

2020 Annual Report to The School Community



School Name: Camp Hill Primary School (1976)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 15 March 2021 at 10:17 AM by Christopher Barker (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 22 March 2021 at 01:02 PM by Kerry Noonan (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Camp Hill Primary School is a government education setting for 314 students from Prep to Year 6. It is located in the CBD of Bendigo and has been providing public education since 1877. Camp Hill Primary School provides a range of learning opportunities for a diverse student population. The school reflects a mid to high socio economic profile. Parents have high aspirations for their children and enthusiastically support programs and fund raising activities. Camp Hill Primary School offers a broad curriculum for its students with an explicit focus on Literacy and Numeracy. It is the school's goal to have every child achieve at their highest possible level through the provision of high quality teaching practices. Evidence of this is the introduction of instructional teaching models for reading, writing and mathematics. The same model applies across the school and provides a clear framework for the pedagogical practice to occur in every classroom. Every child should leave the school with a high sense of self confidence and appreciation that learning is a lifelong process. While catering for all ability levels and learning styles, our main focus is on the children being happy, engaged and achieving the best possible learning outcomes.

Our differentiated units of work and capacity to provide diverse high quality specialist programs offer every child the opportunity to experience success. In 2020 inquiry based learning continued to be the main vehicle through which students were able to experience student voice and agency. Inquiry based learning, is self-directed learning and allows students to investigate areas of interest within a broad theme. Student engagement in this aspect of the curriculum is high, with students eager to share the outcomes of their investigations. All children have the opportunity to participate in the school's Performing Arts, School Short Circus and sustainability program.

In 2020 the school was selected to participate in the Learning Extension and Advancement Program. This initiative provided funding to appoint a High Ability Practice Leader to co-ordinate the program which provides an extension program for high ability students. The focus of the program is identified by the students and is supported with mentors from Bendigo Senior Secondary College.

The school was identified to participate in the North West Victoria Region Prioritised School Project. The project commenced in 2020 and continued into 2021 with a focus on improving the learning outcomes for students in the senior school identified as achieving above the expected level in reading. Staff were supported during the project by a regional Educational Improvement Leader, who assisted with the identification of students and the implementation of strategies which would see students continue to make gains reflective of their abilities.

A range of extra curricula programs ensures all students are exposed to a variety of learning activities and environments. These include camps for Years 2-6, major excursions, a variety of sports carnivals, overseas learning experience to China, Chinese homestay, whole school concert, the student led JSC and many more. The large majority of these opportunities were unavailable to students as a result of extended periods of remote learning.

In 2020 the school continued to embed our school core values (honesty, trust, caring, respect and confidence), through the School Wide Positive Behaviour Support (SWPBS) program. SWPBS is a framework which serves to identify and acknowledge positive behaviours in the school environment. Positive behaviours are recognised through an acknowledgement system based on values stickers.

In Term 2, the school underwent a dramatic change in service delivery as it transitioned from face to face teaching to remote learning as a result of the COVID-19 pandemic. Remote learning saw students learning from home for a number of weeks with the support of their parents and the assistance of teaching staff via platforms such as Google Classrooms and Class Dojo. For those students who may not have had internet access, access was provided by the school or in some instances hard copies of learning materials supplied. During this time, a number of students also attended on site and were provided with support during the normal school day. All students returned to on-site learning at the commencement of Term 4.

The Camp Hill Primary School Council and parent community is committed to maintaining the school as a highly effective learning community. Energy, enthusiasm, team spirit and effective partnerships between parents, children and all staff members are key features of life at Camp Hill Primary School. Unfortunately as a result of COVID-19 restrictions, the school community was unable to come together as it normally would for events such as community nights and the annual school fete.

The school strives to perform above the state and that of similar schools, as determined by the Department of Education and Training. The school has continued to address absenteeism through a variety of means; letters to

parents, PSGs, achievement awards, regular information in the school newsletter and the provision of an engaging curriculum.

The 2020 staffing profile included eighteen classroom teachers (some part-time), four specialist teachers, two support teachers, two integration aides, two part-time office staff, business manager, a student wellbeing worker, one leading teacher, Assistant Principal and Principal.

The school meets all requirements of the VRQA

Framework for Improving Student Outcomes (FISO)

In 2020 Camp Hill Primary School focused on two FISO goals:

1. Excellence in teaching and learning

Goal 1: To improve student outcomes in Literacy and Numeracy

Goal 2: To improve engagement in learning for all students.

