

2020 Annual Report to The School Community



School Name: Killara Primary School (5352)



- 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 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 16 March 2021 at 03:05 PM by Michelle Huggan (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 30 April 2021 at 05:46 PM by Natalie Harrison (School Council President)

How to read the Annual Report

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.

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.

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)

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. 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.

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

Killara Primary School opened in 1993, and is located on the Northwest fringe of Sunbury. The school, which is located on extensive landscaped grounds, consists of 2 core buildings comprising of an administration area, 16 classrooms, library/resource centre, Performing and Visual Arts spaces, a large gymnasium, 172 seat theatre space and 10 relocatable classrooms.

The school enrolment numbers for 2020 was 405 and within these 4% identified as EAL (English as an Additional Language) and 1% ATSI (Aboriginal and Torres Strait Islander) students. Our School's Family Occupation index is 0.3532. There are 27.2 equivalent full-time staff, one of whom identifies as Aboriginal: Principal, 1 Assistant Principal, 2 Learning Specialists, 18 classroom teachers, 3 specialist teachers and 8 ES staff at various time fractions.

Students and staff of Killara Primary School are active leaders of their community who care for each other and the environment. As learners, they strive for resilience, independence and deep thought to solve problems collaboratively. As global citizens they will achieve excellence through the practice of growth mindset and inquiry to innovate, create and communicate preferred futures.

The school motto of 'Our Best- Every Child, Every Day' is at the heart of everything we do at Killara. While we place a strong emphasis on being part of a team, this is achieved through the lens of each individual student being given every opportunity to experience and produce 'our best' each day. The school embraces a student-centred approach to developing literate, numerate and curious learners within an inclusive differentiated curriculum, with a focus that supports each child's emotional, physical, social and cognitive/academic needs in a safe, engaging, challenging and positive learning environment. Staff work collaboratively, with a strong emphasis on teamwork and shared leadership. Our commitment to developing a Professional Learning Community, where we are all responsible for the growth, well-being and development of all students is central, through refined use of data to determine learning needs, strong feedback procedures and a dedication to collaborative teaching teams. Our learning and teaching is based on sound, researched pedagogical practices that support high quality consistency of practice across the school. The foundation for our school's implementation of the School Wide Positive Behaviour Support Program is embed through our school's values of:

Respect: As a member of the Killara school community we treat others the way we would want to be treated and focus on learning

Accountability: At Killara we live our motto of 'Our Best- Every Child, Every Day by owning our behaviour, taking pride in our school and through using sustainable practices.

Resilience: Killara school community members display a growth mindset by taking on board feedback from others, trying to solve their own problems first and by accepting the decision of leaders within the school.

To enrich student learning we offer The Arts (Performing and Visual Arts), Physical Education and Languages (Japanese) as specialist teaching programs and support student learning through embedding technology in every classroom so students have access to interactive TVs in each classroom, a 1:1 laptop program from Grades 3-6 and sets of netbooks and tablets in the Prep-2 areas. Students on the PSD program and those identified as at risk in their learning or in need of extension are further supported through the development of Individual Learning Improvement Plans and regular Student Support Group meetings.

Framework for Improving Student Outcomes (FISO)

Killara Primary School continued to focus on the FISO dimension 'Building Practice Excellence' in 2020, with an explicit lens on Reading. There was a targeted approach to ensure the KIS actions and activities were delivered both onsite and in the remote learning environment, with only a few modifications (such as, the inability to effectively conduct Peer Observations remotely).

Staff engaged in professional learning at the beginning of the school year related to the PLC Inquiry Cycle and the evidence-based research that sits behind this. Staff were then guided through a full PLC cycle with a focus on Reading and further developed their data literacies by using data protocols to support their analysis of student data and their ability to diagnose problems of practice. The whole school F & P data wall became an integral part of the 'develop & plan' and the 'implement & monitor' phases of the PLC cycle, where PLC teams were able to identify or group students working at a particular level or with the same needs, and then visually track and monitor individual student progress.

