

# 2020 Annual Report to The School Community



School Name: Epping Views Primary School (5513)



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

Attested on 15 March 2021 at 01:34 PM by Pauline Kubat (Principal)

The 2020 Annual Report to the school community:

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

Attested on 22 March 2021 at 01:51 PM by Wayne Mark (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

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

### School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

### School context

At Epping Views Primary School we work towards maximising each student's ability to have agency and voice in their own learning, to be highly literate and numerate, to develop a passion for learning, to be supported risk takers who show kindness to others and practise the school values in everyday living.

The school saw a slight reduction in enrolments in 2020, an effect of the continued designated zone and a rising number of rental properties in the area. Prep numbers were less again in 2020, reducing from 199 in 2019 to 171 in 2020. We had a starting enrolment on Census Day of 1320 students, including 10 international students. There were 650 female and 670 male students across 55 grades. Our school community continues to encompass a rich multicultural, linguistic and religious heritage with a diverse economic population. A large percentage of the school population in 2020 was from a cultural and language background other than English, with 72% EAL (English as an Additional Language) and 1% ATSI (Aboriginal and Torres Strait Islander) students. There were 59 languages spoken by staff, students and families in 2020. We continued to provide an ES member in the office to assist our Arabic community with any questions relating to school operations. Interpreters were utilised for parent/teacher conferences, meetings and student services testing. Staff with a language other than English were also used to communicate with parents if required.

The overall socio economic profile of the school is in the low-medium band with Student Family Occupation and Education (SFOE) index decreasing again from .3727 in 2019 to .3589 in 2020. This decreasing figure means that the school is receiving less in disadvantaged funding each year.

The school continued to enrol a number of international students living with their families, although this figure fluctuated considerably during the year due to families struggling to pay the international fees to DET during the COVID19 restrictions, when many of our families were unable to work. The School Council reduced school levies for 2021 and asked all teachers to have students utilising their 2020 books for the first term of 2021, recognising that not all student supplies were used in 2020 and families were struggling to financially survive due to the COVID19 restrictions.

The school ended the year with five EFT Principal Class officers, three substantive Leading Teachers, one substantive and five acting Learning Specialist teachers. There were 75.19 EFT Teaching Staff and 33.46 EFT Educational Support Staff on central payroll, with a reducing number of ES staff, OSHC Assistants and Kinder Teachers and Assistants on local payroll. Thirty teachers worked part time in shared class teaching roles or support and specialist roles. There were two teachers in their first year of teaching. The school continued to operate the Epping Views Kindergarten and EVPS OSHC and Holiday Program. All teachers at Epping Views Primary and Kindergarten are registered with the Victorian Institute of Teaching. In line with DET guidelines, the majority of staff were ongoing with a small number of Educational Support staff paid through the central local payroll to replace people on leave. Two teachers retired/resigned at the end of the 2020 year and seven teachers transferred to other schools during or at the end of the school year, five for substantive positions and two for contract positions. Several teaching staff on temporary transfers or Leave Without Pay (LWOP) continued their arrangements in 2020. One ES staff member transferred to another school to an ongoing position, one retired and one resigned during the year. The number of staff on family leave at the end of 2020 was 24. The number of staff on Family Leave continues to be high each year, although several of these staff have returned in a part time capacity in 2021. One teacher was on long term term sick leave.

In 2020 we continued to support students and family with a number of staff operating out of the Wellbeing Centre to assist with the continued implementation of School Wide Positive Behaviour Support (SWPBS) and to support student needs. During the COVID19 restrictions one AP and the Principal undertook weekly home visits to support students and families in need of assistance to engage with learning. The Wellbeing Team led a number of initiatives to support staff wellbeing during the Covid lockdown periods. The team of backing staff including Psychologists, Speech Pathologists, an ASD Specialist, and Visiting Teachers was reduced considerably due to COVID19 restrictions. Our Leading Teachers were out of classrooms four days a week working with and supporting the staff and students at each year level on curriculum planning, data analysis and coaching. The Professional Learning Communities professional learning and implementation was not fully enacted in 2020 and will be included in our 2021 AIP.