Achievements made in this FISO priority area during 2020 included:

Professional Learning Communities provided the opportunity for staff to engage in data rich conversations about an identified problem of practice in reading, writing and numeracy.

In Term 1 staff undertook Learning Walks and Peer Observations with a focus on the embedding of the agreed instructional models for reading, writing and numeracy

School Improvement Teams focussed on the development of scope and sequence documents, agreed processes for the moderation of student work samples

School Improvement Teams maintained a focus on reading, writing and maths

The school was successful in gaining funding for the LEAP program to support the engagement of high achieving students.

The school was identified in the Priority Schools Project which focused on the maintenance of student achievement at the above expected level in reading at Year 5.

During Remote Learning, the school was able to develop highly interactive online platforms to provide students with age appropriate learning materials.

As an extension of the Priority Schools Project the school adopted the Fountas and Pinnell Benchmark Assessment System (BAS) to accurately identify student reading levels.

Staff were provided with professional learning on the implementation of the BAS in Term 1 and again in Term 4

Achievement

During Remote learning in 2020, students at Camp Hill PS engaged with learning tasks through online platforms. They participated in Webex sessions as a whole class, in strategy focus small groups and one to one to ensure differentiated learning was available. Students responded well to the flexibility provided to complete tasks and assessment of student progress was included in planning by teachers. A 'learning timetable' was provided for students and parents at the beginning of each week; which also included Physical Education, Art, LOTE - Chinese and Performing Arts sessions on 'Well being Wednesday'. Many of the online resources utilised during 2020 remain part of 2021 curriculum planning across the school. Examples of this include the integration of an online learning 'day' for a PSD funded student and Senior students planning for and running Physical Education sessions for Foundation students, as a follow on from 2020 remote learning tasks.

Foundation students were provided with learning packs and access to modelled teaching through videos uploaded to the class dojo portal. They read to their teacher as teachers completed running records to track student progress, and completed maths tasks in small groups through Webex.

Junior students in Grades 1/2 accessed learning through a Junior department developed web page. They were provided with access to explicit teaching through video clips, uploaded photos of their completed tasks and participated in Webex conferencing with their teacher.

Middle and Senior students in Grades 3, 4, 5 and 6 used the Google Classroom and Webex platforms to complete learning tasks and engage with their teacher for explicit teaching, feedback and conferencing.

In English, and according to Teacher Judgement, 87.4% percent of our students were working at or above the

expected standard. This compares favourably with Similar Schools (88.9%) and the State average (86.3%). All students from Grade 1 to Grade 6 were assessed against the Fountas & Pinnell Reading Benchmark Assessment levels to determine their Instructional level; ready for the 2021 year.

In Mathematics, and according to Teacher Judgement, 87.8% percent of our students were working at or above the expected standard. This compares favourably with Similar Schools (89.0%) and the State average (85.2%). Pre and Post tests developed by teachers across the school gave clear indications of student achievement and misconceptions and provided teachers with data to inform planning and subsequently differentiated learning sequences.

All teachers completed an individual Learning Transition statement for each of their students, giving an indication of current achievement levels and learning disposition across Reading, Writing and Mathematics as part of the whole school 'learning handover' process.

Engagement

In 2020 the school continued on its quest to maintain and improve the levels of student engagement, by actively targeting student voice and agency. Pivotal to the improvement of student agency has seen the continued introduction of Inquiry Based Integrated Curriculum (IBIC). As a curriculum model and teaching strategy, IBIC provides students with the opportunity to explore points of individual interest within an inquiry framework. Student agency has been achieved through student and teacher co-constructed assessment matrices which provide a platform not only for assessment, but also a scaffold for students in the development of their inquiry. The adoption of IBIC across the school has seen a variety of student outcomes in the student led showcases.

Student voice has also been represented in traditional forms such as department and classroom forums and Junior School Council. In addition to these forums, the introduction of Student Voice Teams (SVT) has allowed students to work with leadership to introduce improvements in the physical and learning environment. Students involved in SVTs have also been invited to provide feedback on school data such as the annual Attitude to School Survey. This feedback has allowed the school to better interpret the data and act accordingly.

In the Student Attitudes to School Survey, results indicate that 78% of students are feeling a sense of connectedness to the school, this is 11% above the previous year. Only 66% of the student respondents felt they had a say in what they were learning. Student agency in learning is an ongoing focus of our school, these results would indicate further need for improvement.

