

2021 Annual Report to The School Community



School Name: Pinewood Primary School (4874)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 15 March 2022 at 11:39 AM by Karen Jenkin (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 21 March 2022 at 08:00 AM by Dennis Duval (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Pinewood Primary School (PPS) is located in the City of Monash in the South-Eastern suburbs of Melbourne and is considered to be a school of choice within the local and wider community. The school has a current enrolment of 870 students. School enrolments have continued to increase in the past year. Enrolments are currently limited to families living in our enrolment zone to ensure ample provision of resources and curriculum opportunities.

Pinewood Primary School promotes a high standard of teaching and student wellbeing programs which foster a spirit of inquiry and a love of learning. Our school's vision is to prepare our students so that they thrive within a global community in the challenging complex 21st- century world.

Our dynamic and professional learning environment is underpinned by a sense of energy and purpose, as we aspire to the provision of a positive and supportive environment with high expectations and personalised care for all students. We employ quality, dedicated staff who work together to ensure that we maintain our high standards for the benefit of our students.

The broad profile of 58.1 equivalent full time (EFT) staff include: 2 Principal class, 2 Leading Teachers, 4 EFT Learning Specialists, 1 Tutor (Tutor Learning Initiative), Experienced and Graduate teachers, and Education Support Staff, Office Administration staff and a Qualified School Nurse. This profile provides for a rich diversity of ideas and experience. Staff regularly undertake Professional Development and a key focus throughout the current Strategic Plan has been the development of Writing, Numeracy and Student Wellbeing.

Our very modern facilities include recently built classrooms and an Administration building housing the Staffroom, Health Centre, Interview room and literacy spaces for Reading Recovery and English as an Additional Language (EAL). The school also has a Library, a "French Cafe" and 2 STEM learning spaces incorporating six classrooms.

The School Hall and Performing Arts Centre accommodates music sessions and physical education classes. Both the Art room and the Music room are accommodated within classrooms as well as designated specialist spaces. Pinewood is proud of its rich history, tradition of educational excellence and outstanding facilities which continue to grow and improve.

The development of our grounds has been ongoing and offers an aesthetically pleasing environment and a range of playground spaces. A further Mod 5 relocatable building was placed onsite to cater for the increase in enrolments.

The school community has a high socio economic profile (indicated by the School Family Occupation index or SFO) and a similarly high proportion of students with a language background other than English (LBOTE) when compared with many other government schools in the area. The school proudly embraces a broad diversity of backgrounds including, Asian, European and Middle Eastern cultures. The school has a culture that values diversity and is very open to catering for individual needs.

We focus on building children's emotional intelligence and intellectual capacity and in addition, support those that require additional support and extension.

Pinewood Primary School has a strong commitment of continuous improvement and the pursuit of academic excellence, with students consistently achieving academic results that exceed National and State benchmarks in all areas. The school covers all domains of the Victorian Curriculum and provides a differentiated curriculum that promotes individual learning and focuses on the development of creative and independent learners. NAPLAN data shows that the school performs well above National Minimum Standards with high percentages of students achieving results in the top bands.

The implementation of the "Seesaw" digital learning platform, further enhanced our connections with home and school, and was an essential tool used to allocate student work and provide timely and individualised feedback about student

progress and achievement. This platform incorporated parent to teacher communication methods as well, and when coupled with Webex sessions ensured that our well developed digital strategy from 2020 periods of Remote Learning was reviewed and further developed in 2021. The school continues to receive very positive community feedback in regards to this digital approach and our suite of digital resources to aide and enhance student achievement and learning growth. Teaching teams met weekly with School Improvement Team (SIT) members to analyse student data and ensure that online learning targeted point of need for each student whilst taking into consideration the complex times that each community member was facing.

Learning opportunities are further enriched by our specialist programs include: Music and Performing Arts, Visual Arts, PE and Sport, Language Other Than English (French) and STEM (Science, Technology Engineering and Mathematics- including robotics and coding). Whilst COVID-19 significantly impacted our ability to provide additional activities across the school opportunities were still provided for students to excel in programs such as the Maths Olympiad, Robotics, a variety of sports, film making, and sustainability groups. Due to COVID-19 our camping, excursion and incursion programs were unable to go ahead as planned. A Mathematics Specialist Teacher works across in years 3-6, focusing on the High Impact Teaching Strategy of Differentiation, and the mathematical proficiencies particularly Reasoning and Problem Solving. Most importantly, each student's learning needs are catered for in every classroom everyday through a differentiated curriculum. ICAS assessments also provide further opportunities for student enrichment.