Our staff worked hard to connect with students during the COVID19 restrictions, refining our processes as the year went on. Some families wanted six hours of continuous zoom live teaching whilst others struggled to engage at all. Over 155 netbooks were loaned to families to assist students to stay engaged. The ES staff were also engaging with students through phone calls and online sessions. Our staff led and participated in a number of professional learning

activities during COVID lockdowns. The effects of the community lockdowns and general wellbeing of the country were seen and felt across all aspects of the school operations, even when we eventually returned to onsite school towards the end of the year. The stamina and mental wellbeing of students and staff was affected and will continue to be an issue for schools to deal with in the coming years. In 2021 we will be a part of the Mental Health and Wellbeing in Primary Schools pilot program with a full time coordinator in our school.

We continued our strong partnership with Harvest Home Primary School and the Whittlesea Network Schools. The school had a number of programs to support students in their academic, social and emotional growth, including the 1:1 Netbook program, Literacy and Numeracy Support Programs, Numeracy Extension Program, Language Support Program, English as an Additional Language Program and Proactive Wellbeing Programs. Our Year 5 and 6 students took part in electives, our Year 3 and 4 students took part in project based learning units, and our Prep students had access to an Oral Language and Fine Motor Program whilst at school.

2020 was the seventh year of operation for the School Council managed Epping Views Kinder. The four year old places were once again fully booked with a waiting list. The number of three year old groups was reduced to three and a highly successful School Readiness program was operated in the second semester. Collaborative relationships were continued with the City of Whittlesea, Maternal Child and Health staff and the wider community. Staff from the Kinder and the school shared professional learning opportunities, with the Kindergarten Manager and an Assistant Principal and an experienced Teacher guiding the management of the Kinder. The school continued to support the learning of the kinder students with timetabled PE, Library and Visual and Performing Arts sessions being run by the school specialists. A kinder specialist program continued to be implemented, with children taking part in Sustainability, Science, Bush Kinder, Library and Social Skills lessons throughout the year. A kinder staff member ran a highly successful playgroup that was well attended by a number of families in the Epping North area whilst Covid allowed for this. An ongoing assistant was on leave without pay for the 2020 year.

School Council, began a campaign for a much need gymnasium in 2019 and continued to lobby the government and education department for this valuable community resource throughout 2020.

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

Although heavily impacted by COVID19 restrictions and remote learning, 2020 saw a number of key changes at Epping Views Primary School. Our leadership structure evolved to a model that had an Assistant Principal overseeing two year levels alongside a Leading Teacher or leadership coach, as well as at least one Learning Specialist in each of those teams, with two team leaders at each year level. Our Principal oversaw our Specialist teaching team, alongside a Leading Teacher and Learning Specialist. This model was seen to be highly effective for visibility of key leaders, although it was also reflected that the need for two team leaders at each year level was no longer required. The introduction of a Student Voice and Agency PLT saw limited success, with a recommendation that the PLT be discontinued in 2021, with the introduction of student voice and agency as a component of all remaining PLTs. The introduction of a Professional Learning Communities approach was also limited and will need further emphasis in 2021. The Wellbeing Team focused on increasing communication to staff around sharing data that accurately reflects the activities and services provided by the wellbeing team, inclusive of data around students' behaviours of concern and proactive and responsive strategies to address these behaviours. This will also continue into 2021. A number of support programs continued throughout remote learning, including EAL, LSP, wellbeing and student leadership. Classroom and specialist teacher programs continued to evolve and strengthen throughout remote learning, and families were supported with increased communication through digital means. Our expansion of student goal setting from Reading to also include Number was also limited due to COVID19 restrictions. This will continue to be a focus in 2021, along with an overhaul of Individual Learning Plans. The ability for leaders to embed changes to our Reading model were also limited and will continue to be a required focus in 2021.

Due to the heavy impact of COVID19 restrictions, a number of the key improvement strategies that were planned for 2020 will be rolled over into 2021. Our leadership structure will also further evolve to a model that has an Assistant Principal overseeing two to three year levels alongside a Leading Teacher and a Learning Specialist, with one team leader at each year level. Our Principal will continue to oversee our Specialist teaching team, alongside a Leading Teacher and Learning Specialist. One Assistant Principal will oversee Wellbeing and Welfare of students across the school, along with a team of key staff, including the introduction of a Mental Health and Wellbeing Coordinator. We will focus on the DET priorities of Learning, catch-up and extension, Happy, active and healthy kids, and Connected schools. We will also focus on the key areas of Reading, Number, SWPBS and Student Voice and Agency, as well as the Mental Health in Primary Schools Pilot, the new Tutoring Program and the new Graduate Teacher Program. Our work in the area of Reading will continue to be supported by an external Literacy consultant, as will our continued work

