

# 2021 Annual Report to The School Community



**School Name: Eagle Point Primary School (3215)**



- 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 05 April 2022 at 09:35 PM by Anna Duncan (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 06 April 2022 at 12:58 PM by Jamie Williamson (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

Eagle Point Primary School (No. 3215) was established in 1894. It is a rural school situated in the township of Eagle Point between Bairnsdale and Paynesville in a picturesque setting overlooking Lake King, one of the Gippsland Lakes. The current enrolment is 170 children. The school services families from Bairnsdale, Eagle Point, Paynesville, Newlands Arm, and the surrounding rural area. Many of the families of children attending this school work in Bairnsdale and Paynesville which has a combined population of approximately 20,000 people. Eagle Point is a short, scenic drive of 10km along the Mitchell River to Bairnsdale. Our school offers an alternative to the larger schools in the district for parents who appreciate the advantages of a rural school. Our classrooms are composite classes, composed to best suit the needs of students.

The school grounds include two main buildings. In 2021, the 'upper' building accommodated 5 classrooms including 3 Foundation/Grade 1 and 2 Grade 2/3 classes, the administration centre and staff room. The 'lower' building accommodated 2 Grade 4/5 and 1 Grade 5/6 classes and a specialist classroom. Other buildings include the original 'School Building' which is used for performing arts, cooking, meetings and playgroup, a cottage which is used by the School Chaplain and Counsellor and a woodworking shed. The grounds include two separate adventure playgrounds, one undercover basketball court and two grassed play spaces. During late 2017 and early 2018 building works were undertaken to enable inclusive access to all school buildings and facilities. The works included ramps and concrete pathways to link the buildings and play spaces. In 2020 year the land adjacent to the school site was purchased and has since been handed over to the school to expand the play space and allow room for future buildings to be placed. A new toilet block has recently been installed on this new land.

Enrolment at the beginning of 2021 was 154 students and this has continued to grow steadily as the year has progressed. The school is accessible by walking and bike tracks, some students are transported by cars with a school bus collecting students from Goon Nure, Forge Creek and Newlands Arm.

The staff currently employs 18.4 full time equivalent staff. The current SFOE is medium at 0.4404 with 3 students with an English Alternative Background and 16 Aboriginal or Torres Strait Islander students.

The specialist areas provided are Physical Education, Art, Science, LOTE- Auslan and Performing Arts. We have support programs offering an Oral Language Program, Reading Assistance Program, Respectful Relationships, Soundwaves (Foundation to 6), Buddies, Clubs, Early Learning Playgroup and a School Chaplain.

Our school strives for success using the approach of 'Choice Theory' developed by William Glasser. Teachers have been extensively trained in this approach which centres on authentic relationships, knowing and meeting the needs of individuals and understanding that each person has a quality world that differs to their own. Our students are developing understandings that every action is chosen and consequences occur because of their actions. In the classroom students strive for quality in their work. Our students identify quality work and verbalise why they believe it is so. Celebration of quality work occurs at our Friday afternoon assemblies and within classrooms.

The central focus of the school is to provide students with sound and challenging experiences in a secure and supportive environment. The school promotes the principles of equity and access by providing a wide range of curriculum opportunities and extracurricular activities. Through the encouragement of independent learning, students develop a sense of worth and are confident in attaining success in all their endeavours.

There is a family atmosphere and a feeling of belonging in the school community. The school is proud of its parental support and involvement, with active participation in all aspects of school functions including School Council, educational programs, fundraising, grounds maintenance, school camps and excursions, annual concert and social activities.

During 2021 our school continued to experience extended periods of remote learning due to the ongoing State of Emergency following the entry of the coronavirus into Australia. During this time staff adapted and refined learning programs and provided technologies to students to allow them to continue their studies from home. Students had access to a combined delivery remote learning program which included online live video classes, recorded videos, paper, digital and hands on learning experiences. This experience has reinforced the importance of the work we do and the determination of staff to provide quality learning programs to every student every day.

