

2021 Annual Report to The School Community



School Name: Whorouly Primary School (1373)



- 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 26 April 2022 at 12:24 PM by Pauline McPherson (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 28 April 2022 at 08:09 AM by Shannon Phillips (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

Whorouly Primary School is located in the small rural community of Whorouly in the Ovens Valley between Wangaratta and Myrtleford in North East Victoria, about 250 kilometres from Melbourne. Students are drawn from the town itself and a school bus service transports students from the surrounding district. In 2021 enrolments increased to 36 students across all grade levels from Foundation to Grade 6. The students come from a wide range of families with diverse backgrounds.

Our vision is to continually develop an engaging learning environment that promotes academic success along with social and emotional wellbeing, where all students are supported to reach their full potential to enable them to function effectively in a global community and to ensure that the values and beliefs of our school reflect those of the broader Whorouly community.

Our mission is to provide a safe and inclusive learning environment for our students to become the best version of themselves socially, emotionally and academically.

The following values underpin the beliefs of the Whorouly Primary School Community, and provide the basis for our actions:

- Learning: Acquiring academic, social, physical and emotional knowledge and skills.
- Relationships: Developing authentic relationships where mutual respect and support are promoted.
- Persistence: Cultivating a positive work ethic and managing challenging situations as they arise.
- Respect: Building respect for self and others, our community and the environment.
- Teamwork: Working co-operatively with others towards common goals.

It is the intent of the school to invest in developing the capacities of all stakeholders to ensure we are actively engaging in a process of improvement by:

- building the capacity of staff to deliver consistent quality teaching practice
- maximising the learning growth of every student in literacy with a particular focus on writing and maximising the learning growth of every student in numeracy.
- strengthening the school as a learning community.

The school strives to create a personalised learning experience for each child. We prioritise small groups for literacy and numeracy, develop Individual Learning Plans for every student and differentiate classroom tasks to ensure we teach to the precise needs of each child.

We facilitate the use of technology to support all learning with every student having access to their own laptop or desktop computer. The school provides programs in all domains of the Victorian Curriculum. Students also participate in multi-age sessions working as a whole school group. Specialist teachers present the Library, Art, Italian, Music and Science programs. The classroom programs are enriched through camps, excursions, musical performances, the Stephanie Alexander Kitchen Garden Program and Bluearth. The chaplain provides support to our students and families.

Whorouly Primary School is a member of the Ovens Learning Community (OLC) which is made up of seven rural schools: Together we attend performances at each other's schools, go on camps to Queenscliff, Canberra and 15 Mile Creek and participate in sports days to allow the students to create new friendships and access a wide range of experiences.

Whorouly Primary School places great emphasis and value on being a community school with parents, students, teachers and community members and groups working together to provide a quality education.

Whorouly Primary School has a close relationship with the Whorouly Pre-School, which is adjacent to the school. Most of our Foundation enrolments have attended this pre-school. Collaborative programs with the pre-school ensure smooth transition into Foundation.

In 2021, we continued the part-time, three-classroom model of Junior, Middle and Senior classes for literacy and numeracy, which collapse back to two classes of P-2 and 3-6 at different times during the week depending on staffing. Students move fluidly between the groups based on learning ability and needs.

The staffing profile of the school included one full time classroom teacher and one teacher at 0.6 EFT, while the Principal had a significant teaching load of 0.8. The full time MACC Art teacher is also based at Whorouly Primary School. Specialist teachers were at the school 0.12 and 0.2 EFT throughout the year. Two part time learning tutors were appointed in 2021. We had two part time Education Support staff supporting students with Level 1, 2 and 3

funding, a business manager at 0.5 and a chaplain at 0.3 EFT.

