

# 2020 Annual Report to The School Community



**School Name: Chatham Primary School (4314)**



- 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 20 April 2021 at 05:14 PM by Christopher Cotching (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 April 2021 at 07:04 PM by Daniel Heath (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

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

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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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).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

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

## About Our School

### School context

Chatham Primary School continues to embue and foster a supportive and engaging learning environment which seeks to develop motivated students who exhibit positive attitudes to learning as global citizens. We acknowledge the unique and valued abilities of every student as they progress through their educational journey. Through the demonstration and modelling of strong and enduring values we strive to enable students to reach their academic, social, emotional and physical potential. This is contextualised through the application and engagement of all students with the Victorian Curriculum and the ongoing standards specified and mandated by the Victorian Regulations and Qualifications Authority for Victorian Schools. At this stage we do not provide programs for international students.

Chatham Primary School is a dynamic and continuously developing community which fosters and values a shared partnership and sense of purpose in the interactions between students, staff and parents, and more broadly, the wider community. The School embodies a rich and compelling history of community spirit and inclusion that fosters a connectedness to, and an appreciation and regard of the past, whilst building a sense of optimism and foreboding about preferred futures. In November 2020 the school was allocated a 5.4 million dollar upgrade by the Victorian Government. This announcement has put into action high levels of community engagement to explore, synthesize and confirm the priorities of the community as they exist presently, but also how they are forecast for the exciting times ahead. The implementation of a parent survey in December 2020 provided the insights and directions to assist future thinking in the forward planning and master planning of the school buildings and programs for the times ahead. This was reflected through the creation of a significant document: Asset Management Plan - Phase 1, that encapsulated school community priorities and provided directions for the Principal Design Consultants appointed by the Victorian School Building Authority (VSBA).

At the core of Chatham Primary School life and interactions are the ever predispositions by students, staff and parents, to the notion, at all levels, of engendering a safe, fair and kind environment. This is further delineated by the presence of six enduring and guiding values for interactions, behaviours and orientations. We value:

**Learning:** Developing critical, creative, and reflective thinking skills and knowledge to maximise each child's potential as independent, motivated and life long learners in a global context.

**Respect:** Valuing the difference, beliefs and abilities of others by displaying tolerance, good manners, compassion and care. Having regard for oneself and others, as well as the community and our environment.

**Resilience:** Having a belief in yourself and your own unique abilities and recognizing that you are valued by others, developing self worth, flexibility, initiative and persistence.

**Partnership:** Embracing the development of a cooperative, inclusive, and supportive relationships between students, parents, teachers and the wider community to achieve common and shared goals.

**Responsibility:** Displaying self discipline, being accountable for the decisions you make, and the actions and words you use.

**Honesty:** Being reliable, truthful and fair, while being true to yourself and others

Chatham Primary School is located in Surrey Hills in Melbourne's inner eastern suburbs, with students drawn from a relatively small catchment area. Chatham Primary School's main facility is a two storey heritage red brick building with a three arched entry. Additionally, through the provision of the Federal Government's Building the Education Revolution (BER in 2009), an imposing double storey building was built towards the rear of the school. This building comprises eight general purpose classrooms and in recent years has comprised classes from Preparatory to Year 2. Furthermore, a modular five building exists to provide for our music provision. During 2020 a further two modular classrooms were removed by the Victorian School Building Authority. These were deemed as unfit for purpose and were demolished on site. With the announcement of a 5.4 million dollar Capital Upgrade in November 2020 the school is now well positioned to develop a Buildings Masterplan with subsequent phases of Schematic Design and Design Development occurring in 2021.

The school has an enduring history and has established an alumni of past students, staff and parents who take an ongoing interest in the school. The school opened with an enrolment of 212 students on 1st August 1927 and many

pictures, artefacts and materials continue to grace the entrance hall and areas surrounding the school office, from that time and thereafter. Rituals and practices established many years ago continue to be embraced and followed with great interest and commitment despite changing cohorts of students, staff and parents.

The level of student enrolment has changed over the last five years, reflecting somewhat the notion of established families seeking to remain in the area and enjoying a rich and engaging community that evolved from the Chatham Primary School experience.