During 2021 resource acquisitions have ensured all classrooms are fitted with interactive TV's and students have access to digital resources such as iPads, Laptops, Robotic and coding materials, and the related software to allow access to digital tools.

Our school values a strong relationship between home and school, with parent participation encouraged and valued, where the DET School Operation Guide has permitted.

A dedicated School Council and Parent Group assist all aspects of the school's operations and provide the basis for a strong community partnership, and we greatly valued this continued support during the pandemic. School governance was maintained through the introduction of video conferencing platforms such as Zoom. This provided a feedback platform in regard to the remote and flexible learning that was occurring across the school and created another avenue for parent dialogue. We have focused on improving home and school communication strategies to enhance our relationship and accessibility with parents and carers and see the continued expansion of the COMPASS and Seesaw programs in 2021 as being most beneficial. Pinewood Primary School ensures the school environment is safe, attractive and stimulating to cater for the diverse learning and developmental needs of all of our students.

Framework for Improving Student Outcomes (FISO)

Pinewood Primary School entered its second year of the School Strategic Plan 2021-2024.

An AIP for 2021 was constructed using the recommendations made through the School Review process. The main areas of focus were the transition and implementation of Remote and Flexible Learning across the school; this included the enhancement of our Digital Strategy, inclusive of the Seesaw Digital Learning Platform. Instructional videos were developed to provide explicit teaching and asynchronous learning opportunities. Teacher professional development continued to further develop teacher capacity in this area. Parent feedback gained from the ORIMA survey was utilised to further enhance our already successful LFH Platform and Digital Strategy. The school provided school owned devices to any family who expressed a need for this during the COVID-19 pandemic, and ensured that all students had the opportunity to access the digital learning platform. Staff participated in a community engagement video that promoted mental health, movement and connectedness to our community. This was placed on YouTube and has been viewed over 2000 times. Another focus of the 2021 AIP was the consolidation and embedding of PLCs across the school.

Our FISO priority areas for 2021 were Excellence in Teaching and Learning - building practice excellence and Positive Climate for Learning - empowering students and building school pride. The school continued to embed the GANAG

Instructional Model-(for 21st century learners) a whole school teaching and learning model. Pinewood PS is now a certified GANAG school having completed the training provided by the GANAG consortium and international consultant.

Pinewood PS continued its involvement in a FISO group of local schools with a common focus on improving Numeracy outcomes through Foundation to Year 6. We examined assessment practices and refined a visible 'data wall', to incorporate moderation samples, putting faces to data and identifying student point of entry to the curriculum continua. Year Level based confidential data walls were installed in buildings across the school for PLCs to track student learning growth. Instructional Leaders completed the DET PLC training in 2021, and have commenced implementing this structure in all teaching teams. Staff used multiple sources of assessment to triangulate data to inform student growth and entry points against the Victorian Curriculum. Teaching teams aligned teaching documents and practices to the Victorian Curriculum. These practices were further reflected in teacher activities undertaken on Professional Practice days in line with the AIP.

The WorkSafe Victoria initiative which partnered with Smiling Mind, and addressed Mental Health and Wellbeing, was undertaken by the Principal class team, and "Smiling Mind Champions" were selected to implement a Distributive Leadership model across the school, utilising strategies from this program in all meetings.

We continued our partnership with So-Eco, recognising the need for sustainability across our community, working toward our 4th Star for Water Management, and will continue to move through the program to ultimately be acknowledged as a 5 star sustainable school

The school invested in Creating Our Learning Program (COLC), inclusive of a PERMA+ feature day at the commencement of the school year to engage and empower students, whilst building school pride. The school offers many opportunities for students to participate in leadership, special interest or various activities enhancing a sense of belonging to the school and developing a sense of personal and school pride.

In 2021 our whole school Art Show was successfully presented to the community digitally due to the pandemic.

Our Grade 6 Graduation was rescheduled due to COVID-19 isolation requirements at the time where whole classes were considered close contacts. Staff planning, innovation, communication and organisation were pivotal in an extremely successful and well received community event, that celebrated the graduating class of 2021, at an outdoor event on the school premises.