In 2020 the school mean attendance rate was 15.5 days, a slight improvement over the previous year's result of 16.0 days. As one of the measures of student engagement, the school has worked hard to improve the student attendance rate. Attendance processes and policies have been reviewed and supports provided for all families but in particular for those children who have an attendance rate which exceeds 20 days per year. One of the challenges during remote learning was to ensure every student was accounted for every day. Lessons learnt in remote learning 1.0 saw systemic changes in remote learning 2.0 and 3.0 which allowed for accurate recording student attendance. The school continues to promote the importance of attendance through the school newsletter each week, an incentive scheme which encourages punctuality and the messaging system to parents when a child is absent and parents have not notified the school. The parents of students who fall below 80% attendance receive a letter from the school which identifies the attendance rate, the number of days absent and an offer of support. In extreme cases, the school will in consultation with parents create an attendance plan to support a student's return to school.

Transition to secondary school in 2020 was a little different than in previous years with our Grade 6 students only given the opportunity to visit their destination secondary school in Term 4. Information evenings were available online or through Webex on an individual basis for students with special needs. The school was able to support our families through this process with all of our senior students making a smooth transition to secondary school. The prep transition program continues to provide excellent results for the youngest members of our school community. In 2020 this looked a little different than in previous years with parents being offered an information evening via Webex. Prep students were able to have transition visits late in Term 4 in groups of 10 students. This provided the opportunity for the new preps to familiarize themselves with the classroom and to meet their new teacher. During these visits, staff also began gathering baseline data on students in preparation for individualized learning plans. An important element of the Prep transition is the Grade 6 Buddy program which sees our senior school students undertaking the role of supporting

mentor for the Prep's in their first week of school. The Grade 6 students should be commended for the very positive way they undertake this role. Through the internal step up program students have the opportunity to experience their new grades and teacher prior to the end of the year. This program provides the opportunity for students to initiate relationships prior to the commencement of the new school year.

Student voice has also been represented in traditional forms such as department and classroom forums and Junior School Council. In addition to these forums, the introduction of Student Voice Teams (SVT) has allowed students to work with leadership to introduce improvements in the physical and learning environment. Students involved in SVTs have also been invited to provide feedback on school data such as the annual Attitude to School Survey. This feedback has allowed the school to better interpret the data and act accordingly.

Wellbeing

Over recent years there has been a strong focus on making the school environment a safe place for every member of the school community. Based a strong set of values, we pride ourselves on building respectful relationships with parents, students and staff. Through our open door philosophy parents are encouraged to come into the school and to be active participants in the many programs we offer.

The transition to remote learning the school identified the very real need to maintain strong wellbeing practices to insure all of our students social and emotional needs were being met. As part of the daily routine of remote learning, staff were asked to make contact with each of their families and students. This allowed the school to monitor the wellbeing of our students and to put into place extra supports should they be deemed necessary. The school's wellbeing co-ordinator was employed and extra day and had ongoing contact with parents throughout the remote learning period. A wellbeing co-ordinator hotline was also established, where by parents could make direct contact via email to the wellbeing co-ordinator without going through the normal onsite referral process.

For those families who facing financial hardship food parcels were provided along with free access to the internet so children could participate in the online learning program.

Chantel White, the school's student wellbeing co-ordinator, played an important role in providing social and emotional support to students and parents. In Terms 1 and 4 Chantel worked with students individually or in groups, meeting with parents and assisting with the engagement of outside agencies where deemed necessary.

Polly the school's wellbeing dog continues to play an important role in our school. This has especially been the case as students transitioned back to on-site learning after an extended period of time in the remote learning environment. Polly will continue to visit classrooms and provide wellbeing support to students throughout the day.

In 2020 the social competency program Grow, which normally occurs in Terms 2 and 3, was not made available to students as a result of remote learning. The mandated Rights and Respectful Relationships program was delivered throughout the year either onsite or remotely through the learning platforms made available during remote learning.

The school maintained its strong emphasis on the benefits of having a healthy diet. Students were encouraged to bring along a healthy lunch box and there were several incentives for those students who did so. Healthy eating will continue to be focus moving forward with the provision of such activities as Nude Food Day and healthy lunch box competitions.

