

# 2021 Annual Report to The School Community



**School Name: Camelot Rise Primary School (5111)**



- 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 24 March 2022 at 12:50 PM by Matthew Coney (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 April 2022 at 08:39 AM by Carrie Foster (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

Our vision is to be a connected community, learning, growing and achieving together. Our values are Responsibility, Respect, Resilience and Optimism. Our Purpose is to maximise student potential through building a desire for personal excellence, a high sense of self-worth and a love of learning.

In 2021 we enrolled 339 students of which 159 were female and 180 were male and 2 of these students are part-time enrolments.

We had one full-fee paying international student who attends school on a full-time basis. Prior to the COVID - 19 travel restrictions in 2020 and 2021 we historically had between 20 - 30 'short term international students' throughout all year levels that attended for all or part of Term Three. These students were active participants in our school and attended classes with all of their peers and accessed all aspects of the curriculum.

Camelot Rise Primary School is situated in Glen Waverley in the City of Monash. Being a medium-sized school there are 339 students of which 159 were female and 181 were male divided into 13 class groups. Our families come from a variety of cultural backgrounds. 122 students have English as an Additional Language and are eligible for funding. In 2021 we had 7 full-time and 2 part-time students that were funded under the Program for Students with Disabilities, consisting of 3 x Level 2; 2 x Level 3; 1.8 x Level 4; 1 x Level 5.

The SFOE (Student Family Occupation and Education, measure of socio-economic status) is 0.1233.

The school employed 26.6 dedicated full-time equivalent staff. 18.8 of these are Teaching staff and 7.8 are employed as Education Support staff (including office administration and Integration Aides). The staffing profile includes 1 Principal and 1 Acting Assistant Principal, 0.2 Leading Teachers and 1 Learning Specialist. We currently do not have any staff that identify as Aboriginal and Torres Strait Islanders.

Specialist programs at Camelot Rise PS include Visual Arts, Performing Arts, Physical Education and French (LOTE). Additional support programs are provided in the area of English as an Additional Language (EAL). Our whole school Instructional Model is the 'Gradual Release of Responsibility' (GRR). In 2021, we continued working with Reading consultant, Mardi Gorman, to develop a whole-school approach to reading. We also continued working with Educational Leadership Coach, Phil White, to look at our strategic organisation and build the capacity of our School Improvement Team and PLT leaders. The work with these two consultants was halted due to COVID-19.

Staff at Camelot Rise Primary School engaged in a range of Professional Learning opportunities to support their ability to deliver high-quality instruction both in the classroom and remotely.

We have a Parent Satisfaction Endorsement of 73% which is higher than the 68% we received in 2020. This is slightly lower than similar schools 78% and the state average of 78%. A mitigating factor could be that only 34 families completed the survey. Again, this number of parent responses is an improvement on 2020. We are looking at ways to increase the number of parents that actually complete the survey in the future.

Our Staff Survey shows our 'School Climate' has an endorsement of 87%. This is better than the state average of 76% and Similar School's score of 81%. Our staff are happy with the support they receive, the professional learning they are exposed to and the overall climate of the school.

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### Framework for Improving Student Outcomes (FISO)

Throughout 2021, CRPS adopted the DET priority goals of 'Learning, Catch up and Extension', 'Happy, Active and Healthy Kids', and 'Connected Schools', as a direct result of the interrupted 2020 school year due to COVID - 19. In

relation to Curriculum Planning and Assessment, there was a strong focus on targeted student support in literacy and numeracy, as well as developing data literacy of teachers to inform planning, assessment and the delivery of the curriculum.

There was a strong focus on literacy and numeracy in 2021, with an increased emphasis on student data to inform teaching. Our professional learning mostly focused on 'Reading' and building the capacity of our PLT leaders.

In 2021 we introduced an 'Electronic Data Wall' to ensure all staff have the opportunity to access current student data results. This will ensure all students are being taught at their 'Point of need'.

In Health and Wellbeing, we focused on ensuring all students can re-engage in learning; building staff capacity to collect, analyse, monitor and respond to student engagement data; strengthening in-class relationships through peer and group learning activities; conducting regular check-ins/conferencing with students; building relationships and engaging with families of at-risk students.

And, in Building Communities, we focused on strengthening and embedding the school-wide approach to communication with parents/carers/kin; planning for school facilities and grounds works creating a great place to learn; using digital channels of communication to provide regular updates to parents on student learning; strengthening relationships with parents/carers/kin; ensuring the benefits of digital learning continues to be available to every student.

