

# 2021 Annual Report to The School Community



**School Name: Tecoma Primary School (3356)**



- 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 22 March 2022 at 02:38 PM by Rohan Thompson (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 26 April 2022 at 04:08 PM by Lisa Dell (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

Situated in the Dandenong Ranges in the outer suburban fringe of Melbourne, Tecoma Primary School strives to create a responsive, cooperative, innovative teaching and learning environment. We currently have an enrolment of 439 (no overseas enrolments), as entered in the 2022 February census. We aim for development of the whole person as a committed life-long learner, who embraces self-development, achievement and contributes to their community. Our newly endorsed School Values of Respect, Resilience, Creativity and Personal Best are fostered in classroom practice and promoted through our weekly Student Achievement Awards. This is supported by a positive approach to schoolwide behaviours in all facets of daily school life.

We maintain a strong focus on literacy and numeracy, supported by a sequential integrated curriculum, based around a whole school theme. Our curriculum provision is comprehensive, with four specialist areas delivering engaging Performing Arts, Visual Arts, Japanese and Physical Education outcomes.

Every child from Prep-6 has a weekly Science session, delivered by their classroom teacher. In 2022, we have employed 3 tutors to support the learning growth of students, coming out of the Remote Learning period.

Digital Technologies are integrated into classroom practice via a school wide network, televisions linked via AppleTV/Air parrot or interactive whiteboards in each learning area, which is further supported by trolleys of chromebooks, notebooks and ipads. Acknowledging the diversity of learning styles, the school is committed to integrating extra-curricular opportunities into all learning areas throughout the school.

We foster social competencies through musical productions, student welfare/KidsMatter days, school camps in grades 3-6, various sporting activities, our Buddy Program and a vegetable patch, utilised by our Environment group, which is one component of our extensive Year 6 Student Leadership program and our daily lunchtime activities. Bi-annually, every child in our school is an active participant in our whole school production.

In the past 12 months, we have included greater engagement and student voice in the students learning through the Student Action Team. (S.A.T.), emphasised by our school being the only Primary School in the state to make it to the Victorian Primary Schools student voice award finals in 2021.

Our children are accommodated in modern 21st century classrooms, excellent facilities and spacious playgrounds which we, as a school community, take great pride in. Our historic main building has recently been refurbished into a modern Administration Block. Our school community in 2015 built a Reading Room/tutoring room, which houses two innovative student support programs.

All areas of the school have been refurbished since 2011 with modern learning spaces. In 2018, we opened our new 3-6 playground, and at the start of last year, we upgraded our Prep-2 playground, from locally raised funds, showing the commitment of our whole school community towards targeted fundraising.

The school has 33.19 staff: 2 Principal Class, 2 Learning Specialists, 24.87 Teacher Class & 5.31 Education Support staff. We don't have any staff identifying as Aboriginal or Torres Strait Islander.

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### Framework for Improving Student Outcomes (FISO)

Collaboration is a significant component of the state government's 'Education State' direction and the 'Framework for Improving Student Outcomes' cycle was further embedded in 2020/21 as teacher time was maximised through the provision of Remote Learning in 2020/21.

This focussed effort saw all Professional Learning Community (PLC) leaders and teachers fully supported by the school's Learning Specialists to engage in regular professional learning to better understand student point of need data.

Tecoma was invested in the Dandenong Ranges priorities, however this became problematic as schools once again moved back into remote and flexible learning for six months of 2021.

We continued our own communities of practice within our own school with daily meetings via "coffee catchups" from 8:30am to 8:50am during the Remote Learning period. We effectively used online programs such as Seesaw and Google Apps for education to engage the children during Remote Learning. We further engaged the children via weekly telephone calls and as we got further into the remote learning period, synchronous learning via online meetings. In 2022, we will return to communities of practice within the Dandenong Ranges. We will also relaunch professional learning community inquiries in teams, for the betterment of student outcomes.

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## Achievement

We have spent a great deal of time working on consistency of teacher judgements through moderation, both schoolwide but also within level teams, to get a more accurate picture of a child's achievement in their learning journey at Tecoma Primary School.

