

# 2021 Annual Report to The School Community



**School Name: Doreen Primary School (0945)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 31 March 2022 at 02:29 PM by Glenn Simondson (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 18 May 2022 at 02:49 PM by Naomi Joiner (School Council President)

# How to read the Annual Report

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## 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.

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### 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.

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## 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)

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

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

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

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

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

'Levels A to D' may be used for students with 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

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### School context

#### School Purpose and Vision

At Doreen Primary School, our aim is to provide a safe and supportive environment for the whole school community that encourages independence in social and academic situations; fosters positive risk taking; develops and nurtures resilience; provides an environment where both positive and negative consequences of actions are respected; values respect for all members of the community; fosters the notion that a student's best efforts are an achievement they should aim for and be proud of; and includes all stakeholders in decision making.

#### School Values (2020)

**Determination** - Students will develop independence and the skills needed to actively seek solutions with confidence determination and self-discipline.

**Opportunity** - To cater for and foster individual creativity and forward thinking so as to have the skills needed for the challenges of the future.

**Respect** - All members of our school community will learn to have respect for others and themselves in both their community and beyond, fostering the culture of everyone belonging and having a voice.

**Resilience** - Children in our school community will be encouraged to be independent and resilient in both their social interactions and when taking on academic tasks and activities.

**Empathy** - Students will be supported in developing tolerance, understanding and acceptance of each other's unique qualities at both a school level and in the wider community.

**Excellence** - students will strive to achieve their best and be proud to do so, developing a lifelong thirst for learning and an intrinsic feeling of pride in their efforts.

**Nurture** - This school will be a safe and supportive environment where children will learn the benefits of taking the consequences for their chosen action, both positive and negative.

#### About our School:

Doreen Primary School is a small semi-rural primary school set amongst farmland located in Melbourne's northern green wedge. It has most recently been classified as "Peri-Urban", meaning it is not a rural school but not an urban school so has a large amount of money cut from its budget in the process. Its location is adjacent to the Northern Growth Corridor, currently experiencing massive influxes of population. The school is now drawing students from both rural and outer suburban settings. It is seen as an alternative to the many government and private schools in its vicinity, as its enrolments distinguish it as a small school in comparison to its neighbours. Geographically, it is surrounded by both independent and government schools that actively compete for enrolments, so it must provide an educational setting that is acknowledged as effective in all areas. Logistically, parents must take an active role in getting children to and from school, as there is no public transport system. A footpath to the nearby major intersection of Yan Yean Rd. and Doctors Gully Rd. has opened up the opportunity for children to walk, ride or scooter part of the way to school. A School Crossing that has a supervisor helping children to cross will be a focus in the future.

In the last decade, the school's enrolments have more than doubled, and the school has been successful in obtaining an enrolment ceiling of 150 students. In 2021 the enrolment was 154, short of predictions. General consensus in the school community is that enrolments should be kept as low as possible, so as to maintain our Small School culture. Children are often enrolled at Doreen as parents are concerned about their child being lost in a large school system, and the school has been most successful in working with children who have experienced this in other schools before transferring to Doreen. The culture of a smaller extended family atmosphere is imperative. Children feel they belong at Doreen, and that they are known. These are just two of the factors we believe increases their engagement, and ultimately their success. Lower dependence on "screens" is also an attractive feature for prospective parents.

Doreen is also a school that spends more time trying to provide quality experiences, rather than talking about them in documentation or on websites. Specialist classes are offered in Chinese, Phys. Ed. Art, Music and ICT, but all of these programs had to be modified in 2021. In 2021, most students took part in swimming programs, but Jets Gymnastics, Life Education, Bike Education and The Great Doreen Bike Ride all had to be cancelled due to COVID 19. There was also a Family Life Program run for grades 5&6 in term One.

