

# 2021 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](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 18 March 2022 at 10:57 AM by Christopher Barker (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 05 April 2022 at 09:35 AM by Kerry Noonan (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

Camp Hill Primary School vision is to develop and nurture life long learners within an engaging, global learning community, where the uniqueness and contributions of individuals are valued, shared and celebrated.

Following are the core values which underpin our purpose and are the guiding principles of our school:

Caring: Being kind, helpful and sympathetic towards other people

Honesty: To always tell the truth

Confidence: Believing in yourself and others

Trust: Safely express opinions, beliefs, thoughts and feelings in a secure environment

Respect: Recognising the rights, feelings, wishes and individual differences of others through our speech and manners

Camp Hill Primary School provides a range of learning opportunities for a diverse student population. It is the school's goal that all children will achieve their full learning potential. At Camp Hill, we are committed to monitoring and promoting excellence in all areas of our curriculum - social, physical, academic, creative and emotional learning. Our programs cater for the individual needs of our students. All children have the opportunity to participate in the school's outstanding Performing Arts Program, weekly sustainable garden classes and high quality specialist programs offer every child the opportunity to experience success. The playground has been developed to make the grounds both attractive and stimulating for our students. Camp Hill Primary School is a government education setting for 296 students from Foundation to Year 6. The school is located in Bendigo's CBD and has been providing public education since 1877. 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 best through high quality, individualised learning programs. Teaching and learning is guided by instructional teaching models for reading, writing and mathematics. The model applies across the school and provides a clear framework for the same pedagogical practice to occur in every classroom. 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. The North West Victoria Region Priority School 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. The results of the project saw growth in student learning for the targeted cohort.

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. Internet access and hard copies of learning materials were provided to those students who did not have access to the internet. As part of the Department of Education's initiative "Bridging the Digital Divide" students identified as not having a digital device, were provided with a netbook for home use. During the periods of remote learning, a number of students attended on site and were provided with support during the normal school day.

A range of extra curricula programs ensures 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, 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 and COVID restrictions during 2021.

The school has maintained a strong focus on student wellbeing, through the Grow social competency program, healthy eating initiative, Breakfast Club, Friends program, Fathering Project and the appointment of a student wellbeing co-ordinator. Parents have been offered the opportunity to participate in the Bringing Up Kids parenting program during Term 2. Parents are also provided with the opportunity to have their children undertake dental checks as part of the

Smile Squad initiative.

Over the past 2 years the school has witnessed a decline in enrolments, this has resulted in a reduction in the number of classrooms, moving from 14 classrooms in 2021 to 13 classrooms in 2022. The school has a strong representation of parents who are professional or semi-professional people, with a smaller proportion being self employed, trades people or unemployed.

The school has continued to address absenteeism through a variety of means; parent contact, messaging on the day of absence, attendance plans, achievement awards, regular information in the school newsletter and the provision of an engaging curriculum. These strategies have seen a significant reduction in absenteeism in 2021.

The 2021 staffing profile included 9 fulltime classroom teachers, 6 part time classroom teachers, three specialist teachers, two support teachers, two integration aides, two part-time office staff, business manager, a student wellbeing worker, one Learning Specialist, Assistant Principal and Principal.  
The school meets all requirements of the VRQA

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## Framework for Improving Student Outcomes (FISO)

in 2021 Camp Hill Primary School focused on two FISO goals:

Goal 1: 2021 Priorities Goal - Learning, Catch-up and Extension priority

Goal 2: To improve student outcomes in literacy and numeracy.

Achievements made in this FISO priority area during 2021 included:

Professional Learning Communities provided the opportunity for staff to continue to engage in data rich conversations about an identified problem of practice in reading, writing and numeracy, and further enhanced the link between assessment data, team planning and whole school moderation.

During Remote Learning, the school was able to further develop highly interactive online platforms that were consistent across teams and the school, to provide students with age appropriate learning materials and through the PLC inquiry cycle each team identified areas of the Google Classroom to be embedded into face to face teaching and learning for 2022.