Since the beginning of 2019 there has been increased stability in both the Principal leadership and governance provided by the School Council and its associated Committees of School Council. Each year the positions on the Chatham Primary School Council are keenly sought through an election process. Currently the school enjoys an effective, dedicated and focused School Council comprising the Principal as Executive Officer; four Department of Education and Training employees; eight parent members and two co-opted community members. The School Council throughout 2020 continued to be supported by the work of six committees of School Council, comprising Buildings and Grounds; Communication and School Development, Education, Finance, Fundraising and Services. Nevertheless the work and direction of the School Council and Committees of School Council was altered considerably during 2020 given the affect of the changing COVID - 19 restrictions in Victoria. This resulted in only meetings being conducted in February, March, May, July, October, November and December and with the work of Committees of School Council being considerably disjointed. Regardless of these challenges the Finance Committee of School Council continued to meet on a regular basis throughout the period and thereby ensure appropriate monitoring of budgets and payments throughout the duration of the restrictions.

Throughout the period the the school staff arrangements remained stable and fortunately no staff member experienced the COVID - 19 virus. Programs continued to be provided remotely with regular packages being made available to students and an increasing connectivity to students through the use of regular webex sessions with teachers and their students. Additionally, instructional clips were produced and the increased use of such platforms as Seesaw became evident. The school was led by the Principal and supported by an Assistant Principal and two learning specialists in Mathematics and English and Team Leaders for each Level and Specialist group. Together with the Business Manager this group comprised the Leadership and Consultative Team. Throughout the period of the pandemic this team interpreted and problem solved regarding the challenging circumstances created by changing COVID -19 restrictions and arrangements for schools. Throughout the period the staff cohort comprised the Principal, Assistant Principal, 18.2 effective full time teaching staff and a total of 5.09 effective Education Support Staff with classifications spanning Level 1-1 to 1-4. It is noted that the cohort did not include any Aboriginal and Torres Strait Islander staff.

### **Framework for Improving Student Outcomes (FISO)**

The experience of COVID-19 and the accompanying impact on school functionality and operations at all levels has resulted in minimal progression in relation to the Framework for School Improvement (FISO) during 2020. The constant change in COVID restrictions and the inability to collaborate in meaningful and truly interactive ways resulted in no capacity to progress the goals, key improvement strategies and actions made explicit in the 2020 Annual Implementation Plan. The constant changes in COVID-19 policy together with the interspersing of remote learning and on site learning created uncertainty; a lack of capacity to plan for collaborative professional learning and the increasing focus upon the management of mental health issues of staff and students. These circumstances resulted in a total focus away from the 2020 Annual Implementation Plan to the emerging priorities of the Department of Education and Training as students again returned to on site learning in Term Four, 2020. These priorities became front and centre in the form of a focus upon the Mental Health and Well Being of students and staff; Learning and an assessment of student achievement and progress, and a focus upon ensuring effective student transitions as we led into the planning and provision for the 2021 school year.

These three areas of focus continue to be significant and are reflected in the continuing state wide priorities of Learning Catch up and Extension; Happy and Healthy Children and Connecting to Schools. Importantly, during the first half of Term Four, 2020 considerable funds were used to enable all teaching staff to assess every student in the school against the established Assessment Schedule for Preparatory to Year 6. Again teaching staff increased their repertoire of assessment instruments and compiled enormous detail on each student. Whilst this data was significant in the preparation for student reports in December 2020, it was acknowledged that this rich source of data would be crucial in early 2021 to identify students requiring additional support and intervention. Additionally, it became apparent that there

existed a growing anxiety in the parent community about the progress their children had made in 2020 given COVID-19 and a desire to obtain some rich and informed data about student achievement, and thereafter strategize and plan as needed, to enable catch up and /or extension across curriculum areas.

Nevertheless given the disruption experienced by COVID-19 the School Leadership and Leadership and Consultative Team noted the need to progress and maintain the focus commenced at the beginning of 2020 with the FISO Essential Elements for School Improvement. These continue to be of focus through the work and deliberations of the four School Improvement Teams in the areas of Literacy, Numeracy, Wellbeing and Information Technology and Assessment. These elements comprise:

- 1/ Documented curriculum plan, assessment and shared pedagogical approaches.
- 2/ School - based professional learning program developed and implemented that supports the school's identified improvement strategies,
- 3/ School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan
- 4/ Student voice, leadership and agency in own learning so that students have a positive school experience and can act as partners in school improvement.
- 5/ Whole school approach to health, wellbeing, inclusion and engagement.
- 6/ Moderation of common assessment tasks.
- 7/ Data collection, analysis and evaluation of student learning growth over time.
- 8/ Explicit use of evidence - based school improvement strategies and teacher professional practices activities.