Our three School Strategic Plan goals are as follows:

1. To improve student achievement and learning growth for every student across the whole curriculum with an emphasis on literacy and numeracy.

What we did to achieve these goals:

- Planned and delivered whole-school professional learning on identified core-curriculum priority areas throughout the year (The CRPS instructional model, Gradual Release of Responsibility), Reading (Reading workshop/conferences/independent reading) classroom libraries, reader's notebooks, high impact reading instructional practices)
- Maintained PLT structures to support teacher collaboration and reflection of strengthening teaching practice
- Selected students to be engaged in VHAP (High Ability Program), a range of curriculum opportunities to further challenge these students
- Prioritised curriculum 'essentials': mathematics, reading, and writing.
- Use assessment data and teacher judgement to determine students who would be part of the Tutor Learning Initiative

2. To improve student engagement and motivation and their attitudes to learning and school.

What we did to achieve these goals:

- We began to implement School-Wide Positive Behaviours by establishing a common understanding of what this means; we started to develop a behaviour matrix. Our Curriculum Day was cut short due to a snap lockdown and our SWPBS coach took up a role in a different region. Our SWPBS work will continue in 2022.
- Ensured that all students had the opportunity to access a varied curriculum, with weekly language (French), STEM, digital technologies, media hub, performing arts and production, visual arts and physical education lessons. Students had the opportunity to engage with most of these curriculum areas during remote learning.
- CRPS was committed to ensuring students had the opportunities to attend school camps, excursions and incursions all whilst following COVIDsafe guidelines.
- Engaged the services of onPsych for telehealth mental health sessions for our students
- Set up 'Seesaw' as a digital platform for students to share their work with their parents
- Wellbeing lessons were taught across the school on a weekly basis
- Established an agreed approach to monitoring and responding to student wellbeing concerns - including absences
- Built relationships and engaged with families of at-risk students. A number of new families joined our SSG roster due to our concerns either during, or upon their return from, remote learning.

3. To continue to foster a positive climate for learning which supports the continued development of our students' social and emotional wellbeing.

What we did to achieve these goals:

- Strengthened and adapted the school-wide approach to digital learning and policies regarding digital access and devices. We ensured that all our families had access to a device during remote learning.
- Build staff capability to integrate digital learning into their classroom practice, The 'greenscreen' room was introduced, with all classes having the opportunity to utilise this space.
- We started to use Seesaw as a digital portfolio platform where students can share work with their parents
- Used digital channels of communication to provide regular updates on weekly student learning programs (Seesaw/Webex)
- Created opportunities for more regular meetings using digital technologies between parents/carers and teachers (Webex)
- Strengthened and embedded digital learning in classes (Seesaw/Office 365), as well as computer programming and 3D printing technologies

In 2021, despite there being many interruptions to the year, CRPS continued to address these goals. Our Attitudes to School Data would indicate that our students are engaged and motivated to learn. It also shows that our students feel safe and have strong connections to the school and their peers.

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## Achievement

Despite the nation-wide interruptions to onsite learning due to the pandemic, CRPS was able to deliver a high-quality remote learning platform that blended online technologies and student wellbeing. Students were able to maintain their studies with the full support of teachers and education support officers which resulted in great results in 2021. When we returned to school, there was a focus on literacy, numeracy and wellbeing.

In 2021 our Semester 2 Teacher Judgement results show the following.

### English

Reading and Viewing: 96% of our students are working at or above expected level.

Speaking and Listening: 96% of our students are working at or above expected level.

Writing: 91% of our students are working at or above expected level.

### Maths

Number and Algebra: 93% of our students are working at or above expected level.

Measurement and Geometry: 91% of our students are working at or above expected level.

Statistics and Probability: 91% of our students are working at or above expected level.

These numbers are impressive, and they are a testament to the excellent teaching our students are exposed to. Our students come to school ready and willing to learn and our staff meet their needs on a daily basis.

### NAPLAN 2021

Our Year 3 NAPLAN results were excellent with our students outperforming Similar Schools and the State in all areas.

Year 3 - Percentage of students in top three bands for Reading = 98.1% compared to Similar Schools = 90.2% and the State average of 76.9%.

Year 3 - Percentage of students in top three bands for Numeracy = 94.5% compared to Similar Schools = 85.5% and the State average of 67.6%.