In 2021 we were able to maintain a financial surplus to ensure the ongoing provision of specialist programs. The Whorouly Primary School buildings consist of a semi-open plan learning space with two teaching areas, a multi-purpose classroom, a large, covered deck, kitchen/staffroom, office, resource room, library/meeting room. The grounds are well maintained and established trees and two large shade structures provide shaded playing areas. Also located on the school grounds is the MACC Art shed and a kitchen garden. The school location enables easy access to the Whorouly Memorial Library Hall and the Whorouly Recreation Reserve facilities.

Framework for Improving Student Outcomes (FISO)

2021 was our second consecutive year impacted by the COVID-19 virus and mandated lockdowns which meant a total of fifteen weeks across all four terms required Remote and Flexible learning.

Our families and students were well prepared for our return to Remote and Flexible Learning following 2020, however this was not without challenges particularly in Term 4 when F-2 students returned to school and Grades 3-6 were required to stay home. It was evident that students, parents and staff struggled to maintain enthusiasm and commitment to Home Learning after such a sustained period away from our usual school program, even with vulnerable students and children of essential workers regularly onsite making up half of the school population. During remote and Flexible Learning, learning packs with differentiated learning tasks were provided for students and online resources were included to support learning. WebEx meetings were held regularly for students with their class teachers and specialist programs were also included. Parent survey information confirmed the learning packs were preferred by families as technology was not always available or suitable as the main means of home learning. It is encouraging to note the return to a high level of parent satisfaction in 2021 notwithstanding the challenges of extended periods of Remote and Flexible Learning throughout the year.

The 2021 Annual Implementation Plan goal for Whorouly Primary School has been to maximise the learning growth of every student in Literacy with a particular focus on Writing by

- embedding a whole-school evidence-based approach to the teaching of writing and
- building all teachers' capability to collect, analyse and moderate assessments and to use that data in planning for the teaching of Writing.

Not all activities and targets were achievable due to the pandemic with weeks of Remote and Flexible Learning impacting the level of engagement and the need to implement modified programs at times. However, teachers were able to embed the Writer's Workshop approach to teaching Writing and the AIP outcomes for students were met. Teachers participated in two professional learning opportunities focusing on embedding best practice in teaching Writing – led by our Ovens Murray Curriculum Access Coordinator. Teachers moderated personal recount writing tasks to improve teacher judgement in identifying level of achievement and writing goals for students. Aligning reading, writing (including spelling) and Integrated Studies in the Whorouly PS Scope and Sequence was part of professional learning for teachers.

In 2022 teachers at the school intend to build their capacity to analyse and moderate writing tasks, use this data in their planning and set suitable learning goals to meet the needs of all students. This will also strengthen their knowledge of the Victorian Curriculum Achievement Standards across all areas of Writing.

Achievement

Student level of achievement in English and Maths based on teacher judgements is close to similar schools and the State average, although slightly below in 2021. It is however essential that for school improvement we focus on individual student data, as low cohort numbers can skew the data either positively or negatively. This includes NAPLAN data. Individual Learning Plans are developed for every student in the school to ensure teachers address individual student needs and used to inform their planning. These plans are discussed with parents/carers and they are reviewed and adjusted following mid-year assessments.

Teachers and Education Support classroom staff completed courses in Supporting Students with Learning Difficulties in either Dyslexia or Autism to improve their ability to support students with learning difficulties.

The Whole School Assessment Schedule and detailed plan was revised and implemented to apply assessment

strategies that provide relevant and accurate data to indicate achievement levels and support planning. Learning walks and peer observation were limited and have been deferred until 2022. Further support from the Region will focus on best practice for teaching Writing at the school.

The 2021 Priority goal with the key improvement strategies of learning catch up and extension, happy, active and healthy kids priority and connected schools priority was implemented in response to the COVID-19 pandemic and the many weeks of Remote and Flexible Learning in 2020.