### Achievement

The ongoing and changing disruptions caused by the pandemic and moving policy instructions required by the Department of Education and Training resulted in a period totally unlike any other in the history of Victorian Schools. The goals of the School Strategic Plan 2019 -2023 and Annual Implementation Plan for 2020 could not be realised given this context. Nevertheless despite these challenges the school leadership together with the Leadership and Consultative Team moved swiftly to provide continuous support to students and their families and to address the myriad of issues and challenges that became evident. Over the course of the 2020 year a considerable number of Home Education Learning Packages (HELP) were produced for each student across the school. In the early stages of remote learning teachers at each level collaborated extensively to produce HELP packages that were less demanding for parents to administer with their children, and relied upon more readily identifiable pencil and paper tasks with an appropriate level of open material to generate and enable greater differentiation. This was also combined with daily Webex sessions with classes that increasingly moved from a focus merely on connectedness with students, to more direction and focus upon instructional expectations. These HELP packages progressed in more complexity as greater use was made of platforms such as Seesaw and access to instructional clips became more prevalent. Importantly, the constant communication with parents ensured that the administration of releasing and making available such packages was done with increasing clarity and understanding for all parents. This resulted in enormous dedication by teaching staff who often worked extended hours and weekends to produce such documents with as sense of urgency and clarity. Additionally, over forty five IT devices were made available to students. This was made possible by the prompt response of staff but also the increased allocation the school received for Department of Education and Training IT support whilst the remote learning periods were enacted.

Clearly the experience highlighted the challenges faced by the school, but also the shortcomings of the precinct of the suburb, in relation to bandwidth and IT infrastructure. This resulted in staff often choosing to work from home to conduct class Webex sessions. Of benefit was the realisation that Webex sessions were highly effective in terms of parent connectivity and meetings for all concerned. Given the COVID restrictions, including the need for social distancing, this approach became crucial to community connectedness. In November 2020 we decided to conduct parent teacher discussions with all parents and again the use of the Webex facility proved efficient and effective for this purpose. We expect to carry this practice forward into the future for the purposes of parent meetings and Student Support Group meetings.

Nevertheless what became apparent during the period was the manner in which directions established in late 2019 through the School Review process continued to be implemented throughout 2020. All staff at all year levels and specialist areas continued to provide planning and HELP packages based upon the relative Term Curriculum Plan for

each Year Level and Specialist area. Such documents continued to be developed with high levels of collaboration and diligence and parents were provided access to these through the school web site. Additionally, staff continued to implement the Preparatory to Year 6 Chatham Assessment Schedule as detailed wherever possible, and a range of practices were enacted to adapt assessment practices to gain rich data on student progress. Again this became increasingly prevalent at the upper levels of the school.

From the beginning of Term Four the assessment of all students in Mathematics and English intensified greatly with a range of instruments being used effectively. This has resulted in the clear need for an effective assessment and recording platform for the longer term for the school and in late 2020 our Leadership and Consultative Team explored options available including use of such approaches as our own excel based system; the use of commercial platforms such as SPAR or Central or the use of Compass. Together with the liaison with NEVR Inner East Education Improvement Leaders (EILs) it is expected that further work will be done in this area in early 2021.

## Engagement

Given the provision of COVID-19 restrictions it was not practicable nor desirable to conduct the Student Attitudes to School Survey in 2020. Therefore it was not possible to address the targets of learning confidence; school connectedness, stimulating learning; student motivation; teacher effectiveness and amongst other matters, levels of Teacher empathy. Regardless of these limitations, the remote and on site experience did create other levels of engagement and connectivity between teachers and students. Where it became apparent that students were not engaging in Webex sessions, even if physically attending, follow up contact would be made with parents. Sometimes this reflected broader issues and support and understanding was often provided by teaching staff with individual students and their families. The matters of student attendance are managed through the Compass system and contact is always made with parents if a student is absent for for than one day. At Chatham Primary School parents do have access to teacher emails within accepted and reasonable industrial caveats and parents routinely advise the school office if their child is to be absent, along with informing the teacher via email communication. This process has proven to be effective. Additionally, for those students with ongoing medical issues usually emails are also sent to the Division 1 School Nurse who is employed on a regular basis. The focus on engaging students continues to be of significant priority across the school.