Our Year 5 NAPLAN results were also excellent with our students outperforming Similar Schools and the State in all areas.

Year 5 - Percentage of students in top three bands for Reading = 88.7% compared to Similar Schools = 87.3% and the State average of 70.4%.

Year 5 - Percentage of students in top three bands for Numeracy = 90.4% compared to Similar Schools = 84.8% and the State average of 61.6%.

In 2021 Camelot Rise had 7 full-time and 2 part-time students funded under the program for students with a disability. Half of these students were regular 'onsite' attendees during remote learning. These students are supported by integration aides and are on a differentiated curriculum. Regular SSGs are held with their parents to ensure that the school is doing all we can to support their learning. These students are assessed as part of our assessment schedule. ABLES is used to assess students who are not yet performing the skills on the Victorian Curriculum. ABLES allows us to assess these students accurately to determine their current academic level and their next steps.

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## Engagement

When returning to onsite learning, the school prioritised the need to reconnect and provided tangible activities and programs to support face to face learning and a reconnection with peers, social relationships and the structure and routines of onsite learning. This included the delivery of incursions, excursions and holistic programs and opportunities to reengage students with the school.

Transition and corresponding pathways into Foundation (Prep) and from Year 6 – 7 were a focus for the school with teachers working collaboratively with one another and with other early learning programs and secondary schools to support the academic, social and emotional needs and transition pathways of students.

Our students are keen to come to school and are engaged when they are onsite. Our 'school number of student absence days was 8.4, which is less than similar schools (9.3) and state (14.7). In 2021 our figure of 8.4 (student absence days) is also down on our 4 year average of 11.2. This is a very pleasing result.

During much of 2021 teachers marked attendance according to students who engaged with WebEx sessions during Remote Learning. Student absence and lateness data was monitored, with classroom teachers contacting parents if there were 2 consecutive days of absences.

CRPS promoted the importance of school attendance and punctuality through the school newsletter. The administration team would follow up 'unexplained' absences and lateness with parents so that we had 'reasons' for these absences/lateness.

Our school's student Pathways and Transition quality practices included:

- Our Foundation Transition program, which plays an important part in the transition from pre-school to school and is very successful in ensuring students become familiar with the facilities, teachers and other students. This was done very successfully even during 'Remote Learning' with some of the transition sessions being conducted 'online'.
- Our transition program for students moving from year level to year level. During Term 4, students participate in activities that prepare them academically, socially and emotionally for the following year level
- Monitoring and sharing student data between year levels within the school
- Expanding the links already established with the local kindergartens.

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## Wellbeing

Our 2021 Attitudes to School – Sense of Connectedness and Management of Bullying data improved on our 4-year average. Our 'Sense of Connectedness' data results at CRPS scored 80.4% which is better than the state average. 'Managing Bullying' is up to 77.9%, this is much better than our 4 year average of 74.7%, but slightly below the state average of 78.4%. We continue to focus on this year and we are confident that the implementation of the School Wide Positive Behaviours (SWPB) Program will see a continual improvement in this area.

Student Leadership continued to be a major focus, with student leaders participating in a leadership conference and provided with a variety of opportunities for student voice. In addition to the core curricula, enrichment programs are provided by way of Victorian High Abilities Program, Instrumental Music Program, Choir, Excursions, Camps, Sports, lunchtime clubs and a School Production. In 2022 further emphasis will be placed on student leadership and the promotion of the student leadership roles across the school. In 2022 all student leaders will participate in a full day leadership conference.

We continue to work towards ensuring a comprehensive whole school approach to student wellbeing. Our school values of Respect, Responsibility, Resilience and Optimism are promoted and taught to each year level. The Student Engagement Policy and our whole school behaviour management practices support our positive student relationships and strong peer connectedness. In 2021 we once again had our work towards School-Wide Positive Behaviours halted due to COVID and then there being a change in personnel at the department. This was also the case with Respectful Relationships.

2022 will see us reinstate the SWPB Team. There will be a dedicated Curriculum Day to help successfully launch / introduce this initiative to all staff. A considerable amount of money has been allocated to this initiative to ensure it becomes an embedded aspect of our school culture.