School Improvement Teams maintained a focus on consistent whole school agreed practices in Reading, Writing and Mathematics, including providing rich learning tasks at each student's point of need

The school further developed the LEAP program to support the engagement of high achieving students and ensured this work continued during periods of Remote Learning.

The Tutor Learning program provided a rigorous approach to intensive and targeted teaching for students who hadn't demonstrated anticipated growth after the return to face to face teaching; as a result of extended periods of Remote Learning

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.

Participation in the Priority Schools Project with a focus on Year 5 students saw the school adopt the Fountas and Pinnell reading levels across Years F-6 to accurately identify student reading levels.

Staff incorporated the Fountas & Pinnell BAS Reading assessment at the start of Terms 1 and 3 to drive planning and continued to work on furthering developing individual student reading goals.

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## Achievement

In 2021, Camp Hill Primary School continued work on its strategic plan goal of maximising the learning for all students in Literacy and Numeracy.

During Remote Learning every student accessed their learning programs through the Google Classroom platform. The

benefits of working with this consistent approach for families saw a greater uptake of participation. As a result of this a PLC inquiry was undertaken and each year level area identified how aspects of Google Classrooms would be incorporated into their weekly face to face learning from 2022 onwards. Our PSD funded Year 6 student demonstrated high engagement & huge learning gains and as such continued to engage with learning through the platform one day a week, after our return to face to face learning.

Professional Learning Communities (PLC) continued to ensure their work had a focus on students' relative learning growth in Reading, Writing and Mathematics as well as maintaining the number of students working Above expected level and Top Two Bands.

The role of the Learning Specialist (Curriculum) has been to support teams to use student data to analyse current needs and develop strategies to influence student outcomes.

School Improvement Teams (SIT) in Reading, Writing and Mathematics continued to focus their work on refining whole school Scope & Sequence documents, team planning templates, Assessment, Data collection and Reporting checklists, as well as further develop teacher capacity through whole school Professional Learning opportunities.

Moderation of Reading, Writing and Mathematics at a whole school level has fostered consistent teacher assessment and judgement, and strengthened staff understanding of requirements at each learning level of the Victorian Curriculum.

Collated whole school Victorian Curriculum results directed future teaching and learning.

Individual student goals have been a focus for teaching teams across the three curriculum areas and whole school moderation has allowed for collaborative work across teams to ensure students working toward or beyond their expected level are working at their point of need.

Learning goals were communicate to families each term to further strengthen the home/school partnership.

Mathematics has been identified as a state wide priority focus for 2022 after extended periods of Remote Learning.

The Camp Hill Primary School data reflects this, with the NAPLAN learning gain trend in decline and Teacher Judgement data remaining static.

The Tutor Learning Initiative funding has been extended to help address this and Camp Hill will have a clearly defined focus on addressing Numeracy understandings for students who did not make the expected learning growth during 2021.

In 2021, the school had one PSD funded student who was provided with additional staffing support in the classroom.

English

Teacher Judgement

Semester 2, 2021 results indicate that in Reading and Viewing Prep to Year 6, 92% of students were achieving At or Above the expected level. This compares to 89% of students achieving At or Above in similar schools. Speaking and Listening results show that 96% of students were achieving At or Above the expected level, in comparison to 95% of students in similar schools were At or Above the expected level. In Writing, 87% of students achieved At or Above expected level whereas 85% of students in similar schools achieved this result.

NAPLAN – Reading

Year 3 2021 Camp Hill data shows 69% of students achieving in the Top Two Bands compared with 66% of student in similar schools. Camp Hill Year 5 data shows 33% of students working in the Top Two Bands compared with 46 % of students in similar school schools deemed in the Top Two Bands. The percentage of Year 5 students demonstrating high relative growth sits at 20% which is lower than similar schools who achieved 25% high relative growth. Medium relative growth sits at 59% and our low relative growth trend is 20%, a decrease from 35% in 2019.