Whorouly Primary School Tutor Program in both literacy and numeracy was implemented at the start of the year with students identified through achievement and engagement data at the end of 2020. Tutors were engaged and a timetable established to prioritise this support. The groups were modified throughout the year based on progress and individual student learning needs. Class teachers and tutors worked collaboratively to tailor learning programs, and term reports were prepared by the tutors to inform parents and carers of student progress.

The second key improvement strategy for the priority goal was the happy, active and healthy kids priority. The focus on wellbeing included the successful implementation of the Breath Circle program funded by the Rural City of Wangaratta. We tracked student emotions throughout the year to identify students needing additional support. We focused on a program of physical activity including Bluearth, Bike Ed, Jump Rope for Heart and Walk to School Month in October. Sporting Schools funding enabled skilled coaching in tennis, netball football and soccer. Grade 3/4 were the only group to attend camp at Fifteen Mile Creek. Grade 5/6 missed their camp to Canberra and the F-2 sleepover was cancelled. Breakfast Club and Fresh Fruit Fridays ran for most of the year without our usual volunteer support.

The third key improvement strategy was the connected schools priority. This of course was difficult due to the COVID-19 restrictions throughout the year. Detailed newsletters with many photos of student home learning and regular emails from teachers were in place to support our school and home connection. The family barbecue at the start of the year was able to go ahead and the Family STEAM night was held the day before a whole state lockdown. Other family events were impacted by restrictions to parents/carers and visitors being unable to be onsite. Parent /teacher interviews and assemblies were held via WebEx and our pre-school transition program was also limited. This was a particularly difficult time for families of Foundation and Grade One students without our usual inclusive approach and open classroom to support new families and students at the school, an essential part of connecting with the school community.

A highlight has been the professionalism and willingness of teachers and Education Support staff to actively engage in a process of improvement for the benefit of students and continually adapt to the challenges of the year. A further highlight has been the way students and families were able to efficiently return to Remote and Flexible Learning each time it was required and commit to supporting their children and the school.

Some of our students thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning, with an increased focus on numeracy as well as student wellbeing through the 2022 Priorities Goal.

In 2022 one tutor will be employed to work across all grade levels with a focus on 'catch up' in both literacy and numeracy. Funding has been extended for this program and the school will contribute surplus funds to ensure the program continues for the whole year. The end of 2021 student achievement and engagement data has been used to identify students to participate in the small group sessions. Once again, the tutor program is to be timetabled and prioritised. Class teachers will collaborate with the tutor to ensure a clear focus and achievable goals are set.

Engagement

Attendance continues to be an ongoing concern with average absences above similar schools and the State average. Encouraging a mindset that every day at school counts has been a challenge with families impacted by so many weeks of learning from home.

A second year of Remote and Flexible Learning was difficult for disengaged students and families. While some took up the opportunity to be onsite as vulnerable students others did not and a return to school after Remote and Flexible Learning was also a slow process for a few. A number of disengaged students were included in the 2021 tutor initiative and will continue in 2022.

For students disengaged ongoing discussions with the parents were maintained and information on support available to families was provided. Student Support Services Key Contacts supported the school with information and strategies to use to assist students and families, while teachers maintained regular contact with all families and students throughout the time. Newsletters were detailed to keep families up to date with the school programs and activities and

included many photos of students learning from home to connect families.

To support engagement during the return to onsite learning physical activities were prioritised and student wellbeing was monitored through daily emotions tracking and professional learning team meetings.

Only two of the usual four family nights were possible in 2021. The reintroduction of a family night each term and open days will be opportunities to re-engage all families. Encouraging volunteers back to school will also be important. A highlight of 2021 has been the commitment of parents to continue finding ways to fundraise to support the school, throughout an interrupted year, to ensure programs could continue and fund a much needed shade sail over the playground equipment.

Wellbeing

After two years of interrupted schooling, student sense of connectedness was slightly lower in 2021 than the 4-year average. However it is a positive sign that students at Whorouly Primary School have maintained a positive sense of connectedness with 100% of students proud of being a student at this school, 92% like this school and 92% are happy to be at this school. Student perception of the management of bullying continues to remain well above similar schools and the State average at 97.2%.

