2021 Annual Report to
The School Community

School Name: Rutherglen Primary School (0522)

- 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 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 19 April 2022 at 02:27 PM by Karryn Williams (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 21 April 2022 at 12:27 PM by Marika Partridge (School Council President)

How to read the Annual Report

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.

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.

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)

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.

'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 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

School context

Rutherglen Primary School is a vibrant and connected learning community which provides a caring and supportive learning environment for students using a multi-age structure from Foundation-6. Staff, students and families work together to create a learning environment that promotes:
o   Commitment to support all learners to grow and succeed now and in the future.
o   Resilience to ensure learners strive for excellence - academically, socially and emotionally.
o   Genuine care for all - regardless of difference.
o   Pride in ourselves, our school and our community.

Rutherglen Primary School is located in the town of Rutherglen in North-East Victoria and is centrally located 42km from both Wangaratta and Wodonga. The original school was established in 1873 and is proudly centered within the town, drawing students from both within the town, as well as the nearby towns of Wahgunyah, Corowa, Springhurst, Chiltern, Barnawartha, Norong and other outlying farming areas. The school is part of the Wodonga/Indigo Network of Schools in the North Eastern Victoria Region and at the end of 2021 the student population was 190. Rutherglen Primary School has modern and flexible learning spaces that work in harmony with our renovated historic buildings, thus providing an engaging environment for both students and staff. An ongoing focus on continual improvement and maintenance of our school's grounds has led to contnued improvements in our outdoor environment, which provides a range of both active play and quiet spaces. Our students and wider school community enjoy spacious playgrounds including a large turf sports area, under cover play court space, oval, basketball court, open asphalted play areas, nature playground, play equipment, creative play spaces and sandpit.

At Rutherglen PS we are committed to the educational, social and emotional development of young people and all members of the school community. Our students are at the center of our F-6 approach to learning, as we support and encourage them to be independent learners who can articulate their skills and knowledge, reflect on their learning and be actively involved in future learning aspirations. We support the personal and academic growth of our learners through an engaging and supportive environment and a balanced school curriculum that values personalised learning. We collectively as a whole school implement agreed instructional models in literacy and numeracy and to ensure our students' learning needs are being met through a differentiated approach to learning. We strive toward developing our learners to be highly literate and numerate, and who are critical and creative thinkers and problem solvers who develop both a love of learning and a curiosity about the world they live in. We respect the experiences that each child and their family bring to the classroom and our whole school, and value the many opportunities that engagement with the whole community brings to both our school and our students.
The dedicated staff of Rutherglen Primary continued to utilise professional learning to build capacity across the school and develop shared language and expectations around student learning.

The well-being of our students is of high importance and as a whole community we support students to develop a positive sense of self, as well as confidence and connectedness through a focus on our values of Respect, Responsibility, Integrity and Empathy. We support students to develop the lifelong skills to make friends and be happy. Through the introduction of SWPBS in 2021 - a school- wide framework for developing and explicitly teaching appropriate and positive behaviours we have committed to a collaborative effort that actively involves all staff members in our school - principal, teachers, education support staff and students. This cooperative approach recognises the critical importance of consistency across people and settings in creating safe schools and effective learning environments. When linked to a broader system of behavioural supports; effective classroom management strategies and techniques become even more effective and efficient. This makes the work of the classroom teacher more effective and the school experience of the student more positive.
Through engagement with the RRRR - Resilience, Rights and Respectful Relationships resources on a weekly basis, we support students to develop their social, emotional and positive relationship skills. Timetabled weekly well-being lessons and fortnightly Foundation-Year 6 well-being teams support our approach to meeting the well-being needs of our students. Students are offered a range of extra curricula activities and opportunities that support their learning and emotional growth. The engagement of students is supported through the role of a school based Chaplain who works at a personalised level with a number of students.

Student leadership is highly valued at RPS, and along with school and sports captains, we are proud of our 30 strong Student Leadership Team which is supported by every staff member in the school. On a termly rotating basis, the 4 teams within the Student Leadership Team work their way through the areas of Student Voice, Community Connections, Health & Well-being and Fun & Fundraising. They play an active role in bringing student voice and action both within and outside the school community.

An Outside School Hours Care program and School Holiday programs are operated on the school site by Indigo North Health. We also partner with Visiting Teachers and services such as Speech Pathologists and Counsellors.