NAPLAN – Writing

Year 3 2021 Camp Hill data shows 55% of students achieving in the Top Two Bands compared with 58% of student in similar schools. Camp Hill Year 5 data shows 13 % of students working in the Top Two Bands compared with 18% of students in similar school schools deemed in the Top Two Bands. The percentage of students demonstrating high relative growth sits at 16% which is lower than similar schools who achieved 21% high relative growth. Medium relative growth sits at 61% and our low relative growth is 23%, a decrease from 36% in 2019.

Mathematics

Teacher Judgement

Semester 2, 2021 results indicate that in Measurement and Geometry, 89% of students were achieving At or Above the expected level. This compares to 90% of students achieving At or Above in similar schools. Number and Algebra results show that 88% of students were achieving At or Above the expected level, in comparison 88% of students in similar schools were also At or Above the expected level. In Statistics and Probability, 90% of students achieved At or Above expected level and in comparison, 89% of students in similar schools achieved this result.

### NAPLAN – Numeracy

Year 3 2021 Camp Hill data shows 36% of students achieving in the Top Two Bands compared with 43% of students in similar schools (36% in network schools) also. Camp Hill Year 5 data shows 13% of students working in the Top Two Bands in comparison to 29% of students in similar school schools (22% in network schools) also deemed in the Top Two Bands. The percentage of students demonstrating high relative growth sits at 26% which is higher than similar schools who achieved 19% high relative growth (22% in network schools) also. Medium growth sits at 53% (a declining trend from 2019) and our low relative growth is 21%, a decrease from 32% in 2019.

## Engagement

In 2021 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.

During remote learning students accessed their learning via Google Classrooms and daily contact with their classroom teacher. Teachers provided students with daily work programs that were engaging and provided a level of autonomy for students. Many lessons were supported with web based activities which students were able to engage with regardless of their point of entry. Small group work was undertaken via Webex and provided students with ongoing contact with the classroom teacher. Teacher judgement of student learning outcomes indicate for some students who had previously struggled with engagement in the classroom, enjoyed above the expected level of growth during remote learning. So successful was this mode of delivery, elements of the online based platform have been incorporated into on-site teaching strategies.

Student voice has also been represented in traditional forms such as department and classroom forums and Junior School Council. In addition to these forums, 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 from the student perspective and to identify strategies which respond to the feedback. Of note is the importance students place on the relationship they have with their teacher, this feedback provided the stimulus for the development of a staff mentoring program.

The Student Attitudes to School Survey, results for the social engagement domain indicate 67% of students are feeling a sense of connectedness to the school, this is 11% below the previous year. This decline may be attributed, although not conclusively, to the very disrupted year students experienced due to remote learning. Results attributed to student voice and agency indicate a positive endorsement of 66%. 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 2021 the school average number of absence days per student 13.2 days, which is a significant improvement over the previous year's result of 15.5 days. The average number of absence days has continued to trend down over the past three years. 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. Parents are also being contacted on daily basis when a student does not present at school and there is no explanation provided by the parent. One of the challenges during remote learning was to ensure every student was accounted for every day. Lessons learnt in previous periods of remote learning saw systemic changes which allowed for accurate recording of 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.

Each term, students are given the opportunity to have voice and agency in their learning through negotiated goals for reading, writing and numeracy. Students are given the opportunity to reflect on learning samples and under the



guidance of the classroom teacher, identify a goal. These goals are reviewed on an ongoing basis in consultation with students as their learning progresses.

Transition to secondary school in 2021 was similar to the previous year with our Grade 6 students only given the opportunity to visit their destination secondary school in Term 4. Students with special needs were given additional transition visits dependent on need. 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 Foundation transition program continues to provide excellent results for the youngest members of our school community. In 2021, parents were offered an information evening via Webex, with transition visits commencing late in Term 4. This provided the opportunity for the new Foundation students 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. Classroom teachers were also afforded the opportunity to visit kindergartens and discuss student needs with educators. An important element of the Foundation transition is the Grade 6 Buddy program which sees our senior school students undertaking the role of supporting mentor for the Foundation students' in their first week of school. The Grade 6 students should be commended for the very positive way they undertake this role. Through the school based step up program, students have the opportunity to experience their new grades and teacher prior to the end of the year. This program supports students to initiate relationships prior to the commencement of the new school year.