Students in Grades 4 to 6 were invited to participate in the annual Attitudes to School Survey, unlike previous years the survey had an added focus on remote learning and health and wellbeing. In the dimension of 'Student Safety' 95% of our students from grades 4-6 indicated there was a teacher or other adult who cared about them. This confirms the results of previous surveys which indicate students have strong relationships with their teachers. Of the students surveyed 90% indicated they feel safe at our school, are happy to be at school (86%) and like this school (85%). In managing bullying, 79% of students from Grades 4-6 indicated the school did this effectively, with 77% of students identifying they knew where to get help if they were being bullied.

The first Parent Opinion Survey was administered during remote learning, with a focus on gaining insight into parents' experiences with remote and flexible learning. This survey was undertaken in the first period of remote learning and provided valuable feedback to the school which saw some modification to processes and procedures undertaken during remote learning 2.0. Once again as a result of the changed nature of the survey there is no comparative data

available. Parents' overall satisfaction with the school's performance during this period was; 63% were satisfied, 22% were neither satisfied or dissatisfied and 15% were dissatisfied. One of the strong indicators of the survey was the school's communication during this period, 100% of parents identified the school had made regular contact with their child, while 88% felt they could contact the teacher when needed and understand what their child was expected to do each day.

A second parent survey was administered later in the year, this survey focused on the FISO summary measures which is the basis for the annual parent survey. In 2020 the school identified a decrease in the positive endorsement of parents for general satisfaction of 7%, but a 7% increase in the neutral response for the same factor. The connectedness to school coefficient saw an increase over 2019, moving from 90% positive to 94% in 2020. Parents' confidence that the school provides a good standard of education for their child decreased in 2020, from 90% positive endorsement in 2019 to 76% of parents in 2020. Potentially this could be attributed to the disruptive year students experienced moving in and out of remote learning. Parent involvement in the school remained high with only 4% of parents responding in the negative. Gains were made in schools physical environment and school improvement, with an increase of 19% for the physical environment and 15% for school improvement. In the area of excellence in teaching gains were made in high expectations for success and student motivation and support up 9%, stimulating learning increased by 5%. In summary our parent opinion survey results remain positive, with both parents and students feeling connected to our community.

The emphasis on having happy healthy kids has continued to be a strong focus for our school, we will continue to strive to build on our practices to improve this even further into the future.

Financial performance and position

The school has carried over a cash surplus from 2020 into 2021. A component of this surplus has been identified for the payment of new carpets, vinyl and a new phone system completed in January 2021. All additional Funds have been rolled over to be used in the 2021 budget. A proportion of the surplus will also be

The school received the following cash grants:

- \$369 Foundation for Kinders, staff members to attend local Kinders for support in transition
- \$5600 in total for Early Years Koorie Literacy and Numeracy Grants, used to employ a teacher to support suitable students independently.
- \$813 Naplan reimbursement for staff to attend the PD
- \$36,178 Covid Cleaning, additional cleaning grant for night & day cleaning and sanitisation products for the school
- \$8831 Leave Reimbursement
- \$2600 Sporting School Grant used for purchasing badminton & cricket equipment
- \$450 Student Teacher Supervision
- \$7660 Student Excellence Program
- \$871 Landcare Grant to beautify the school grounds
- \$7110 Swimming in School grant was received and to be used for subsidizing the swimming program
- \$1100 Anglicare Grant for a student's individual support
- \$26,891 The Equity Funding was used to employ a Literacy teacher to support EAL Literacy students in the classroom.
- \$106,695 CCS – Child Care Subsidy Centrelink grants to provide employment of staff and daily expenditures for the management of our Out Of School Hours Care (OSHC) program.

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 330 students were enrolled at this school in 2020, 177 female and 153 male.

9 percent of students had English as an additional language and 3 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.

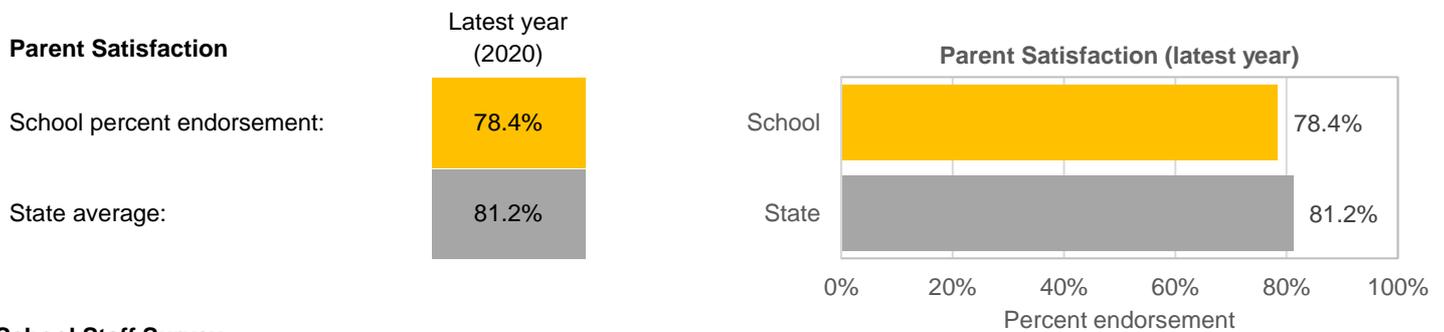
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