In 2021 the Grade 3-6 School camp was to Alexandra Adventure Camp. It was able to occur just before the first Remote Learning period but the Prep-2 sleepover and JSC Market was not able to occur because of Restrictions. The Chinese Program in 2021 was based around Mandarin, and was a Language based program taken by a native speaking teacher. Obviously COVID 19 effected all specialist programs, but they were presented in the Remote

Learning format in the the school's online or collect Booklets.

Doreen Primary School students also run a Junior School Council. It aims to develop leadership skills, teamwork skills, Resilience, Role Modelling behaviours, and fosters Student Welfare Programs which involve community projects. The Junior School Council Meeting(which involves all children) often takes on Social Justice Issues. They support a little boy in Cambodia, and raise money for this. Their fundraising efforts also feed the school pet, a lizard by the name of Fudge. The Leaders of the JSC are chosen each term after elections, and are from the grade Six students. All get a turn, each student being on the JSC for one term. In 2020 this was modified so as all grade six students had a turn at Leadership. The NESST Leadership program ran only one of its 2 single day programs.

The Arts are well represented at this school. The school has several rock bands, choirs and drumming groups. These are run by the music teacher along with music tutors. The visual arts program is run by a teacher who is a practising artist, and involves several visiting artists over the school year. The program has resulted in several school based art installations.

Music is also a major focus at the school with Rock Bands and Choirs performing both at school and in the Community. In 2021 the musicians performed at the December Concert and at a recital. The School Concert was cancelled as a 500 audience event, but a smaller, recorded event was held in December. A Grade Six Graduation Evening replaced traditional Graduation events.

Facilities over the last 5 years have been both extended and upgraded. Major projects from the past include School Funded installation of synthetic turf on the school "oval" with natural grass surrounds, retaining walls, mulch and plantings. All works were by volunteers who are experts in their field. In March 2021 the school funded another Masterplan Project and the Landscaped sandpit was installed. The school also won a \$200K grant to build 2 outdoor classroom areas including an amphitheatre, and joined the Greener Schools Program and installed 26KW of Solar Panels and LED lights and fittings.

In 2021 the relationship with our Sister School in China was rekindled with some shared Cultural exchanges via Art and Music.

During the Remote Learning Periods the school provided downloadable booklets for students that could also be ordered and collected from the school. It was decided keeping a known format that had a small drain on ICT resources of families was the best option. Teacher generated YouTube clips and ZOOM meetings to support students during this time were also used. Feedback from our community saw us increase interaction with parents and students via ZOOM, but booklets were a popular and effective way to provide the best levels of education we could to our community. 15-20 students attended each day of Remote Learning, some due to parent supervision issues, and some due to Student Welfare issues.

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## Framework for Improving Student Outcomes (FISO)

2021 was a year of challenges for all schools in this area. Plans were put on hold or modified, and approaches to implementing programs around Remote Learning expectations were developed, evaluated and re-developed. Feedback from Students, Parents and Staff were used to develop approaches and platforms. At Doreen a simplified, community appropriate and student understood approaches were developed to ensure the needs of our school community were met. Regular Community feedback on approaches was gathered via simple surveys to parents. Rather than expensive, unknown online formats that required parent input and ICT resources being stretched in each home, a medium that was known and required little parent input was devised. Weekly workbooks that could be downloaded or ordered and printed at school were chosen as our medium in both Remote Learning Periods. These booklets had known formats and concepts, were often tied to internet extension and enhancing activities, and allowed children and parents to work at an appropriate pace over both a day and a week. Parents collecting booklets could also leave the previous week's booklet for correction, meaning more relevant correction times.

Booklets were supported by Microsoft teams, teacher YouTube clips on a channel developed by the school, and Individual and Group ZOOM meetings. This was new, and constantly evolving. Feedback after Remote Period one meant we were able to further develop period two. All grades increased their interaction between students and teachers, and this was done via ZOOM, teams and Facetime. The development of teacher student and parent ICT skills over this period was immense, and this new knowledge was used to constantly improve teaching and learning approaches.