#### Our Vision:

At Eagle Point Primary School we believe that every child has the right to learn, belong, feel safe and have fun.

#### Our Mission:

We pride ourselves on building strong, authentic relationships with students and their families.

We continually strive for quality by maintaining high expectations of ourselves and others.

We encourage our students to have a curiosity about the world and display an awareness of their place within a global community.

Through the development of student voice, we empower and support our students to be the best they can be, by making successful choices that allow them to grow academically, emotionally and socially.

Eagle Point Primary School provides a happy, safe and inclusive environment for all members of our community.

#### Our Values:

At Eagle Point Primary School we uphold the values of Care, Respect, Commitment, Responsibility and Inclusiveness. The values underpin and define our school culture. They have a direct impact on resilience building and social, emotional and academic outcomes for all of our students. Students learn the importance of these values through their Student Code of Conduct which is devised by students and their classroom teachers at the start of the year.

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### Framework for Improving Student Outcomes (FISO)

During 2021 Eagle Point Primary School has been recognised for its exploratory and learning culture. This has provided the school with a number of exciting opportunities for teacher professional learning. The focus this year has been improving teacher practice with a strong provision for developing the skills and knowledge of Middle Leaders.

The main areas of improvement in 2021 have been:

- Enabling and extending prompts
- Authentic and open ended mathematics planning and delivery
- Introducing book clubs allowing for differentiation, flexible and mixed ability groupings
- Professional Learning Team sole focus on student improvement using data to identify areas for improvement in teacher practice
- Data and work samples in every meeting
- Administration tasks removed to stand up meetings
- New Individual Education Plan template introduced and decision to implement fully in 2022
- Mathematics Association Victoria -professional learning tailored to Eagle Point Primary School needs
- Leading and working collaboratively with 2 other schools in a learning cluster with funds provided by Smarty

#### Grants

- Refining the 5 Teaching practices
- Targeted professional learning about and changes to lesson structure, challenging tasks, planning, number talks, flexible learning options, metacognition, thinking, talking about thinking
- Observations limited due to COVID but inter school visits to Lindenow PS and Bairnsdale West PS.
- Networking in wider area Kestin Garaghty from Birmingham PS Learning Maths Specialist and Learning Coordinator

• Mathematics Association Victoria ESCN Collective from Metro Melb and other regions met together for professional learning with Peter Sullivan

- Key staff change of teaching pairs for challenge and support
- Differentiated School Support Initiative
- Tutor Learning Initiative
- Data from NAPLAN, School Performance report evidencing the success of the work focusing on Literacy.

Significant increase in number of students in top 2 bands in reading, writing also on increase, numeracy top 2 bands declined but this is 2021 foci - impact yet to be evidenced.

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### Achievement

Learning - assessing where students are at, once they return to onsite learning, and meeting that need - this may mean catch up work for some students or the continuation of supporting those who have thrived in remote and flexible learning

- Remaining flexible to student needs and problem-solving challenges to engage as many students actively in their learning as possible each and every day
- Varied online delivery during remote learning periods including live lessons, recorded videos, paper options, digital access to learning programs, real life and modified for home materials
- Specialist classes continued online
- Work tasks provided to students and uploaded to online platforms for feedback
- Regularly seeking feedback from students, parents and staff to refine and tailor programs to meet needs
- Simplify and prioritise the curriculum to focus on literacy, numeracy, physical education, the arts and social interactions.
- Professional Learning Teams have identified core curriculum that needs to be reviewed, consolidated and/or taught this term.
- Collate and analyse known data collected throughout the year.
- Identify student's current strengths and weaknesses in the core curriculum areas
- Set stretch learning goals for all students in core academic areas of literacy and numeracy
- Adapt planning and curriculum delivery to support new learning goals
- Refocus all staff on the agreed instructional model, urgency in limited time frame, every minute counts
- Refine assessment schedule to include minimum summative assessment