Most activities and milestones were achieved with the exception of those interrupted by restrictions imposed on schools.

The Rights, Resilience and Respectful Relationships Program focused on Emotional Literacy, Personal Strengths and Positive Coping to support students through an interrupted year.

Physical activity was prioritised and emotions tracking was closely monitored. Students responded positively to the Breath Circle program which gave students strategies to manage their emotions.

A highlight of 2021 has been the focus on wellbeing through being active. Ensuring Bluearth, Jump Rope For Heart, Walk to School and Bike Ed programs were timetabled and Sporting Schools funding accessed, as well as home activity sessions included in Remote and Flexible Learning tasks, provided the students with opportunities for to be active daily. In 2022 we will continue to apply for Sporting Schools funding to provide access to major games to encourage skill development and we will maintain our wide range of sporting activities, including funding the Bluearth Program.

In 2022 teachers will participate in the Smiling Minds professional development to use in classrooms and participate in Be You - Beyond Blue professional learning to implement a whole learning community approach to children's mental health and wellbeing.

The whole school Health and Wellbeing documentation will be reviewed in 2022 which will be supported by the appointment of a Wellbeing Coordinator in Semester 2.

The appointment of a new chaplain will also be important to support the wellbeing of our school community.

The establishment of an Outside School Hours Care Program in 2022 will be implemented following a successful grant application. This will support our families with before and after school care and holiday programs.

Finance performance and position

Whorouly Primary School has maintained a surplus position to ensure the current classroom teaching model can continue with a part time, three-classroom structure and a teaching Principal. Careful management of the surplus has allowed for a Music/Science specialist and additional Education Support in the junior class. Part of the 2021 surplus is required to be used to implement the Tutor Learning Program in 2022. The remaining surplus will support ongoing staffing costs outside the SRP budget.

Whorouly Primary School manages the MACC Program which services eight schools and includes van costs, van replacement funds held, and parent payments from all schools for the program. Whorouly Primary School also manages the Ovens Learning Community and Marmungan Sports funds which includes the collection and payment of camps each year.

The school also accessed Sporting Schools funding for all four terms in 2021. The late appointment of a chaplain in 2019 meant the National Schools Chaplaincy Program funding enabled our chaplain to be onsite for extended hours in 2020 and 2021 to support our students and families.

Equity funding supported the AIP Literacy and Wellbeing goals. Additional Education support was provided to the junior classroom.

In 2021 School Council fundraising continued to support funding for the Blueearth and SAKG Programs, reading resources for students, online literacy and numeracy programs while also funding the purchase of a shade sail covering the adventure playground.

Minor Grants funding facilitated the replacement of the roof and repair and painting of damaged ceiling plaster.

For more detailed information regarding our school please visit our website at
<https://www.whorouly.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 36 students were enrolled at this school in 2021, 17 female and 19 male.

0 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).

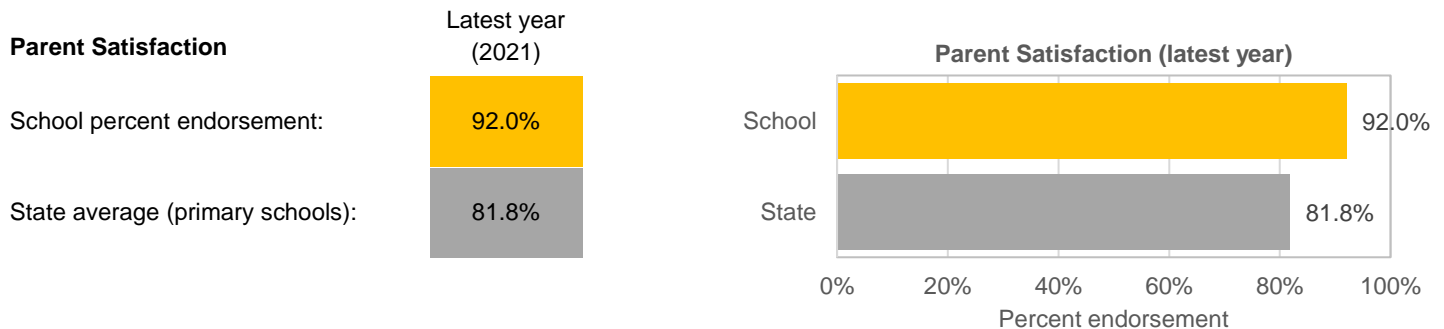
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