Finished documentation of the Whole School Extension Program was also a focus. This occurred, and helped support the planning of teachers during remote Learning so as the booklets they produced were differentiated in as many ways

as possible. Upper school booklets often asked children to choose between several activities around a topic that were at different levels. Children were often asked to choose meant that More resources and refining of documentation continued throughout the year, and the first draft of the whole School Document is expected in term 2, 2020. A highlight has been the unsolicited view by all staff that ALL students should have access to extension activities, so success criteria must be both simply stated and differentiated for all levels of the grade. All children will then complete these tasks,

The third focus was in the area of developing and fostering a positive school culture. The existing school Values were explored, and as they had developed and grown over the past 4-5 years, some simplification was needed. Staff and Students worked on the first draft, and then School Council and the whole school community refined and developed them further. A highlight was the grade Six students running student conferences to both explain the values being presented, and to collect feedback and suggestions for changes or refinements. DOREEN was used as an acoustic style base for the values, and the buy-in by the school's population was excellent. The next step in this task is to have signs with the values stated produced and displayed around the school.

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## Achievement

The main areas of focus in 2021 for this school, and as part of the four year Strategic Plan, was to see 80% of students achieve at least one years growth over a calendar year, and for children completing the NAPLAN to achieve two year's growth between tests. These two expectations were easily met, whether using the NAPLAN results or the school's own SPA data. Doreen Primary school exceeded both the state and similar schools in the percentages of students in the top 3 bands. This was in both Numeracy and Reading, which also satisfied the goals in the Strategic Plan of ensuring our higher performing students were being challenged and extended.

Expectations for the levels of growth across NAPLAN from year 3 to year 5 show good performance levels that are higher than like or state schools in all areas except writing, but high results in Year 3 and a changing cohort of children may have effected these results. Pleasingly, there is more than enough evidence that students are making very good growth in the middle school, and school data seems to show this continues on into the upper school. Despite results coming from such a high base, students are really moving up. Over the years, this school has struggled at times to get high growth, due to high starting bases with Grade 3 NAPLAN. .

Year Planners and constant discussion at Staff Meetings about what data is showing us has helped with the growth in results, and losing sight of engagement and enjoyment of children and even staff members has always been an important component. Aspects of the HITS have been important in both the development of lessons and the purchase of resources. Recent focus on Extension Programs, the Evaluation Program and staff discussion on these topics has helped support and resource our recent results.

Standardised testing and teacher concerns are used to help identify students who work in the Literacy Intervention Program. This program targets children who may not be progressing as expected, and works with children from Prep to grade Six for 3-5 sessions each week. It is resourced with a variety of programs, but all activities are child focused in conjunction between the Classroom teacher and the ESO delivering the program.

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## Engagement

Student attendance rates across the school in 2021 were between 95% and 97% across all grade levels. The state levels were well below this, Doreen's absence days averaged out at 8.2, similar schools were 14.5 and the state was 14.7. This is an excellent result, and comes about by the school developing a culture about attendance. Being at school is promoted as brilliant, and when not effected by Remote Learning, awards are given with children named in newsletters for their efforts. Regular Newsletter articles about attendance occur, and if children miss school, catch up work is provided, or suggestions made for ways for children to keep up.

It is also important that School is seen as a place to be. Programs, teaching approaches and engaging "hooks" by teachers mean students want to be here. Mid and End of Year Reports indicate absence days. A culture of consistent positive attendance is fostered by all, and high levels of absence are examined, hep offered by the school, and regular check-ins made. At home activities are always offered for longer term absence.

Obviously COVID has had an effect on students, and anecdotally, all staff have seen behaviour and attitudes that were worrying, but the positive attitude to being at school that students at this school have has been extremely helpful in keeping participation and attendance levels high

School Connectedness is always high in Opinion Surveys, and factors such as Junior School Council and classrooms that encourage Student Agency are contributing factors to this.