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## Finance performance and position

Camelot Rise Primary School continues to be in a very sound financial position. The surplus achieved in 2021 was the result of careful strategic planning and allocating human resourcing to enable four specialist programs to be taught by two full time teachers and one 0.8 teacher. Our substantive Assistant Principal was appointed to a Regional Department position as an Education Improvement Leader for the North Eastern Region. As a result her wage was not paid by the school. We had an Acting Assistant Principal for the duration of 2021 and that wage was paid by the school.

Our experienced staffing profile requires careful monitoring to ensure the school can continue to maintain a staffing surplus in future years. An increase in student numbers will hopefully be able to ensure the school can continue to maintain a staffing surplus.

The additional revenue from Camp Australia in 2020 and 2021 provided the school with the opportunity to employ educational consultants to work with the staff on an ongoing basis. This additional money was spent on teacher professional learning to ensure staff are always developing their skills. The school's equity funding was used to employ the services of Educational Consultants (Educational Leadership and Reading) to lead Curriculum Days to help develop consistent whole school teaching practices and develop the leadership skills of our team and curriculum leaders.

The Tutor Learning Initiative funding were utilised to support the Department of Education and Training (DET) learning, catchup and extension priority and the happy, active and healthy kids priority from Years 1-6 in the area of English and Mathematics. This will continue to be a focus in 2021.

School funds were spent as part of the Planned Maintenance Program as set out by DET and the VSBA. This will continue in future years and must be planned for. This program will also ensure our school facilities are in well maintained condition.

We continue to apply for grants to improve our school oval and surrounding area. If we are not successful with these grants we will look at ways for the school to pay for these works. The costs of these works are around \$500,000.00. This is a figure that needs to be planned for and saved for over a number of years. We will continue to look for ways to hopefully source a grant for these works or we will start long term planning to ensure we can upgrade our school oval.

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.

**For more detailed information regarding our school please visit our website at**  
<https://www.camelotrise.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 2021, 159 female and 180 male.

48 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

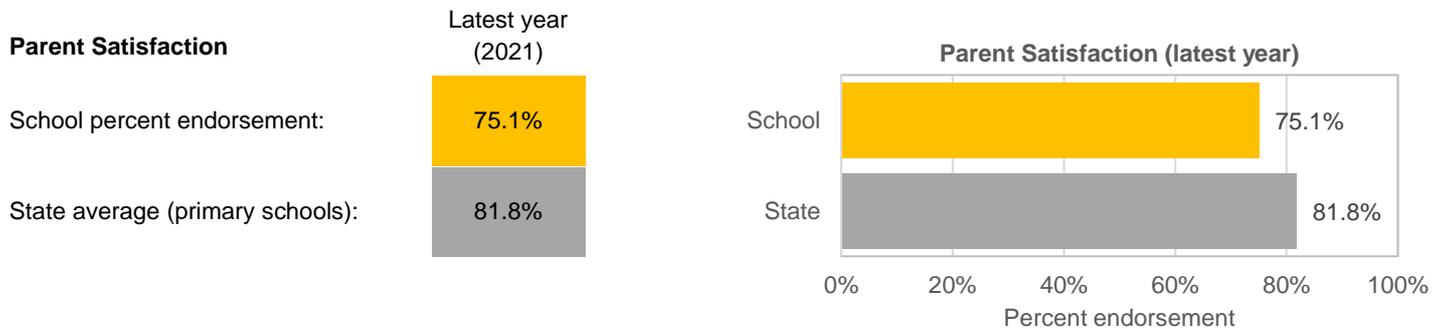
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

