**2021 Annual Report to**

**The School Community  
  
School Name: Natimuk Primary School (1548)**

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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 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 02 March 2022 at 12:24 PM by Ingrid Clarkson (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 28 March 2022 at 05:22 PM by Sara Barron (School Council President) | |  |

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school, an outline of the school’s performance over the year and future directions.

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

The ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

**School Profile**

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

**Achievement**

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

**Engagement**

Student attendance at school

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

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

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

What is the *‘Victorian Curriculum’*?

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

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

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

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

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

**About Our School**

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| --- |
| School context |
| Natimuk is a rural township with a population of about 450, a little more than 320kms west of Melbourne and 25kms west of Horsham. The community of Natimuk is diverse and has been strongly influenced by its proximity to the famous landmark, Mt. Arapiles. Rock climbing and the Outdoor Adventure Industry are dominant and attract schools from all over Victoria for camping, climbing and leadership courses. Even with generations of farmers and professionals, the community has been labelled 'alternative' due to the artistic flavour and lifestyle it brings. The community’s expertise in the arts has been of great benefit to our school as ongoing partnerships have been formed.  Natimuk Primary School draws its students from the town and the surrounding farming district and is one of the last small schools west of Horsham. The school is regarded as the hub of the community and the parents and school community participate keenly in the continuing life of the school. There are currently 25 students enrolled and we are fortunate to have specialist programs such as PE, science, Library, Music, Japanese and Art. We have a strong focus on Student Health, Well Being and Safety. The You Can Do It Program, Respectful Relationships and the Restorative Practice approach are used for behaviour management and to strengthen positive staff, student and parent relationships. We have multi-age classrooms, provide intervention and advancement in Literacy and Numeracy and offer Speech Therapy assistance. Extra curricula activities include swimming, athletic sports, sports events, camps, excursions, incursions, Book Week, charity fundraisers, Meals on Wheels, Nati Frinj festival, Agricultural Show and the end of year school concert. Senior students take on leadership roles by being on the Junior School Council, as School Leaders and House Captains. Even though we are a small school, our Year 6s are well prepared for their secondary schooling and have all experienced success academically or in the sporting field. The schools workforce profile consists of: 1 principal class, 1 full time teacher, 1 part-time teacher, 1 Education Support officer and specialist teachers. Natimuk Primary School is committed to the safety and wellbeing of all children and young people.  School Oath:  Our Values are reflected in our school oath which was developed by our students - “As a proud Australian I will have the courage to speak loud and strong, I will respect myself and others, be inclusive and supportive of my community,  I will be responsible for my actions, be hard working and strive to do my best in all I do.”  Mission Statement:  Natimuk Primary School strives to develop resilient, responsible and caring individuals, prepared for the demands of a world characterised by ongoing change.   Rationale:  Natimuk Primary School is committed to the safety and wellbeing of all children and young people. We provide a friendly and caring environment that promotes excellence in learning; encourages personal growth and wellbeing for all students; respects diversity and difference; provides support and professional motivation for staff; and involves and includes parents and the wider community.  Teaching and Learning: Natimuk Primary School is committed to continually improving teaching and learning programs to maximize children’s potential and develop a healthy self-esteem. We encourage ongoing learning and acknowledge the importance of ‘teaching how to learn’ by: • encouraging and supporting ongoing learning by students and staff • providing every individual student with challenges appropriate to their level of social, emotional and cognitive development, thus providing them with opportunities to experience success and growth • nurturing the development of mutual respect and a healthy self-esteem in each and every student  Values and Skills:  Natimuk Primary School embeds our core values in our teaching and classroom practice. We nurture students’ personal development, through our ‘you can do it’ skills.  Our school/community values and skills are: Respect: Being tolerant of yourself and others  • Listen to peers and staff and be open to other people’s ideas and points-of-view • Refrain from making judgements based on differences • Talk in a confident voice - speak out if you or someone else is being treated unfairly Integrity: Doing the right thing even when no one is watching  • Play by the rules and be fair • Think about the impact of your actions on other people before you act • Be independent and true to your beliefs – even if classmates think it is silly or stupid Responsibility: Owning the consequences (results) of your actions • Be the person to rely on and trust  • Perform or complete tasks to your best ability, but don’t be afraid to ask for help • Accept yourself even when you make a mistake  Excellence: Striving to do your absolute best  • See your goal and find steps to reach it - Dream , plan it, do it • Give effort – the harder you try, the more successful you will be • Work Tough – persist with the things you don’t enjoy, find difficult or boring • Be positive even when things aren’t going your way – you can do it! |