Rutherglen Primary School has specialist teachers that provide programs in Health and PE, Visual Arts and Languages (French), and we are proud of our own school established cooking and gardening program which sees students in Years 3 and 4 partake in weekly lessons in the garden and cooking center, thus experiencing first-hand the links between growing, harvesting, cooking and sharing fresh, seasonal produce. This program is normally well supported by a number of volunteers from the community, though COVID restrictions limited our community volunteer involvement in 2021. Opportunities are provided for students to partake in a range of sporting opportunities, lunch-time and competition chess, gardening, and through the Crystal Valley Music program; music, vocals and drama. Our school community is highly supportive of our school and our parents are valued and active participants who are engaged in a range of activities and decision-making processes. Whilst Covid restrictions have had significant impact on the engagement of families on-site and in a range of activities, we have endeavoured to engage through online platforms and regular communication, and to to work within guidelines to find opportunities for parental engagement for example through School Council and Parent & Friends Association.   We look forward to being able to re-engage with our families on-site and to offer opportunities to connect into their child's school years through volunteering in classrooms and programs or other other extra curricula programs such as excursions, sport, School Production, and fundraisers.

Workforce composition: In 2021 Rutherglen Primary School had 1 Principal Class Officer (Principal), 9 classroom teachers, 2 specialist teachers – (Visual Arts/PE and French), 6 Education Support Staff, a 0.2 Administration Officer and a 1.0 Business Manager.

Framework for Improving Student Outcomes (FISO)

Rutherglen Primary School focused on the following FISO initiatives within our 2021 Annual Implementation Plan:
Evaluating Impact on Learning:
The 2021 AIP saw a shift of focus within the School's Strategic Plan toward Reading and the embedding of our school-wide instructional model in Reading - the Reader's Workshop Model. This included a focus on providing authentic literacy experiences and opportunities for students to provide feedback within this model. Building teacher capacity in the teaching and learning area of reading was a major element of work for our school, as was the development our literacy leaders. The momentum of progress with this was impacted due to Remote and Flexible Learning, as was the ability to apply this within a normal school context. Throughout the year, staff worked on maintaining the instructional practices that were being developed whilst aligning these to online delivery methods through Google Classroom and Google Meets. Staff's collaborative expertise and experiences within this context from the previous year enabled them to refine and develop their practices, often with immense creativity to accommodate the online mode of learning whilst at the same time ensuring students exposure to the elements of the Reader's Workshop model such as explicit teaching of reading comprehension through high quality texts, Reader's Notebook responses and students' level of discussion about their reading. What was able to be achieved in providing continuity of learning both during on-site and remote learning was a reflection of the high level of professional commitment and focused direction of our school.

Curriculum Planning and Assessment:
In relation to Evaluating Impact on Learning our foci was around developing the data literacy of teachers to enable them to develop an informed understanding of the needs of students, the teaching and learning required to meet these needs and to monitor progress toward their goals. Whilst staff continued to undertake professional learning in this

area, the periods of Remote and Flexible Learning and the adaptations required to meet an online learning environment impacted the gathering of data in an ongoing way within the more normal classroom context. Consideration was required to ensure that teachers were able to capture the learning success and needs of their students during this period of time.

State-wide 2021 priorities included a 'Learning, catch-up and extension priority' and a 'Happy, active and healthy kids priority'. The first of these was addressed through the identification of students who had made minimal or little growth across the year as a result of the impacts of Remote and Flexible Learning. These students were supported through a blend of individual tutoring and targeted small group supports as part of the Tutor Learning Initiative in conjunction with our school-based Learning Intervention Program. The data gathered by teachers related to their students' learning and wellbeing needs became significant in informing the work that was undertaken in these areas.

Building Communities:
Strengthening and embedding both our school-wide approach to communication and relationships with our families was a focus area. The interruptions to the school year with significant periods of remote learning and COVID-19 restrictions did not support families' engagement within the school in many of the ways that are familiar or normal for families. However, the context we were faced with ensured we focused our efforts in new ways to ensure we stayed connected with families and offered ongoing support around both their children's and their own needs. There was a strong emphasis on building teacher capacity to communicate to families and deliver student learning using digital means such as Google Classroom and Google Meet. In many ways families learnt a great deal more about the learning that their child was doing and the way in which they were assessed and provided with feedback. We focused on ensuring there was equity for all students in the remote learning environment, and embedded systems of communication and feedback with teachers, that supported engagement in learning and support whether that be academically, socially or emotionally. Following the return to school after each period of remote learning in 2021, the whole staff as a collective worked hard to ensure supports were in place for students to thrive back on-site. These included a greater focus on well-being and engagement, and for identified students an academic priority which was supported by our Learning Intervention Team and the Tutor Learning Initiative.