in the area of SWPBS with an external Behaviour Analyst. Our process for Individual Learning Plans will be overhauled and will see every student in the school have an Individual Learning Plan with goals in the areas of Reading, Number and Personal & Social Learning. This overhaul will also see the introduction of progressive reporting to parents throughout the year. Student voice and agency will be a component of all professional learning teams and student leaders will continue to take part in regular leadership development opportunities, including providing feedback and influencing decision making, including through links to our staff PLTs. The Professional Learning Communities approach will continue to be implemented across the school. There will also be an increased focus on communication with families.

**Achievement**

In 2020, the school continued to work on it's strategic plan goal of 'Optimising Learning Outcomes for all Students', particularly in the key learning areas of Literacy and Numeracy. The implementation of all AIP Key Improvement Strategies was severely hampered by the COVID19 restrictions and the extended remote learning periods. The teacher assessments of student achievement against the achievement standards of the Victorian Curriculum, in the key areas of Reading, Writing and Number show that teachers were hesitant to rate their students across a broad range of achievement levels. The school was not able to meet its target of 'By the end of the year, the percentage of students from Prep to Year 6 achieving at or above in Number and Algebra, according to teacher judgement data, will increase from 85% to 87%', and 'By the end of the year the percentage of students from Prep to Year 6 achieving at or above in Reading and Viewing, according to teacher judgement data, will increase from 84% to 86%.' The actual teacher judgement data for Mathematics from Prep-Year 6 was 74.2% at or above age expected standards, with similar schools average 84% and the state average 85.2%. The English average of students at or above age expected standards for Years Prep-6 was 74.2%, less than the state average of 85.2% and less than the average of similar schools of 84%. Teachers were hesitant to rate students on home learning and the limited data they had from Term 4 testing. It is to be hoped that the 2021 Professional Learning Communities' focus on data and Professional Learning undertaken in teams will assist teachers to moderate student growth. It is planned that should we have more remote learning in 2021, then teachers will be able to develop new ways of differentiating and testing for all students.

In 2021 Professional Learning in weekly planning sessions will be delivered by Leading Teachers and Learning Specialists and will be aimed at building on and improving teacher knowledge around the implementation of learning goals in Reading and Number, as well as increasing teacher knowledge and awareness of student achievement. Professional Learning Communities (PLCs) will be implemented across all year levels of the school with the aim of improving consistency of teacher judgements, as well as building the capacity of teachers to use student assessment data to evaluate their own teaching practice. Student achievement data will be added to the weekly agenda of the Principal's Advisory Committee (PAC) and LTs and LSs will regularly present data for discussion. Students supported through the Program for Students with Disability mostly showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plan. Class teachers and Education Support staff worked hard during remote learning periods to engage these students with differentiated work and daily contact. Some students attended onsite schooling whilst others were supported with homework packs. In 2020 NAPLAN was not undertaken and as such no achievement and comparisons can be made to previous years' data. It is hoped that NAPLAN can be undertaken by our Year 3 and 5 students in 2021. Increasing the number of students with a score above expected level and in turn decreasing the number of students in the low range continues to be a priority.

The Key Improvement Strategy 'develop collaborative goal setting in key learning areas' is a priority to work on in 2021 to improve student achievement. Previously the school has implemented goal setting as a driving factor to improve reading outcomes. Through the review, student interviews and classroom observations, it was noted that there was inconsistency across the school in the way these goals were set, with some areas using a collaborative approach and some using a teacher directed approach. Due to the interrupted 2020 year Epping Views Primary School has chosen the following Actions to continue in 2021 in order to deepen consistency of practice:

- Develop and implement a consistent approach to goal setting in Number across the school.
- Review and refine existing practices in goal setting in Reading and implement a consistent approach to setting collaborative goals with students.