Continue access to learning coach for students already identified early in the year and extended to new students who need additional assistance post remote learning. Funding provided through the Tutor Learning Initiative

- Teacher working with small groups and individuals to support and boost learning of students who are just below benchmark or who have fallen behind during remote learning
- Speech Pathologists in Schools program to continue to support oral language development of students in Foundation-Grade 2
- External providers such as speech pathologists, occupational therapists and physiotherapists to resume working with students under COVID restrictions

#### NAPLAN

In 2021 Eagle Point Primary School continued to show improvement in all areas and in many areas this year our students out-performed students in similar school environments. In year 5 reading and Year 3 numeracy our students performed above both similar schools and the state average with year 3 reading just slightly behind. Year 5 numeracy was not as strong with the widest gap. This achievement was also noticeable when our students in both Grade 3 and Grade 5 were compared with schools across the Outer Gippsland Area and their growth was against the trend of most schools in the area. In terms of student gain our Grade 5 students demonstrated excellent growth over a 2-year period with more students achieving medium and high growth in Reading, Writing and Spelling than those in similar schools.

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## Engagement

Throughout the remote learning period the school maintained a high expectation that students would log in, attend online classes, engage with and complete learning tasks. Attendance rolls were marked for each day including for specialist classes.

The School Improvement Team SIT has a long term goal of 95% attendance for every child in the school with 90% being the current expected level. In 2021 student attendance was close to but did not reach 90% in all year levels. Our highest year level was the Year 4 cohort who recorded an average 91% for the year with Year 6 recording the lowest of 81% average attendance. In 2021 the average number of days students were absent increased from a 4 year average of 18 to nearly 24 days. Factors affecting this difference included the school's high expectations for engagement and attendance in remote learning programs, anxiety about returning to school, student illness and family holidays once restrictions eased.

The school continues to provide authentic opportunities for students to have choice in the way in which they approach and complete tasks. Students are able to contribute to the management of the school in numerous ways through class

meetings, Junior School Council, House and School Captain meetings and through writing letters and speaking with teachers, leadership staff and student leaders. Teachers and Education Support see themselves as facilitators of student learning and are responsive to student need.

Overall the feedback from students in the Attitudes to School survey is not at the same high levels as in previous years. Students in Grades 4 and 5 students indicating that they were engaged and positive with classroom achievement, teacher practice and behaviour management. The Grade 6 cohort reported being less engaged with their learning in the classroom and during the remote learning periods. Additional surveys are undertaken throughout the year to keep in touch and tailor programs to suit student need.

The school had a deliberate focus and enacted actions to support transition into prep for the 2022 year and to support Grade 6 - Year 7 transition.

For students transitioning to secondary school environment

- Provide opportunities (as allowed under restrictions at the time) for students entering a new school environment to experience that environment and gain information to allow them to feel confident with the change.
- Remain in contact with secondary school staff to discuss outgoing student needs
- Complete assessments and additional funding applications to ensure students support networks were in place and ready to access

For students transitioning to our school environment

- Hold information sessions online to share information and answer questions with families
- Remain in contact with kindergartens to discuss incoming student needs
- Communicate actively with individual families to discover more about individual needs and get to know families
- Identify students with additional needs and begin assessments as required for potential funding and additional support students
- Adapt onsite transition program to meet guidelines and maximise access to school environment for incoming students
- Appoint a two person team to contact for Transition enquiries and pre-enrolment conversations

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## Wellbeing

Wellbeing - A focus on mental health & wellbeing of students & staff

Observe and enact services to support staff and student health and wellbeing, with particular attention to mental health and wellbeing.

Reduce pressures for staff and students and allow for increased opportunities of success.