Achievement

2021 was yet another challenging year for educators and students with the continued impacts on learning associated with COVID-19. We were able to drawn upon what we had learnt in 2020 around this context and made adjustments to increase the effectiveness of the learning within an online format. The staff at RPS did our school proud, as they set a high standard in ensuring that the same approaches within our school-wide instructional models were followed with appropriate modifications. Authentic and engaging learning experiences were delivered through a variety of modes including live teaching, recorded lessons, student friendly learning plans with learning intentions and success criteria, small group sessions, Google Meets for both additional learning support and social connection and ongoing feedback.

We are extremely proud of the continued focus on weekly staff professional learning through both remote and on-site periods and the growth that we collectively made in 2021 as a result of this. We worked throughout 2021 with the Teaching Partners initiative as part of the DSSI - Differentiated Support for School Improvement. This enabled support to be tailored toward meeting the needs of our school and focused on the collaborative building of school leaders and teachers to develop and embed the knowledge and skills relating to effective practice in order to improve student outcomes. The outcome of this meant that a number of elements within the Strategic Plan made significant progress toward achievement, including further developing our agreed instructional model and curriculum framework within reading with comprehensive assessment, student feedback and student voice utilised to improve teaching approaches. We built the capacity of our literacy leaders to lead professional learning and school improvement in the teaching of reading and developed the capacity of staff to use assessment and moderation of student learning to make accurate judgements on where students are at with their learning and what their next point of need is.

In relation to achievement data, the significant period of time away from face-to-face schooling had some negative effects on some students while others thrived in the remote learning environment. As a result of previously mentioned efforts and the focus on teaching and learning we did see some positive and relatively stable results in reading against our AIP targets: In 2021 we had 82% of students at or above age expected level in Reading against Vic Curriculum

teacher judgment, 4% higher than Network schools (78%) and a reduction in below benchmark growth in NAPLAN reading from 37% to 20%.

A priority focus in 2022, will revolve around targeting students who made minimal progress throughout Remote Learning. The Tutor Learning Initiative will identify, assess and provide targeted small group and individualised learning opportunities to these students with the aim of bringing them back to their expected level of learning.

Engagement

In 2021, a series of whole school activities was run around the basis of fun and connection whether on-site or remote learning. With the return to on-site learning each time we focused on running a number of cross-age activities, such as the RPS Mini Olympics, Fun Friday afternoon with House groups, dress up days and in Term 4 our first, but hugely popular Colour Run. Our student leaders engaged our school community by continuing to run Assembly each week via Google Meet from their homes, including the presentation of our Values Awards which were posted out to students. They also ran a 'Where's Wally' treasure hunt around the town as part of a Kindness Challenge and a showcase of students fabulous learning was shared regularly through our Facebook page and newsletter.
Staff worked hard to keep students engaged through interactive sessions, fun class catch-ups, humorous Bitmoji representations, challenges and engaging tasks, however we did experience a reduction in the level of learning engagement in regards to the completion of set tasks by the second period of remote learning. Staff adapted the learning by developing learning grids that gave the students greater voice and agency into their learning, thus enabling them to explore and learn based on interests and to choose from a range of options beyond set learning and assessment tasks.

Attendance was closely monitored, particularly during periods of remote and flexible learning. Students were required to check in each morning via Google Classroom and respond to a fun quiz or question from their class teacher. Teachers or leaders would then follow up with students/families if a check-in had not been completed or they could see that students were not submitting work. In Term 4 in particular we saw a drop in attendance by a number of students and it was difficult to re-engage both them and the support of some families to place a priority on attendance after such significant periods of time in the Remote and Flexible Learning context. The school also supported families who did not have the technology to access Google Classroom by loaning laptops and students who were deemed vulnerable were invited to attend for on-site learning until 1pm to complete core learning and engage with other students. This proved to be successful for both these students and their families.