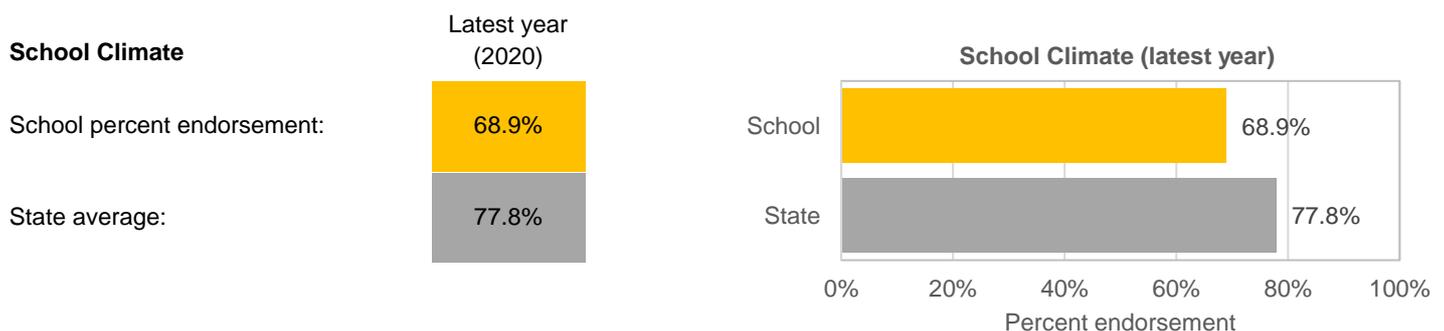


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

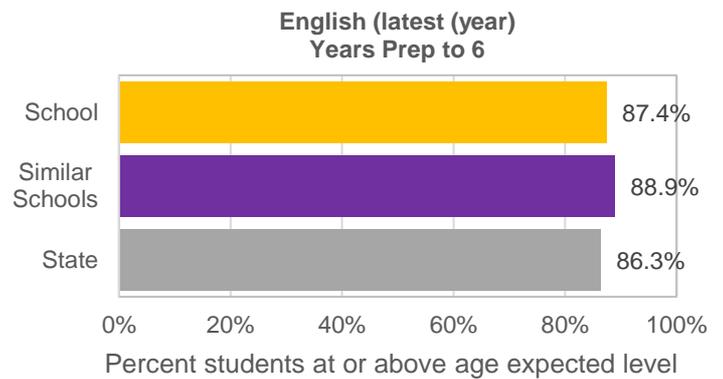
87.4%

Similar Schools average:

88.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

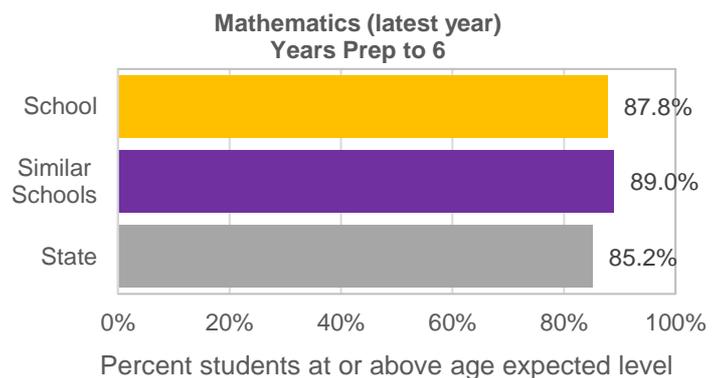
87.8%

Similar Schools average:

89.0%

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

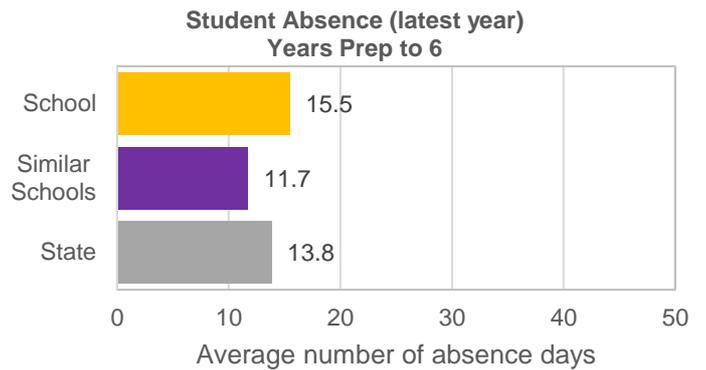
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	15.5	15.2
Similar Schools average:	11.7	14.4
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):	93%	89%	92%	93%	93%	92%	93%

WELLBEING

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

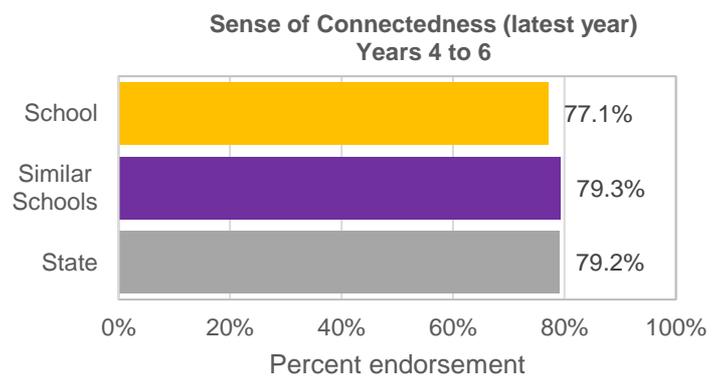
Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	77.1%	75.5%
Similar Schools average:	79.3%	81.0%
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.

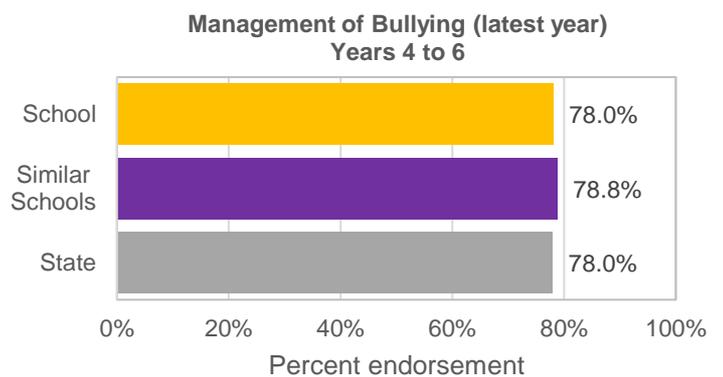
Student Attitudes to School – Management of Bullying

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.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	78.0%	78.7%
Similar Schools average:	78.8%	81.4%
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	\$2,624,040
Government Provided DET Grants	\$435,308
Government Grants Commonwealth	\$109,745
Government Grants State	NDA
Revenue Other	\$22,958
Locally Raised Funds	\$112,484
Capital Grants	NDA
Total Operating Revenue	\$3,304,535

Equity ¹	Actual
Equity (Social Disadvantage)	\$53,562
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$53,562

Expenditure	Actual
Student Resource Package ²	\$2,682,990
Adjustments	NDA
Books & Publications	\$10,736
Camps/Excursions/Activities	\$10,631
Communication Costs	\$9,667
Consumables	\$45,358
Miscellaneous Expense ³	\$8,957
Professional Development	\$11,860
Equipment/Maintenance/Hire	\$64,046
Property Services	\$127,185
Salaries & Allowances ⁴	\$168,663
Support Services	\$1,277
Trading & Fundraising	\$34,948
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$1,174
Utilities	\$30,024
Total Operating Expenditure	\$3,207,515
Net Operating Surplus/-Deficit	\$97,019
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$209,546
Official Account	\$32,326
Other Accounts	\$12,873
Total Funds Available	\$254,745

Financial Commitments	Actual
Operating Reserve	\$77,541
Other Recurrent Expenditure	\$4,387
Provision Accounts	NDA
Funds Received in Advance	\$54,582
School Based Programs	\$87,038
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$60,000
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$12,873
Maintenance - Buildings/Grounds < 12 months	\$28,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$332,129

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.