

# 2021 Annual Report to The School Community



**School Name: Preston West Primary School (3885)**



- 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 01 March 2022 at 11:48 AM by Cheryl Bondeson (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 23 March 2022 at 10:23 AM by David Bellchambers (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

Preston West Primary School is located on Murray Road Preston, in the City of Darebin. While located in a residential area, the school is in close proximity to the Preston Market and High Street shopping precinct. The main school building is a double storey brick building that was built in 1915. A gymnasium, built in 2010, which also accommodates a music room and our Before and After School Care Service. The gymnasium has a surrounding landscaped garden and dry creek river bed. A double storey building, accommodating four classrooms was completed in 2013 and five new buildings were erected in 2016 for students in Grades 4-6. Two galleries were constructed in 2017/18 to establish the Grade 4 and Grade 5 learning communities. Preston West Primary School has a rich history of educational excellence. Serving the community for over 105 years, the school motto coined in 1915, 'Duty First', is just as important in today's setting.

Our school encourages students to strive for excellence in all their endeavours. Our core purpose is to provide an inclusive and rigorous learning environment that challenges and engages children to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. The school values are LEARN (Leadership, Excellence, Acceptance, Respect and Never Give Up).

Preston West Primary is a high performing school, placing great emphasis on academic outcomes. Our achievements are consistently significant above state benchmarks in all areas. We are extremely proud of our reputation for providing a comprehensive and challenging curriculum, academic excellence, valuable friendships and catering for each individual. Preston West Primary School is committed to improving the achievements of all students. This is achieved through the provision of a challenging academic program, based on the Victorian Curriculum whilst reflecting worldwide best practice for 21st century learners. Our purpose is to provide a safe, stimulating and supportive environment that develops all students to their full potential - academically, socially and personally. We instill in students a lifelong love of learning. Our strong academic focus is supported by a multitude of extra-curricular activities and programs that provide a well-rounded education. Programs offered include Physical Education, Visual Arts, Music, Italian, STEAM, English as an Additional Language and Intervention/Support.

Preston West Primary is committed to embedding FISO 2, HITS and DET initiatives into our everyday teaching and learning. Embedding these models underpin our focus and determination to improve teacher practice and in turn provide vital and successful learning opportunities for all our students. Teaching staff are highly focused, with ongoing professional development, to implement best practice to achieve improved outcomes for our students through explicit Literacy and Numeracy teaching models, shared curriculum planning, coaching, Peer Observations, Professional Learning Communities (PLC) and SPA (Student Performance Analyser). Staff work collaboratively in their teams to document a challenging and differentiated curriculum.

Student enrolments overall have risen dramatically over the past decade, which accounts for the significant expansion of the school's facilities. However, we are now encountering a greater stabilisation of our student enrolments – from 676 in 2017 to 677 in 2022. Our predicted enrolment for 2023 is 702 students. Currently the gender break down is 47% girls and 53% boys. The proportion of students with a Language Background Other Than English is 51%. The proportion of English as an Additional Language (EAL) students has risen from 113 students in 2016 to 180 in 2021. At risk students equates to 1.5% of our students, refugees 0.2% and less than 0.2% are indigenous. Preston West Primary has an enrolment cap of 725 students. Based on the school's Student Family Occupation and Education Index, the socio-economic status of the student cohort is in the high range.

Our school has 56 equivalent full time staff, 2 Principal Class, 39 Teachers and 15 Educational Support staff. The Management Team consists of the Principal, Assistant Principal, two Leading Teachers (Literacy and Numeracy) and four Learning Specialists (Student Agency, eLearning, STEAM and Assessment/Reporting). The School Improvement Leadership Team (SILT) comprises of members of the Management Team and year level coordinators. The Consultation Committee includes representation from each teaching team. The results generated from the Staff

Opinion Survey 'School Climate' section since 2016, show Preston West Primary School staff above the state median for overall satisfaction e.g. 89.3% positive responses in 2021. Preston West Primary School is a strong advocate of the Child Safety Guidelines. Everyone working at our school is responsible for the care and protection of the children and reporting information as per Department of Education and Training guidelines.