**Engagement**

In 2020, where possible Epping Views Primary School continued to work with families to ensure students were at school and learning. Our student attendance rate is generally impacted by extended family holidays and whilst we have a number of families that are still overseas and awaiting return to Australia, the absence figures for 2020 show a decrease in absence days with a 13.4 days absence average for EVPS, compared to similar schools with 14.8 days absent and the state average of 15.3 days absent. Students not engaging in 2020 were followed up with home visits and teacher phone calls. The school continued to send SMS messages to parents, send out reports to parents with unexplained student absences and made phone calls after extended periods of absence. Home visits by the Principal and Wellbeing and Welfare Assistant Principals during remote learning periods also sought to engage students flagged by teachers or parents as not engaging. Home visits often indicated whole families were struggling mentally with the remote learning and lockdown periods.

The tutoring program operating for Years 1-6 in 2021 will focus on students who engaged the least during remote learning periods in 2020.

To support student engagement during the transition back to onsite learning, our school implemented more frequent break times, a focus on Literacy and Numeracy learning and an increased number of lunch time clubs, wellbeing centre programs and support for teachers in classrooms. There was a real disappointment amongst students, staff and parents regarding the COVID19 restrictions that impacted on camps, sport, excursions, incursions and parent helpers and visitors in the school during 2020.

Our second year of electing School Captains saw an increased number of applicants for the positions, as well as the continuing student leadership roles of JSC representatives, House Captains, Sustainability Leaders and SWPBS Leaders. Clearly defined processes for the selection of all student leaders involving formal applications, interviews and preferential voting by peers were implemented. A weekly Student Leadership Development Program was introduced to provide Year 6 student leaders with the opportunity to develop their leadership skills and qualities, however this was greatly impacted by the remote learning periods.

Although there were a number of targets set relating to student engagement, there was no data available due to no Student Attitudes to School survey at EVPS in 2020.

The percentage positive endorsement of parents in the Parent Opinion Survey for 2020 was 78.2% with a state average of 81.2%. Of concern for Epping Views Primary School is the decreasing number of parents that respond to the survey.

**Wellbeing**

Health and wellbeing became a prioritised focus for staff, students and families at Epping Views Primary School during 2020.

The school did not undertake the Students Attitude to School survey so there is no data to compare for 2020.

A number of Wellbeing initiatives were undertaken to support staff through the remote learning periods such as staff teaching other staff sessions via Zoom eg how to make pizza from scratch, mindfulness sessions, aerobics sessions, trivia quizzes, sharing of online student games and activities, frequent use of CRT staff to enable rostered staff to remain off site, regular leadership catch up sessions, phone calls to staff, as well as an end of year thank you lunch for their ongoing efforts.

The beginning of the 2021 year has seen the majority of students settled. The school continues to implement SWPBS, Wellbeing programs and an extensive Clubs program to support students with behaviour expectations in the yard and classrooms.

Our staff completed professional learning around Smiling Minds, as did our identified 'Mindfulness Champions' in 2020. In 2020, the impact of COVID19 restrictions meant that we have been limited in implementing all desired activities associated with our Key Improvement Strategies. The school would like to continue the focus on implementing the Smiling Mind curriculum with both formal and informal meditation, alongside the Respectful Relationships initiative. The school has also been selected to take part in the Mental Health in Primary Schools pilot program, in conjunction with

the Murdoch Children's Research Institute and Melbourne University. We will again operate a Mindfulness Professional Learning Team in 2021 and continue the work planned for 2020. This PLT will also encompass Respectful Relationships.

We previously selected the Key Improvement Strategy 'Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school'. In our 2019 review, it was determined that we have a range of consistent practices being implemented to foster student and staff wellbeing within a safe, orderly and inclusive environment. It was also determined that leadership is committed to supporting student and staff wellbeing, but the communication processes to support this are not yet fully effective. Again, 2020 has meant that the implementation of some activities planned have been impacted by COVID19 restrictions. The school would like to further focus on implementing processes and providing professional learning for staff during 2021.

We will implement the DET 'Happy, Active and Healthy Kids' priority by taking part in the Mental Health in Primary Schools Pilot, using the Student Check In Resource as a screening tool school wide and establish an agreed approach to monitoring and responding to student wellbeing concerns.

In 2021 Epping Views Primary School will strengthen and embed the school wide approach to communication with families, incorporating the new ways in which schools connected during remote and flexible learning by using digital channels of communication to provide regular updates on student learning programs, strengthen relationships with families via digital means of communication and ensure the benefits of digital learning continue to be available to every student. Our virtual assemblies, started in 2020, continue to be well attended and offer the whole school community, students, staff and families the opportunity to tune in each week and stay connected with our news, updates, performances, award winners and sports and sustainability winners. End of term reports via Compass will keep parents informed of their child's progress rather than once a semester and will open communication opportunities between staff and parents regarding support and concerns. Updates of personalised goals will be via Compass and will give parents more frequent reports on their child's progress.