Responses to the 2020 Student Attitudes to School survey showed a decline in School Connectedness, from 80% in 2020 to 75% in 2020 which is assumed to have been influenced by the periods of Remote and Flexible Learning, however a positive result was seen in Learning Confidence with an 83% positive response in 2020 to 85% in 2021, which met our target. We did see a decline in Respect for Diversity: 82% positive response in 2020 to 77% in 2021, which will be an area to address in 2022.

Wellbeing

Well-being remains a priority area of focus at Rutherglen Primary School, and 2021 certainly highlighted the importance of this. With impacts on the whole community being at the forefront, we were constantly challenged and required to adapt to meet the rapid changes of school operations, as well as the need to respond with new ways of doing things. As the year progressed with further periods of Remote and Flexible Learning, the impacts on staff and students increased and it was necessary to prioritise time and effort towards ensuring the emotional wellness of all RPS community members. Teachers introduced more well-being based elements into the Remote Learning program and classroom when back on-site and an emphasis on fun and connection was prioritised. The fun Google Meet catch-ups were well attended by students who enjoyed the interaction with their peers and whole school assemblies provided yet another avenue for connecting and acknowledging the great learning and creativity that students were doing during Remote and Flexible Learning. We secured funding for the Chaplains in Schools program which enabled

a school based chaplain to be on-site 2 days a week to provide individual, small group or cohort support in a number of ways, as well as provide support to families.

Within the Student Attitude to School Survey, School Safety – Experiencing Bullying showed a 22% positive and 78% negative response rate, whilst Managing Bullying was 76% positive response which did not meet our 82% positive overall target. In 2021 we continued our focus on creating an anti-bullying environment through the year and in particular through activities on Bullying No Way and Harmony Day that were designed to inform what does and does not constitute bullying behaviours and the best methods of responding to such behaviours. This will continue to be a focus moving into 2022.

Effective Classroom Behaviour: The 80% positive overall target was achieved, with data reflecting an 87% positive response. In 2021 the school worked towards creating a calm environment through beginning our implementation of School Wide Positive Behaviour. This included staff professional learning, the development of a Positive Behaviour Matrix and Behaviour Flowcharts displayed in every room and the continued recognition of positive behaviour through RPS Values Awards. In 2022 we will continue our journey to include a school-wide positive behaviour reward system and refine the matrix and flowcharts that are in place.   SWPBS was supported through the school-wide implementation of Respectful Relationships taught through weekly timetabled well-being lessons. In 2022 we will add to this through the explicit teaching of Values lessons linked to our Positive Behaviour Matrix that will follow the same instructional format as all other lessons and be guided by clear learning intentions and success criteria.

Finance performance and position

The school's financial situation at the end of 2021 was in a sound position with a large portion of allocated funds to be expended not utilised due to Remote and Flexible Learning and associated impacts from COVID-19 restrictions. DET supported our school with COVID cleaning grants and other support during the pandemic. We continued to receive funding to assist in the facilitation of programs within our school, such as our Learning Specialist, Equity Funding and Sporting Schools Grants.

A $30,000 upgrade of ICT equipment occurred with 20 new laptops and 10 new iPads added to our bank of digital technology. The school received $61,191 in Equity Funding which was used to support the literacy intervention program, a range of well-being programs, and additional hours for our school-based chaplain.

Fundraising by the school's Parents and Friends committee and school as a whole was significantly hindered due to COVID-19 restrictions, with locally raised funds coming from raffles, a street stall and Rotary dinner catering.

For more detailed information regarding our school please visit our website at
https://www.rutherglenps.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 194 students were enrolled at this school in 2021, 89 female and 105 male.