Students at Doreen Primary want to be here, and they want to be involved. They know that goals and expectations are important, and that if they do their best, they are seen as a brilliant student, and should be very proud of themselves.

Student connectiveness in 2021 from year 4-6 students was 81.1%, with similar schools at 77% and the state levels were 79%. This is down for Doreen, but the Remote Learning times were around the Student Opinion Survey.

Another factor in this area is that there are many programs at this school, and because of the breadth of curriculum, all students find an area that engages and draws out their curiosity.

It does not hurt that staff at this school still believe there must be some Joy in learning, and that good data should be a by product of good teaching, not the major driver for every session.

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## Wellbeing

In both the area of School Connectedness and Management of Bullying, this school has achieved very pleasing results. Despite issues involved with Remote Learning and COVID 19 restrictions, the school still managed to have positive and above average results at Doreen. Students in years 4-6, showed they had an 81% sense of Connectiveness with the school, while students at similar schools said 77% and the state was 79%. Doreen results were down on last year by quite a lot, but 2 years of remote Learning and lockdowns have taken their toll. Students also said the school's management of Bullying endorsement was 89%, while similar schools and the state averages were at 78%. While being very happy with these results, they are areas we can always keep evolving, and Opinion Surveys often show us areas to work on.

The School Culture has been supported by our newly formed values. The talk of always doing your best and being proud of that is embedded in our school culture and helps with the Personal Wellness and Welfare of all students. Our "Monday group" works on personal skills and interactive skills while fostering teamwork and group practices in developing and completing a project in the School.

Student Agency and Voice are important factors in having a place where children feel engaged, valued and are working at their best level. An engaging leadership program that includes ALL grade six children is important, as hearing children talk about "wanting to be on JSC since I was in Preps" shows the importance of the program.

The JSC process included all children via a whole school meeting when possible in 2020, but was mostly achieved through class representatives being elected and attending a meeting with the JSC leaders. Both these meetings were chaired by the JSC leaders. Children being asked about directions the school is taking, helping to raise money for a school project, and being part of all stages of a school project created ownership and engagement.

This school also takes a pro-active response to bullying. From grade Prep, children are trained to meet "prickly" situations with a simple strategy, and this ensures that children always feel they have power to help solve their problems. The playground is then a place where children feel safe, and like they belong.

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## Finance performance and position

After the 2020 school year, Doreen Primary school carried over a little under \$40000 in cash into 2021 and after some unfulfilled promises of enrolments a larger deficit into its credit side of the Global Budget. the deficit began at \$72,000, but by the end of the year it was \$58,000. This was due to staffing costs associated with programs unfunded by DET, and the school being classified as "not rural" and losing \$18,000 dollars from its income. The main reason for the drop in income however was the lack of enrolments, a fair estimate was that the school should have had 158-160 enrolments, but fell well short. The school had carryover funds and was always able to raise money via fundraising, but for the first time in many years it was facing a deficit in its staffing budget rather than a credit. Enrolments were the key to solving this problem, especially as further cuts to the Rurality line in the budget were expected. This looks like being

achieved in 2022

Doreen Primary School runs Program Budgets at the school that ensure money is spent on children, programs and the school. Any money "carried over" or saved is done so to fund a specific project that requires some saving to achieve. The school has always been pro-active in funding its projects, meaning the students benefit as soon as possible. A Facilities Master Plan was funded in 2020, and resulted in a comprehensive and detailed look at our needs in the future and the direction we should take.

Challenges with its budget in coming years will be related to the experience of staff and the higher costs of wages, however by using a Program Budgeting system, the schools culture, programs and resourcing will always be supported. Ongoing staff, yearly increments and DET policy changes will see the budget come under great strain in the future, but enrolment development and changing staff profiles should see the school manage to keep its breadth of programs..

**For more detailed information regarding our school please visit our website at**  
**[www.doreenps.vic.edu.au](http://www.doreenps.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 154 students were enrolled at this school in 2021, 75 female and 79 male.