- Modify classroom routines, shorter work times increase mini breaks
- Prioritise literacy, numeracy, physical education and the arts
- 9-1:30pm curriculum focus, afternoons allocated to wellbeing and social development including Respectful Relationships

Increase access to support services such as counsellor, chaplain, targeted wellbeing programs with the focus of looking to the future

- Chaplain led programs such as CHIC, Woodshed, small group and individual check-ins
- Access to school employed counsellor as required
- Additional yard duty staff for supervision and intervention, yard games and supervised outdoor activities
- Breakfast and Lunchtime Club to feed and top up hungry kids
- Class meetings to identify and adapt practices and to highlight and respond to student concerns
- Senior students to attend a leadership day to develop cohesive team, trust and communication skills
- Middle school students will have the opportunity to attend camp experience
- Junior school students will have the opportunity to experience an excursion to local area
- Welfare survey to check in with student wellbeing and concerns



This was achieved by the following actions:

- Establish Curriculum, Administration and Wellbeing leadership teams within the school to begin 2022
- All staff engaged in trauma informed practice professional learning and discussion about specific students
- Choice Theory refresher professional learning for all staff
- Priority to provide physical education, visual arts, music and performing arts to all students multiple times per week
- Focus on engagement activities to increase student belonging ie horses for life drawing, excursions, dress up days, special lunch days, sports days
- Students attended swimming carnival, cross country, athletics carnival, lawn bowls
- Modifying activities restricted by COVIDsafe rules to go ahead in changed format
- Identifying and supporting students demonstrating distress and providing scaffolded supports
- Discussions with parents and students to create documented plans agreed to by all parties
- Focus on wellbeing as opposed to percentage data (attendance)
- AToS survey data, Parent Opinion data
- Staff Opinion data
- Class meetings to identify student wants and needs and act upon suggestions from students (bike riding area, gaga ball pit, soccer coaching by seniors)
- Staff concerns for students recorded in Case Notes UeducateUs
- Referrals to Students Support Services and school counsellor as needed
- Updated the Student Engagement and Wellbeing policy with community consultation
- Clear and consistent referral process for students to Student Support Services
- Maintain strong connections with all parents, particularly with those that are hard to reach
  
- Introduce new IEP template for students with additional needs
- Wellbeing team to coordinate Student Support Group meetings, Individual Education Plans development on a weekly basis rather than 4 full days of meetings
- School Mental Health Fund to purchase staffing and counselling from the Menu in 2022
- Welfare survey administered and data analysed
- Counselling support offered to students and staff experiencing distress and anxiety
- Referrals to external support services
- Developing Intervention Model for the school incorporating Tier 1, Tier 2 and Tier 3 strategies
- Review new Engagement and Wellbeing policy to ensure it reflects current practice at EPPS
- Students to participate in Victorian State School Spectacular

## Finance performance and position

The school has completed the 2021 school year in a strong financial position with a surplus of funds being held over from previous years grants. These funds are allocated to families and can be accessed in the future for camps, uniform and parent payments. These payments have specific criteria as to how they can be spent and may take some time to clear, especially for junior students as they will not attend camps until Grade 3. The school will continue to hold these funds in reserve until required.

Staffing was intentionally increased in 2021 to ensure all students had access to intensive support from low staff/student ratios. These levels will not be able to be continued into 2022 as surplus staffing funds have been depleted. The school has maintained small class sizes across all year levels this year with the largest class size being 24 students with 2 fulltime staff.

Major expenses for the school in 2021 have been staffing, counselling and wellbeing support, provision of devices/internet, replacement staffing, maintenance works and professional learning for staff. In December it was noted that expenditure matched income very closely and this will need to be managed carefully in 2022.

In 2021 the school received \$85,579 Equity Funding to support the learning outcomes of disadvantaged students. The school employed additional education support officers to work in classrooms and an additional teacher 3 days per week to withdraw small groups of identified students to receive additional tutoring and learning support. This was in addition to the Tutor Learning Initiative. Funds from this program also supported engagement programs such as music,



woodwork and oral language support. Additional counselling services were also provided to support students and their families while at home and in their return to face to face schooling.