0 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).
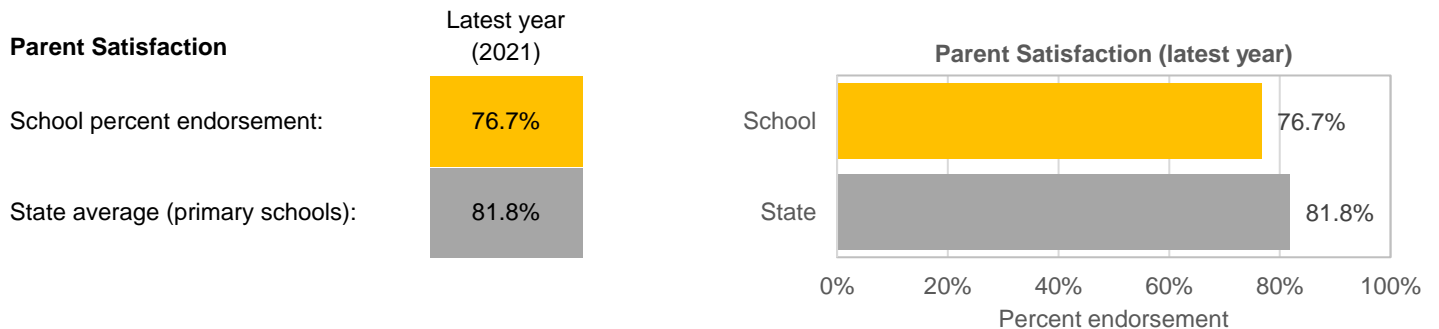
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

Parent Satisfaction	Latest year (2021)
School percent endorsement:	76.7%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

School 76.7%
State 81.8%

Percent endorsement

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.

School Climate	Latest year (2021)
School percent endorsement:	60.6%
State average (primary schools):	75.8%

School Climate (latest year)

School 60.6%
State 75.8%

Percent endorsement
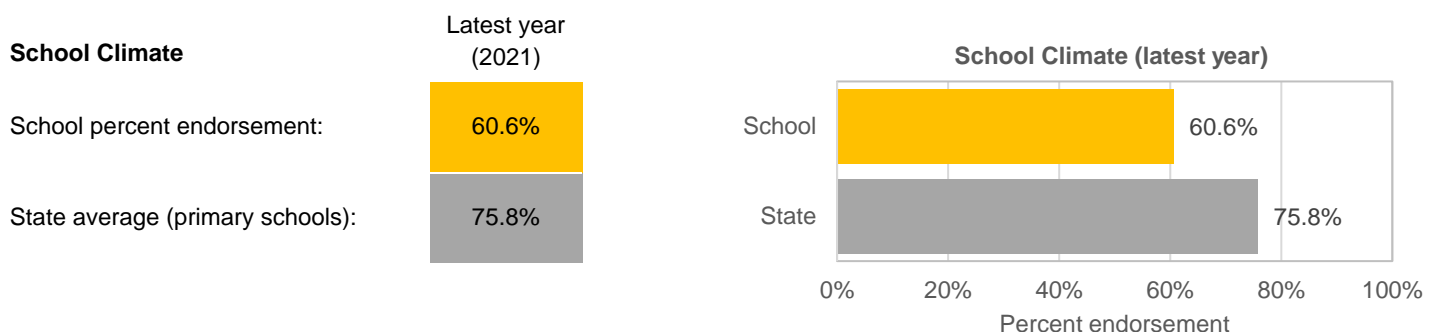
ACHIEVEMENT

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:	82.6%
Similar Schools average:	83.8%
State average:	86.2%

English (latest (year)
Years Prep to 6

School   82.6%
Similar Schools   83.8%
State   86.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
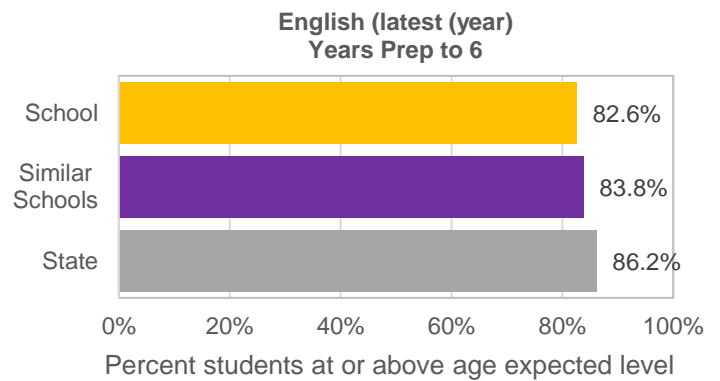
Mathematics **Years Prep to 6**	Latest year (2021)
School percent of students at or above age expected standards:	83.7%
Similar Schools average:	84.5%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School   83.7%
Similar Schools   84.5%
State   84.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
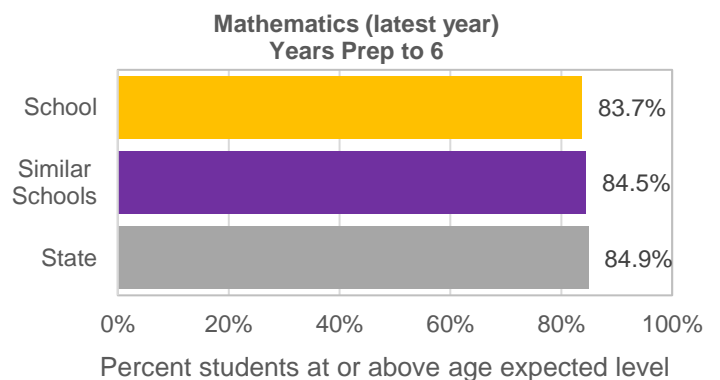
ACHIEVEMENT (continued)