During remote and flexible learning, weekly professional learning for all staff continued to 'Strengthen teacher capacity to work collaboratively to use evidence-based, high impact teaching strategies to engage students in their learning.' This included a Curriculum Day (delivered remotely) which focussed on the High Impact Teaching Strategies (Setting Goals, Structuring Lessons, Worked Examples and Explicit Teaching) and their associated Effect Sizes. Staff gained a deeper and shared understanding around Learning Intentions and Success Criteria and the importance of ensuring students have clarity around the learning and how they will know what success looks like. As a result, there is now greater consistency in the way Learning Intentions and Success Criteria are written and displayed in classrooms, and how students interact with the LI / SC. Students are now able to articulate 'what they are learning' and 'how they know if they have been successful'. Furthermore, additional weekly professional learning around the HITS of 'Questioning' took place in the remote environment and staff were introduced to the various types of effective questions and questioning techniques, including higher order questioning / Blooms taxonomy, question shells and reframing questions. Teachers now embed effective questions, including 'hinge' questions into their planning documents for all curriculum areas.

On return to onsite learning, the Term 4 Curriculum Day focus was on 'Effective Feedback'. Again, staff were exposed to evidence-based research (particularly from John Hattie, Dylan Wiliam and Shirley Clarke) in relation to the four levels of feedback and the feedback model (Where am I going?, How am I going? and Where to next?) and the impact effective feedback has on improving student outcomes. Teachers were involved in practical activities to further develop their ability to give effective feedback that is 'just for the learner', 'just in time' and 'moves the learner forward in their learning'. Future work around peer feedback is planned for 2021.

At the end of the school year, teachers assessed themselves using the HITS Self Assessment tool and not only was progress made in the areas aligned with the extensive professional learning undertaken during 2020, but staff identified that they had a far deeper, more comprehensive and practical understanding of the HITS and what they looked like in their day to day instructional practice. The HITS are now also aligned with the Workshop Instructional model, as demonstrated in planning documents.

Achievement

At Killara Primary School, we have continued to work tirelessly towards all students accessing high quality teaching and learning which is consistent across all classrooms and building a shared language amongst stakeholders, even during the periods of remote and flexible learning in 2020.

During the first period of remote learning, teachers planned collaboratively to develop daily lessons in English (Reading & Writing) and Mathematics, and weekly lessons in Inquiry, Wellbeing (Aristotle program - emotional intelligence) and Specialist classes. Only minor adjustments were made to the whole school curriculum plan and scope & sequence documents to enable all families to access the planned content in the remote environment. That is, if the four processes were identified to be explicitly taught in the whole school curriculum plan during Term 2, adjustments were made so that concepts from Measurement & Geography or Statistics & Probability were brought forward and these were the areas targeted for learning from home, instead of concepts requiring explicit teaching or a greater cognitive load. Remote learning was 'pushed' out to all families via the Compass platform. All class teachers and Education Support staff were required to phone students weekly (PSD students were supported via phone calls on a daily basis).

During the second period of remote & flexible learning, staff undertook additional professional learning with DET approved platforms such as, WebEx and Clickview. This allowed greater connections and 'live' teaching to occur. The curriculum was again where practical to do so, kept to what was identified in our whole school curriculum plan and only minor modifications made to the content delivered. This time, we sought feedback from all stakeholders and instead of

planning daily lessons and pushing these out via the Compass portal the night before, teams of teachers worked collaboratively to plan investigations or project based learning (using the intended curriculum content) which was posted on Compass on the Friday night prior. This provided our families with even greater flexibility around when the learning could be completed at home to suit their particular family situation. Teachers conducted daily class 'check-ins' with their classes via WebEx, including wellbeing check-ins and they also conducted 'live' Guided Reading sessions each day using WebEx. Clickview was used for teachers to attach relevant content or support materials and also as the avenue for teachers to produce videos of themselves teaching the 'mini lessons' for English and Mathematics.

Each week during remote learning, teaching teams set assessment tasks or student work samples that were required to be uploaded or emailed to them. Timely feedback was provided to students and further moderation of student work occurred once back on site during Term 4. PSD students and students 'at risk' were continued to be supported by Education Support staff with individual contact on a daily basis where appropriate. There are future plans to further expand our approach to remote and flexible learning if required, and this will be to upskill our teaching staff to use and implement Google Classroom, in addition to platforms that they are already familiar with.

On return to onsite learning, there was an intensive focus on English, Mathematics and Wellbeing. As per our Assessment Schedule, students completed Fountas & Pinnell benchmarking and VCAA On-Demand testing in Reading and Number & Algebra, which indicated that the majority of our students made the predicted growth despite the impact of COVID-19 on our community.

Student Achievement data, as identified in the Performance Summary report, identified that Teacher Judgements identified 80.1% of students in Years Prep - 6 were working at or above the expected standard in English, as measured against the Victorian Curriculum, whilst the percentage of students working at or above the expected standard in similar schools was 87.5% and the State average was 86.3%. Teacher Judgements for the percentage of students in Years Prep - 6 working at or above the expected standard in Mathematics was 85.4%, as opposed to similar schools 86.6% and the State average being 85.2%.