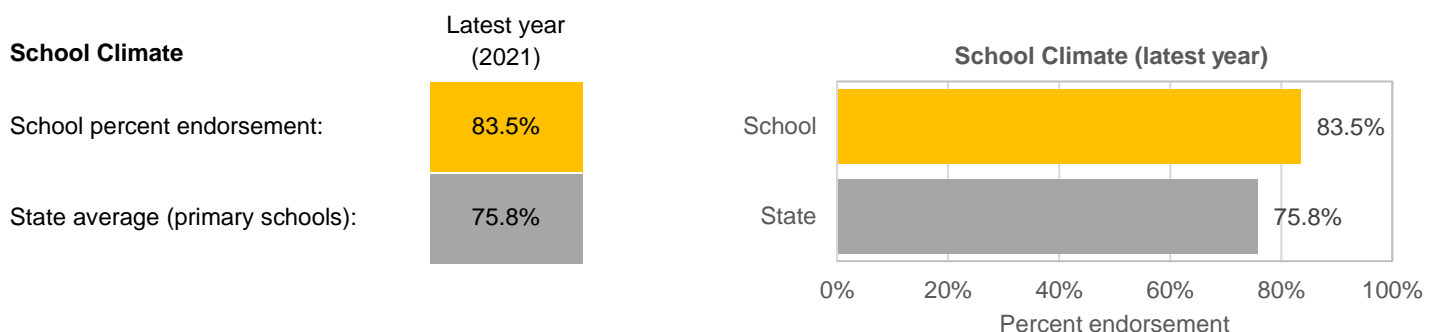


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

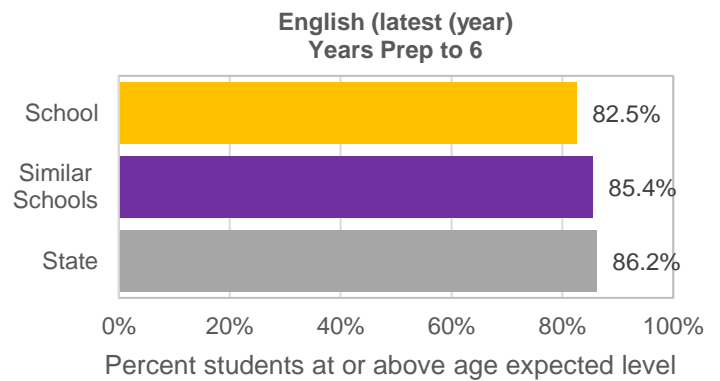
82.5%

Similar Schools average:

85.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

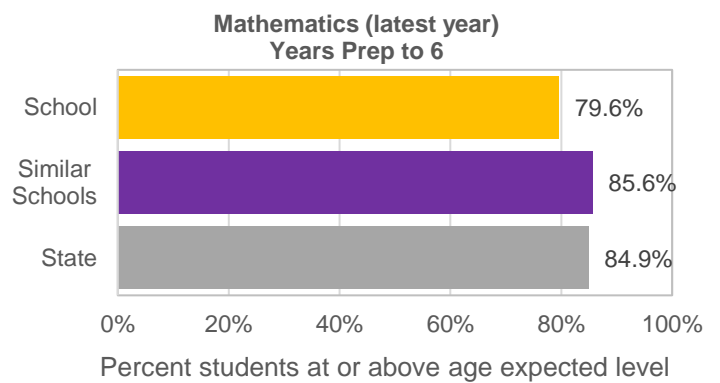
79.6%

Similar Schools average:

85.6%

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.