Straight grades have operated across the school since 2014. In 2022 we have 30 grades (5 Preps, 5 Grade 2s and 4 grades at all other year levels). In 2022, the 30 classroom teachers are supported by nine specialist/support teachers. Our journey to ensure we are promoting the very best educational opportunities for all our students continues. Building on the rich history, we continue to work collaboratively with families, to create citizens that add great value to the Preston West community and beyond.

Based on the school's Student Family Occupation and Education Index, the socio-economic status of the student cohort is in the high range.

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## Framework for Improving Student Outcomes (FISO)

The staff at Preston West Primary School have worked conscientiously in the final year of the Strategic Plan and are embedding High Impact Teaching Strategies and the Practice Principles for achieving Excellence in Teaching and Learning. There have been significant structural/process changes over the past few years and resources have been aligned to assist in our key focus areas of embedding our pedagogical model, promoting best teaching practices across the school and achieving quality outcomes for all students. At Preston West Primary we have shared pedagogical practices, a School Improvement Leadership Team (SILT), weekly Professional Learning Community (PLC) meetings to comprehensively analyse data and document a differentiated curriculum, peer observations, coaching and we explicitly use evidence based school improvement strategies and teacher professional development activities. Our priorities altered in 2021 due to the proportion of the year allocated to remote learning. A greater emphasis was placed on promoting the technological knowledge of staff to deliver a differentiated and challenging curriculum program. The Meeting/Professional Learning Schedule was revamped to allow staff to prioritise curriculum planning and wellbeing connections with students.

Our journey of unpacking and increasing the staff's knowledge/utilisation of the vast array of Framework For Improving Student Outcomes (FISO 2) resources e.g. Literacy and Numeracy Strategies, Amplify, Whole School Guide to Curriculum Planning will continue in 2022. After actively participating in the Department of Education and Training's PLC professional learning program in 2019, we will be implementing and embedding the PLC inquiry cycle this year. This will further enhance our knowledge and use of data and the Student Performance Analyser (SPA) has been implemented as a portal for student outcomes data storage across the school. In 2021, our key focuses in FISO were the initiatives of Building Practice Excellence (including during learning remotely from home) and Building Leadership Teams. The Victorian Curriculum has been successfully implemented and the four capabilities are integrated across the eight learning areas. At Preston West Primary School we are well on track to achieve the ambitious targets of the Education State in relation to our students and our school.

In Term 1 2022, Preston West Primary School will undertake a School Review. Following comprehensive analysis of data sets since 2017, focus groups (Parents, students and staff) and classroom observations, our new Strategic Plan 2022-2025 will be documented.

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## Achievement

The 2021 Teacher Assessment using the Victorian Curriculum, shows the school performing significantly above the state median. In 2021, 98% of students in English and 96.8% in Mathematics were at or above the age expected standards, which places Preston West Primary School above the median level of other schools after accounting for background characteristics known to make a difference to students' results.

Results for 2021 NAPLAN show our Year 3 and 5 students performing significantly above the state median in all areas.

When compared with a similar range of Government Schools in 2021, given our student cohort, both the Year 3 and Year 5 students performed above the similar schools average in all NAPLAN assessments. When comparing students in the top three bands in NAPPAN our results exceed both the similar and state school averages e.g. Year 3 Reading at PWPS 95.9%, similar schools 90.4% and state 76.9% and Year 5 Reading at PWPS 92.1%, similar schools 86% and state 70.4%. The percentage of students in the top 3 band in NAPLAN Year 3 Numeracy were PWPS 85.7%, similar schools 84.1% and state 67.6% and Year 5 Reading at PWPS 88.8%, similar schools 81.6% and state 61.6%. The four year average results for students at Preston West Primary School in both Year 3 and Year 5 Reading and Numeracy, are above similar government schools. The NAPLAN Relative Growth from Year 3 in 2019 to Year 5 in 2021 shows 86% of children achieving medium to high growth in Numeracy and between 87 - 89% in the four domains of English (Reading, Writing, Spelling and Grammar/Punctuation). When compared to similar government schools, students at Preston West PS out performed their peers in the NAPLAN high gain criteria in Numeracy, Writing, Spelling and Grammar & Punctuation.