At the end of 2020, six students from Grade 5/6. were identified by DET to participate in the Victorian High Ability Program facilitated online by Virtual Schools Victoria in 2021.

Engagement

From the beginning of 2020 Killara Primary introduced a 'soft start' to the school day that enabled students and teachers to complete routines and administrative tasks such as unpacking bags and marking the roll prior to the commencement of the school day. Staff also used this time as an opportunity to provide additional learning support for students. The school continued to implement a start up program at the beginning of the year that set expectations across the school with regard to student learning and behaviour and as part of this, provided students with explicit teaching in the setting of learning goals and having a growth mindset.

As part of the school's vision to increase student agency and voice within the school, student leadership positions were expanded upon to include House Captains and Vice-Captains. While the process for nominations and voting for these positions were facilitated by the Grade 5/ 6 team, the decision making process was completely student directed. Unfortunately the shift to remote learning meant that both students and the school were unable to expand upon these positions to the extent that was originally planned however the development of these positions and their role within the school's operations will continue in 2021.

To further support student engagement with learning, Individual Learning Improvement Plans were developed for all students identified as being 12 months above or below the expected standard as well as those on the PSD program, in Out of Home Care or from an ASTI background. These plans were developed in partnership with parents and monitored through regular Student Support Group meetings, including during the periods of remote learning.

With the transition to remote and flexible learning the school provided a range of additional supports to students and their families to ensure they remained engaged with learning during these times. The school developed a consistent learning template for implementation across the school and learning for the week was pushed out to families through

the school's Compass platform each Friday for the following week. The school consciously chose to implement a remote learning program that provided students and their families with as much flexibility as possible with the timing of learning activities over the week left largely to parents. This approach also included a gradual introduction to the various elements of remote learning such as the completion and submission of tasks to enable families to settle into new routines at home where they juggled the requirements of the work of parents and students. For those students on the PSD program or those who had come to the attention of either the classroom teacher or school leadership as needing additional support during remote learning, regular check-ins were provided by the school's ES staff members or classroom teachers to further support their continued engagement with the learning that was being delivered.

During the second period of remote learning the school extended its remote learning program to include a scheduled daily check in for the class via WebEx where the class teacher outlined the learning for the day and a weekly guided reading session for all students across the school. Staff also continued to support those who required additional assistance through a variety of WebEx check-ins, phone calls and additional one to one teaching sessions via WebEx. While this was largely successful in maintaining student engagement with learning across the school there were a small number of students who did not respond to either the regular remote learning program or the additional assistance that was offered. In these cases the school made every effort to contact parents to re-establish connections to the school and learning, and where appropriate, made referrals to outside agencies for additional supports and wellbeing checks. As part of the school's continued support to students throughout the year referrals were also made to the SSS team and Navigator program.

Within the context of remote and flexible learning the school was mindful of lockdown and remote learning fatigue and sought to provide regular connection opportunities for the school community through the implementation of celebration theme days each week, the weekly school newsletter and regular updates on the school Facebook page. This also included a regular feature section in the school newsletter and Facebook post from the two school captains who highlighted different aspects of learning from home for our students.

To support the students re-engagement with school learning upon the return to face to face teaching the school implemented a condensed version of the start up program implemented at the beginning of the year. This enabled students to quickly re-establish school routines and connections with peers. The success of the school's approach to supporting student engagement even with the transition to remote learning, is evident in the meeting of both targets set in the 2020 Annual Implementation Plan for the Student Attitudes to School Survey, with students reporting a 60% positive response for Student Sense of Connectedness and a 50% positive response in the area of Student Feedback to improve practice.

Future work for the school will be to continue to develop authentic student leadership within the school that enables students to be active participants in both their learning and school operations. This will include a staff professional development focus on student agency and voice and in particular, the use of student feedback to students and teachers to enhance learning.

Wellbeing

During 2020 Killara Primary School began to implement key documentation such as the Behaviour Matrix and a Staged Response to Student Behaviour to support the School Wide Positive Behaviour Support Program. This included explicit teaching of both the Behaviour Matrix and the Staged Response as part of the school's Start Up program at the beginning of the year. In an order to provide greater consistency in the way in which student behavioural incidents are recorded across the school, new Compass templates aligned to the Behaviour Matrix were also implemented from the beginning of the year. Early analysis of the data collected during Term 1 regarding student behaviours of concern showed there was a significant reduction of approximately 40% in the number of incidents that occurred in the school prior to the shift to remote and flexible learning.