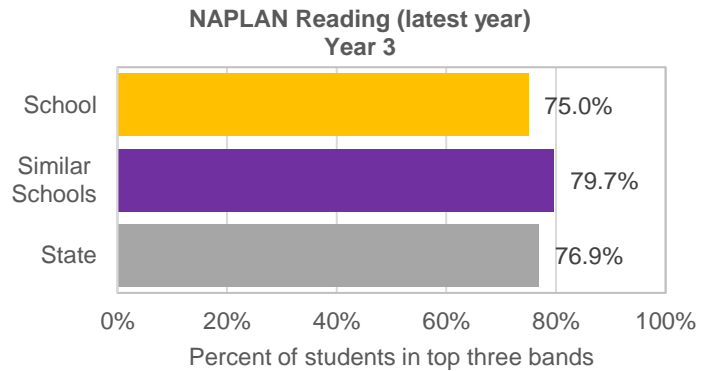
NAPLAN

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.

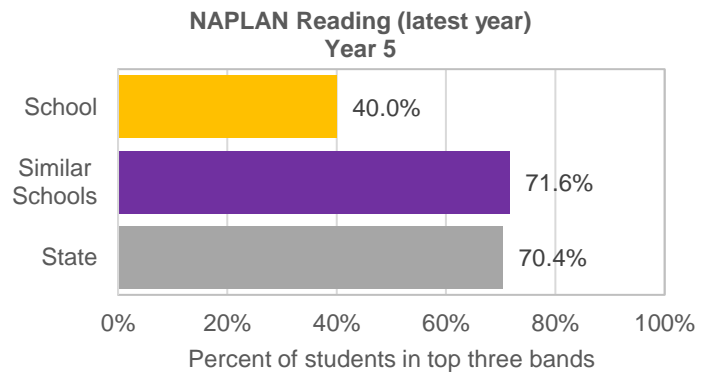
Reading Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 75.0% | 71.4% |
| Similar Schools average: | 79.7% | 76.4% |
| State average: | 76.9% | 76.5% |



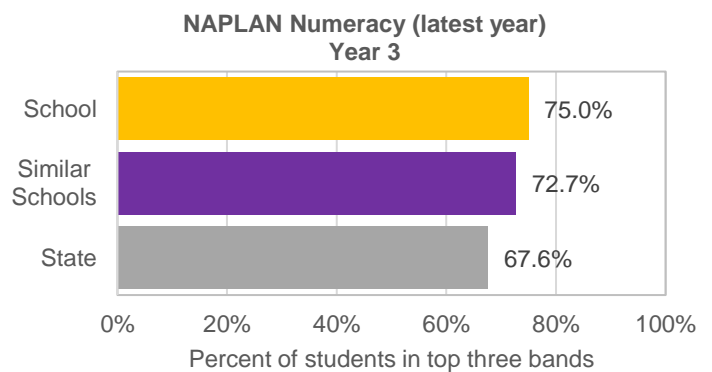
Reading Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 40.0% | 50.0% |
| Similar Schools average: | 71.6% | 66.6% |
| State average: | 70.4% | 67.7% |