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## 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 on 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 ensure 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 year began with the school to engage a wellbeing co-ordinator after the resignation of Chantel White, at the end of 2020. After an exhaustive process and several months, Mark Lees was appointed to the position. Mark's strong background in both student and family support made him the perfect candidate for the position. In his role as Wellbeing Co-ordinator, Mark has continued to maintain the at risk register which identifies those students and families who are most at risk and in need of support. The level of support can vary significantly, depending on the presenting circumstances of the student or family. Mark is currently employed one day a week in the school, much of his time is devoted to working with students on a one to one basis or making contact with families.

The Dogs connect program has continued as a major feature of the school's suite of wellbeing programs. Polly provides wellbeing support to students in the classroom and playground and has played a significant role in assisting students who have experienced anxiety when returning to on-site learning following extended periods of remote learning. The introduction of Polly's Pit Crew provides the opportunity for students to take responsibility for Polly's needs whilst at school and to ensure she is providing support in classrooms across the day.

In 2021 the social competency program Grow, began early in Term 2, with an introductory lesson, unfortunately the program had to be postponed as students went into remote learning, which extended into Term 3. The mandated Rights and Respectful Relationships program was delivered throughout the year both on-site and remotely.

The school contained a focus on maintaining good physical and emotional health through an emphasis on healthy eating and exercise. Students in the early years were introduced to the "Friends Resilience" program, which identifies the importance of building and maintaining strong social relationships. The program, under the auspices of Bendigo Community Health, was delivered once students returned to on-site learning.

The "Bringing Up great Kids" program was made available to parents in early Term 2. This program provides the opportunity for parents to reflect on their own parenting experiences and how that may influence their parenting style. The program this year was delivered by DET regional student support staff, in the absence of a student wellbeing co-

ordinator. This program will be offered again in 2022.

For the first time students in Grades 5 & 6 were provided the opportunity to undertake the preparation for puberty modules online. The program, delivered by Bendigo Health, is age appropriate and promotes the importance of good sexual health among young people. Parents could choose to opt in or out of modules based on student level of need.

The school was fortunate enough to receive funding so staff could undertake "Understanding Poverty" and Berry Street "Trauma Informed Practices" training. These programs have the endorsement of DET and provide staff with the opportunity to understand the context from which students who live in poverty or who are the victims of trauma come from and in doing so accommodate their needs in the classroom. The professional development unfortunately had to be postponed on two occasions as a result of remote learning, however it is planned for Term 2, 2022.

The "Fathering Project" was launched in Term 1, this program promotes the active participation of fathers and father figures involvement in their children's education through activities at school. A "Dads' Group" was formed and 8 parent mentors/leaders volunteered to organise activities for dads and students. Unfortunately as with a number of initiatives, this program did not develop beyond the launch due to remote learning. It is planned to continue the program in 2022.

Term 4 saw the introduction of a school "Breakfast Club", the club is open to all students and provides a free breakfast and the opportunity for students of all age groups to get together socially. The success of the program was such that it will be offered again in 2022.

After a number of years of involvement Healthy Schools Achievement Program the school received "Safe School" accreditation. This accreditation recognises the programs and policies which support the child safe standards and the provision of a safe learning environment for all students and staff.

Students in Grades 4 to 6 were invited to participate in the annual Attitudes to School Survey. In the dimension of 'Student Safety' 91% 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 66.6% indicated a sense of connected to the school, they feel safe at our school (72%), are happy to be at school (73%) and like this school (72%). In managing bullying, 72% of students from Grades 4-6 indicated the school did this effectively, with 82% of students identifying they knew where to get help if they were being bullied.

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 into the future.

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## Finance performance and position

Camp Hill Primary School maintained a very sound financial position throughout 2021. The School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for the school council allocation of funds to support programs and Priorities.