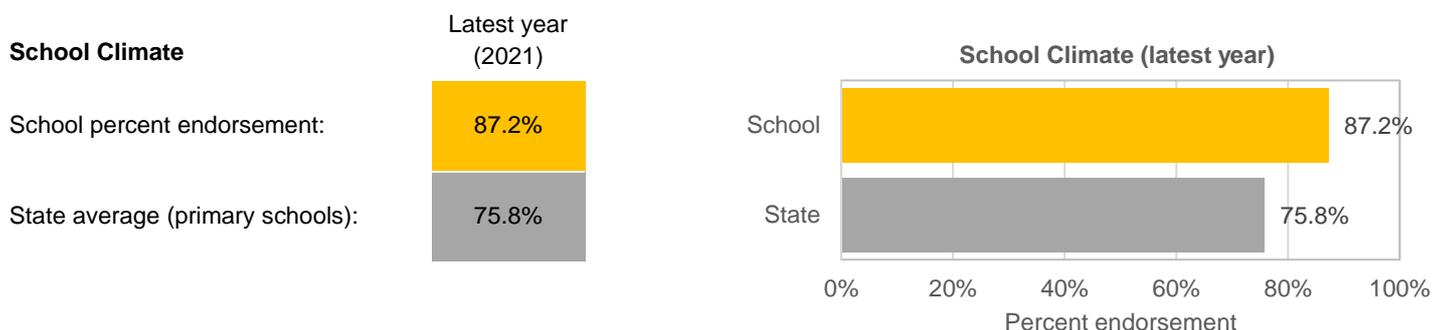


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

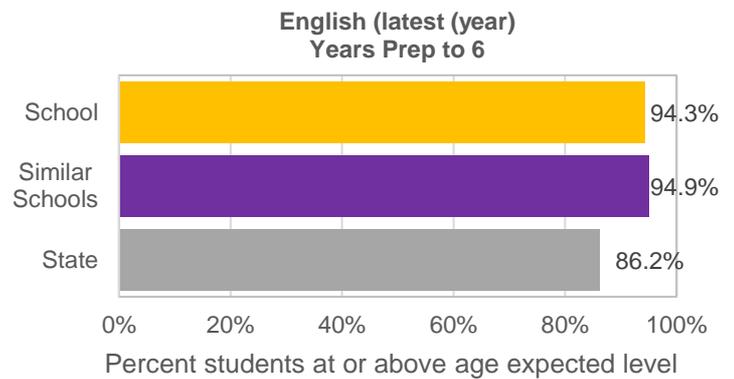
94.3%

Similar Schools average:

94.9%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

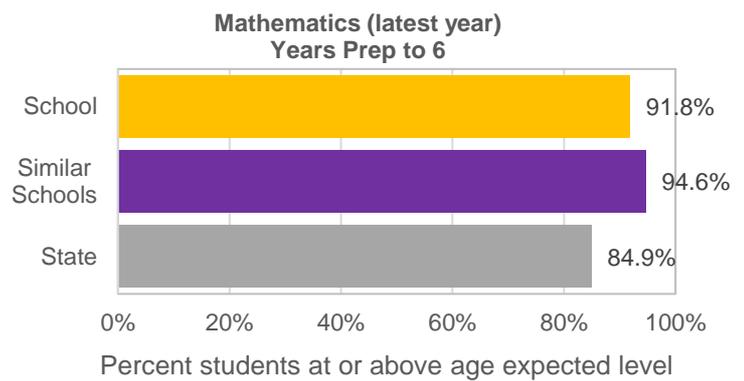
91.8%

Similar Schools average:

94.6%

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.

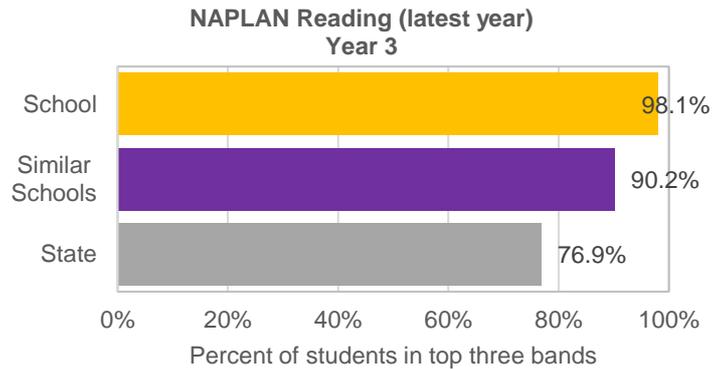
**NAPLAN**

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.

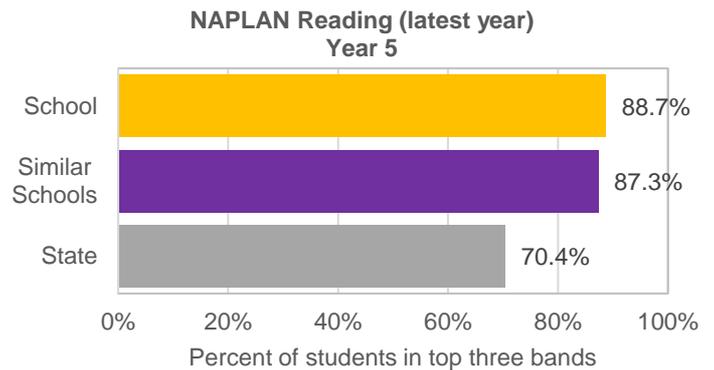
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	98.1%	94.4%
Similar Schools average:	90.2%	88.8%
State average:	76.9%	76.5%