Achievement

The School Review identified that there had been strong academic growth across all year levels. During the period of the last SSP, we continued to focus teachers' attention to implement a differentiated curriculum catering to individual student needs.

In 2021, our NAPLAN data was once again strong. Whilst Pinewood is considered a school of Influence in Reading and measures of Numeracy achievement, we continue to focus on high levels of student growth across the curriculum. We are well aware of the need to keep improving across the curriculum so our NAPLAN results reflect optimum learning growth.

As a high performing school we will be aiming to move more students into the high growth areas as this is where most students are capable of achieving. We will be attempting to do this through a number of curriculum initiatives, including;

the embedding of PLC's across all cohorts, further embedding the GANAG instructional model which draws on prior knowledge, explicit teaching and introduces new information through clear and concise lesson goals. The documented inclusion in lesson planning of 10 High Impact Teaching strategies (focus on Metacognitive Strategies and Differentiation) and the use of the Victorian Curriculum based "I can" statements will also be embedded.

A focus on each student as an individual is an integral part of our school. School policies and programs are designed to cater for individual needs and to maximise each student's potential. Students participate in practical, differentiated learning experiences that provide opportunities for success. Students are encouraged to be independent, creative and innovative thinkers with an agile, problem solving mindset. With the overarching structure of the new DET Framework for Improving Student Outcomes (FISO) 2.0 model underpinning the Victorian Educational system, cohort learning needs have been addressed through our pedagogical focus incorporating the Victorian Teaching and Learning Model (VTLM) which encompasses the High Impact Teaching Strategies and is further supported by our strong Instructional Model.

Professional Learning Communities (PLCs) drive our school improvement and build capacity of teachers to work collaboratively at the school level to improve individual student, cohort and whole school learning growth data. We work on the premise that students learn more when their teachers work together and learn together.

At Pinewood, we have built our PLC's by creating a culture that is:

- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to professionalism
- fuelled by collaborative expertise

It is our collaborative effort of distributed leadership, a focus on learning, a focus on results, and collaboration where combined knowledge and skills, that translates to powerful school learning, student learning growth and achievement.

Engagement

Pinewood Primary School maintains well established links with local preschools and conducts a comprehensive transition program during term four each year, which due to COVID-19, required the school to pivot, and excel, with the implementation of Digital Orientation sessions, in line with our Digital Strategy. Prospective prep students attended three online Webex sessions which were enhanced by our Welcome Package that each student received in the mail. During Term 4, when restrictions eased future students visited the school for a class session on transition day. Teachers visited kinder and childcare centres to establish connections with students. Our buddy system was severely impacted in 2021 by limitations imposed through the DET School Operations Guide.

Roles of responsibility for students, in the areas of Sport, Sustainability, Art, Music, ICT, Library, including the introduction of Wellbeing Captains as well as other student representation (School and House Captains) all contribute to developing leadership pathways. Students moving to Year 7 are well prepared for their transition to secondary education. A major part of the program at Year 6 focuses on developing skills in organisation, time management, adapting to change and building resilience. The school worked with Psychologist Maria Ruberto in an endeavour to develop the capacity for resilience and emotional self regulation in our transitioning Year 6 students. Our exiting students enrol at a range of government, catholic and independent schools.

Attendance is recognised as a key contributor to student success. During 2021, whilst students attended on site learning, student leadership initiatives were designed to ensure engagement and connection to the school. For students with identified attendance concerns, individual programs were put in place and access to appropriate support provided. Our 2021 student attendance data remains high.

Wellbeing

Pinewood Primary School has a strong and documented commitment to staff and student wellbeing. Student safety and wellbeing continue to be a priority for our whole school community. As a school we understand the close link between student wellbeing, engagement and achievement and this underpins our student wellbeing provision, and has now been recognised by the DET through the restructuring of the FISO model (FISO 2.0).

During 2021, students and staff participated in the Resilience Project which was embedded across the school. The program focuses on three key pillars that have been proven to cultivate positive emotion; Gratitude, Empathy and Mindfulness (GEM). The program has a strong focus on Connection, Purpose, Kindness, Emotional Literacy and Physical Health, and is being used across the school to improve the social and emotional wellbeing of all students.

Through our partnership with WorkSafe Victoria and Smiling Mind, staff and students were introduced to research based mindfulness practices to enhance wellbeing and self regulation.