The remote learning program evolved throughout 2021. Staff professional learning (individuals, teams and whole staff) was delivered to upskill professional technological knowledge to deliver a quality remote learning program. A greater emphasis in the 2021 remote learning program was placed on student wellbeing/connections and delivering a differentiated and challenging curriculum, with increased use of targeted teaching groups, Webex class meetings and recorded/live sessions. The tutoring initiative targeted students in Grade 2-5 and focused on the areas of literacy and numeracy. The tutoring program initiative in 2022 will be a valuable resource to target students who did not make the expected growth in the 2021 school year.

Our expectation is for all students to achieve quality results. Strong performance in student learning has been achieved by a clear focus on improving learning outcomes for all students. This has been achieved through promoting the Framework For Improving Student Outcomes, high expectations, authentic relationships, staff working collaboratively in teams to plan an engaging and challenging curriculum, PLC and quality data sets utilised to inform planning, regular professional learning, peer observation of teacher practice and coaching. Whilst some of these initiatives/practices e.g. Peer Observations and PLC were postponed at Preston West Primary School in 2021 due to remote learning from home, they will be reinstated in 2022. There is an annual presentation to staff on the school's instructional models in Mathematics, Reading, Writing and eLearning and new staff receive a comprehensive induction into the teaching and learning expectations at the school. The core business of the School Improvement Leadership Team is to drive whole school improvement and achieve our goals as outlined in the Strategic Plan. Our committed involvement in building practice excellence across the staff will continue as we prepare our students to be independent learners, competent in our technological world and curious for a lifetime. In 2022 our journey to provide a challenging curriculum will continue and we aim to further improve outcomes, curiosity, motivation, engagement and student agency.

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## Engagement

The average number of student absence days in 2021 was 10.1, which is more positive than the state average of 14.7 and slightly higher than similar government schools at 10.0 days. The average attendance rate across Preston West Primary School in 2021 was 94.9%. Since 2018 the average number of annual days absent per student was 12 days, which was more positive than the state median (15.0 days) and slightly higher than that of similar government schools (11.8 days). Numerous strategies have been implemented from the 'It's Not Ok To Be Away' initiative to promote and track student attendance. Parents/carers are provided with attendance data via Compass, which can be accessed throughout the year.

Staff worked collaboratively with parents/carers and students during remote learning from home to promote engagement. Structures/processes were put in place to promote connection to the curriculum, staff and peers. Students, especially in the middle and senior school were given greater ownership over their learning. Students were supported in their transition back to school following remote learning periods from home periods.

The Attitudes to Schooling Survey was conducted in Years 4-6 at Preston West Primary School in 2021. In relation to the sense of connectiveness criteria on the Attitudes to Schooling survey, our students overall positive response at 83.6 % was above both the state median and similar government schools. Our four year average in the sense of



connectedness at 81.9%, places us above the state median (80.4%) and slightly below the results of similar government schools (82.3%). In relation to the management of bullying criteria on the Attitudes to Schooling survey, our students overall positive response at 85.6 % was above both the state median (78.4%) and similar government schools (79.1%). Our four year average in the management of bullying at 82.4% is above both the state and similar schools.

To strengthen student engagement in 2022, we will further develop opportunities to promote strong student voice/agency and leadership in areas such as learning, curriculum delivery, extra-curricular activities and school improvement.

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## Wellbeing

Our goal in relation to wellbeing is 'All Preston West students will be resilient, self-aware and responsible members of the school community'. In 2021 we continued to provide a safe and inclusive environment. We continued to reinforce Bounce Back (a preventative whole school social and emotional learning curriculum program) that promotes positive mental health and wellbeing in students, in particular, enabling them to demonstrate resilience when faced with challenges and adversity. Our school values: Leadership, Excellence, Acceptance, Respect and Never Give Up (LEARN) are embedded across all domains of Preston West Primary School. In 2021 we embedded a whole school 'Respectful Responsible Learners' approach to further promote our student wellbeing, engagement and academic focus in their learning environment. In 2021 a staff team completed the Respectful Relationships Professional Learning Program. Respectful Relationships will be implemented at Preston West Primary School in Term 2 2022. Our Integrated Scope and Sequence across the school will be reviewed in 2022.

The wellbeing of students, staff and the wider community was a key focus both throughout the remote learning from home periods and also during the transitions back to onsite learning. A multitude of structures/processes were put in place to promote the health and wellbeing of the school community. There was an increased focus on at risk students by teaching staff, Educational Support staff and management and external agencies were engaged as required.