## Financial performance and position

The financial figures for 2020 had a total operating revenue of \$1,651,031, less than 2019 operating revenue, with the expenditure decreasing by approx. \$628,000. Our school's Government equity funding was used to support student learning needs through programs such as English as an Additional Language (EAL), Language Support Program (LSP), an ASD specialist teacher, a school psychologist, as well as supporting an increasing number of refugee students. The 2020 equity funding was \$13,018 greater than the 2019 funding.

Whilst the school shows a figure of funds available, we have a staff deficit that will need to be repaid in the future, so we need to be mindful that we cannot expend all of the school resources.

The need to employ Casual Relief Teachers to ensure pay parity for casual staff meant that the school still needed to pay for replacement staff. School Council chose to operate the canteen and OSHC program once our school was open to students of emergency workers, vulnerable children etc.

The school continued to increase resources, especially in the areas of ICT, Literacy, Numeracy, Grounds and Library. Furniture was purchased to accommodate increases in student numbers at some year levels and excess furniture suitable for the younger students was sold to a neighbouring school. Storage cabinets and shelving were installed and purchased. A new phone system was purchased and installed for the Kinder and school in readiness for the compulsory commencement of the national broadband.

Mindful of the varying economic situations of families, the School Council made changes to the requested levies and contributions for 2020, decreasing costs where possible and reducing the book packs by utilising unused books from 2020 for Term 1 2021. The school received funding for a reduced number of international students in 2020 and utilised the funds they did receive for administration costs. The 1:1 netbook program began with a reasonably positive uptake, although a record number of parents handed back the devices at the end of year citing financial restraints. Uniform sales were decreased in 2020 due to periods of remote learning with a run on uniforms once school returned



onsite. The school continues to operate the uniform shop to keep the costs of uniforms down for parents. The Year 6 uniform was again very popular and new polos and jackets sold out as soon as the restricted volume of stock was in the school.

The Out of School Hours Care (OSHC) and Holiday Program's numbers were well down during 2020. The OSHC program continued to be well managed and we continue to provide OSHC and Holiday Care at the cheapest fee rate in the area. A slight fee increase for casual attendance has been introduced for 2021. The School Canteen continues to provide a service to our families.

With a high number of portables (27), the utilities costs continue to be high with a number of the reverse cycle units now needing to be replaced. The school had an extra portable toilet block installed in 2020. The water usage was down due to the COVID 19 restrictions and remote learning periods of time.

A high degree of support was provided for the professional learning of staff with conferences for the PAC and Leadership Teams, and new and beginning teachers to EVPS. There were no credit to cash transfers made from the 2019 surplus staffing funds.

Fundraising in 2020 was greatly curtailed by the COVID19 restrictions.

The school operated the Epping Views Kinder again in 2020 with the Kinder showing a reduced profit for 2020, given that kinder fees were subsidised by the government for all kinder students. There was a carry forward profit of \$45,317.

The School Council will continue to lobby DET for funding in the future, with a focus on seeking funding for a full size gymnasium. The school's fundraising efforts and surplus will go towards the acquisition of a gymnasium as soon as possible.

**For more detailed information regarding our school please visit our website at**  
<https://www.eppingviewsps.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 1318 students were enrolled at this school in 2020, 648 female and 670 male.

61 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

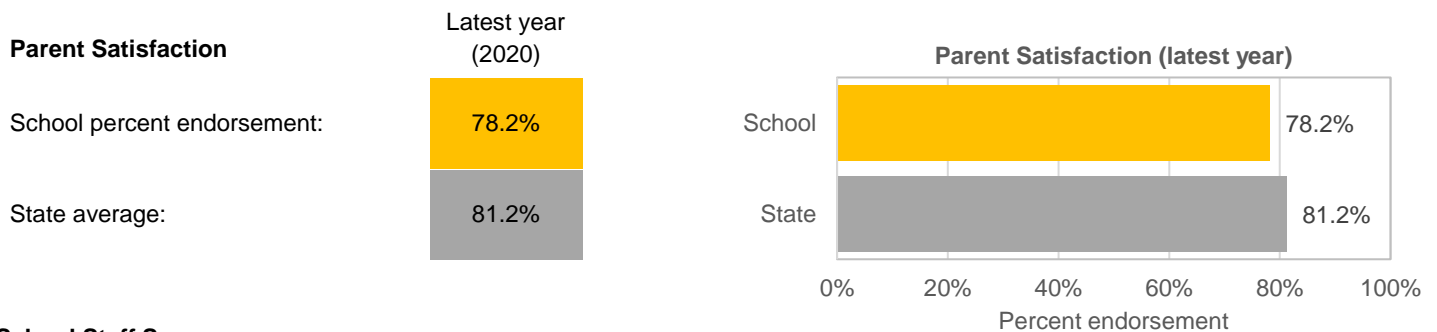
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