A range of external providers of health services have also been available to students and their families, such as speech pathology, psychologist, social work and counselling. Our Student Wellbeing Leading Teacher coordinates support for families and students on a needs basis.

The student connectedness data, as measured by the Annual Student Attitudes to School Survey, increased during 2021, and remains higher than "similar schools" and well above State average. Our goal is to further enhance the wellbeing and emotional resilience of all students. We survey students with regard to their emotional wellbeing at every year level from Year 2 to Year 6 using the Student Emotional Wellbeing survey. The results from this survey influence a whole school approach to wellbeing.

Finance performance and position

In 2021, due to the pandemic the scheduled works for "The Playground Amongst the Trees" was delayed. This project continues to be overseen by the VSBA and will now be completed during 2022. Grants and financial support were also received to have an additional shade sail installed in 2022, and the installation of Solar Panels which will significantly decrease the school's financial contribution to the costs of energy, and move us to a "greener" approach with the introduction of a renewable energy source.

Funds were used to ensure safety of all equipment across the school including playgrounds, shade sails and electrical items.

Additional funds were directed to professional learning to build teacher capacity in Writing, Numeracy, Assessment and Curriculum and Digital Technology. Funds were utilised to grow the STEM program which was inclusive of additional resources in this area and the expansion of the robotics and Digital Technology program.

An increase in student population numbers, across the school contributed to a net operating surplus at the conclusion of the year. Further asset purchases, such as Interactive TVs, ICT resources, and the redevelopment of play spaces are planned for 2022, including the redevelopment and resurfacing of the sports ground.

For more detailed information regarding our school please visit our website at <http://www.pinewood-ps.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 854 students were enrolled at this school in 2021, 416 female and 438 male.

56 percent of students had English as an additional language and NDP 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).

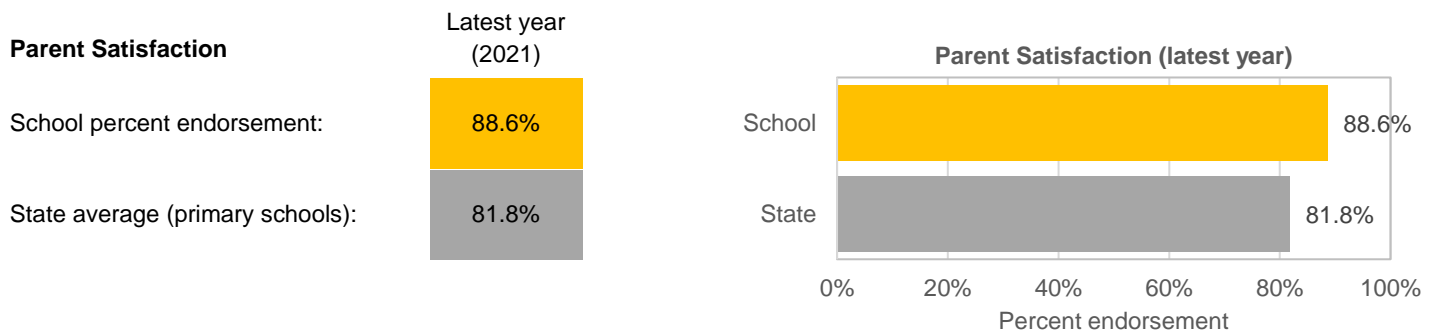
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

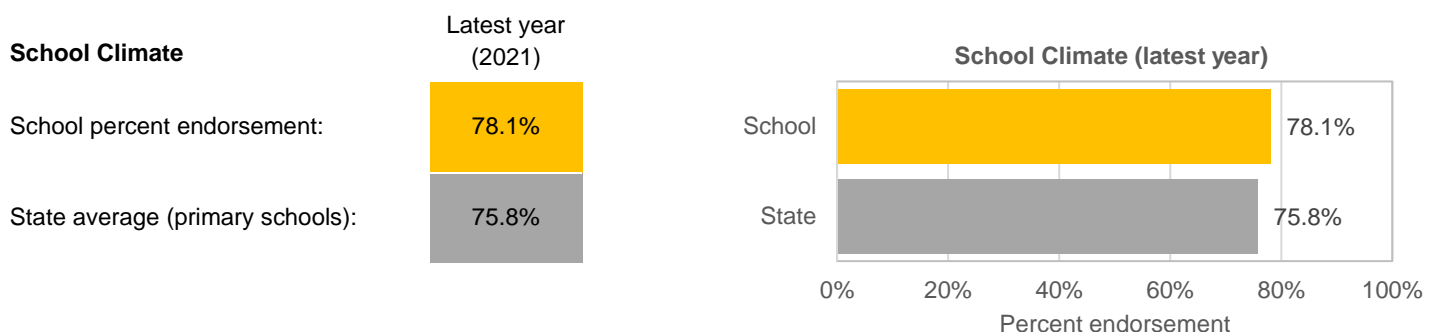


School Staff Survey

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:

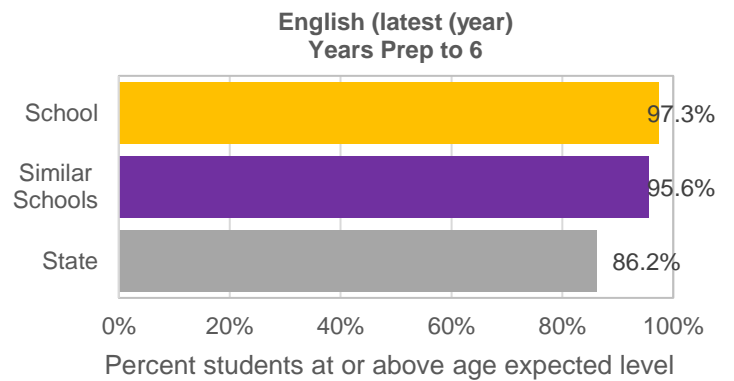
97.3%

Similar Schools average:

95.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

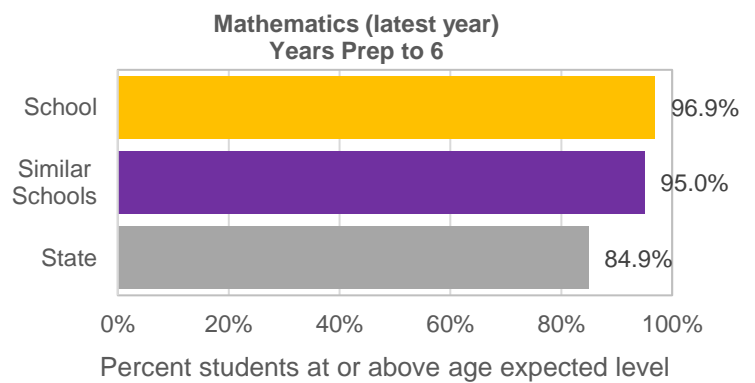
96.9%

Similar Schools average:

95.0%

State average:

84.9%



ACHIEVEMENT (continued)

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

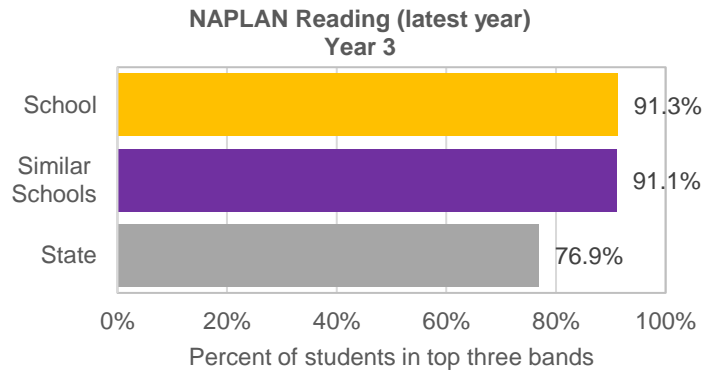
NAPLAN

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

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

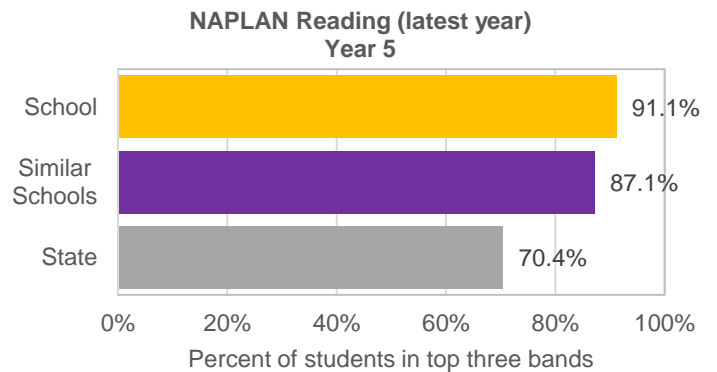
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.3%	92.1%
Similar Schools average:	91.1%	90.0%
State average:	76.9%	76.5%