Over the duration of remote learning Home Education Learning Packages (HELP) were provided to every student in the school. Often these were differentiated in order to provide effective programming and engagement for our students. This was particularly the case for students Preparatory to Year 6 where an Individual Education Plans (IEP) had been developed early in Term 1, 2020 prior to the advent of the COVID -19 restrictions. Furthermore, throughout the period high levels of engagement continued to occur in relation to students funded under the Program for Disabilities. Program Support Group (SSGs) meetings continued to occur once per Term with usual stakeholders involved and Individual Education and / or Behavioural Management Plans refined as needed.

Throughout the COVID -19 pandemic the school made significant provision for Exemptions for On Site learning. This was managed with considerable sensitivity with students ranging in daily cohorts from eight to thirty one students throughout the period. Importantly these students were supervised by staff who were well known to them and their parents. Additionally, all vulnerable students were identified and the school on occasions took proactive steps to engage students. Most students on the Program for Students with a Disability attended up to full time for on site learning and were readily given exemption status to attend. Importantly, the school is appreciative of the extra commitment provided by Education Support Staff who readily made themselves to attend and support these students.

The return to On Site learning in early Term Four was managed with considerable sensitivity. It had been months since the students had been at school and there was a need to ensure clarity, order and expectations from the outset. The refocus of the school adage, Be Safe, Be Fair and Be Kind was actively reinstated across every area of school activity as were the expectations around leaving and entering; lining up and moving to classrooms and the observance of established Classroom and Specialist Class Agreements. Apart from providing considerable clarity and direction it also provided students with a much needed sense of security and they returned back into the school. Also the Principal and Assistant Principal continued to be actively involved on the entry and exit points each day together with monitoring and supporting positive interactions in the school and the play areas. This is significant in building and modelling connectivity with students, but also their parents as they endeavour to experience some sense of normality of the

much sought after school community life that reflects Chatham Primary School.

**Wellbeing**

The impact of the pandemic on the provision of engagement goals and key improvement strategies was profound. There was no emotional nor practical response in the affirmative to conduct the usual Student to Attitudes to School Surveys in 2020. From the early stages of the release of HELP packages it became apparent that the capacity of students and families to cope with the learning and instructional demands varied widely across the school community. Whilst some families had the confidence and resources to support students others were overwhelmed by the demands and challenges not only of managing the educational focus of their children, but also managing the work and social commitments of their own lives. This created inordinate challenges for teaching staff as they gauged carefully and considered what was collectively possible as they considered on one hand what was required in the implementation of the Victorian Curriculum at their Year Level, but on the other hand, recognising that such demands placed inordinate distress on families particularly those with a number of students and limited IT facility. Throughout the period and at different cycles of demand the Principal actively assured parents to ensure that no child was left distressed or overwhelmed by the experience. In a number of cases teachers provided considerable one to one contact with students to ameliorate anxieties or unhappiness. At other times the Principal actively engaged with some parents over an extended time to ameliorate their concerns.

Early in the remote experience we were delighted that a number of our parents led by our Parents Club President was able to create a helpful and connected Wellness Package that was made available to all families and students and subsequently used by the Department of Education and Training for other schools.

The return of students in early Term Four to On Site learning was crucial in terms of our approach to the well being area. Particular efforts were made to ensure that all students felt safe, secure and at ease in those early weeks, prior to any formal assessments being made in the English and Mathematics domains. The emerging priority of the Department of Education and Training from Term Four regarding the Mental Health of students and staff continued to be of focus and this will continue into 2021 with the focus upon Happy and Healthy Children and the establishment of a School Improvement Team - Wellbeing for the 2021 period.