**For more detailed information regarding our school please visit our website at**  
<https://www.eaglepoint.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 154 students were enrolled at this school in 2021, 71 female and 83 male.

NDP percent of students had English as an additional language and 9 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).

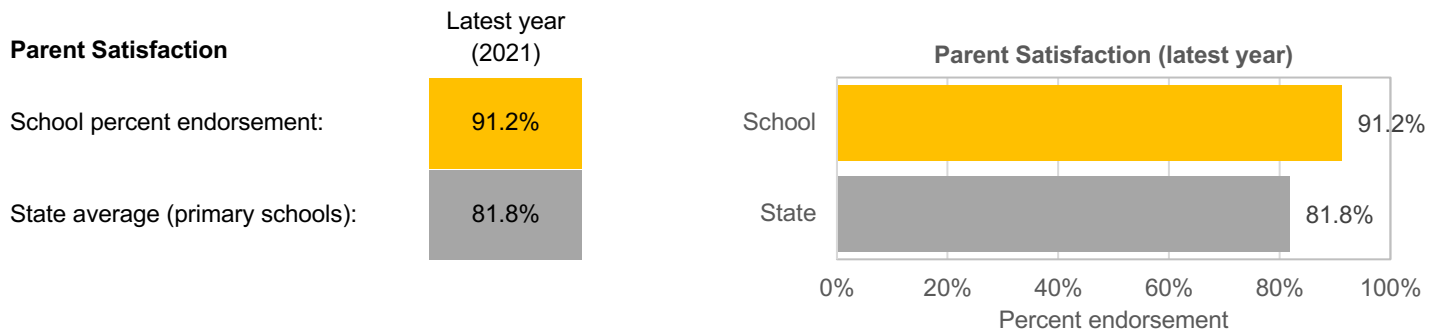
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

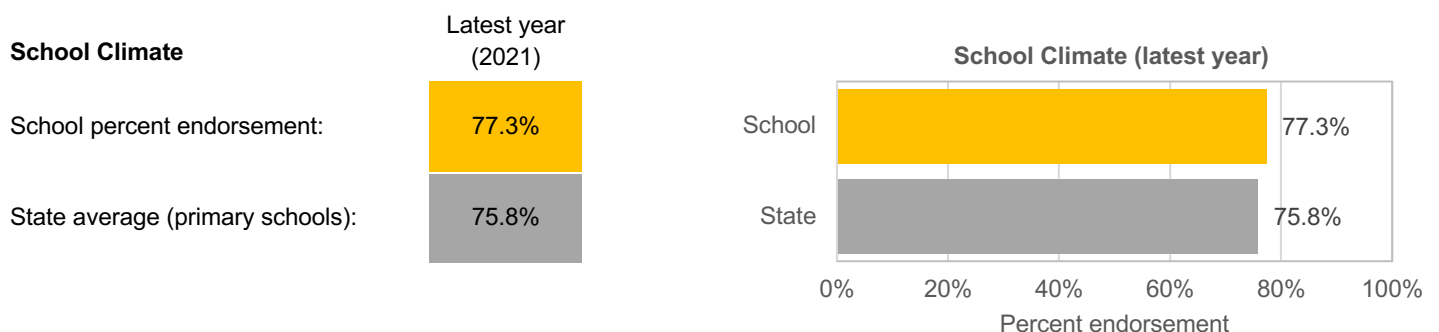


### School Staff Survey

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:

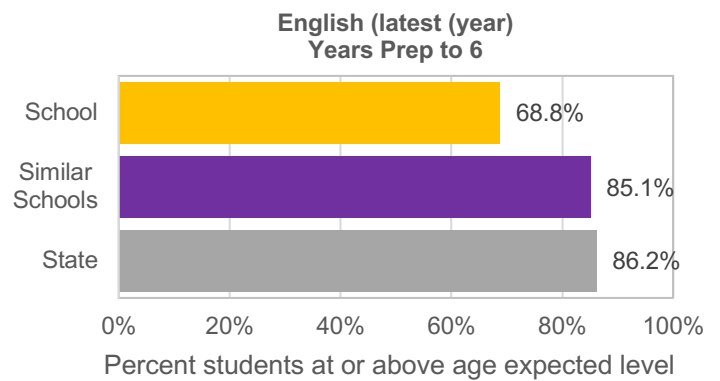
68.8%

Similar Schools average:

85.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

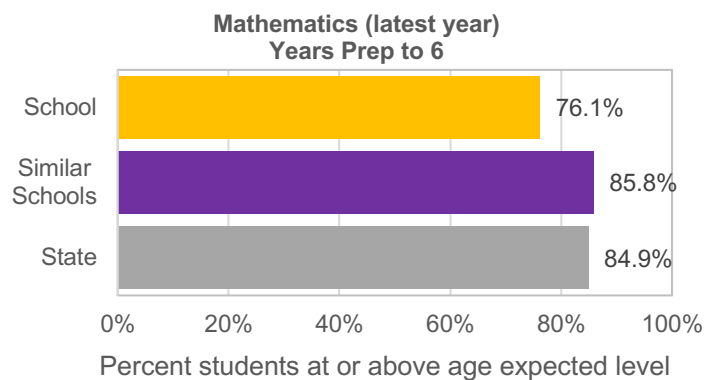
76.1%

Similar Schools average:

85.8%

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.

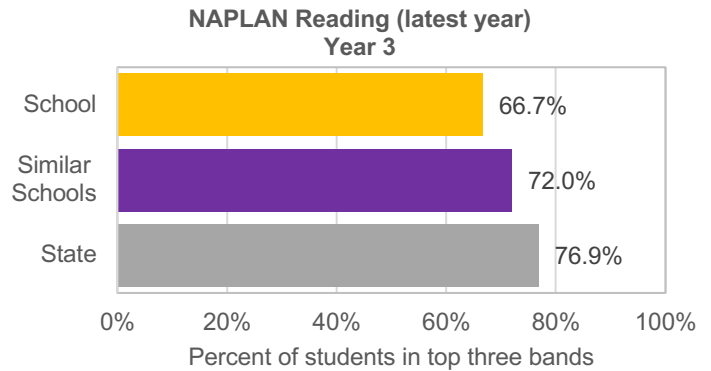
**NAPLAN**

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.

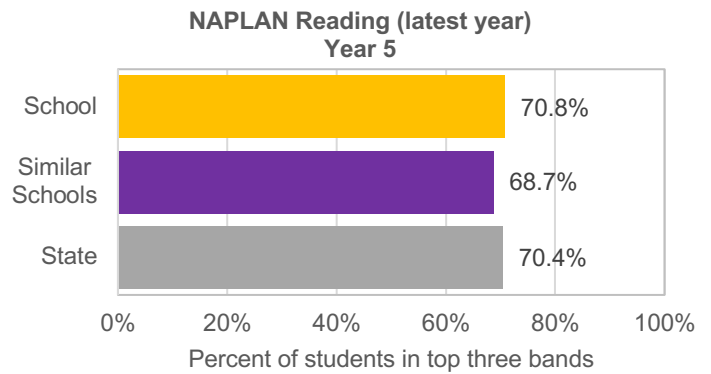
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	63.6%
Similar Schools average:	72.0%	72.4%
State average:	76.9%	76.5%



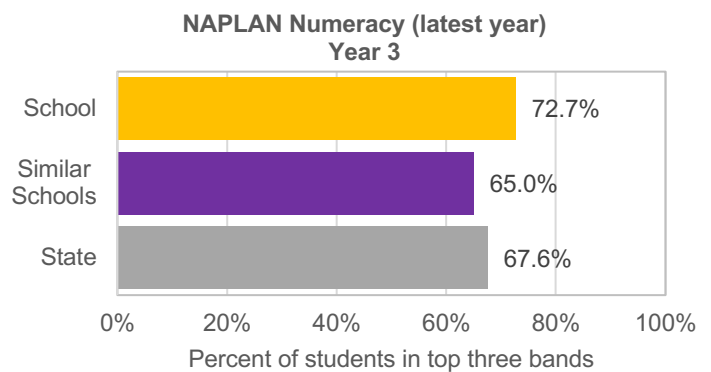
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.8%	65.6%
Similar Schools average:	68.7%	64.7%
State average:	70.4%	67.7%