11 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

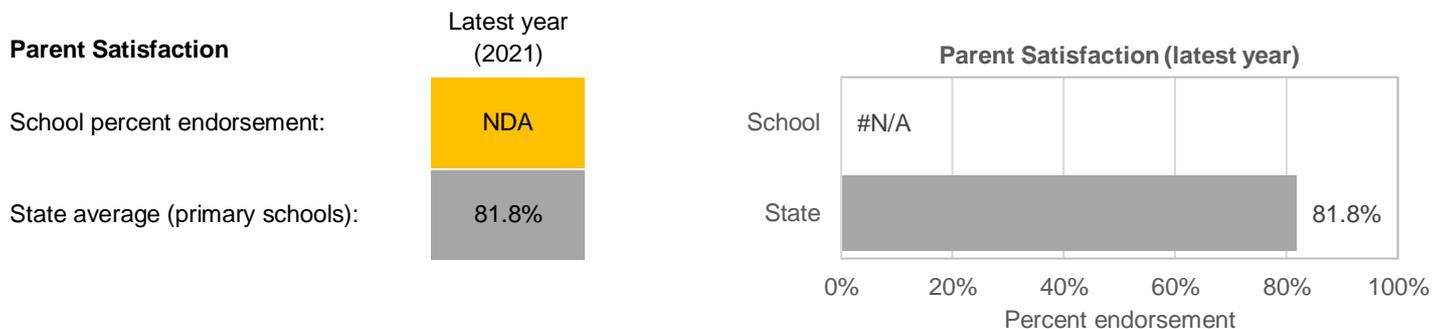
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

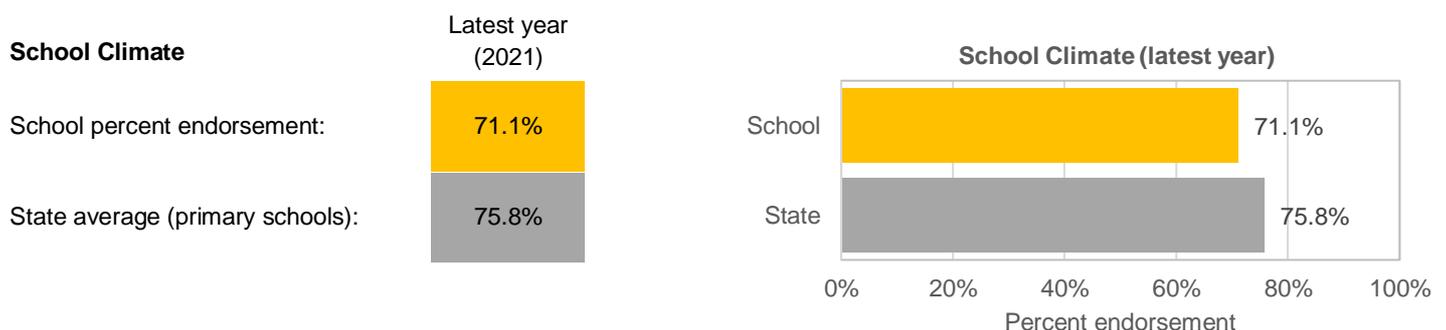


### School Staff Survey

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:

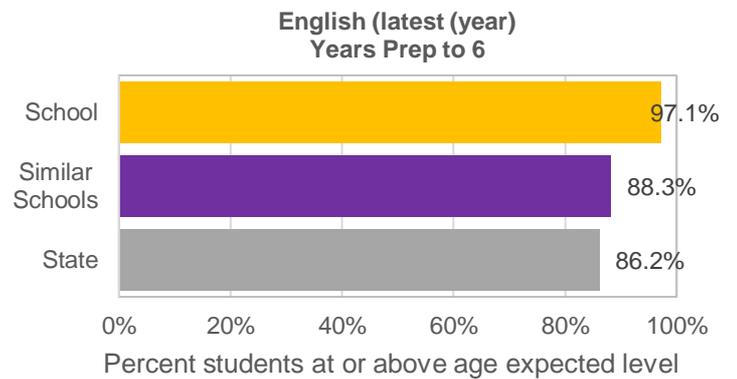
97.1%

Similar Schools average:

88.3%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

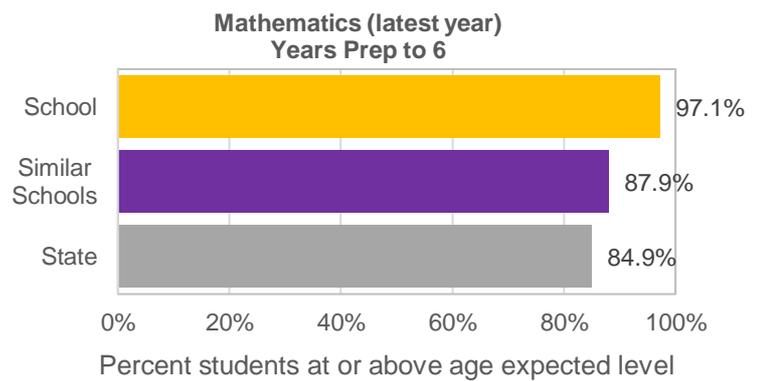
97.1%

Similar Schools average:

87.9%

State average:

84.9%



**ACHIEVEMENT (continued)**

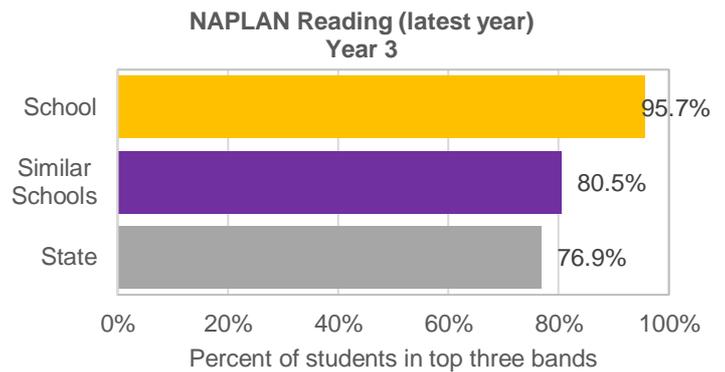
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**NAPLAN**

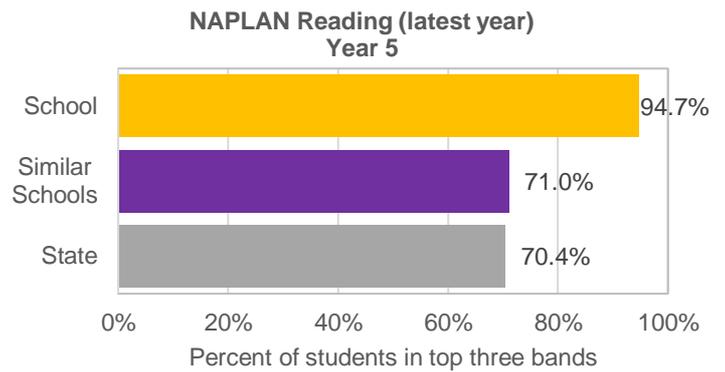
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

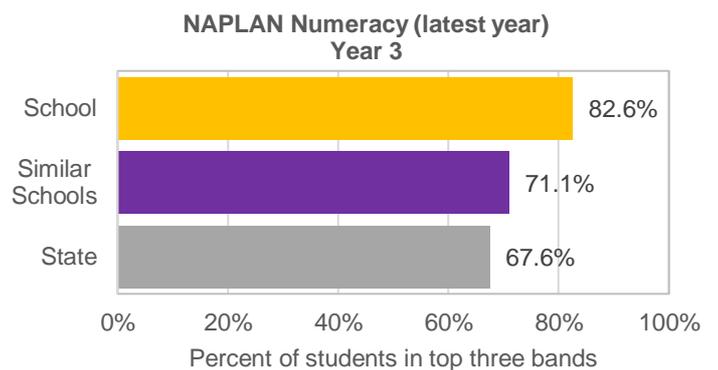
<b>Reading Year 3</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	95.7%	96.1%
Similar Schools average:	80.5%	79.4%
State average:	76.9%	76.5%



