

2020 Annual Report to The School Community



School Name: Sydenham - Hillside Primary School (3559)



- 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 29 March 2021 at 01:19 PM by Sharon Nichols (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 29 April 2021 at 02:21 PM by Vicki Harriss (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').

List of acronym utilised in the Annual Report:

Key Improvement Strategies (KIS)

Guaranteed and Viable Curriculum (GVC)

Framework for Improving Student Outcomes (FISO)

Professional Learning Communities (PLC)

Differentiated Support for School Improvement (DSSI)

School Wide Positive Behaviour Support (SWPBS)

High Impact Teaching Strategies (HITS)

English as an Additional (EAL)

Levelled Literacy Intervention (LLI)

About Our School

School context

Sydenham-Hillside Primary School is a large dual campus primary school located in South Western Region of Melbourne and situated in the two local government areas of Brimbank and Melton. At the 2020 census the school's total enrolment was 1275 students, 736 students at Sydenham Campus and 539 students at the Hillside Campus, which is a reduction of 53 students from 2019.

Sydenham Hillside Community caters for a culturally diverse student population. Of the student population, 33% were EAL (English as an Additional Language), 1.0% ATSI (Aboriginal and Torres Strait Islander), 0.6% International and 2.6% PSD students. The schools SFOE (Student Family Occupation) index is 0.3751 and band value is: Low- Medium. In 2020, the school's workforce comprised of 91 equivalent fulltime teachers, 5 Principal Class, 3 Leading Teachers, 1 Learning Specialist, 34 Educational Support staff including a Business Manager. All staff were allocated relevant duties to support improved learning outcomes and achieve goals set out in our Annual Implementation Plan.

Sydenham Hillside continues to pride itself on setting high standards for students and staff, in particular during the period of remote learning due to Covid 19 lockdown in place during term 2 and 3 of this year. We continue to hold at the forefront of our practice maintaining a sense of community, student wellbeing and focused our attention on providing our students opportunities to grow in a remote learning environment. Our vision underpins the school's focus for educating our students for the future. 'Sydenham Hillside Primary School builds resilient, kind and inclusive individuals who value their education and empowers them to follow their life passions'.

Our school values of Learning, Respect, Responsibility and Safety are an integral part to all learning programs at Sydenham Hillside Primary School. The values continued to be embedded in our daily interactions and the culture of the school. These values have been displayed, articulated and explicitly taught as part of classroom practice and are recognised during school assemblies and promoted through the School Wide Positive Behaviour Support (SWPBS) token system.

Our values:

- * Learning is putting in your best effort, being persistent and seeking assistance in your journey to achieving your goals.
- * Responsibility is taking ownership for all your learning choices and actions.
- * Respect is showing consideration for all people's rights, cultures, feelings and wellbeing.
- * Safety is looking after yourself, others and property by making the right decision.

The school aims to cater for the needs, talents and interests of all students in a caring and stimulating environment, through allocated specialist programs and additional support programs. Additional support programs including English as an Additional (EAL), Levelled Literacy Intervention (LLI) and Language Support were resourced to support student learning and achievement. The Japanese sister school program was impacted by the pandemic with overseas travel restrictions.

Framework for Improving Student Outcomes (FISO)

In 2020, our AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Excellence in Teaching and Learning and Positive Climate for Learning.

Excellence in Teaching and Learning

Action 1: Develop a guaranteed and viable reading curriculum, scope and sequence and development continuums that support a consistent understanding and approach to planning across the school.

In 2020, Sydenham Hillside delivered on our KIS to develop a Guaranteed and Viable Curriculum (GVC) and draft scope and sequence aligned with the Victorian Curriculum. The GVC outlines essential and supporting learnings at each level to guide teaching and learning in Reading. Although the GVC was developed, due to the impact of Covid and changing work practices the GVC development took longer to complete during remote learning and teaching. Prior to remote learning there was representation from each Professional Learning Communities (PLC) and middle/senior leaders were part of developing the Reading Guaranteed and Viable Curriculum. PLC leaders were

participating in face to face workshops with Differentiated Support for School Improvement (DSSI) and School Leaders to develop the essential learnings. The DSSI and Leadership team completed the behaviours at and above for all essential learnings and comprehension continuum during the remote learning period, so PLC leaders could focus on supporting their team and students during remote learning. Some of the work was not conducive to Webex. Staff survey data indicates 64% positive responses for Guaranteed and Viable Curriculum an increase from 2019 (47%). Implementation of the GVC will continue to be a focus in 2021.