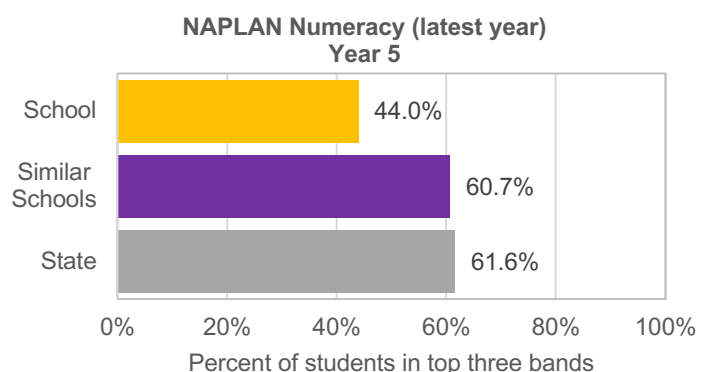
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	55.0%
Similar Schools average:	65.0%	68.0%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.0%	54.1%
Similar Schools average:	60.7%	57.6%
State average:	61.6%	60.0%



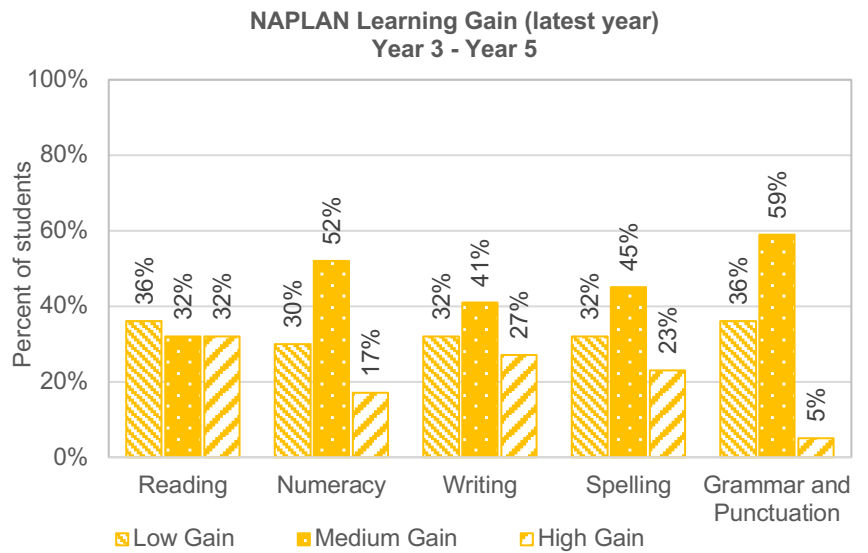
**ACHIEVEMENT (continued)**

**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:	36%	32%	32%	21%
Numeracy:	30%	52%	17%	24%
Writing:	32%	41%	27%	19%
Spelling:	32%	45%	23%	19%
Grammar and Punctuation:	36%	59%	5%	18%