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

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

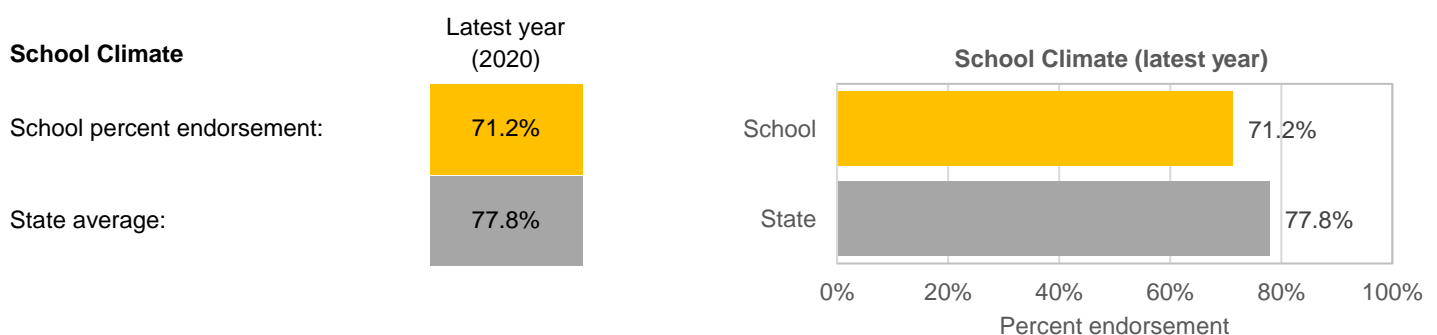


### School Staff Survey

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

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

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



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

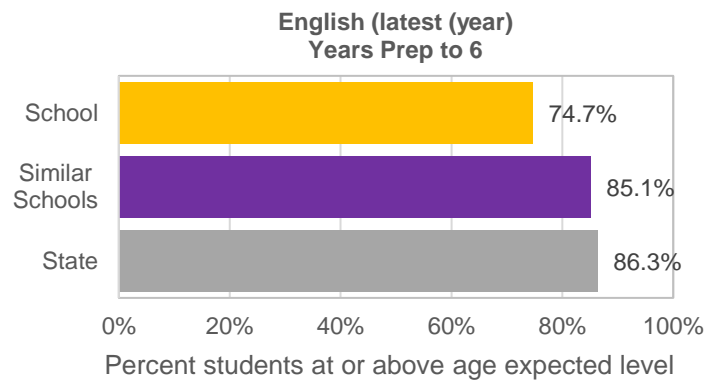
74.7%

Similar Schools average:

85.1%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

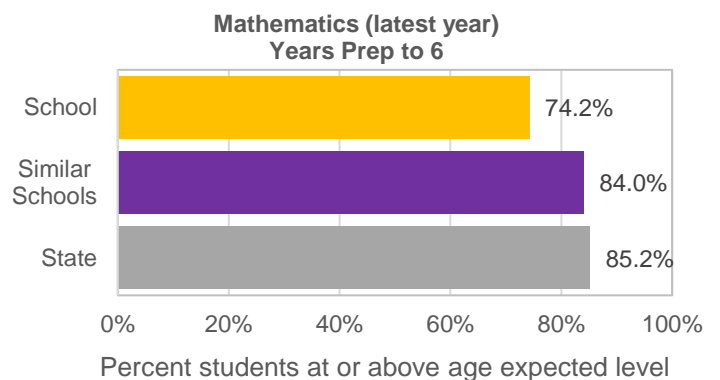
74.2%

Similar Schools average:

84.0%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

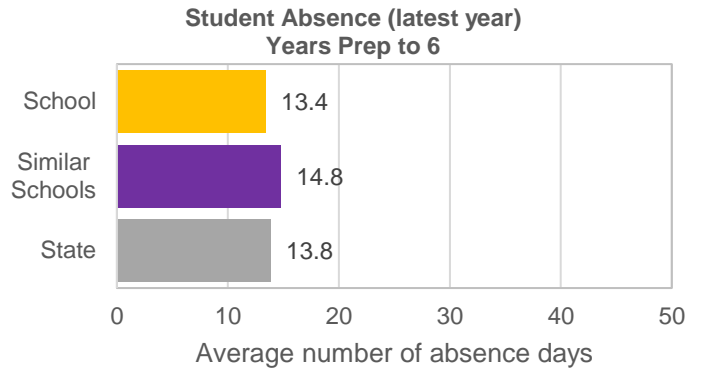
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.4	17.7
Similar Schools average:	14.8	16.3
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	92%	93%	94%	93%	94%	94%

**WELLBEING**

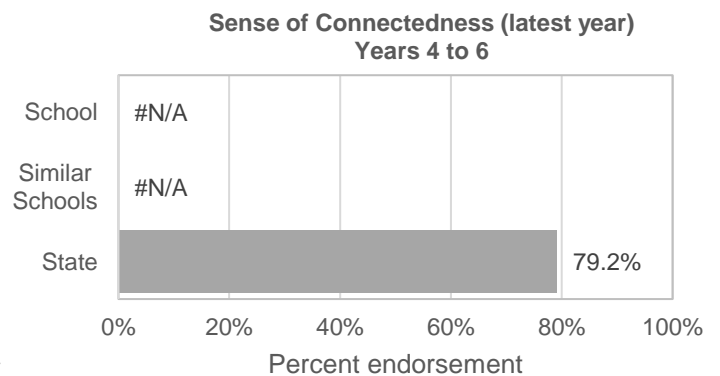
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

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

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

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	77.2%
Similar Schools average:	NDP	80.5%
State average:	79.2%	81.0%



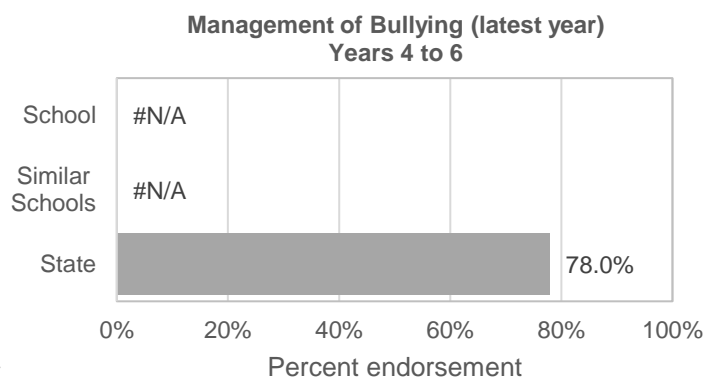
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

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

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

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

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	69.6%
Similar Schools average:	NDP	77.5%
State average:	78.0%	80.4%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,298,413
Government Provided DET Grants	\$1,880,124
Government Grants Commonwealth	\$322,000
Government Grants State	\$4,250
Revenue Other	\$41,159
Locally Raised Funds	\$435,732
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$12,981,679</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$173,460
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$173,460</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,206,398
Adjustments	NDA
Books & Publications	\$13,989
Camps/Excursions/Activities	\$50,575
Communication Costs	\$10,378
Consumables	\$161,049
Miscellaneous Expense <sup>3</sup>	\$60,547
Professional Development	\$32,509
Equipment/Maintenance/Hire	\$360,549
Property Services	\$162,484
Salaries & Allowances <sup>4</sup>	\$992,920
Support Services	\$28,930
Trading & Fundraising	\$149,371
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$1,603
Utilities	\$77,217
<b>Total Operating Expenditure</b>	<b>\$13,308,521</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$6,300</b>

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

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,862,986
Official Account	\$122,545
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$2,985,531</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$333,644
Other Recurrent Expenditure	\$15,856
Provision Accounts	\$55,000
Funds Received in Advance	\$254,284
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$240,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$600,000
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,598,784</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.*