Action 2: Implement the Sydenham-Hillside Primary School Reading Instructional Model with an emphasis on effective reading strategies including High Impact Teaching Strategies.

Our Leadership team have had discussion around the Teaching and Learning model for 2021 and are developing a teaching and learning handbook. Due to GVC taking longer than predicted to be completed, the instructional model will be implemented fully in 2021, including High Impact Teaching Strategies (HITS).

Action 3: Continue to develop the capacity of senior and middle leaders to support teachers to analyse and use data effectively to inform their planning, instructional practice and tracking students to measure growth and impact. Building the capacity of our Professional learning communities to implement a PLC cycle to use and analyse data to inform their planning, instructional practices and track student growth remained a focus during term 1 of 2020. Senior leaders worked closely with the DSSI team to establish data conversations and analysis in PLC's that inform planning. In Term 1 PLC leaders were supported to work with their team through regular coaching and discussion in PLC leaders meetings with Senior Leadership team members. Staff continued to develop their understanding of using data to evaluate and diagnose. Teams were able to identify a sharp and narrow focus in Reading prior to the lockdown. We attempted to run PLC cycles over Webex with DSSI and leadership support of front loading year 2 and 4 PLC's to set agenda's and guiding questions and protocols for unpacking reading data, however, due to teacher wellbeing and difficulty over Webex these were postponed until term 4. During remote teaching and learning there was a need for staff to work collaboratively to build their knowledge of using the Webex platform and collaborative planning to meet the needs of students. Senior leaders gathered, tracked and analysed data to form prep intervention booster reading groups during remote learning.

Staff survey data indicates 55% positive responses for teacher collaboration compared to 39% in 2019.

Positive Climate for Learning.

2020 was planned to be the year of implementation for the SWPBS matrix and the development and implementation of the acknowledgement system to support the embedding of the matrix with the community. Term one was very successful in that the initial two week quality start program provided for a very strong basis to begin the year. All year levels were explicitly taught the behaviours in a structured and consistent manner following the quality start program guidelines. There were opportunities for staff to also provide feedback on the matrix as it was being used with students which helped a planned review of the matrix in Term 1. It was very noticeable that there was a language change amongst the school community in relation to behaviours reflecting the new school values. This was evident in the classroom, in the yard, assemblies and through communication between school and home.

Remote learning did have an impact on the implementation of the SWPBS framework. We had to adjust the whole school focus to support staff with the tools to deliver a remote learning program which took the emphasis off SWPBS. Having said that, staff still focused on using the language of the matrix with their students. In Term 3 we looked to shine a brighter focus on SWPBS during remote learning with the delivery of a wellbeing/SWPBS lesson each week. This was developed by our SWPBS coordinator and differentiated for different year levels.

In the background, whilst the SWPBS team did not meet as regularly as would normally occur, our SWPBS coordinator continued to work through next steps with the team. We now have an acknowledgement system that has been planned and shared with staff for consultation and we have a major/minor behaviour framework that has also been shared with staff. These will both be implemented in 2021.

Work in regards to attendance focused more on students who were disengaged during remote learning. Strategies included the use of phone calls and home visits to support students to engage in remote learning when they were identified as being at risk. On the whole we were pleased with the engagement in very difficult circumstances.

Achievement

In 2020, our teacher judgement measured against the Victorian curriculum, demonstrated that Sydenham Hillside Primary school students achieved results at a level below that of similar schools, when taking into account the

background characteristics that are known to make a difference to student results in both English and Mathematics. Our similar schools reference group is outside the Keilor/St Albans network. We are compared with schools who have less disadvantage as our socio economic profile is midrange.

In English, our Year Prep - 6 school percent of students at or above age expected standards was 68.3% compared to similar schools' average of 84.9%. In Mathematics, our Year Prep - 6 school percent of students at or above age expected standards was 71.9% compared to similar schools' average of 84%. Anecdotally staff have made conservative teacher judgements regarding evidence collected during remote learning as it was difficult to determine amount of parental input into assessment tasks.

Due to Covid 19, NAPLAN tests were not conducted in 2020 and therefore comparison to determine learning gain cannot be made.

Particular highlights in 2020 included:

- * Staff were able to utilise online resources and developed creative ways for engaging students in their learning. Teachers and students knowledge of technology and particular software and apps increased. Staff also gained skills in using webex, developing pre-recorded lessons and grew in confidence to record live video lessons to support student learning. In 2021 we plan to incorporate the use of technology more readily.
- * Increased parent communication through the use of apps regarding student achievement and the remote learning process. Consequently teachers and parents will continue with the use of applications as a means of communication in 2021.
- * Small group instruction in reading via Webex
- * Small group instruction via Webex to support our EAL students and provide prep booster reading groups.