Embedding the Compass program and SeeSaw across the school has significantly promoted communications with our parent community. Google Classroom was the key learning and communications platform during the remote learning from home experiences. The Parent Opinion Survey was conducted in 2021 and generated a 83.1% positive endorsement in Parent Satisfaction, which was above the state primary school average. In 2021 we will continue to investigate and evaluate strategies to further improve home/school communications, which promote understanding of the school's approach to teaching and learning and further explore ways to engage and communicate with parents. The School Climate result of 89.3.9% on the 2021 Staff Opinion Survey placed Preston West Primary well above the state median of 75.8%.

In 2023 and 2024 the school will receive additional funding from the Department of Education and Training under a Wellbeing initiative. In 2022 the school will plan on how to utilise this funding to best benefit our student body.

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## Finance performance and position

In 2021 numerous school based projects were undertaken including laying of synthetic turf, improving playgrounds and an increased focus was placed on STEAM (Science, Technology, Engineering, Arts, and Mathematics). Significant funding has been allocated in the 2022 global budget to support the strategic direction of Preston West Primary School. Funding will be allocated to further promote our school facilities. Our 2022 projects will include landscaping, promoting our kitchen garden program and STEAM. The equity funding received from DET in 2021 was directed towards small group intervention, predominately in the Prep - Grade 2 area. Small group intervention targeted Oral Language, English as an Additional Language, Fine Motor Skills and Literacy and Numeracy. The Department of Education and Training additional Tutoring funding in 2021 was targeted at small group intervention in Years 1-4 in Reading, Writing, Phonics and Numeracy.

# 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 687 students were enrolled at this school in 2021, 322 female and 365 male.

32 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).

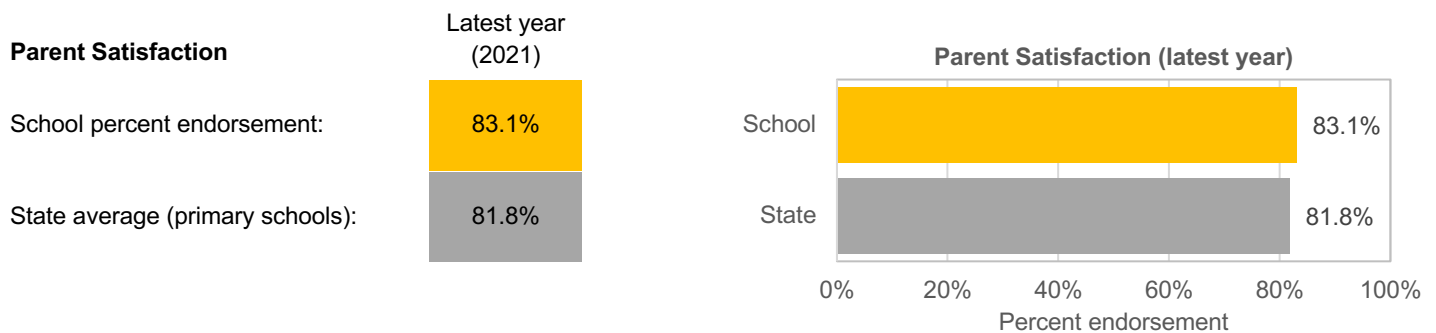
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

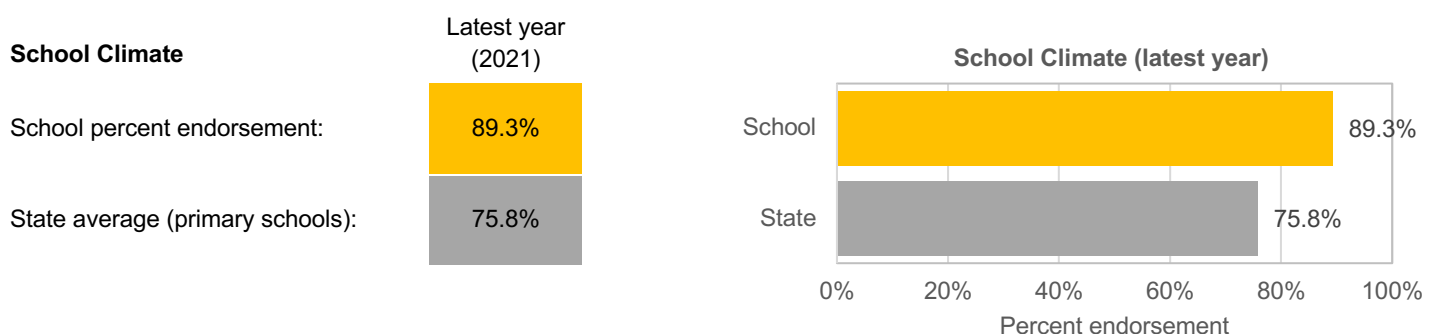


### School Staff Survey

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:

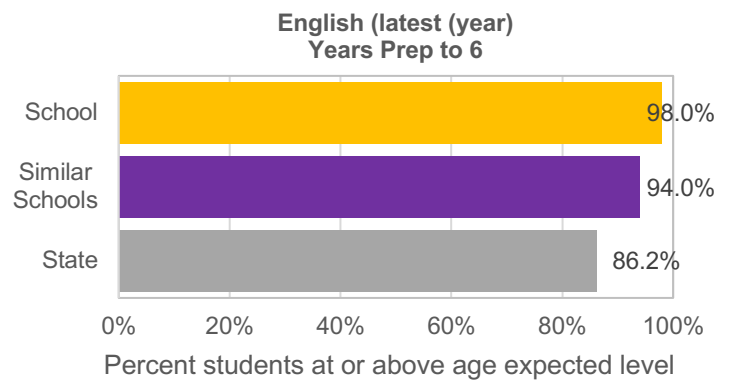
98.0%

Similar Schools average:

94.0%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

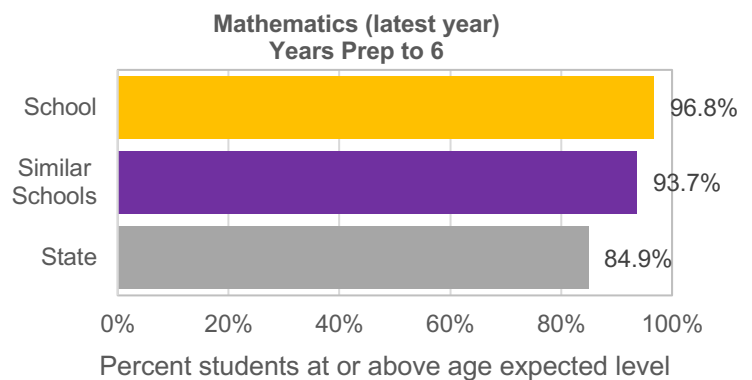
96.8%

Similar Schools average:

93.7%

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.

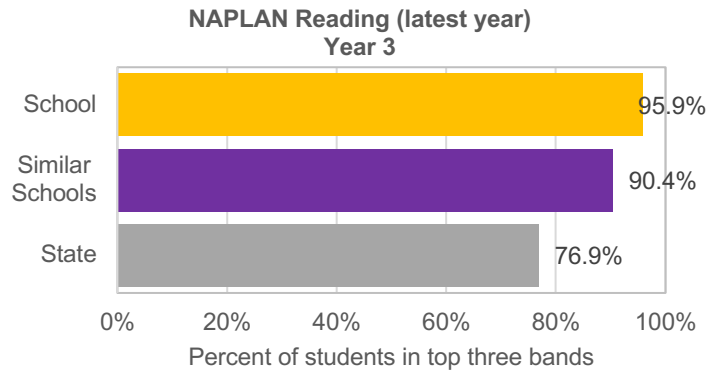
**NAPLAN**

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.

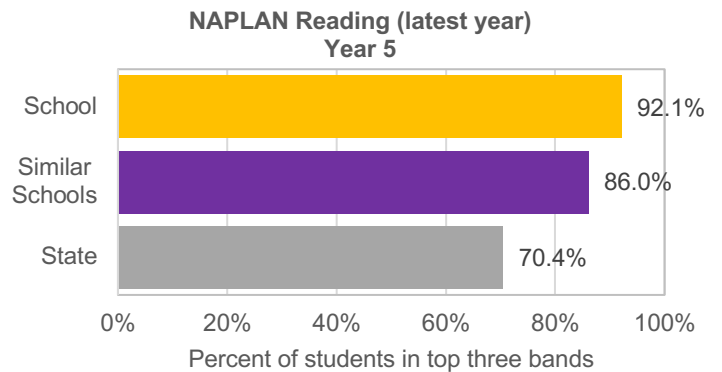
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	95.9%	95.6%
Similar Schools average:	90.4%	89.6%
State average:	76.9%	76.5%