As part of the school's strategy to build the Emotional Intelligence of its students, 2020 saw the school begin a partnership with Swinburne University to implement the Aristotle Emotional Intelligence Program across the school. This included staff professional development with regard to Emotional Intelligence and its link to academic success in students, specifics around the implementation of the classroom programs and ongoing support in the program's implementation throughout 2020, and in particular additional supports to continue student learning during the periods of

remote and flexible learning.

Killara continued to provide ongoing wellbeing support to its students through the provision of Pet Therapy sessions during Terms 1 and 4. Students accessing the program did so on both an individual and small group basis according to identified needs. This was also one of the key strategies utilised to help support the wellbeing of a small number of students who experienced significant anxiety upon the return to face to face teaching in Term 4.

As mentioned previously, with the shift to remote and flexible learning, the school made a conscious effort to support the wellbeing of both students and parents through providing a remote learning program that was as flexible as possible and included a range of opportunities for the school to continue to connect and celebrate together key milestones throughout Term 2 and 3. As part of the transition to remote learning, the school community was provided with key contact details for not only classroom teachers but also school leadership. School leadership made themselves very accessible to parents during this time and many parents made contact at some point for support or guidance in how to support their child during remote learning. This provided parents with the support they needed to navigate the shift to remote learning and to access additional support for their child or themselves during these times. During the two periods of remote learning the school encouraged parents to prioritise the wellbeing of students while accessing and providing additional supports for both wellbeing and learning. In recognition of potential remote learning fatigue half way through the second period of remote learning, the school implemented a wellbeing week of learning that focused on learning related to the Aristotle program.

Upon the return to onsite learning the school had a strong emphasis on student wellbeing as well as the academic areas of literacy and numeracy. This approach included before mentioned introduction of a condensed version of the beginning of the year Start Up program to support student re-engagement with both school and their peers, an increase in the number of Aristotle sessions taught over the course of a week and as mentioned previously, specific interventions such as Pet Therapy.

A key priority for the school from the beginning of 2021 will be to continue to support student wellbeing throughout the year, particularly in light of the ongoing impact of COVID-19 and the shift to remote learning on both students and their families. This will be achieved by a continuation of the partnership with Swinburne University to implement the Aristotle Emotional Intelligence Program, ongoing access to Pet Therapists facilitated by Canine Comprehension and the embedding of the School Wide Positive Behaviour Support Program into school policies and practices.

Financial performance and position

Killara Primary School showed a net operating profit of \$186,091 in 2020. This surplus relates to the provision of our operating reserve, carried forward expenses of \$26,588 and to ensure we have sufficient funds to cover staffing in 2021. \$100,000 of this will cover the expected staffing deficit carried forward from 2020. During 2020 equity funding was used to continue student welfare programs such as Pet Therapy and Aristotle, and to enhance learning opportunities in English, Mathematics and STEM. The staff professional development program continued to provide staff with further learning opportunities. We have continued our comprehensive maintenance works and have implemented provisions for long term maintenance requirements. Locally raised funds included a 95% collection rate on Essential / Optional items. Our Easter raffle raised \$898.00, however due to Covid we were unable to hold other planned fundraising events. Covid also prevented the usual hire of our facilities and the operation of the canteen, resulting in a loss of income of approximately \$70,000. Killara Primary School received a grant of \$2,500 from Hume City Council, as part of their Schools for Nature Project, to plan and construct an Indigenous Edible Garden and Meeting Place. Our Koori students and staff met weekly to discuss and plan the garden, which was cleared, mulched and planted by the end of the year. Pathways and totems will be completed in 2021.

For more detailed information regarding our school please visit our website at
www.killaraps.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 413 students were enrolled at this school in 2020, 204 female and 209 male.

4 percent of students had English as an additional language and 2 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.