Future directions and strategies:

In 2021, we will focus on improving Literacy and Numeracy at the top two bands, and also reading growth from Year 3 - Year 5. We have been fortunate to continue our partnership with the 'Differentiated School Support Intervention' team to provide context specific support around key priority areas for improvement. As a result of this our PLC's will work closely with our DSSI leaders, leadership and learning specialists to analyse data effectively, utilise data to plan differentiated learning as part of the PLC inquiry cycle, thus continuing the work in 2021. Targeted Intervention, and Tutoring groups are strategies that will be implemented to assist with improving student reading growth. The DSSI team will also support the school with the implementation of:

- * rolling out of our Guaranteed and Viable Reading Curriculum document with all staff to ensure that essential learnings are being delivered as part of the curriculum
- * Incorporating GVC within PLC cycle to inform planning and classroom practice
- * Revisiting our Pedagogical Model to ensure that we are using evidence based high impact teaching strategies in the classroom
- * Focus on instructional practice in classrooms
- * Developing a commonly understood and documented planning process
- * PLC cycles in Reading
- * Data focus in PLC cycles

Strategies:

- *Continue DSSI partnership
- *Terri Campbell and Mardi Gorman provide Reading Professional learning during Curriculum days
- *Senior leaders, Learning specialists and PLC leaders support Teaching and Learning, coaching and PLC's
- *PLC Leaders will also be involved in an ongoing professional learning program with external literacy consultants focusing on the evidence based high impact teaching strategies that will become part of our pedagogical model
- *Building teacher knowledge of the curriculum
- *TLI - (Tutoring Learning Initiative) - targeting students who didn't make gains

Engagement

During the remote learning period a highlight for the year was the overall level of student engagement in remote learning. A high proportion of our students were actively engaged and benefitted from the creative lesson ideas and

project based work in the upper year levels. During Term 3 there was a focus on theme days to maintain levels of engagement. Students were involved in various theme days including a master chef challenge, 100 days of learning dress up as grandparents for prep students, Science experiments, Fancy Friday, treasure hunts and bring your pet to class. Positive feedback was received from students and parents about how the theme days lifted interest levels and engagement. Families sent photos from the theme days and a collage was published to the school community. We also held virtual assemblies and celebrated pupil of the week.

To support student engagement during the transition back to onsite learning our school implemented a 2 week return to school plan with structured lessons on engagement, routines and formative assessment to support students transitioning back to school. Links, resources and activities were provided for each year level with a focus on Engagement. As wellbeing lessons were an effective support for students Sydenham Hillside is planning to implement this initiative onsite in 2021.

In 2020, the school achieved attendance results slightly above similar schools and state averages for the total average number of absence days per year. Common reasons for non attendance included illness and extended family holidays. Absence and attendance data increased from previous years and may have been influenced roll marking procedures of attending the Webex morning meetings to be marked as present for the day or by students having difficulty with technology at the time of morning Webex meetings.

We have prioritised tracking students who have between 8 and 10 days absence. This tracking remained a priority of the positive climate for learning executive meetings during remote learning.

The intention for 2020 was to update the Sydenham Hillside Primary School Attendance Handbook to reflect the focus on students who are tracking towards 8 - 10 days attendance at an alarming rate, as well as the common and expected attendance processes at a classroom level, attendance officer level and leadership level. Remote learning did have an impact on the updating of the attendance handbook. We prioritised check ins and home visits for disengaged students to ensure they were engaging in the remote learning program. Updating the attendance handbook will now be a 2021 priority for the positive climate of learning executive. In terms of attendance, we will update our attendance processes and procedures to share with all staff. We will also have attendance data as a standing agenda item for PCL meetings.

Wellbeing

Student and staff health and wellbeing was essential to learning and development during the remote and flexible learning period and transition back to school. Health and wellbeing supports such as assigning a leadership member to each team to complete daily well being check ins were priorities to support staff, students and their families. Staff were encouraged to allocate time for wellbeing activities each day as well as participating in virtual morning teas and trivia. This was important as staff needed to also focus on looking after themselves. Staff were encouraged to use the time to do something they enjoy whether that be exercise, something creative, reading or meditation.