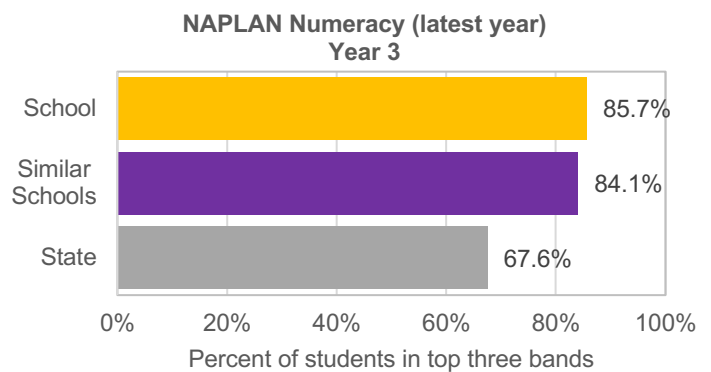
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.1%	88.6%
Similar Schools average:	86.0%	83.2%
State average:	70.4%	67.7%



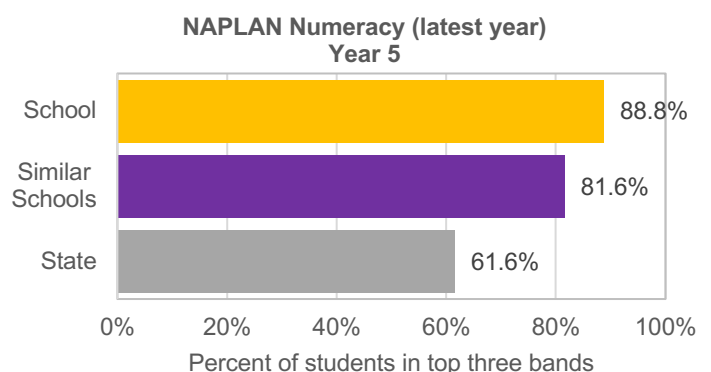
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	89.1%
Similar Schools average:	84.1%	85.0%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.8%	88.2%
Similar Schools average:	81.6%	79.3%
State average:	61.6%	60.0%



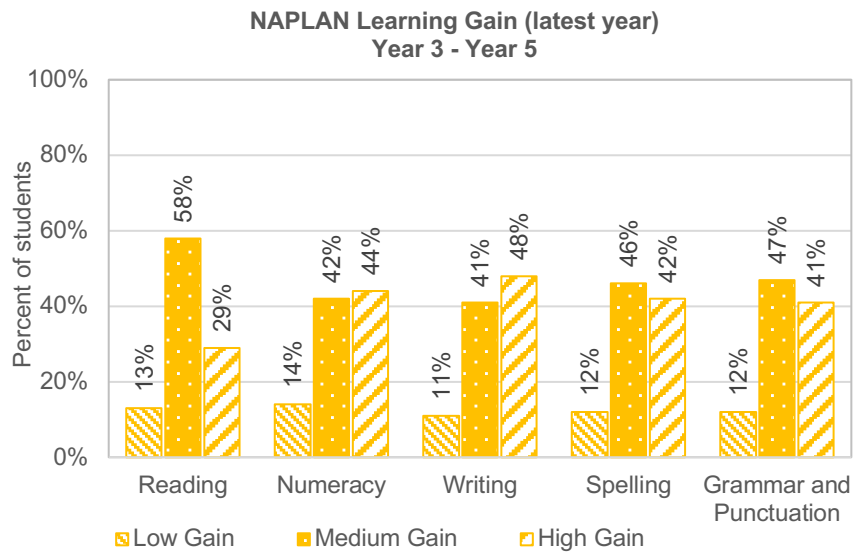
## ACHIEVEMENT (continued)

### 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:	13%	58%	29%	30%
Numeracy:	14%	42%	44%	33%
Writing:	11%	41%	48%	32%
Spelling:	12%	46%	42%	29%
Grammar and Punctuation:	12%	47%	41%	34%