The Financial Performance and Position report shows an end of year Surplus of \$34,921. This surplus was due to community grants and donations. The full amount of equity funding was 100% committed. The expenditure of the TLI was 100% committed. The community fundraising efforts contributed to support school based programs. The surplus fund was carried over to the 2022 budget. Overall the financial position of the school remains strong through 2021.

**For more detailed information regarding our school please visit our website at**  
<https://www.camphillps.vic.edu.au>



Education  
and Training

Camp Hill Primary School

# 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 314 students were enrolled at this school in 2021, 167 female and 147 male.

10 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

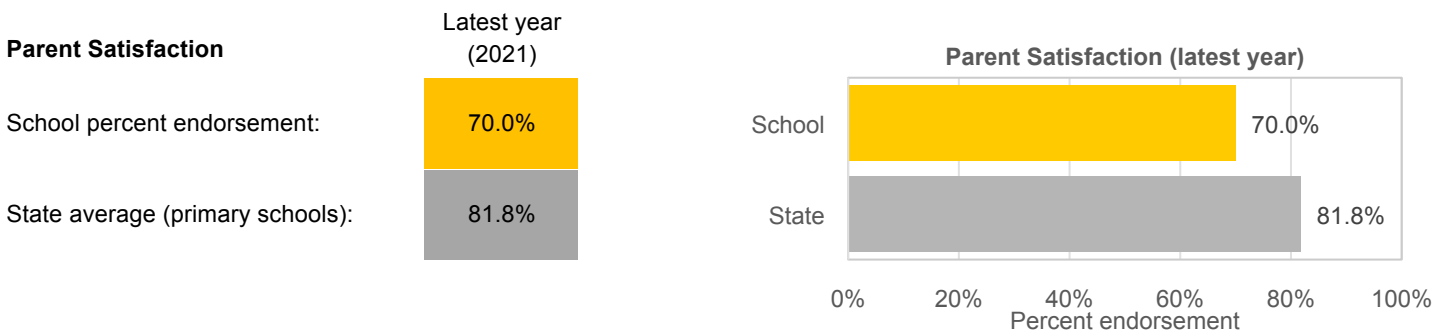
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

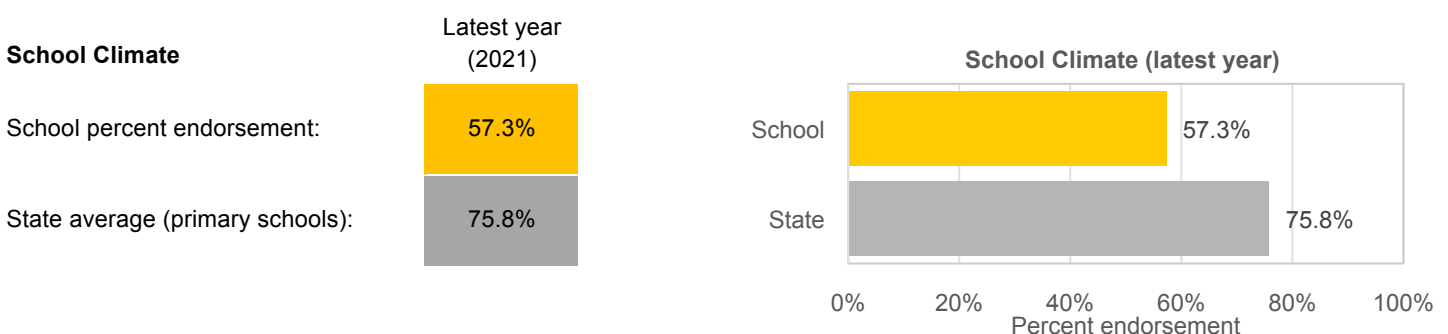


### School Staff Survey

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:

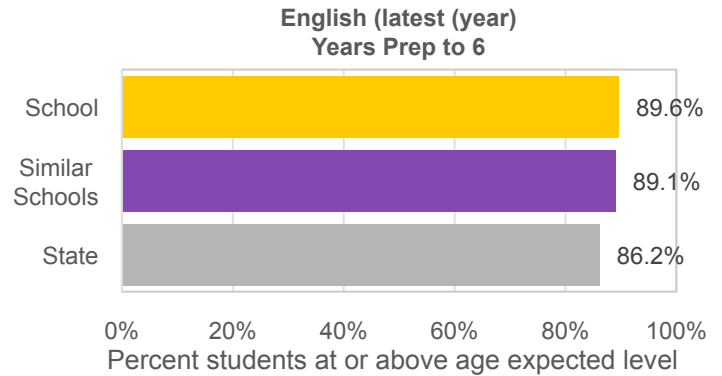
89.6%

Similar Schools average:

89.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

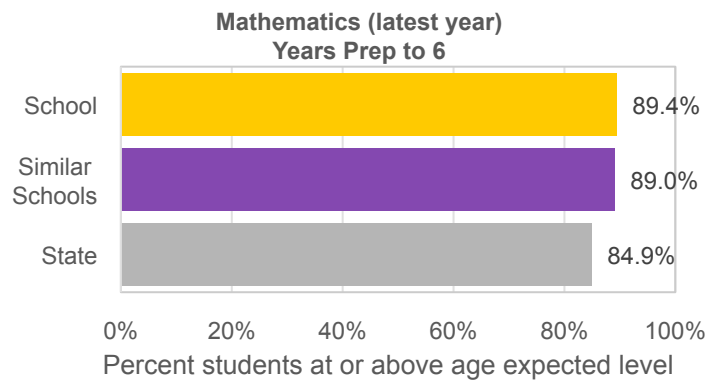
89.4%

Similar Schools average:

89.0%

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.

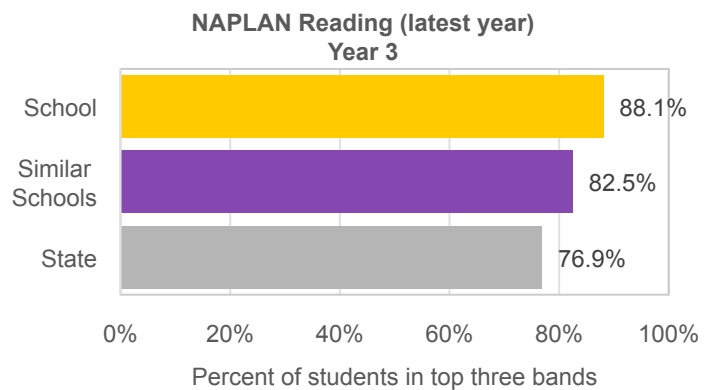
### NAPLAN

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.

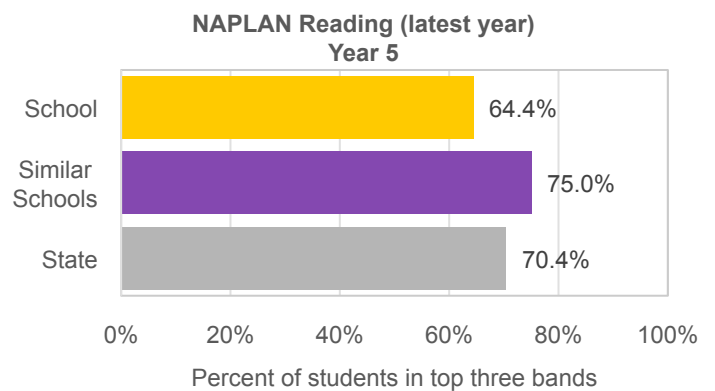
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.1%	77.3%
Similar Schools average:	82.5%	82.0%
State average:	76.9%	76.5%