Initially student programs included a wellbeing activity each day, however, during term 3 our school modified the health and wellbeing supports to incorporate well being Wednesday every week as we received feedback from parents that students were having difficulty coping with the workload and required a day to catch up and remove some pressure. Along with wellbeing Wednesday students were also encouraged to take brain breaks, exercise and schedule in time to complete activities that they enjoyed as part of the remote learning program. The school shared wellbeing apps and information for students and staff. Classroom teachers included informal check ins with their students to support the engagement and wellbeing of students throughout the lockdown period. Our school chaplains and leadership team were completing check ins with students and families to increase levels of engagement for students who weren't completing remote learning. We provided learning packs for students who didn't have access to printing or technology.

Transitioning back to school in Term 4 saw the need to focus on the students wellbeing and for staff to familiarise themselves with the students current learning needs and the impact of remote learning. Sydenham Hillside implemented a 2 week return to school wellbeing plan with structured lessons on wellbeing, routines and formative assessment to support students transitioning back to school. Links, resources and activities were provided for each year level with a focus on wellbeing. As wellbeing lessons were an effective support for students Sydenham Hillside is planning to implement this initiative onsite in 2021.

Our SWPBS team also presented two staff workshops via Webex to revisit the school behaviour matrix and present the acknowledgement system to be implemented next year.

In 2021 we will implement our whole school acknowledgement system and framework for managing major and minor behaviours. SENTRAL will be updated to ensure we are able to collect appropriate data in regards to the major/minor behaviours that are coming up and the PCL executive will evaluate this data on a regular basis (fortnightly). Our SWPBS coordinator will complete the functional behaviour modules to then begin the planning of an approach to understanding functions of behaviour at Sydenham Hillside Primary School. We will also continue to collect annual and bi annual SWPBS data for whole school evaluation.

Financial performance and position

Sydenham Hillside Primary School showed a net surplus of \$655,789 on the Operating Statement Summary for the year ending 31 December 2020. This surplus relates to managing a planned staffing deficit and a hold of funds to refurbish toilet blocks at both campuses due to items reported on the Rolling Facilities Report from 2019. Due to Covid-19 we unfortunately were not able to refurbish the toilet blocks and proceed with other projects.

Finance and School Council meetings were still held every month via Webex sessions successfully and School Council members were provided with regular budget updates and relevant budgeting reports. Budgets are monitored regularly by the Business Manager, Principal and School Council.

Equity funds of \$237,303 allowed for our Literacy and Numeracy programs to continue to be staffed and resourced; 3 full time Leading Teachers and 0.6 Learning Specialist provided support in planning, coaching and mentoring.

Grants were received for Chaplaincy Program - \$40,560; Overseas fee paying students - \$46,071; H Sporting Schools Grant - \$12,400 (Including \$10,000 sporting schools Plus); S Sporting Schools Grant - \$11,300 (Including \$10,000 sporting schools Plus); Early Years Koorie Literacy and Numeracy Program - \$6,800; Local Schools Community Fund - \$20,000 provided sheltered seating at our Hillside Campus; Student Excellence Program - \$29,386; Stage 1 Planned Maintenance Program - \$50,000; DSSI Funding - \$22,600;

Unfortunately we were unable to run our major fundraising activities due to Covid-19 being an approximate decrease of \$21,500;

As well as the loss of income from Hiring of our Facilities of approximately \$48,000.

Sydenham Hillside Primary School also had an increase expense of sanitation products and Casual Relief Teachers. Covid-19 has had a huge impact on the school's finances and future projects have been delayed.

For more detailed information regarding our school please visit our website at
<https://www.sydenham.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 1275 students were enrolled at this school in 2020, 641 female and 634 male.

33 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.

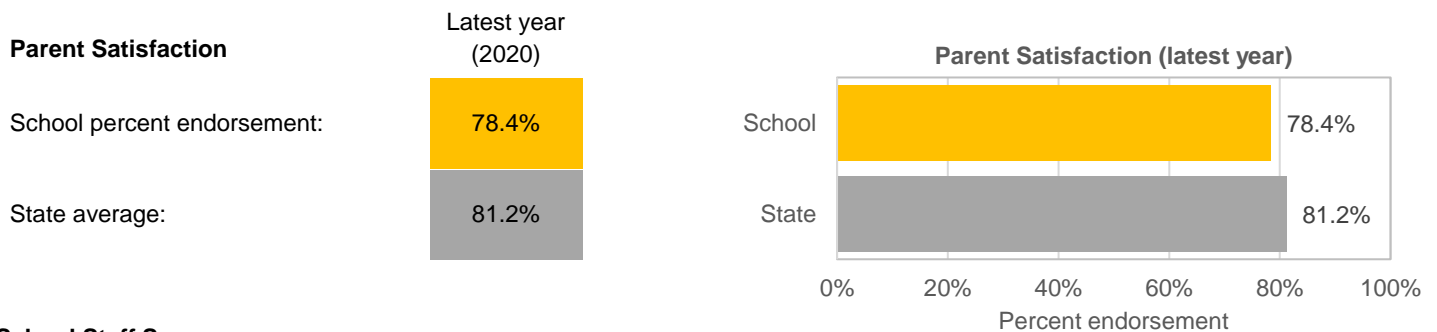
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