| Framework for Improving Student Outcomes (FISO) |
| Natimuk Primary School’s Strategic Plan focus for the next 2 years is Numeracy and Literacy, promoting STEM across the curriculum and improving Student Voice and Agency. Our efforts to explain and elaborate on current practices and new programs and upskilling staff were halted due to the community’s experience with Covid-19. During the remote and flexible learning weeks CAFE Reading and SMART spelling were maintained as our learning focus to ensure continuity of learning. These programs enabled clear communication and goal setting and assisted in curriculum planning due to their clear and explicit strategies. The consistency of the programs enabled us to work closely with our parent/guardian partners.   KIS 1.a Building practice excellence Consolidate capacity of teachers to consistently deliver the school’s instruction model, high impact teaching strategies The outcomes desired by this strategy were:  Increased Staff knowledge of High Impact Teaching Strategies Improved communication / feedback between teachers and students Student's actively engaged with learning goals and planning their own learning Teacher's planning will show realistic but differentiated learning goals Consistency in of practice across the whole school  KIS 2.a Curriculum planning and assessment Develop and implement a curriculum plan and assessment framework to inform student learning. The desired outcomes for this strategy were: Teacher understanding of the Numeracy content and instruction Improved teaching practice to match learning intentions and success criteria Improved student motivation and stimulated learning as lessons become more meaningful and well planned and presented More accurate teacher assessment of student abilities Students and teachers more informed to set learning goals  KIS 3.a Building practice excellence Build teacher capacity in order to promote and amplify student voice and agency in student learning. The desired outcomes for this strategy were: Increased student involvement in setting learning goals Increased student involvement in curriculum planning Increased teacher capacity to motivate and stimulate the students in learning  Stimulating Learning and Motivation and Interest were the key areas for the 2020 and 2021 Annual Implementation Plan and are key goals in our newly formed Strategic Plan. Whilst in previous years they were in a low percentage range, even with remote and flexible learning the results for 2021 were positive. The Attitude to School Survey showed Stimulating Learning was at 88%, a slight improvement from last year but an increase from 58% in 2019; Motivation and Interest was at 88%, slightly improved from last year but an increase from 73% in 2019. The percentage endorsement for Differentiated Learning Challenge was 92%, slight increase from last year but keeping the 5 year trend in the 90% + range. The average percentage for Effective teaching practice for cognitive engagement was 81%. The parents were very supportive of the Remote Learning arrangements during 2021, especially for any student deemed in need of being at school for additional support. Time was allocated to students to attend school with the focus being Literacy and Numeracy. Teachers found that a webex meeting with students was not an effective tool for explicit teaching. |
| Achievement |
| Natimuk Primary School blended children attending full time and remote and flexible learning successfully and reduced the impact to student learning and normal school operations and the health and wellbeing of staff, students and the community. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning. NAPLAN Data and Teacher Judgements for English and Mathematics assessed against the Victorian curriculum have been used to report on student Achievement. The curriculum during remote and flexible learning was developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities. Natimuk Primary School ensured there was consistency of programs and curriculum delivery during 2021. Various forms of assessment were conducted at the start, middle and end of year to collect data that was analysed to inform teaching and learning and to ascertain how the remote and flexible learning was impacting on students. Staff continued to support each other with school based collaboration and support to build teaching capacity and practice excellence during trying conditions.  We chose to conduct our assessments according to our Assessment Schedule at the start and end of the year to more accurately determine the effects of remote and flexible learning. Teacher Judgement of student achievement at the age expected level. Percentage of students working at or above age expected standards from Prep - 6 in English and Mathematics. English  Natimuk Primary School Similar Schools Reading and Viewing 100% 86% Writing 100% 80%   Numeracy   Natimuk Primary School Similar Schools Measurement and Geometry 100% 87% Number and Algebra 100% 86% Statistics and Probability 100% 87%  NAPLAN  The results are for students in Year 3 who have achieved at or above the expected level (middle and top 2 bands) Year 3 English  Reading and Viewing 80% Writing 100%  Numeracy 100%  Year 5  Reading and Viewing 100% Writing 100%  Numeracy 100%   Literacy and Numeracy The results from NAPLAN and Teacher Judgements are very pleasing and demonstrate a consistency of judgement. Coming off the back of a very disruptive year we were able to provide our students with additional support via a Tutor Program and our own intervention strategies. Students are very quickly identified at the earliest time in the year so support could commence immediately. We are able to offer on going and regular support to all students.  We are aware that some students have been impacted by remote and flexible learning or were receiving intervention in Literacy or Numeracy and have nominated these students for the Tutor Program which will continue in 2022. Overall the school was satisfied with the approach to remote and flexible learning, giving every student the opportunity to be successful.  We received 100% endorsement from the Parent Opinion Survey for Parent Satisfaction, 82% endorsement from the Staff survey for School Climate and 85% for Collective focus on student learning. |