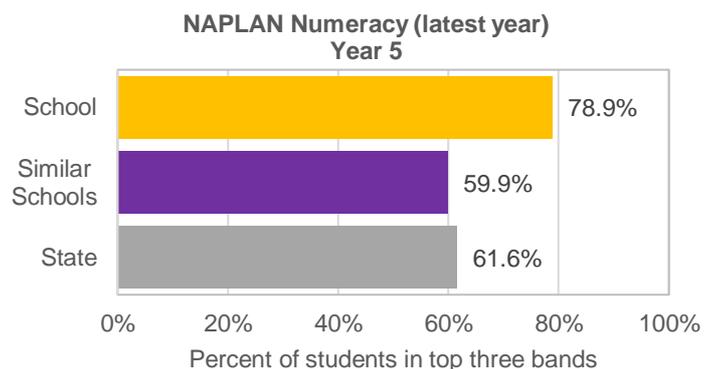
<b>Reading Year 5</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	94.7%	85.0%
Similar Schools average:	71.0%	70.0%
State average:	70.4%	67.7%



<b>Numeracy Year 3</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	82.6%	92.0%
Similar Schools average:	71.1%	72.4%
State average:	67.6%	69.1%



<b>Numeracy Year 5</b>	Latest year (2021)	4-year average
School percent of students in top three bands:	78.9%	73.3%
Similar Schools average:	59.9%	60.8%
State average:	61.6%	60.0%



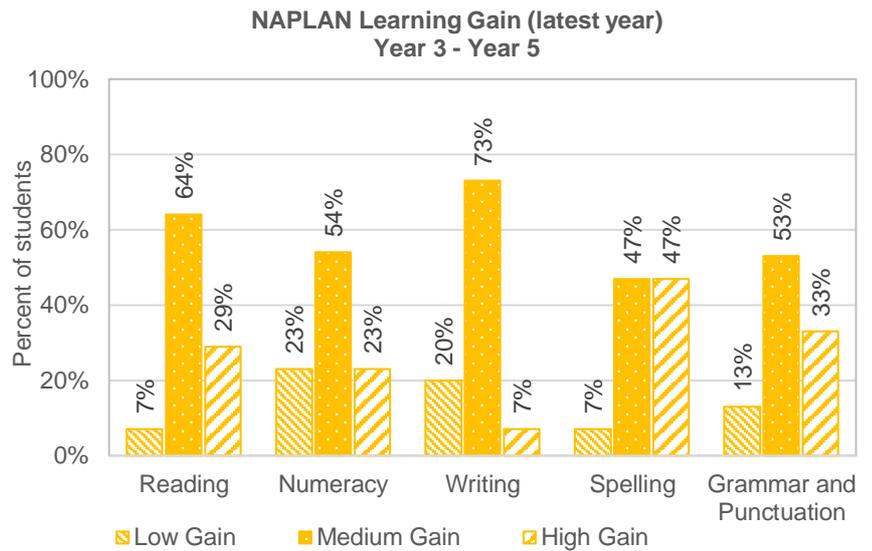
**ACHIEVEMENT (continued)**

**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:	7%	64%	29%	22%
Numeracy:	23%	54%	23%	19%
Writing:	20%	73%	7%	20%
Spelling:	7%	47%	47%	24%
Grammar and Punctuation:	13%	53%	33%	22%