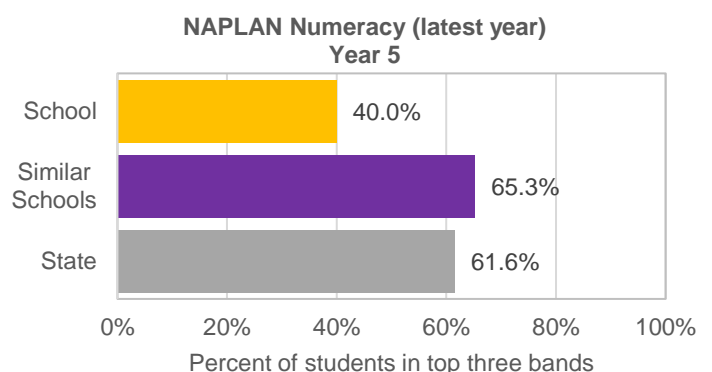
Numeracy Year 3

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 75.0% | 64.3% |
| Similar Schools average: | 72.7% | 71.3% |
| State average: | 67.6% | 69.1% |



Numeracy Year 5

| | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 40.0% | 30.0% |
| Similar Schools average: | 65.3% | 57.0% |
| State average: | 61.6% | 60.0% |



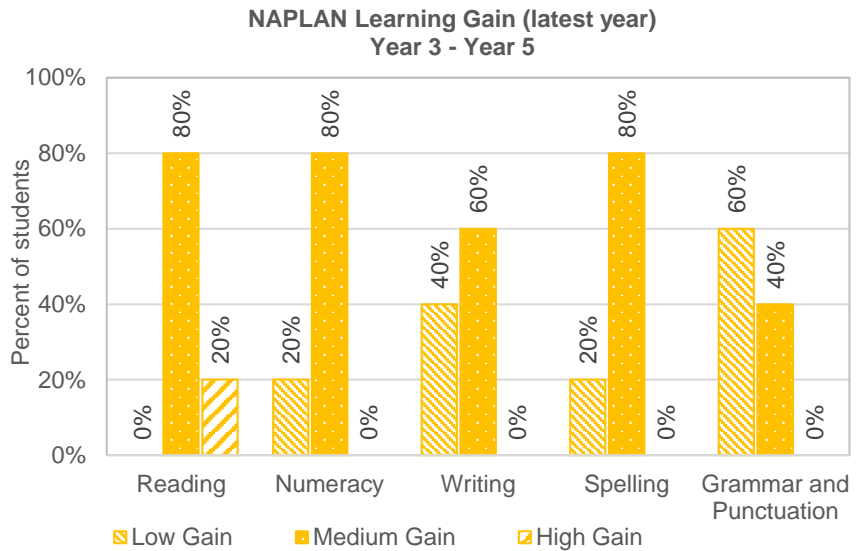
ACHIEVEMENT (continued)

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: | 0% | 80% | 20% | 26% |
| Numeracy: | 20% | 80% | 0% | 22% |
| Writing: | 40% | 60% | 0% | 19% |
| Spelling: | 20% | 80% | 0% | 18% |
| Grammar and Punctuation: | 60% | 40% | 0% | 22% |



ENGAGEMENT

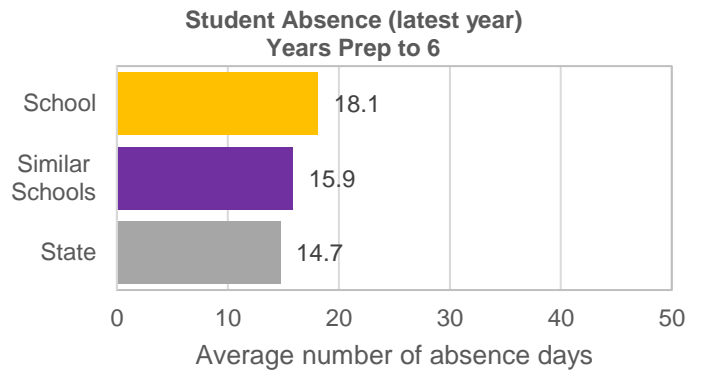
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 18.1 | 17.0 |
| Similar Schools average: | 15.9 | 14.9 |
| 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): | 89% | 91% | NDP | 93% | 88% | 93% | 89% |