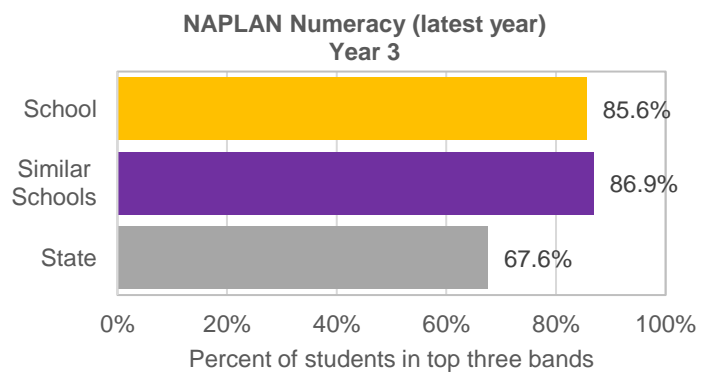
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.1%	87.4%
Similar Schools average:	87.1%	83.9%
State average:	70.4%	67.7%



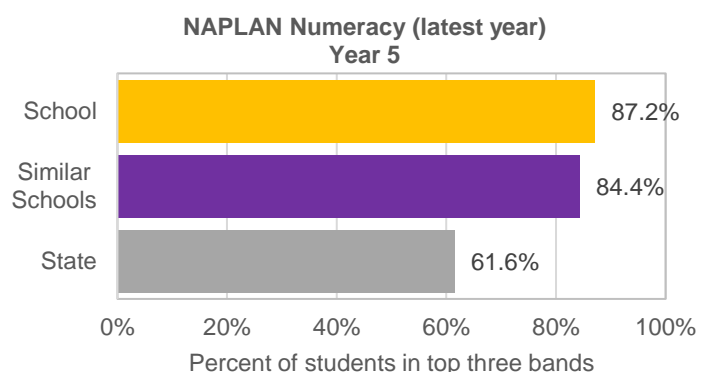
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.6%	91.4%
Similar Schools average:	86.9%	86.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.2%	88.9%
Similar Schools average:	84.4%	82.2%
State average:	61.6%	60.0%



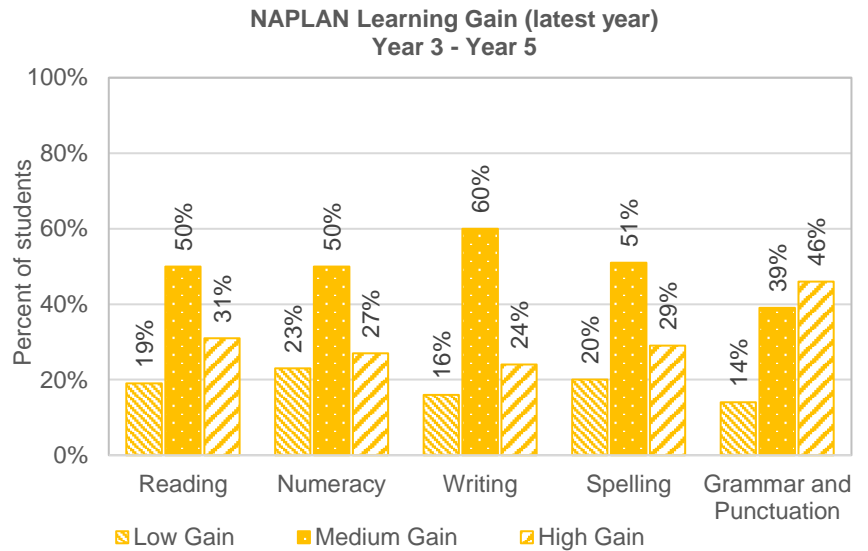
ACHIEVEMENT (continued)

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:	19%	50%	31%	33%
Numeracy:	23%	50%	27%	37%
Writing:	16%	60%	24%	37%
Spelling:	20%	51%	29%	34%
Grammar and Punctuation:	14%	39%	46%	40%