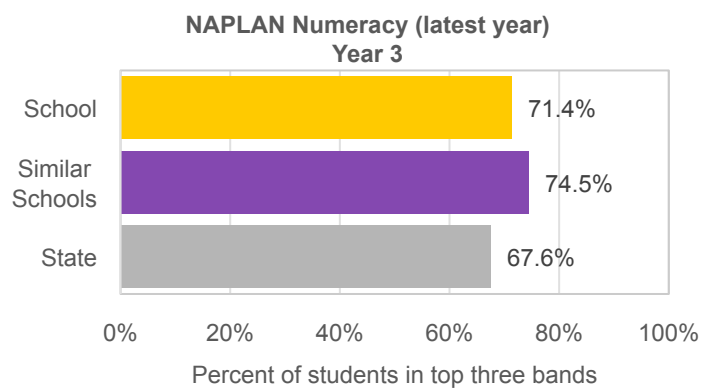
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.4%	66.2%
Similar Schools average:	75.0%	71.8%
State average:	70.4%	67.7%



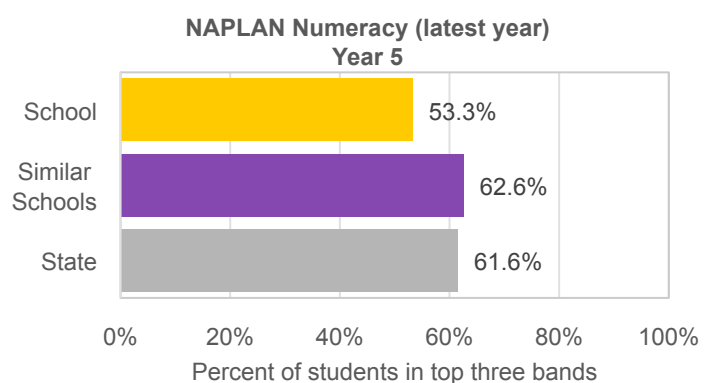
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	64.4%
Similar Schools average:	74.5%	75.3%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.3%	54.5%
Similar Schools average:	62.6%	62.6%
State average:	61.6%	60.0%



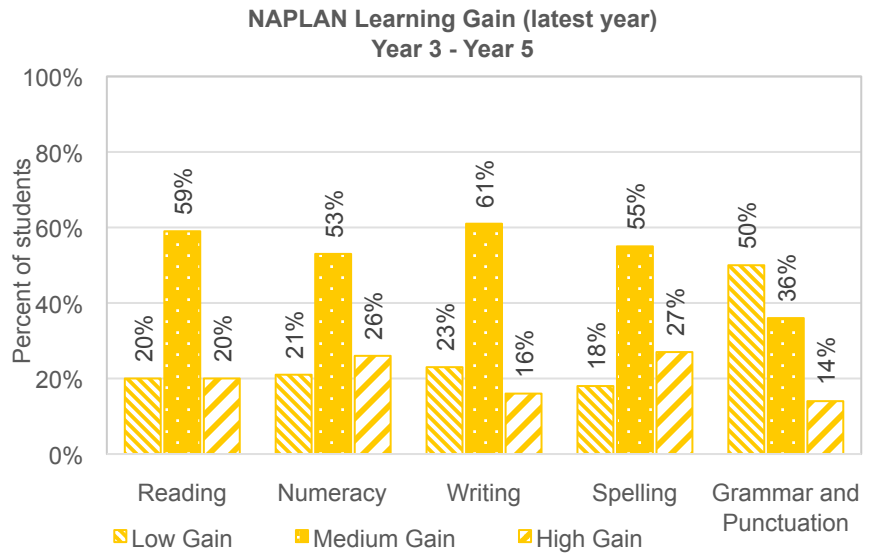
**ACHIEVEMENT (continued)**

**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:	20%	59%	20%	22%
Numeracy:	21%	53%	26%	19%
Writing:	23%	61%	16%	21%
Spelling:	18%	55%	27%	22%
Grammar and Punctuation:	50%	36%	14%	21%