| Engagement |
| Student attendance at school 2021 Absence and attendance data has been influenced by local processes and procedures adopted in response to remote and flexible learning. • 20 or more absence days: Girls 7% Boys 29%  • Similar Schools data: Girls 22% Boys 24%  The average attendance rate for the whole school is 82% . During remote and flexible learning we used multiple systems to ensure a high level of attendance whether it be a physical presence at school or students logging into webex. While webex was not the most engaging tool it was a forum for students and parents to gain understanding of what was required and ensure children were ready for the day. All staff, including Japanese and Art, created high interest level activities that could be done independently or as a family. At no time were activities at a level that would cause stress to the children or the family unit. All children successfully transitioned from remote and flexible learning to full attendance.  The student’s attitude to attendance is at the 97.2 percentile, a slight improvement from last year.  Family holidays still account for the highest number of absences across all year levels. This will always be the case as farmers look for the most ideal time within their work schedule to be with the family and take some time off (when restrictions allowed it). The next significant absence is medical. No one year level is more or less absent than another. Student well-being is becoming a significant reason for absence, support is offered to the families and students to try to re-engage them with school. |
| Wellbeing |
| Natimuk Primary School focuses on the student responses to two areas in the Student Attitudes to School Survey: Sense of Connectedness 85% • Similar Schools Average: 81% • State Average: 80%  Management of Bullying 96% • Similar Schools Average: 84% • State Average: 79%  The safety and well-being of students at Natimuk Primary School is of paramount importance. We begin our day with informal greetings as students and parents arrive at school. Everyone is made to feel welcome and can stay and be part of learning programs if they choose.  In our Attitudes to School Survey it shows that Student Safety Advocate at the school has improved from 91% last year to 93% this year. The Parent Opinion Survey shows that approximately 93% of parents are involved in the school and the same % have a positive response to the communication with the school. Parent Satisfaction is up at 100% and School Pride and Confidence is at 100%.   We have a positive endorsement of 82% for Staff Safety and Wellbeing. The psychological effects of the past 2 years weigh heavily on the staff personally and professionally as they put the needs of creating a happy and consistent environment for their students above their personal needs. We continue to use the Restorative Practice approach to behaviour management to support Student Voice and Agency. The Bucket Fillers and the Health and Wellbeing program is continuing and has fantastic traction as children use positive language both in and out of the classroom, reflective of that being taught. We have received positive parent feedback as the language is simple and can be used at home |
| Finance performance and position |
| During 2021, Natimuk Primary School continued to improve and consolidate its financial position by making effective workforce and resource management decisions. While the current trend shows a marked increase in our financial position we have committed our funds strategically to support our school in both the short term and the long term. Our fiscal policy strategies included provision for asset replacement, building and maintenance projects, on-going staffing contingencies, and curriculum provision. It was important for us to look at our projected enrolments and staffing profile and budget accordingly. We have made long term plans to cater for the downward trend in enrolments and to manage salary increments for our workforce as well as a change in our workforce profile. We finished the year with a net operating surplus of $26,664. Our major source of revenue is the Student Resource Package and our main expenditure is staffing. We received a number of grants during 2021 to address Inclusion and Advanced Learning opportunities. 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 Departmental policies, school council approvals and the intent / purposes for which funding was provided or raised.  Over the years we have established a staff that specialises in specific areas of the curriculum, and support staff and students in the classroom. Our financial position enables us to continue to make provision in the curriculum for all subjects, taught by staff with expertise in their field. We are demonstrating that we are spending the year’s money to benefit the students within the financial year especially the equity funding allocated this year. We are able to maintain our buildings and grounds and provide adequate materials and resources to support the curriculum. Our Parent’s Association is a dynamic group who work tirelessly to fundraise for extra resources and equipment that will benefit our students. They are instrumental in purchasing some of our big ticket items and supporting camps and excursions. The members of the School Council and school community are very dedicated to the school and its surrounds and with their expertise and equipment we are able to make improvements to our school that would otherwise be impossible. I would like to formally acknowledge our appreciation to our school families for their enthusiasm and commitment to our school; their support is highly valued and we are extremely grateful. |
| **For more detailed information regarding our school please visit our website at** [**http://www.natimukps.vic.edu.au**](http://www.natimukps.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 27 students were enrolled at this school in 2021, 13 female and 14 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