ENGAGEMENT

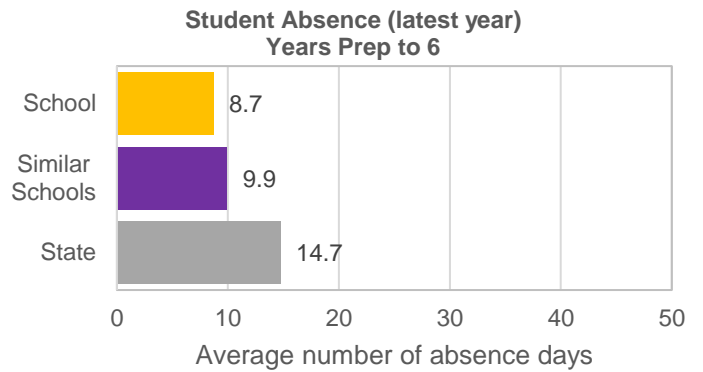
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	8.7	10.8
Similar Schools average:	9.9	12.3
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):	95%	96%	96%	96%	96%	96%	95%

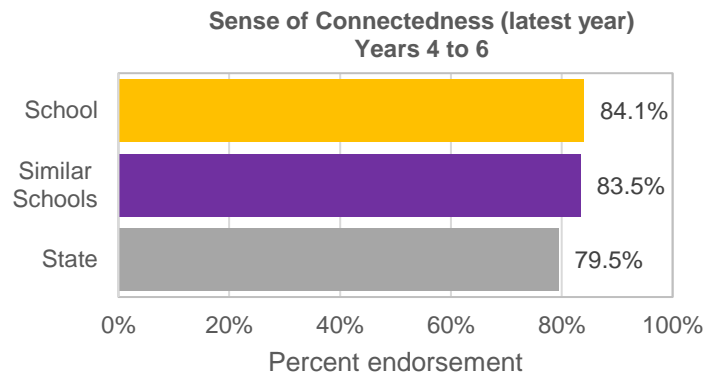
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	84.1%	83.8%
Similar Schools average:	83.5%	84.0%
State average:	79.5%	80.4%

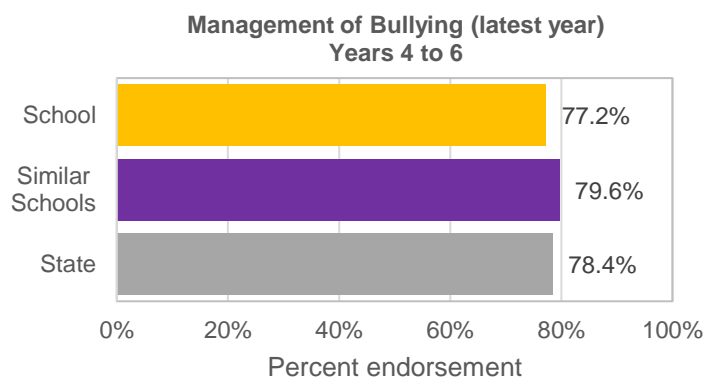


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.2%	79.8%
Similar Schools average:	79.6%	81.6%
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	\$6,796,098
Government Provided DET Grants	\$1,283,267
Government Grants Commonwealth	\$9,543
Government Grants State	\$0
Revenue Other	\$14,665
Locally Raised Funds	\$466,395
Capital Grants	\$0
Total Operating Revenue	\$8,569,968

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,278
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,278

Expenditure	Actual
Student Resource Package ²	\$6,232,380
Adjustments	\$0
Books & Publications	\$2,419
Camps/Excursions/Activities	\$57,831
Communication Costs	\$13,162
Consumables	\$152,861
Miscellaneous Expense ³	\$57,135
Professional Development	\$20,570
Equipment/Maintenance/Hire	\$222,285
Property Services	\$261,268
Salaries & Allowances ⁴	\$33,415
Support Services	\$493,746
Trading & Fundraising	\$8,054
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$47,696
Total Operating Expenditure	\$7,602,823
Net Operating Surplus/-Deficit	\$967,145
Asset Acquisitions	\$11,615

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$529,082
Official Account	\$56,423
Other Accounts	\$19,017
Total Funds Available	\$604,523

Financial Commitments	Actual
Operating Reserve	\$190,291
Other Recurrent Expenditure	(\$35)
Provision Accounts	\$0
Funds Received in Advance	\$26,542
School Based Programs	\$21,824
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$41,743
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$550,000
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$930,365

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.