## ENGAGEMENT

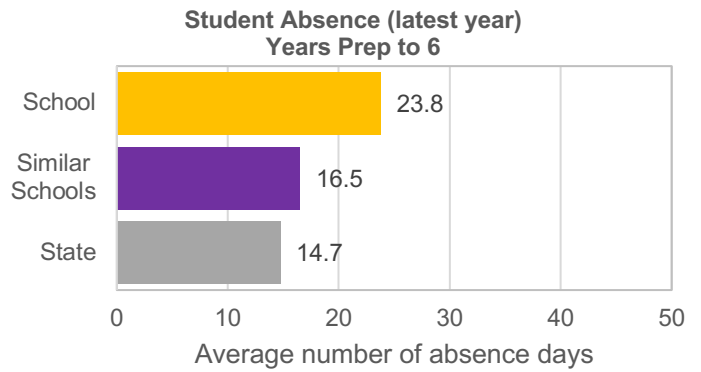
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	23.8	18.6
Similar Schools average:	16.5	15.8
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):	88%	89%	89%	90%	91%	88%	81%



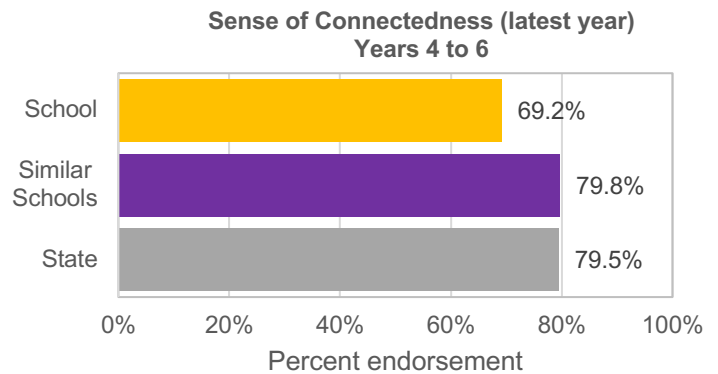
## WELLBEING

**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:	69.2%	81.4%
Similar Schools average:	79.8%	80.6%
State average:	79.5%	80.4%

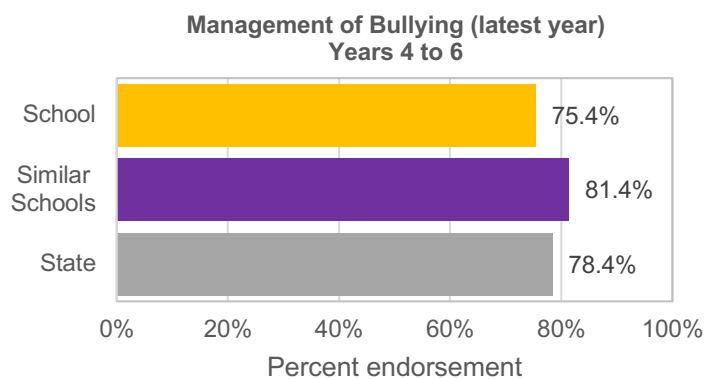


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	75.4%	83.9%
Similar Schools average:	81.4%	81.4%
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	\$1,813,578
Government Provided DET Grants	\$376,975
Government Grants Commonwealth	\$7,200
Government Grants State	\$3,191
Revenue Other	\$5,977
Locally Raised Funds	\$163,794
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,370,715</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$85,579
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$85,579</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,802,716
Adjustments	\$0
Books & Publications	\$2,504
Camps/Excursions/Activities	\$34,092
Communication Costs	\$2,363
Consumables	\$33,479
Miscellaneous Expense <sup>3</sup>	\$65,190
Professional Development	\$37,514
Equipment/Maintenance/Hire	\$36,541
Property Services	\$55,849
Salaries & Allowances <sup>4</sup>	\$140,654
Support Services	\$37,625
Trading & Fundraising	\$26,860
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$13,560
<b>Total Operating Expenditure</b>	<b>\$2,288,946</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$81,769</b>
<b>Asset Acquisitions</b>	<b>\$8,225</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	\$214,287
Official Account	\$47,413
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$261,699</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$75,970
Other Recurrent Expenditure	\$15,051
Provision Accounts	\$0
Funds Received in Advance	\$88,636
School Based Programs	\$7,298
Beneficiary/Memorial Accounts	\$1,400
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$43,038
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$18,671
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$250,064</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.*