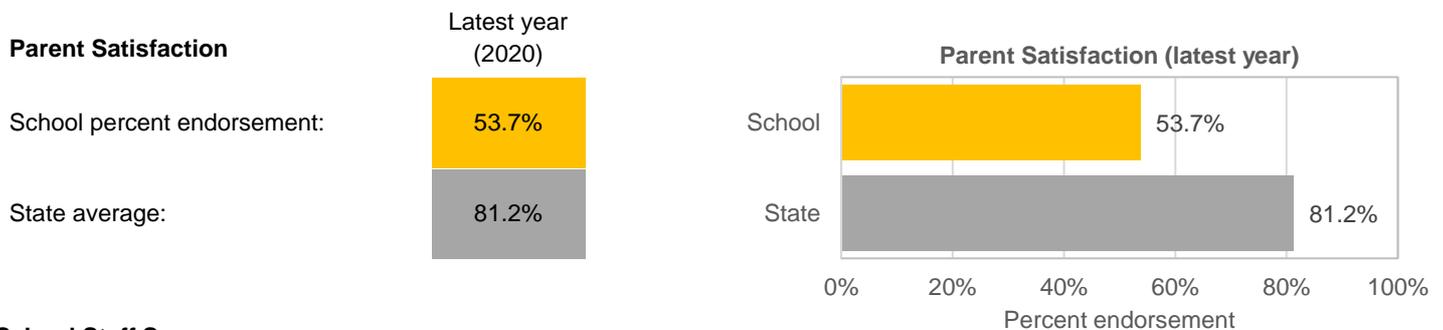
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

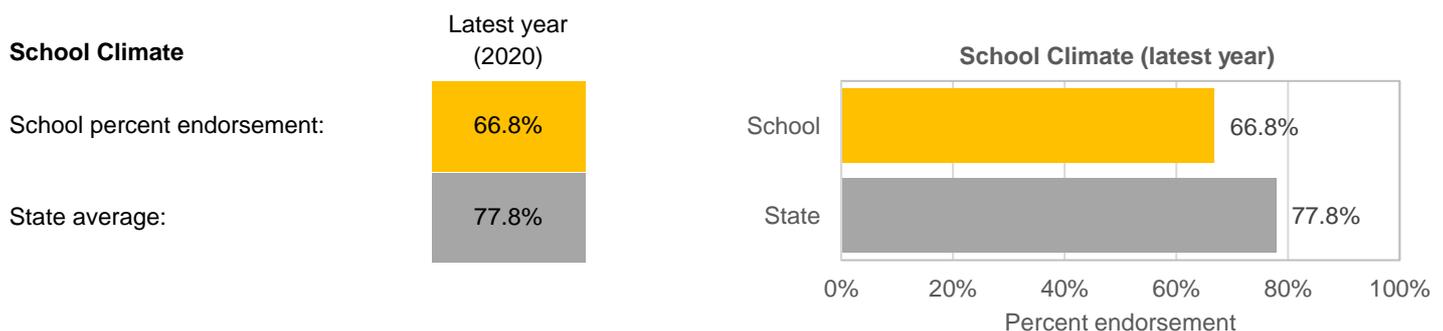


School Staff Survey

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:

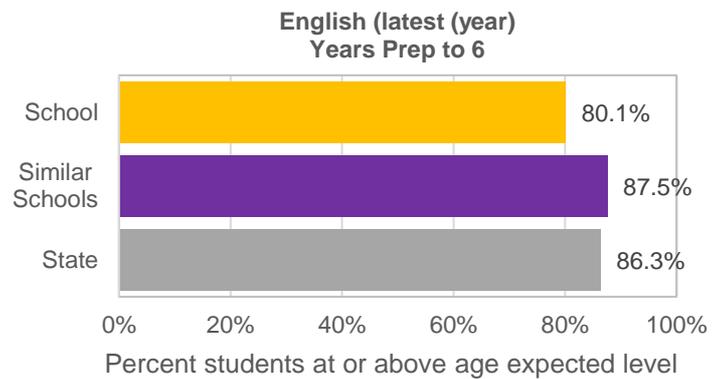
80.1%

Similar Schools average:

87.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

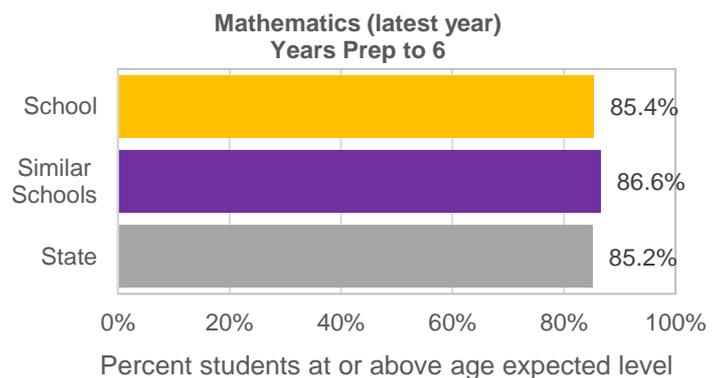
85.4%

Similar Schools average:

86.6%

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

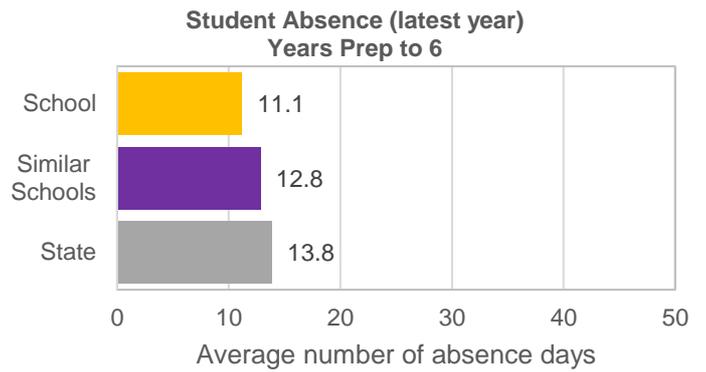
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.1	16.2
Similar Schools average:	12.8	14.8
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):	96%	94%	95%	93%	96%	93%	93%

WELLBEING

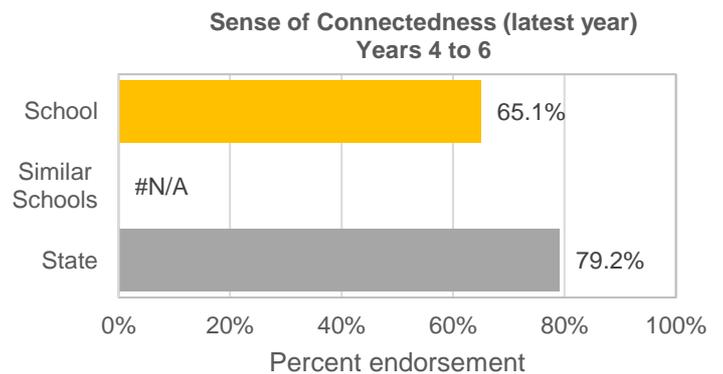
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	65.1%	67.3%
Similar Schools average:	NDP	80.1%
State average:	79.2%	81.0%



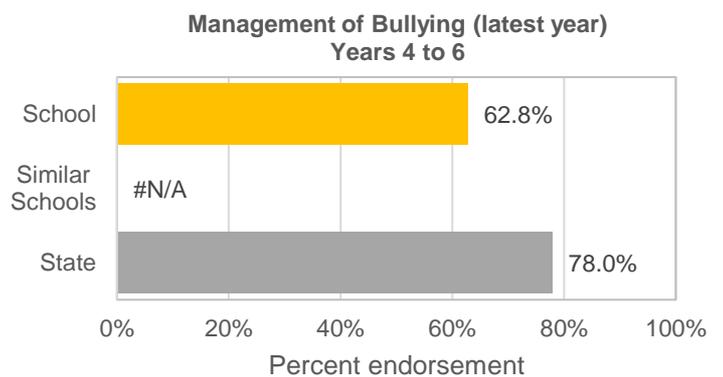
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	62.8%	66.0%
Similar Schools average:	NDP	80.3%
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	\$3,380,049
Government Provided DET Grants	\$405,256
Government Grants Commonwealth	\$4,040
Government Grants State	NDA
Revenue Other	\$25,307
Locally Raised Funds	\$189,137
Capital Grants	NDA
Total Operating Revenue	\$4,003,789

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,084
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$43,084

Expenditure	Actual
Student Resource Package ²	\$3,460,094
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$44,876
Communication Costs	\$2,947
Consumables	\$65,449
Miscellaneous Expense ³	\$14,564
Professional Development	\$5,858
Equipment/Maintenance/Hire	\$91,041
Property Services	\$165,087
Salaries & Allowances ⁴	NDA
Support Services	\$44,817
Trading & Fundraising	\$27,143
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$29,800
Total Operating Expenditure	\$3,951,676
Net Operating Surplus/-Deficit	\$52,113
Asset Acquisitions	NDA

- (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

Funds available	Actual
High Yield Investment Account	\$149,229
Official Account	\$36,862
Other Accounts	NDA
Total Funds Available	\$186,091

Financial Commitments	Actual
Operating Reserve	\$57,135
Other Recurrent Expenditure	\$4,786
Provision Accounts	NDA
Funds Received in Advance	\$32,581
School Based Programs	\$9,705
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$12,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$116,207

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.