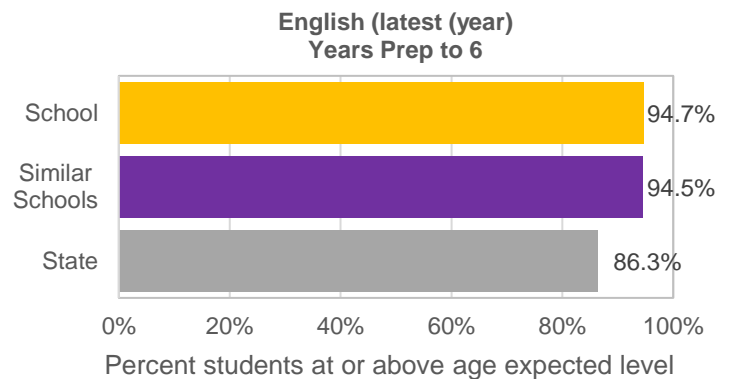
94.7%

Similar Schools average:

94.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

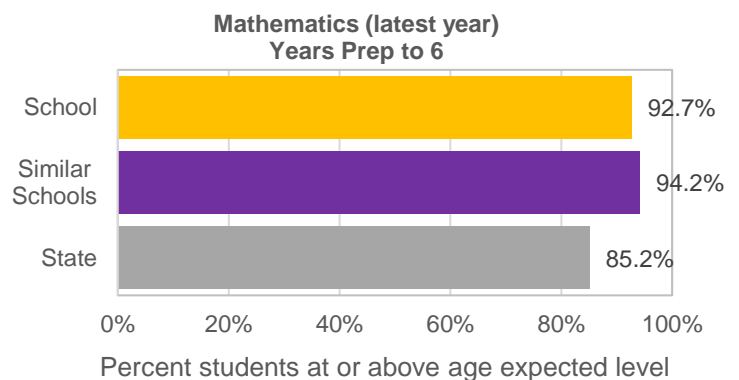
92.7%

Similar Schools average:

94.2%

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

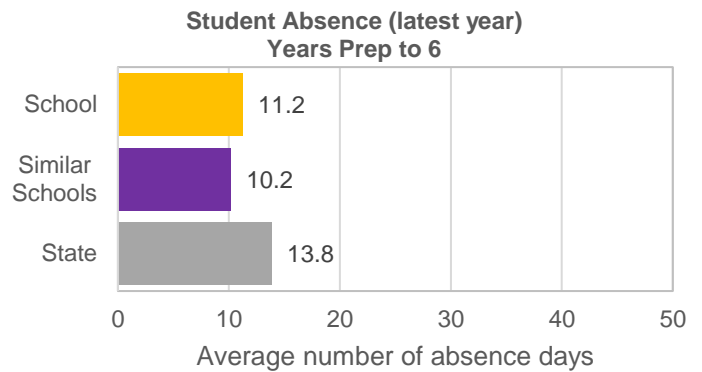
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.2	11.8
Similar Schools average:	10.2	12.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	94%	95%	94%	96%	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.

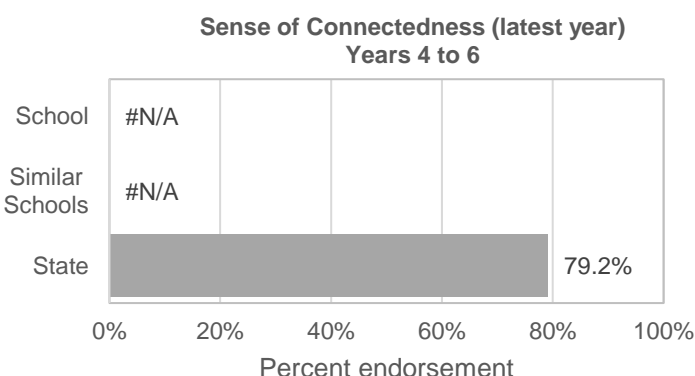
Student Attitudes to School – Sense of Connectedness

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.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	75.0%
Similar Schools average:	NDP	81.3%
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.

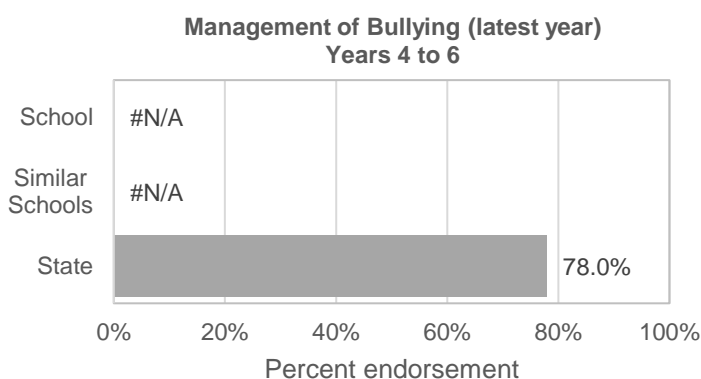
Student Attitudes to School – Management of Bullying

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.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	71.9%
Similar Schools average:	NDP	80.0%
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	\$5,325,038
Government Provided DET Grants	\$527,183
Government Grants Commonwealth	\$2,993
Government Grants State	\$8,000
Revenue Other	\$3,333
Locally Raised Funds	\$404,505
Capital Grants	\$14,208
Total Operating Revenue	\$6,285,259

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,635
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$14,635

Expenditure	Actual
Student Resource Package ²	\$4,827,681
Adjustments	NDA
Books & Publications	\$8,899
Camps/Excursions/Activities	\$24,645
Communication Costs	\$9,553
Consumables	\$114,526
Miscellaneous Expense ³	\$58,753
Professional Development	\$27,393
Equipment/Maintenance/Hire	\$161,019
Property Services	\$83,310
Salaries & Allowances ⁴	\$223,019
Support Services	\$27,176
Trading & Fundraising	\$21,470
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$56,774
Total Operating Expenditure	\$5,644,219
Net Operating Surplus/-Deficit	\$626,833
Asset Acquisitions	\$225,166

- (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	\$273,770
Official Account	\$51,569
Other Accounts	\$36,806
Total Funds Available	\$362,144

Financial Commitments	Actual
Operating Reserve	\$124,658
Other Recurrent Expenditure	\$22,284
Provision Accounts	NDA
Funds Received in Advance	\$166,454
School Based Programs	\$900
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$32,000
Total Financial Commitments	\$406,295

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.