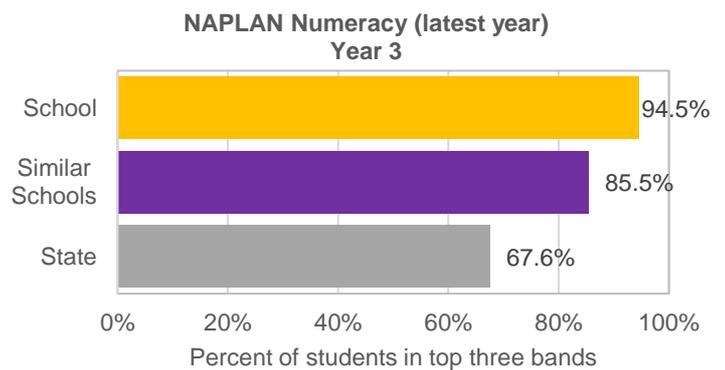
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.7%	89.2%
Similar Schools average:	87.3%	84.0%
State average:	70.4%	67.7%



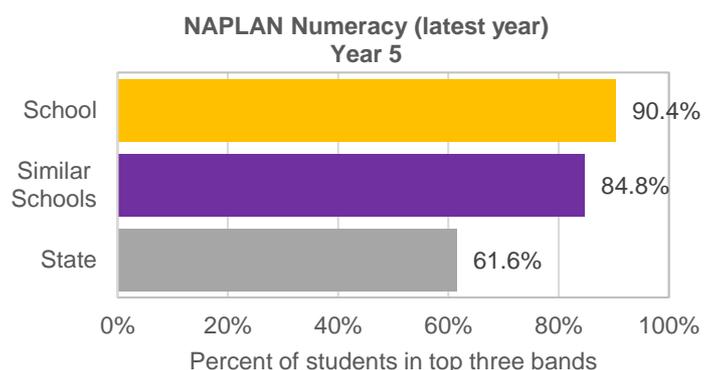
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.5%	95.6%
Similar Schools average:	85.5%	86.0%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	90.4%	90.3%
Similar Schools average:	84.8%	81.7%
State average:	61.6%	60.0%



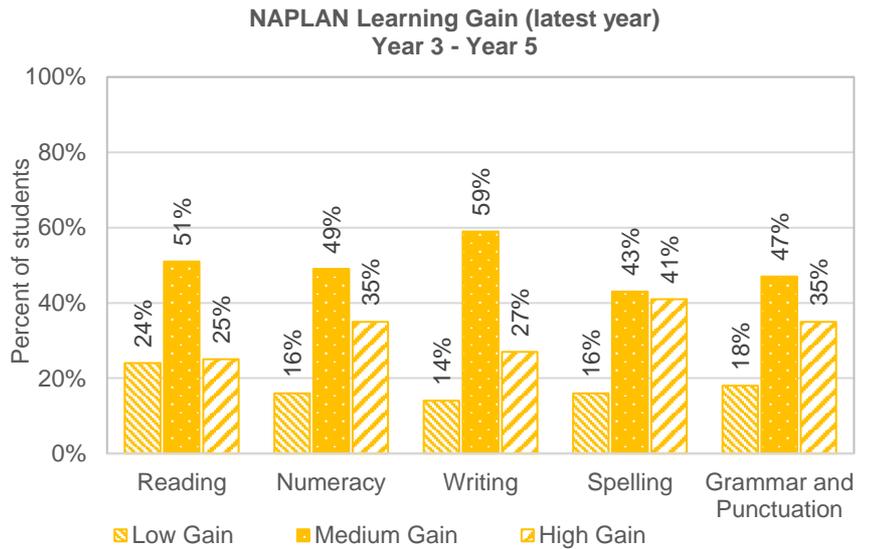
**ACHIEVEMENT (continued)**

**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:	24%	51%	25%	33%
Numeracy:	16%	49%	35%	36%
Writing:	14%	59%	27%	34%
Spelling:	16%	43%	41%	31%
Grammar and Punctuation:	18%	47%	35%	38%