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.
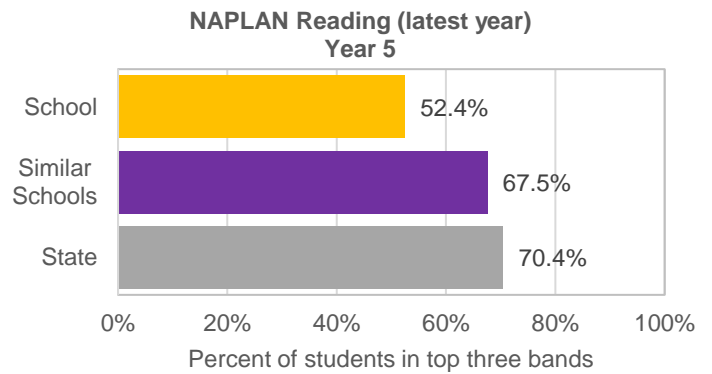
Reading Year 3	Latest year (2021)	4-year average	
School percent of students in top three bands:	74.2%	67.8%	
Similar Schools average:	72.3%	72.0%	
State average:	76.9%	76.5%	

NAPLAN Reading (latest year) Year 3

School	74.2%
Similar Schools	72.3%
State	76.9%

Percent of students in top three bands
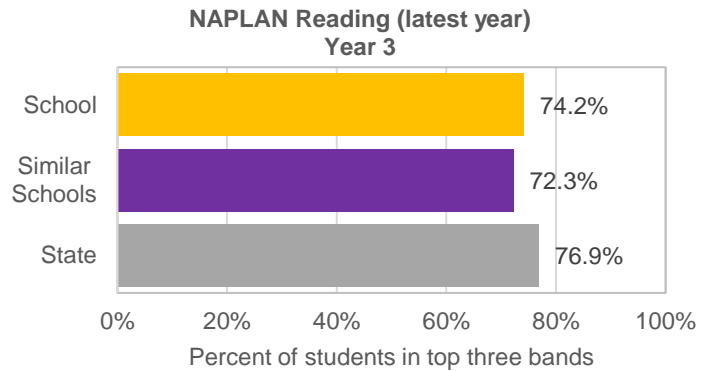
Reading Year 5	Latest year (2021)	4-year average	
School percent of students in top three bands:	52.4%	52.8%	
Similar Schools average:	67.5%	65.9%	
State average:	70.4%	67.7%	

NAPLAN Reading (latest year) Year 5

School	52.4%
Similar Schools	67.5%
State	70.4%

Percent of students in top three bands

Numeracy Year 3	Latest year (2021)	4-year average	
School percent of students in top three bands:	69.7%	68.5%	
Similar Schools average:	65.7%	66.3%	
State average:	67.6%	69.1%	

NAPLAN Numeracy (latest year) Year 3

School	69.7%
Similar Schools	65.7%
State	67.6%

Percent of students in top three bands
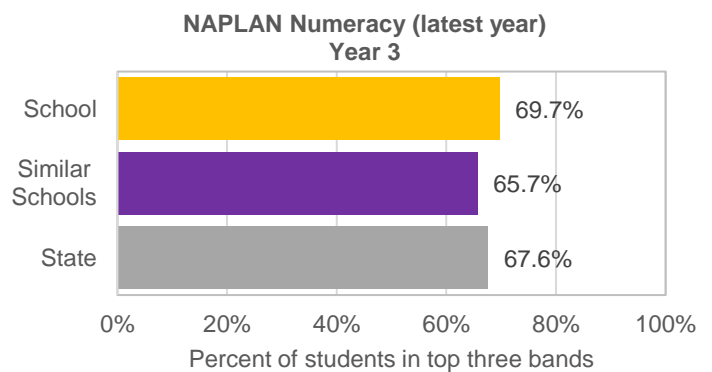
Numeracy Year 5	Latest year (2021)	4-year average	
School percent of students in top three bands:	52.4%	46.5%	
Similar Schools average:	56.8%	56.0%	
State average:	61.6%	60.0%	