## ENGAGEMENT

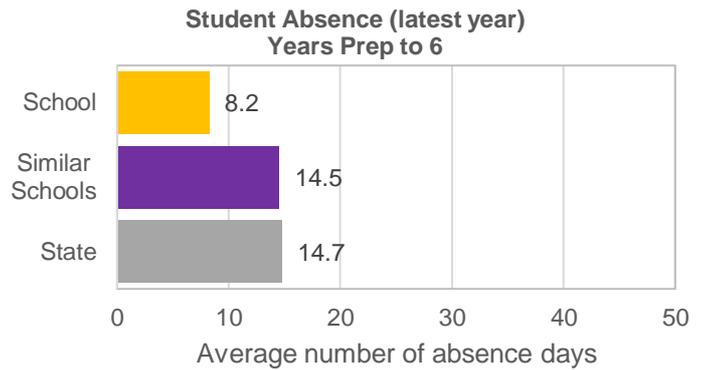
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	8.2	11.8
Similar Schools average:	14.5	14.6
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):	97%	96%	96%	96%	97%	95%	95%

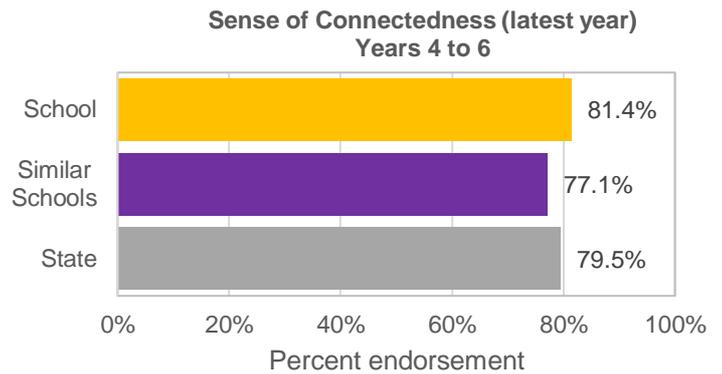
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	81.4%	87.5%
Similar Schools average:	77.1%	79.0%
State average:	79.5%	80.4%

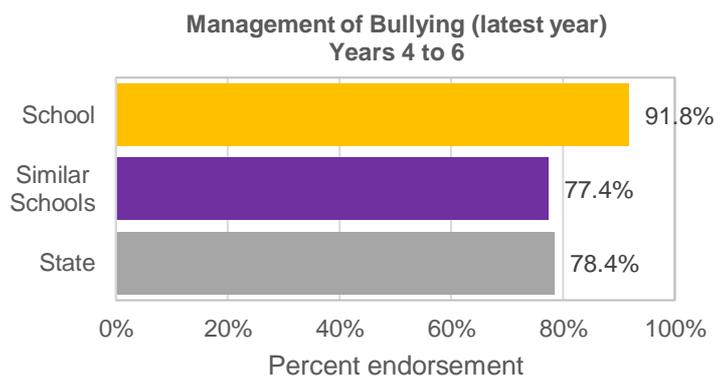


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	91.8%	89.7%
Similar Schools average:	77.4%	79.8%
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	\$1,312,237
Government Provided DET Grants	\$140,071
Government Grants Commonwealth	\$5,900
Government Grants State	\$0
Revenue Other	\$1,134
Locally Raised Funds	\$115,518
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,574,860</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$11,810
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$11,810</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,371,194
Adjustments	\$0
Books & Publications	\$301
Camps/Excursions/Activities	\$55,781
Communication Costs	\$1,203
Consumables	\$40,774
Miscellaneous Expense <sup>3</sup>	\$4,082
Professional Development	\$2,648
Equipment/Maintenance/Hire	\$13,748
Property Services	\$95,290
Salaries & Allowances <sup>4</sup>	\$36,587
Support Services	\$0
Trading & Fundraising	\$20,028
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,385
<b>Total Operating Expenditure</b>	<b>\$1,651,021</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$76,161)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$50,642
Official Account	\$702
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$51,344</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$38,167
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,876
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$1,301
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$51,344</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*