## ENGAGEMENT

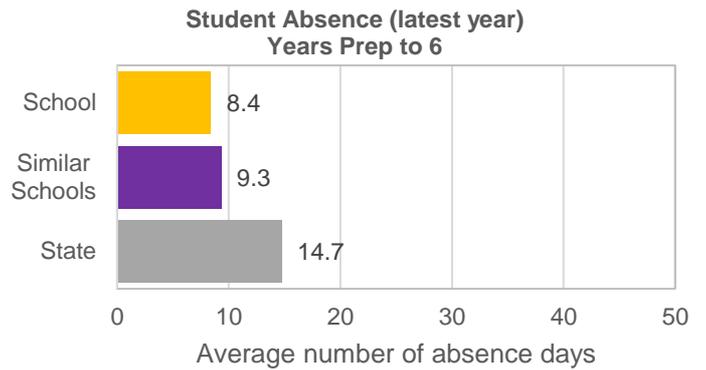
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	8.4	11.2
Similar Schools average:	9.3	11.7
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):	97%	96%	95%	97%	95%	97%	95%

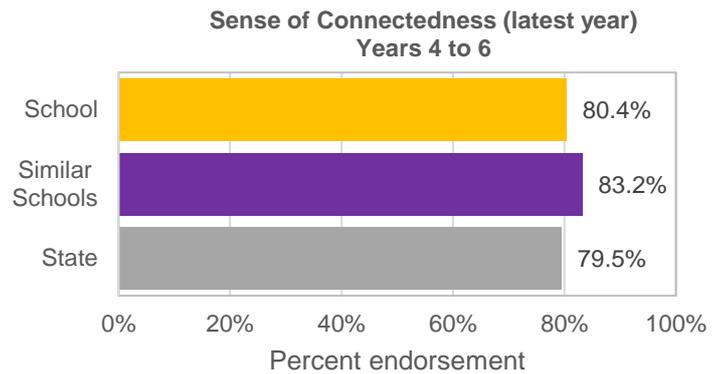
**WELLBEING**

**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:	80.4%	79.8%
Similar Schools average:	83.2%	83.0%
State average:	79.5%	80.4%

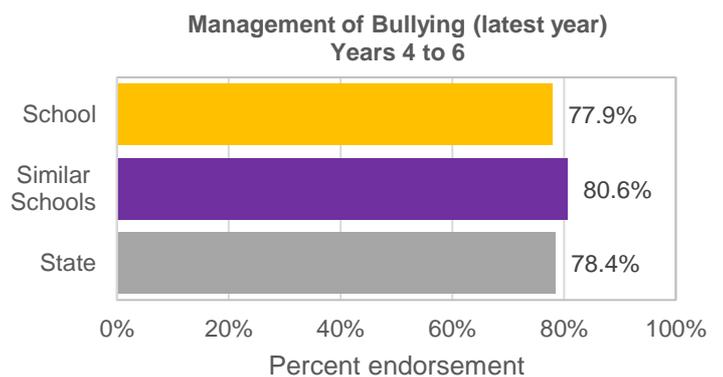


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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:	77.9%	74.8%
Similar Schools average:	80.6%	81.4%
State average:	78.4%	79.7%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,845,091
Government Provided DET Grants	\$333,910
Government Grants Commonwealth	\$10,322
Government Grants State	\$0
Revenue Other	\$2,148
Locally Raised Funds	\$258,621
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,450,093</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$8,760
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$8,760</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,757,841
Adjustments	\$0
Books & Publications	\$16,790
Camps/Excursions/Activities	\$102,684
Communication Costs	\$4,665
Consumables	\$56,274
Miscellaneous Expense <sup>3</sup>	\$21,423
Professional Development	\$3,401
Equipment/Maintenance/Hire	\$83,769
Property Services	\$80,158
Salaries & Allowances <sup>4</sup>	\$33,882
Support Services	\$94,909
Trading & Fundraising	\$12,390
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,692
<b>Total Operating Expenditure</b>	<b>\$3,296,878</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$153,214</b>
<b>Asset Acquisitions</b>	<b>\$32,503</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	\$401,030
Official Account	\$18,560
Other Accounts	\$8,559
<b>Total Funds Available</b>	<b>\$428,148</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$78,533
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$72,007
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,660
Capital - Buildings/Grounds < 12 months	\$12,500
Maintenance - Buildings/Grounds < 12 months	\$62,700
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$49,356
<b>Total Financial Commitments</b>	<b>\$310,757</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.*