**Financial performance and position**

There are two broad dimensions to reviewing the financial performance and position of the school. In relation to the management of the Student Resource Package the school achieved what appears, artificially, as a modest deficit of \$25,127. This in effect is incorrect or at least misleading given the operational realities of the school in meeting its industrial obligations under the Victorian Government Schools Agreement 2017 and the potential movement of funds possible between the Student Resource Package and those within the school official CASES accounts. During 2020, consistent with Department of Education and Training Human Resources Policy, the Canteen Manager was appointed to an ongoing position as an Education Support Officer, given her length of service as a casual employee. Whilst it is not expected that the SRP will fund a Canteen Manager in a primary school, it was anticipated that through the trading operations of the Canteen, sufficient funds would be transferred to the credit line of the SRP to accommodate the salary of this officer. Whilst this indeed could have been done, the School Council and/or the Executive Officer saw no fiscal purpose at that stage to make such a transfer. It is worth noting that the Canteen made a decreased profit in 2020 of \$18,253. This decline in operating profits of course was due in part to the relative non functioning of this trading operation in 2020 because of COVID -19 restrictions. Nonetheless if indeed this transfer of the salary of the Canteen Manager had been expedited, the true surplus of the 2020 school year in the SRP would amount to approximately \$7,809.00. I am pleased to advise that the fiscal nuances and complexities of such deliberations were not lost on the Finance Committee of the School Council or indeed the 2020 Chatham School Council.

An additional consideration was the thoughtful and prudent use of surplus funds in 2019 for the staffing profile of 2020. The management of the SRP in 2020 reflects careful and fiscally cautious use of Government funds through 2020, as resources were expended with minimal risk to ensure on one hand, that the school did not needlessly enter into a deficit situation, but on the other hand expended the resources in such a way, to ensure that the student support and timely intervention was provided, where emerging student needs became prevalent over the financial period. Despite the utter inadequacy of the equity funding at Chatham Primary School and therein the meagre amount of \$5000 allocated, we were able to ensure high levels of inclusive practices for those students deemed on the scale of disabilities and high social and emotional needs.



The second dimension of school financial performance related to the total cash funds available at the end of 2020. The total funds available in this area comprise \$347,703. This includes \$287,077 in the High Yield Investment Account; \$10,376 in the Official Account; and a total of \$50,249 in the Library and Building tax deductible Funds. It needs to be noted that a total of \$72,728.00 of the High Yield Investment Account balance comprises fundraised monies under the auspices of the Chatham Primary School Parents Club. These funds whilst considerable, are planned for application across a range of School Council approved projects in 2021 and beyond. It is expected that given the significant community investment and interest in the school we would anticipate greater growth in the resources of the Library and Building Funds in the years to come.

Nevertheless the COVID - 19 restrictions had a considerable impact upon the raising of further fundraising and related community events. Projects planned for 2020 needed to be deferred in a number of cases until the beginning of the 2021 year , despite receiving Federal and State Government grants for their expedition. These projects would continue to be monitored and implemented over the course of the 2021 school year and overseen by the Buildings and Grounds Committee of the School Council. I am delighted to advise further, that in November 2020 the school received an allocation of 5.4 million dollars as a Capital upgrade to address a myriad of building and modernisation matters. Whilst these funds will be managed and controlled by the Victorian School Building Authority the Chatham School Council will be diligent and forensic in ensuring that the State of Victoria and allocation of funds is within appropriate and considered probity and the efficiency dividend clearly accountable for the community of Chatham as it celebrates the invigoration of its cherished Government School within the Chatham village.

**For more detailed information regarding our school please visit our website at**  
[www.chathamps.vic.edu.au](http://www.chathamps.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 339 students were enrolled at this school in 2020, 163 female and 176 male.

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

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

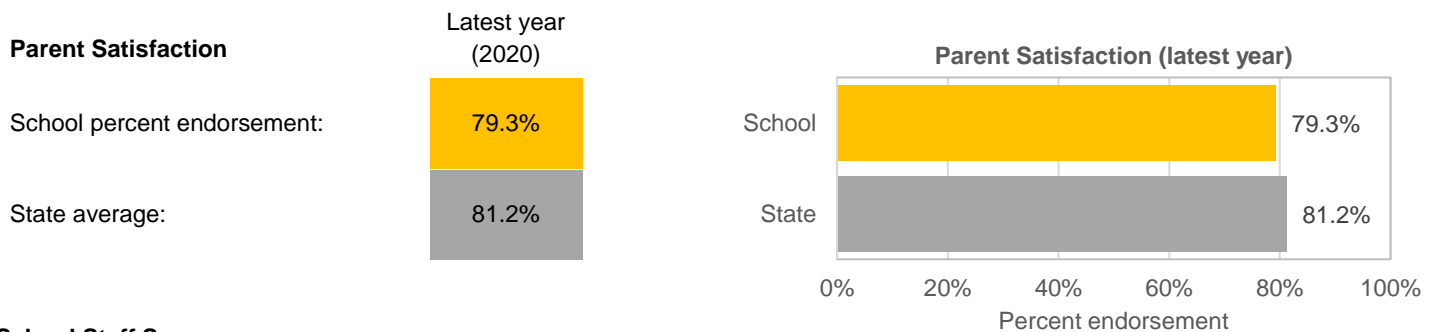
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