According to teacher judgement of student achievement across Prep-6 in English, our students at or above age expected standards are at 89.9% compared to similar schools of 91.2%. This is above the state average of 86.2%. Similarly, according to teacher judgement of student achievement across Prep-6 in Mathematics, our students at or above age expected standards are at 88.7% compared to similar schools of 91.3%. This is above the state average of 84.9%.

Our NAPLAN results took a dip in 2021 after not being assessed at all in 2020.

We had 77% of our year three students in reading in the top three bands, which is above state average but below similar schools average. This was also the case in numeracy with 68.3% of our year three students in the top three bands, which is above state but below similar school averages.

Our year 5 students in reading performed better in NAPLAN in the top 3 bands being close to similar schools average and well above state average. This was not as strong in numeracy, however was still above state average.

The high learning gain from Year 3 to Year 5 in NAPLAN was above similar schools in reading only with numeracy, writing, spelling, and grammar and punctuation below the high gain of similar schools.

This is evidence that our teacher judgements are more in line with our NAPLAN results.

This year, as per our Annual Implementation Plan (A.I.P.), we will focus on the Department of Educations Goal 0 which is:

Learning - support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Wellbeing - effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

These goals were mandated in all A.I.P.'s by the Department of Education as a result of COVID-19 and the significant time the students were learning from home in 2020/21.

2021 was the second year of our new Strategic Plan but with COVID, we were forced to put our plans into the background as we moved to remote and flexible learning.

We have relaunched our Professional Learning Community (PLC) approach to all levels of the school. We will utilise the inquiry cycle to deep dive into student learning, to focus on point of need teaching, especially in the area of numeracy.

We will continue to embed Readers Workshop, Writers Workshop and the 6+1 Traits in our Literacy sessions, after the extensive professional learning we undertook in 2020. We will also continue to focus on the SMART Spelling program that we started in May 2018. This year, we will continue to embed teachers in this program, with new teachers being inducted in the program and other teachers continuing to develop through learning walks and feedback, so that we have a consistent, cohesive approach to spelling across the school.

We will continue to implement aspects of the High Impact Teaching Strategies (HITS) through the leadership of our Literacy Professional Learning Team.

We will have 3 staff trained in the Bastow Mathematics leaders course. This learning will then be fed back through our numeracy PLC's and at staff meetings/Professional learning sessions.

We plan to create a consistent, evidence based, mathematics teaching model that will mirror what we created in 2019 after the Bastow Literacy training.

All classroom teachers deliver weekly science sessions with the support of our trained Primary Science Specialists.

This year, the Department continued the tutor learning initiative (TLI) for those children who did not make the expected growth during the Remote Learning period. The funding did not quite cover the whole year, so we have topped up the funding to ensure that the tutoring is accessible throughout the four terms, full time for the whole year. The tutoring will be for children who are 12 months or further behind in literacy and numeracy. These children have been identified through testing and will each have an Individual Education Plan shared with the parents with short term, smart goals that are readily achievable. We also have employed a third teacher 3.5 days a week to work on supporting students in numeracy 0-12 months behind but also in extension in both literacy and numeracy.

Our Reading Room program will continue from term 2 to provide support for children up to 12 months behind, identified as requiring additional assistance in reading (grades 1-6), enabling over 36 students to have daily, extra reading tuition. Children will move on and off this program as their learning reaches the expected level, enabling this program to be

more far reaching than just 36 over a year. We aim for the children who are moved off the tutoring program in literacy to move into the Reading Room to support them in maintaining their expected level. Curriculum is enriched through an extensive range of extra-curricular activities designed to engage students in their learning and strengthen their connectedness with peers, teachers and the school community.