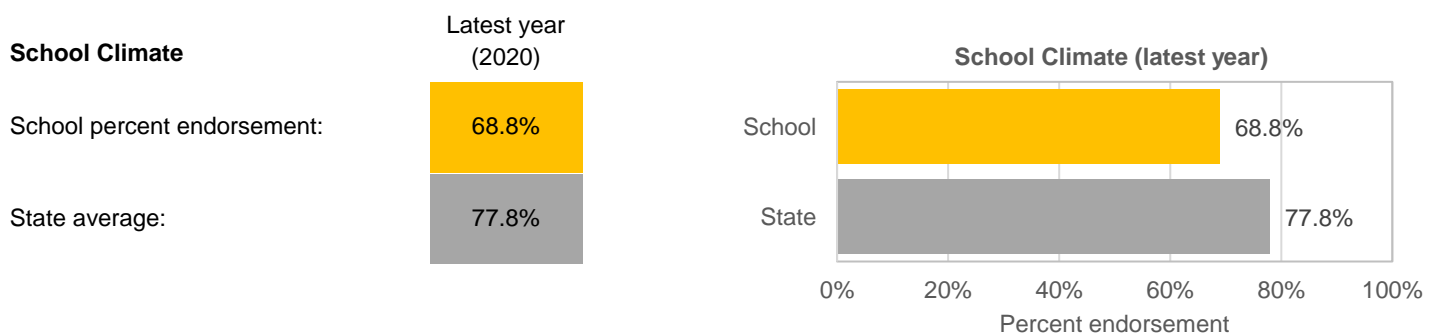


School Staff Survey

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:

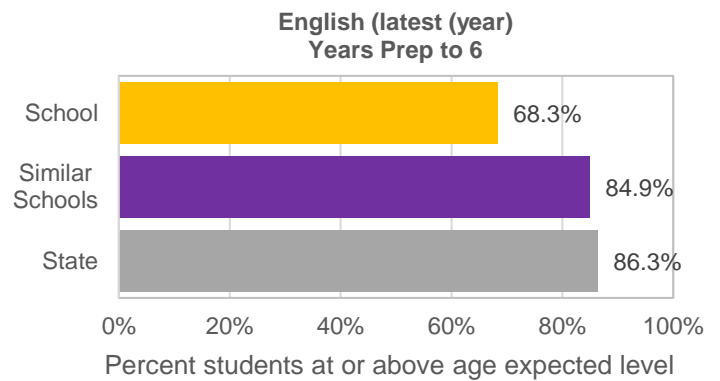
68.3%

Similar Schools average:

84.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

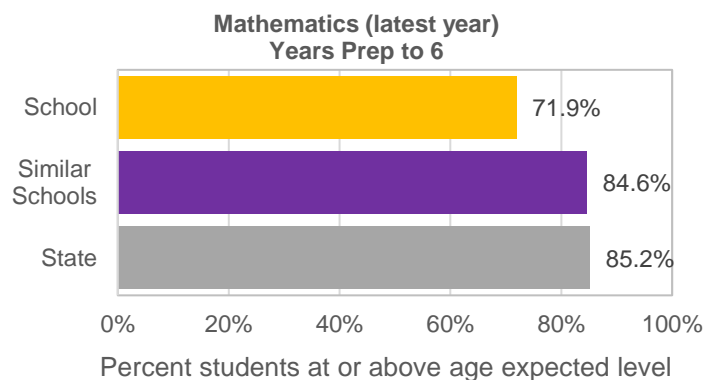
71.9%

Similar Schools average:

84.6%

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

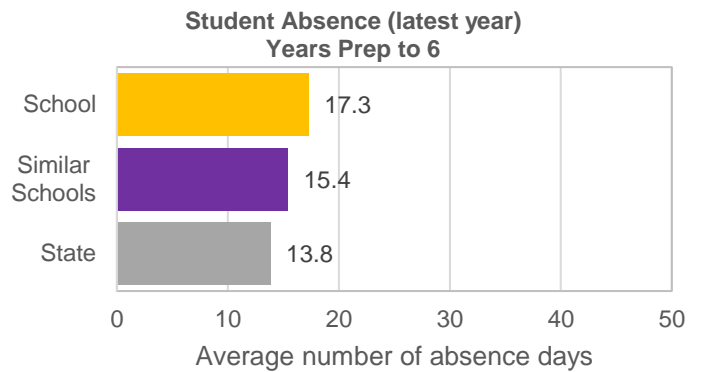
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.3	16.7
Similar Schools average:	15.4	16.6
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):	93%	91%	90%	90%	91%	92%	91%

WELLBEING

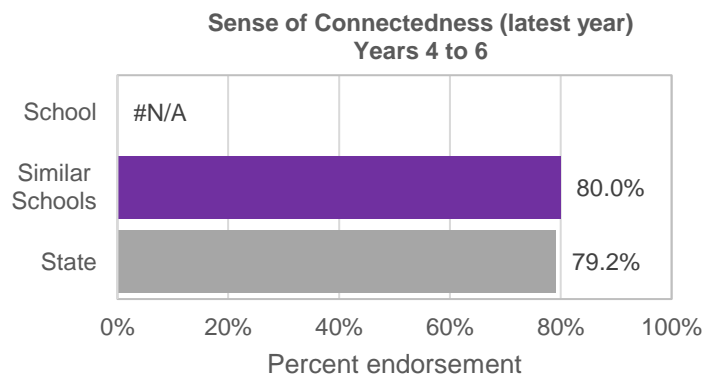
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	80.5%
Similar Schools average:	80.0%	80.0%
State average:	79.2%	81.0%



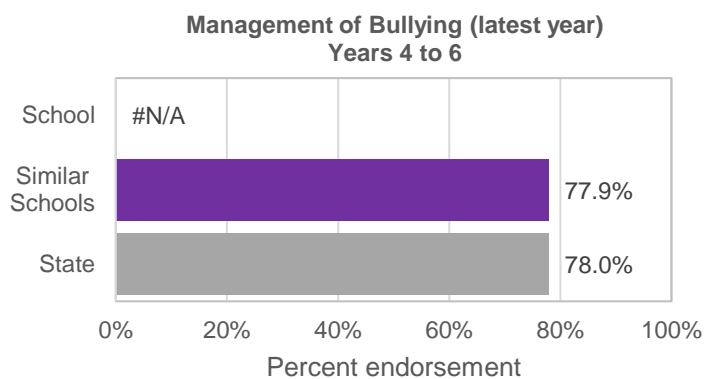
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	78.0%
Similar Schools average:	77.9%	78.4%
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	\$10,641,259
Government Provided DET Grants	\$1,361,535
Government Grants Commonwealth	\$63,108
Government Grants State	NDA
Revenue Other	\$11,241
Locally Raised Funds	\$322,497
Capital Grants	NDA
Total Operating Revenue	\$12,399,640

Equity ¹	Actual
Equity (Social Disadvantage)	\$237,303
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$237,303

Expenditure	Actual
Student Resource Package ²	\$10,579,990
Adjustments	NDA
Books & Publications	\$5,393
Camps/Excursions/Activities	\$38,182
Communication Costs	\$16,810
Consumables	\$92,992
Miscellaneous Expense ³	\$41,405
Professional Development	\$11,107
Equipment/Maintenance/Hire	\$207,052
Property Services	\$119,468
Salaries & Allowances ⁴	\$67,028
Support Services	\$453,653
Trading & Fundraising	\$18,332
Motor Vehicle Expenses	\$60
Travel & Subsistence	NDA
Utilities	\$92,380
Total Operating Expenditure	\$11,743,851
Net Operating Surplus/-Deficit	\$655,789
Asset Acquisitions	\$12,486

- (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	\$1,319,536
Official Account	\$68,518
Other Accounts	NDA
Total Funds Available	\$1,388,054

Financial Commitments	Actual
Operating Reserve	\$176,822
Other Recurrent Expenditure	\$11,368
Provision Accounts	NDA
Funds Received in Advance	\$154,061
School Based Programs	\$474,757
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$318,686
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$396,007
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,531,701

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.