## ENGAGEMENT

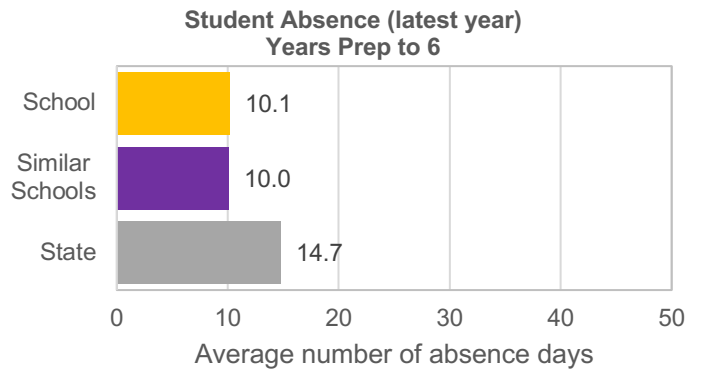
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	10.1	12.0
Similar Schools average:	10.0	11.8
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%	95%	95%	95%	96%	95%	94%

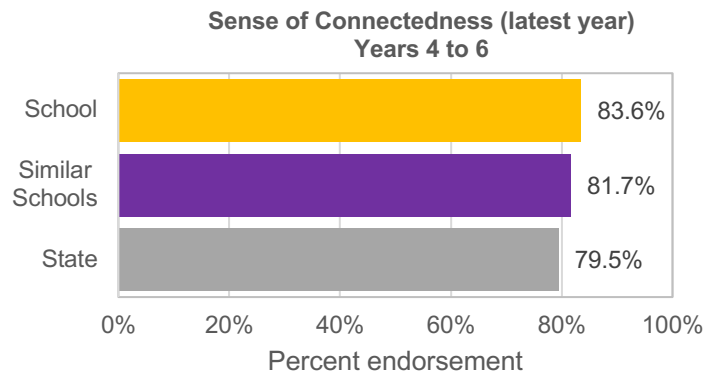
## WELLBEING

**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:	83.6%	81.9%
Similar Schools average:	81.7%	82.3%
State average:	79.5%	80.4%

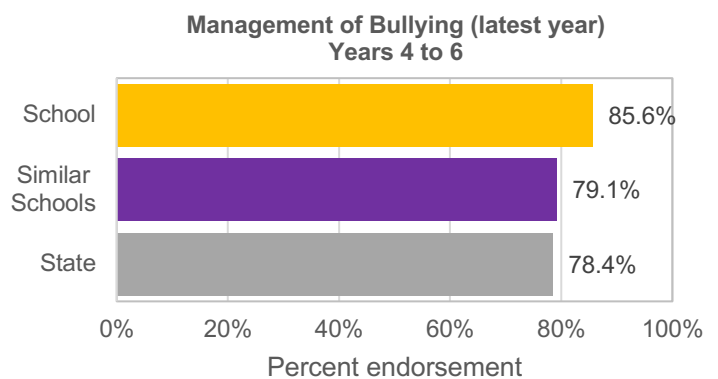


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	85.6%	82.4%
Similar Schools average:	79.1%	80.6%
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	\$5,456,714
Government Provided DET Grants	\$470,311
Government Grants Commonwealth	\$203,165
Government Grants State	\$0
Revenue Other	\$10,258
Locally Raised Funds	\$526,888
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,667,335</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$29,718
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$29,718</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,374,331
Adjustments	\$0
Books & Publications	\$584
Camps/Excursions/Activities	\$111,990
Communication Costs	\$23,625
Consumables	\$192,711
Miscellaneous Expense <sup>3</sup>	\$9,591
Professional Development	\$24,436
Equipment/Maintenance/Hire	\$49,470
Property Services	\$84,909
Salaries & Allowances <sup>4</sup>	\$234,447
Support Services	\$105,811
Trading & Fundraising	\$15,164
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,619
<b>Total Operating Expenditure</b>	<b>\$6,263,688</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$403,647</b>
<b>Asset Acquisitions</b>	<b>\$68,660</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,819,105
Official Account	\$31,229
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,850,335</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$135,848
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$340,145
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$136,000
Maintenance - Buildings/Grounds < 12 months	\$115,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$746,993</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.*