This school’s SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

|  |  |
| --- | --- |
| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 91.6% |
| State average (primary schools): | 81.8% |

School Staff Survey

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

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

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

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| --- | --- |
| **School Climate** | Latest year (2021) |
| School percent endorsement: | 81.6% |
| State average (primary schools): | 75.8% |

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

|  |  |
| --- | --- |
| **English**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 100.0% |
| Similar Schools average: | 86.4% |
| State average: | 86.2% |

|  |  |
| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 100.0% |
| Similar Schools average: | 86.6% |
| State average: | 84.9% |

ACHIEVEMENT (continued)

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

NAPLAN

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

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

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 40.0% | 55.6% |
| Similar Schools average: | 77.6% | 74.1% |
| State average: | 76.9% | 76.5% |

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | NDP | 71.4% |
| Similar Schools average: | 68.2% | 65.6% |
| State average: | 70.4% | 67.7% |

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| --- | --- | --- |
| **Numeracy**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 60.0% | 66.7% |
| Similar Schools average: | 75.3% | 73.2% |
| State average: | 67.6% | 69.1% |

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| --- | --- | --- |
| **Numeracy**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | NDP | 57.1% |
| Similar Schools average: | 63.2% | 58.0% |
| 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: | NDP | NDP | NDP | 22% |
| Numeracy: | NDP | NDP | NDP | 23% |
| Writing: | NDP | NDP | NDP | 20% |
| Spelling: | NDP | NDP | NDP | 18% |
| Grammar and Punctuation: | NDP | NDP | NDP | 24% |

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.

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| --- | --- | --- |
| **Student Absence**  **Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 16.9 | 13.6 |
| Similar Schools average: | 15.4 | 14.3 |
| 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): | NDP | 97% | 95% | 91% | 86% | NDP | NDP |

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: | 85.0% | 80.4% |
| Similar Schools average: | 81.1% | 81.7% |
| 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).

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| --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 95.8% | 91.3% |
| Similar Schools average: | 83.4% | 84.0% |
| 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 | $399,534 |
| Government Provided DET Grants | $118,822 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $0 |
| Revenue Other | $2,144 |
| Locally Raised Funds | $7,254 |
| Capital Grants | $0 |
| Total Operating Revenue | **$527,754** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $6,874 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$6,874** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $420,373 |
| Adjustments | $0 |
| Books & Publications | $277 |
| Camps/Excursions/Activities | $2,739 |
| Communication Costs | $1,117 |
| Consumables | $10,974 |
| Miscellaneous Expense 3 | $8,447 |
| Professional Development | $936 |
| Equipment/Maintenance/Hire | $6,810 |
| Property Services | $35,155 |
| Salaries & Allowances 4 | $8,349 |
| Support Services | $0 |
| Trading & Fundraising | $846 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $5,067 |
| Total Operating Expenditure | **$501,090** |
| Net Operating Surplus/-Deficit | **$26,664** |
| Asset Acquisitions | **$0** |

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 | $416,812 |
| Official Account | $2,537 |
| Other Accounts | $0 |
| Total Funds Available | **$419,349** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $10,981 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $222,046 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $13,574 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $46,122 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $69,900 |
| Asset/Equipment Replacement > 12 months | $9,000 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$371,623** |

*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.*