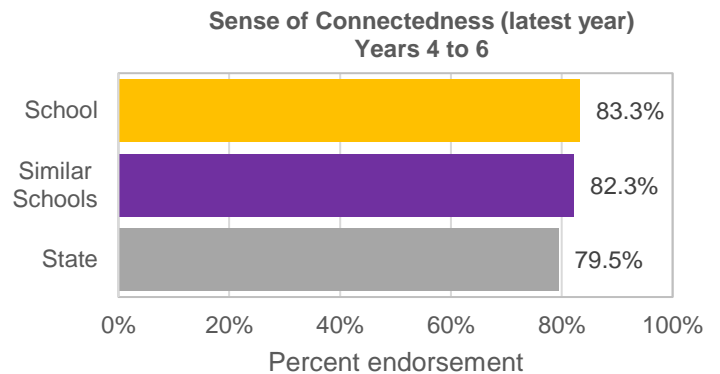
WELLBEING

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: | 83.3% | 87.2% |
| Similar Schools average: | 82.3% | 82.6% |
| State average: | 79.5% | 80.4% |

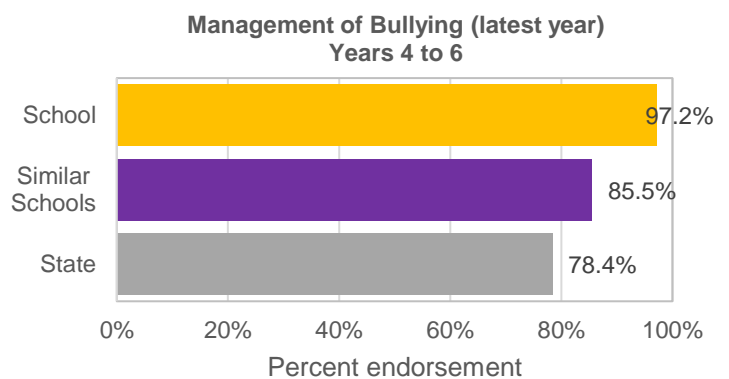


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 97.2% | 98.3% |
| Similar Schools average: | 85.5% | 85.3% |
| 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 | \$664,769 |
| Government Provided DET Grants | \$127,279 |
| Government Grants Commonwealth | \$8,592 |
| Government Grants State | \$89,072 |
| Revenue Other | \$21,643 |
| Locally Raised Funds | \$22,688 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$934,043 |

| Equity ¹ | Actual |
|---|----------------|
| Equity (Social Disadvantage) | \$5,856 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$5,856 |

| Expenditure | Actual |
|---------------------------------------|------------------|
| Student Resource Package ² | \$606,921 |
| Adjustments | \$0 |
| Books & Publications | \$0 |
| Camps/Excursions/Activities | \$5,386 |
| Communication Costs | \$3,008 |
| Consumables | \$18,952 |
| Miscellaneous Expense ³ | \$7,355 |
| Professional Development | \$3,734 |
| Equipment/Maintenance/Hire | \$10,396 |
| Property Services | \$18,013 |
| Salaries & Allowances ⁴ | \$35,913 |
| Support Services | \$40,807 |
| Trading & Fundraising | \$7,405 |
| Motor Vehicle Expenses | \$2,747 |
| Travel & Subsistence | \$0 |
| Utilities | \$3,171 |
| Total Operating Expenditure | \$763,807 |
| Net Operating Surplus/-Deficit | \$170,236 |
| Asset Acquisitions | \$96,300 |

- (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 | \$122,456 |
| Official Account | \$12,467 |
| Other Accounts | \$0 |
| Total Funds Available | \$134,923 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$24,712 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$2,200 |
| School Based Programs | \$6,889 |
| Beneficiary/Memorial Accounts | \$100 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$57,356 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$3,380 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$28,897 |
| Asset/Equipment Replacement > 12 months | \$3,672 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$127,206 |

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.