## ENGAGEMENT

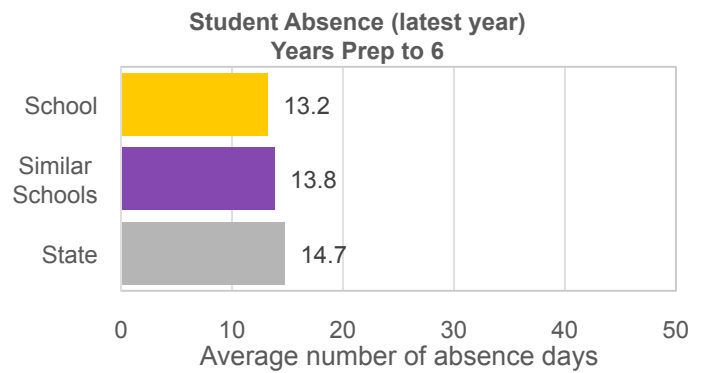
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	13.2	14.7
Similar Schools average:	13.8	14.1
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):	95%	93%	92%	94%	94%	94%	91%



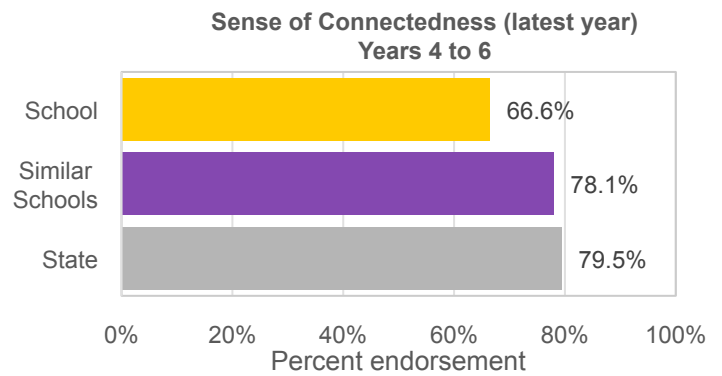
## WELLBEING

**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:	66.6%	71.8%
Similar Schools average:	78.1%	79.7%
State average:	79.5%	80.4%

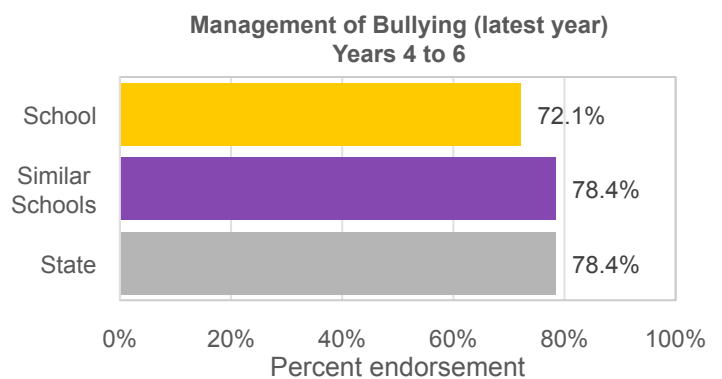


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	72.1%	75.9%
Similar Schools average:	78.4%	80.1%
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	\$2,523,429
Government Provided DET Grants	\$380,764
Government Grants Commonwealth	\$72,012
Government Grants State	\$0
Revenue Other	\$1,433
Locally Raised Funds	\$167,497
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,145,135</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$52,320
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary)	\$0
<b>Equity Total</b>	<b>\$52,320</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,518,016
Adjustments	\$0
Books & Publications	\$6,156
Camps/Excursions/Activities	\$58,630
Communication Costs	\$3,350
Consumables	\$37,686
Miscellaneous Expense <sup>3</sup>	\$10,139
Professional Development	\$13,589
Equipment/Maintenance/Hire	\$133,024
Property Services	\$125,384
Salaries & Allowances <sup>4</sup>	\$205,442
Support Services	\$10,376
Trading & Fundraising	\$29,818
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,445
<b>Total Operating Expenditure</b>	<b>\$3,180,056</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$34,921)</b>
<b>Asset Acquisitions</b>	<b>\$0</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	\$108,387
Official Account	\$79,730
Other Accounts	\$12,873
<b>Total Funds Available</b>	<b>\$200,990</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$101,899
Other Recurrent Expenditure	\$7,258
Provision Accounts	(\$2,294)
Funds Received in Advance	\$66,002
School Based Programs	\$34,541
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$62,717
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$12,873
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$282,996</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.*