NAPLAN Numeracy (latest year) Year 5

School	52.4%
Similar Schools	56.8%
State	61.6%

Percent of students in top three bands
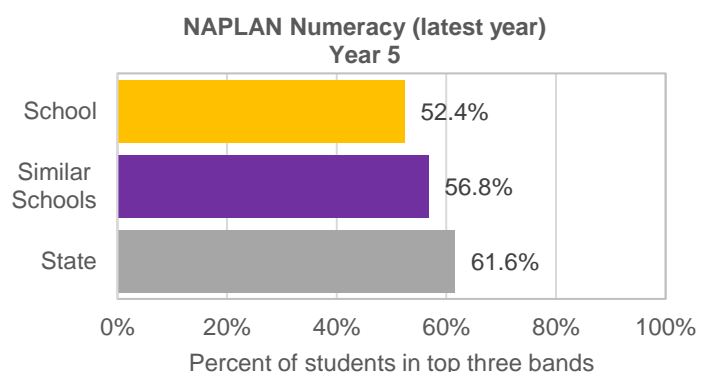
ACHIEVEMENT (continued)

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:	25%	55%	20%	21%
Numeracy:	10%	65%	25%	22%
Writing:	40%	50%	10%	17%
Spelling:	40%	40%	20%	21%
Grammar and Punctuation:	30%	50%	20%	19%

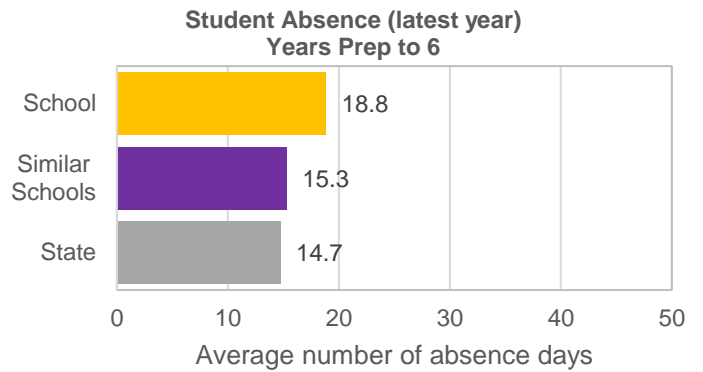NAPLAN Learning Gain (latest year)
Year 3 - Year 5
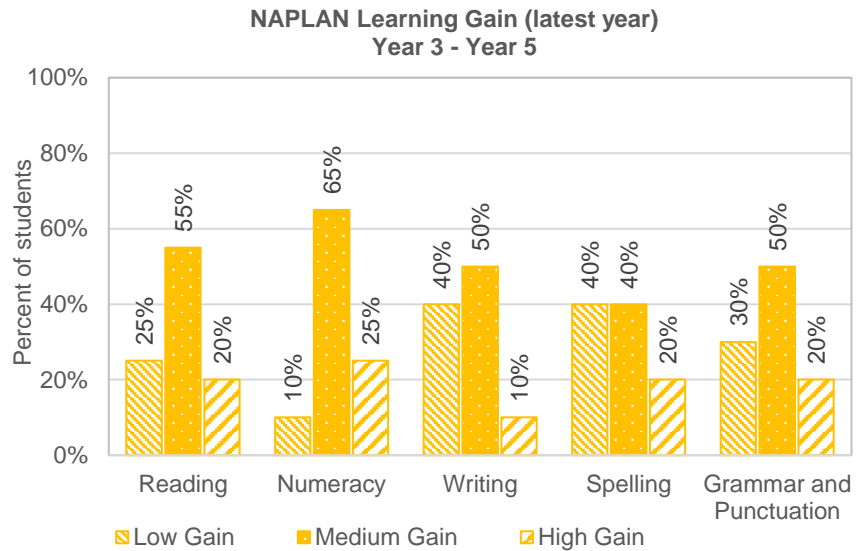
ENGAGEMENT