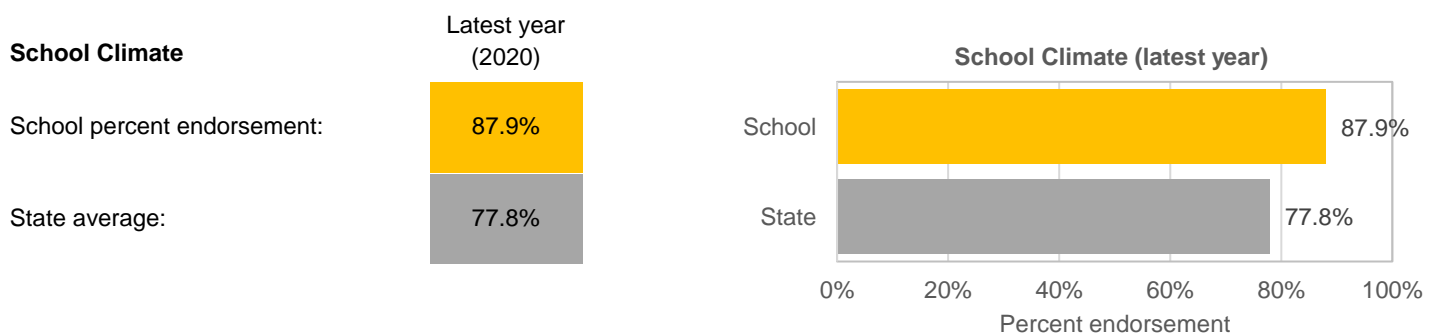


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

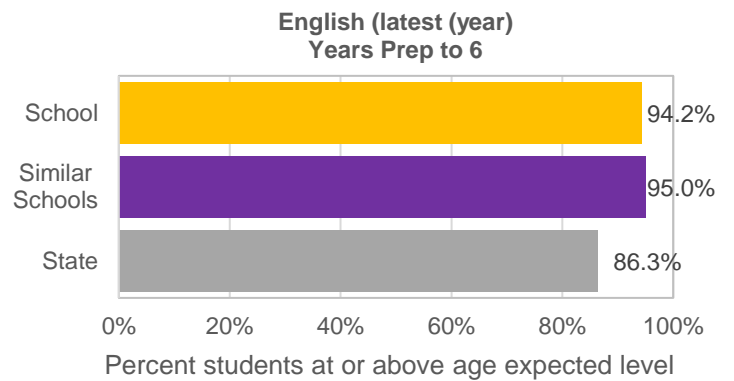
94.2%

Similar Schools average:

95.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

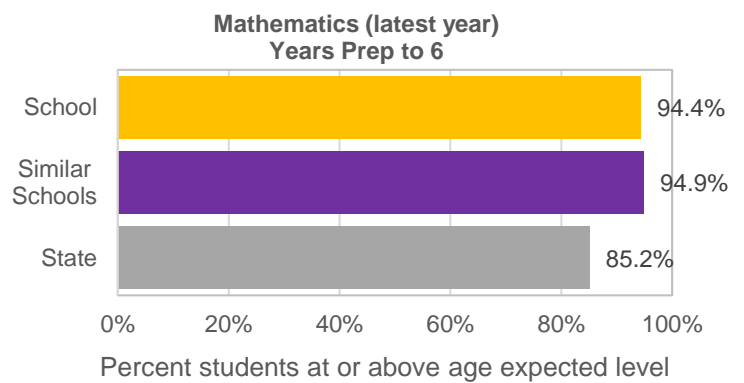
94.4%

Similar Schools average:

94.9%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

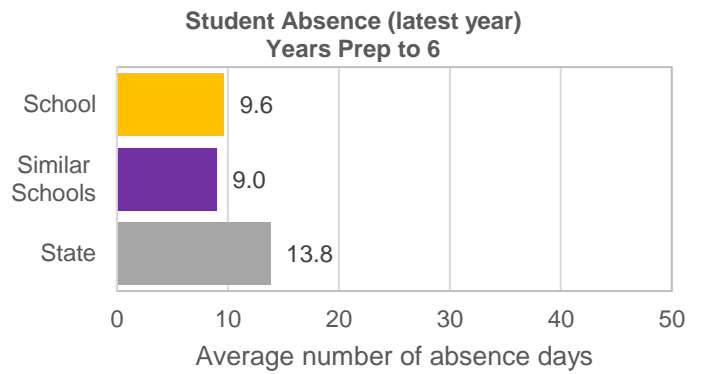
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.6	13.0
Similar Schools average:	9.0	12.5
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	95%	93%	96%	95%	95%	96%

**WELLBEING**

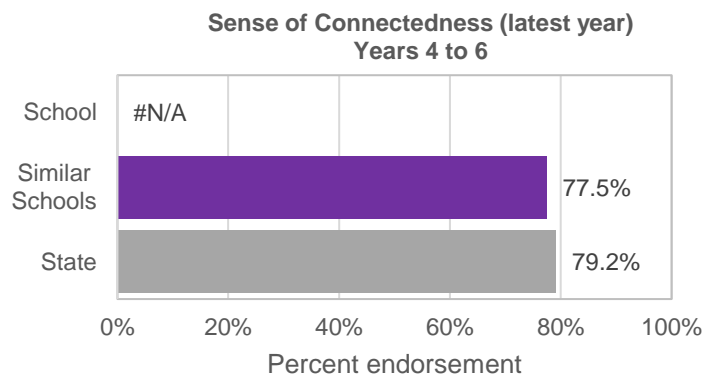
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	77.7%
Similar Schools average:	77.5%	79.0%
State average:	79.2%	81.0%



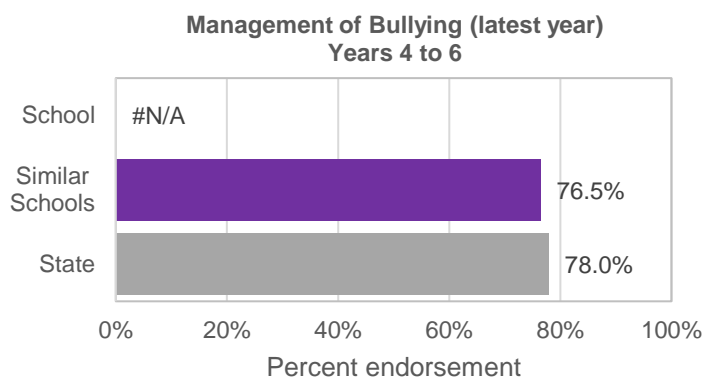
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	77.3%
Similar Schools average:	76.5%	78.2%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,679,388
Government Provided DET Grants	\$290,108
Government Grants Commonwealth	\$30,750
Government Grants State	\$19,380
Revenue Other	\$13,975
Locally Raised Funds	\$394,414
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,428,015</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,705,482
Adjustments	NDA
Books & Publications	\$2,703
Camps/Excursions/Activities	\$70,534
Communication Costs	\$5,406
Consumables	\$73,231
Miscellaneous Expense <sup>3</sup>	\$33,633
Professional Development	\$5,086
Equipment/Maintenance/Hire	\$59,832
Property Services	\$67,990
Salaries & Allowances <sup>4</sup>	\$154,223
Support Services	\$20,803
Trading & Fundraising	\$28,110
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$39,393
<b>Total Operating Expenditure</b>	<b>\$3,266,426</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$161,589</b>
<b>Asset Acquisitions</b>	<b>\$25,622</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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$287,077
Official Account	\$10,376
Other Accounts	\$50,249
<b>Total Funds Available</b>	<b>\$347,703</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$84,041
Other Recurrent Expenditure	\$4,812
Provision Accounts	NDA
Funds Received in Advance	\$62,210
School Based Programs	\$16,475
Beneficiary/Memorial Accounts	\$4,612
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$74,246
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$30,794
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$277,190</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.*