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:	18.8	15.0
Similar Schools average:	15.3	15.0
State average:	14.7	15.0

Student Absence (latest year)
Years Prep to 6

School	18.8
Similar Schools	15.3
State	14.7

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	91%	95%	89%	90%	94%	87%

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:	75.3%	73.7%
Similar Schools average:	78.5%	78.9%
State average:	79.5%	80.4%
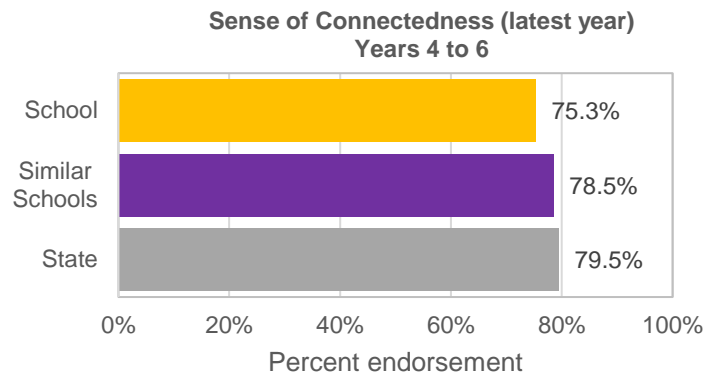
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	75.3%
Similar Schools	78.5%
State	79.5%

Percent endorsement

Student Attitudes to School – Management of Bullying

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

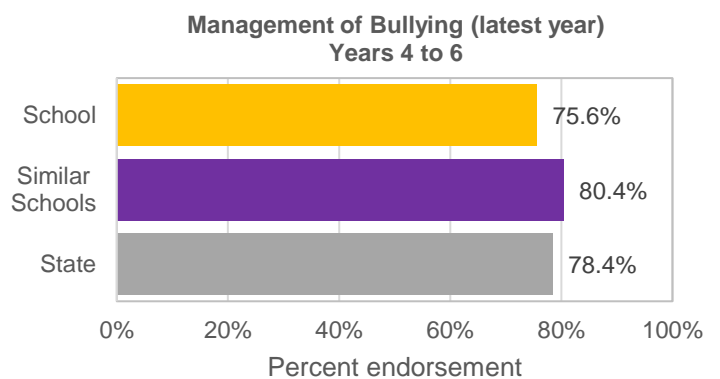| **Management of Bullying Years 4 to 6**	Latest year (2021)	4-year average
School percent endorsement:	75.6%	74.5%
Similar Schools average:	80.4%	80.5%
State average:	78.4%	79.7%

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.

Management of Bullying (latest year) Years 4 to 6

School	75.6%
Similar Schools	80.4%
State	78.4%

Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$1,713,010
Government Provided DET Grants	$335,550
Government Grants Commonwealth	$6,796
Government Grants State	$0
Revenue Other	$5,574
Locally Raised Funds	$62,138
Capital Grants	$0
Total Operating Revenue	**$2,123,069**

Equity [1]	Actual
Equity (Social Disadvantage)	$61,191
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$61,191**

Expenditure	Actual
Student Resource Package [2]	$1,622,755
Adjustments	$0
Books & Publications	$517
Camps/Excursions/Activities	$10,757
Communication Costs	$3,423
Consumables	$26,795
Miscellaneous Expense [3]	$9,221
Professional Development	$3,835
Equipment/Maintenance/Hire	$39,179
Property Services	$35,428
Salaries & Allowances [4]	$130,849
Support Services	$3,187
Trading & Fundraising	$13,305
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$20,843
Total Operating Expenditure	**$1,920,094**
Net Operating Surplus/-Deficit	**$202,975**
Asset Acquisitions	**$14,266**

(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

Funds available	Actual
High Yield Investment Account	$583,891
Official Account	$33,476
Other Accounts	$0
Total Funds Available	**$617,367**

Financial Commitments	Actual
Operating Reserve	$44,423
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$22,300
School Based Programs	$129,704
Beneficiary/Memorial Accounts	$5,364
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$80,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$281,791**

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.