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## Engagement

Our attendance data is strong, however the validity of the data across the state would very much depend on the accuracy in how the schools coded the attendance during the remote learning period. Our engagement results have been strong in recent times with our student attendance data placing us better than state for the four-year average. In fact, our attendance records have been well under state average for the past 9 years, last year being 10.3 days per student as compared to 14.7 days per student across the state. Our good results are due to our staff being vigilant in contacting parents when their child's absence is unexplained. However, of the 10.3 days that our students are absent, 3.1 of these are explained absences which is a figure that is almost a third of our absences. In 2022, we will once again focus on student attendance with an emphasis on unexplained absences, punctuality and reducing lateness. Our "It's not ok to be away" campaign has been successful with Principal Reward BBQ's and Punctuality Awards recognising those students not only with strong attendance records but also with being on time. Whilst our attendance data is good in comparison to state, our focus will also be on further reducing the number of unexplained absences where parents are not giving reasons for their child's absences. Absence days, plus being 5-10 minutes late each day over the course of a week and a year, adds up to be a considerable amount of lost learning time. This will be promoted very much in our school newsletter to emphasise the importance of being at school. It is important that children want to be at school and we run numerous initiatives to keep our children engaged in their learning. Point of need teaching takes place in each classroom, where children are actively engaged and extended. The use of Digital Technologies in the school has been enhanced, especially coming out of the COVID period where we successfully used Seesaw and Google Classroom. We effectively use devices available in classrooms, including banks of laptops, chromebooks and ipads which were purchased using voluntary contributions from parents. Year 6 Graduation is a highlight where we congratulate and acknowledge our students' academic and social excellence. We hope we can return this to our usual setting in 2022, with parents in the audience. Students, especially in Year 6, have many opportunities to develop leadership skills. All grade 6 children have a leadership role, where cross-aged tutoring occurs during the leadership hour. The school continues to build links with pre-schools and high schools. The preschool children are offered 8 transition sessions, an Orientation Day, an information night and a teddy bears picnic with their buddy to assist with their transition into the school. We hope we can return to this program in 2022. We run our whole school Transition Week where children meet others in their new grade levels. Staff are provided with time to 'talk' about individual students with the 'next year's teacher' to support transition within the school. We will constantly seek further opportunities for cross unit professional discussion and will provide orientation activities to support the transition process and for the passing on of student information. We actively use our Learning Management System "GradeXpert" to track student growth and wellbeing, though we will be moving across to COMPASS in March, as there are more features and it is an interactive package that will integrate all communications, payments, reporting, parent teacher interviews, as well as data collection and chronicles. In 2022, the grade 3-6 children will go to Coonawarra (Grade 6), Derby Hill Blue Light Bike Education Camp (Grade 5) and Forest Edge (Grade 3/4) respectively for their school camps. Grade 2 students also take part in an overnight sleepover at the school, in preparation for their first camp the following year.

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## Wellbeing

Our 2021 student opinion data needs to be looked at with an asterisk, as we only completed the survey with the grade 4 children before we once again, moved into remote learning and the survey could not be completed by the grade 5-6 children. Therefore in the "sense of connectedness" category, the grade 4 percentage endorsement was two percentage points below state average after being six percentage points above state average in 2020. Therefore care

should be taken when interpreting these results. Similarly, under the category of “management of bullying”, our grade 4 percentage endorsement was slightly above similar schools and above state average. Once again, care should be taken when interpreting these results.

That being said, this year we are looking to further embed student voice and wellbeing awareness through the zones of regulation. Children are asked to identify where they are, whether it be the green, blue, yellow or red zone. This is especially important coming out of the post COVID period.

Our student action team meets weekly, with elected representatives from each classroom of the school meeting twice a term.

Last year, the student action team led the revamping of our school values. Taking on feedback and opinions from staff, parents and their peers, the student action team voted and at the end of the year it was announced that we have four new school values moving away from the six that we had held since 2007. The new school values are resilience, respect, creativity and personal best.

These values will now be reflected in signage around the school, to support positive behaviours no matter where they are in the school. These values will also be reflected in weekly student of the week awards announced at assembly. In 2022, The Resilience Project will be implemented. This program aims to develop students’ emotional literacy, and the key principles of gratitude, empathy and mindfulness will be incorporated into daily discussions, routines and practices.

Teachers are dedicated to providing extra opportunities for the children to participate and shine.

With all children having different interests and needs, throughout the week we run a variety of recess and lunchtime activities for students who wished to take advantage of these opportunities. These range from Volleyball, Drawing Club, Drama Club, Chess Club, Coding Club (Junior and Senior), Writing Club, Library open at lunchtimes, Aerobics, Yoga, Soccer, Lego Club, Sri Lankan dancing, Choir, Grade 1/2 “wow dancers,” State School Spectacular rehearsals (choir and dance) and various instrumental lessons. These activities all provide opportunities for the students to develop/maintain different interests and assist in helping students stay connected to the school.

Unfortunately, at present, Student support services (regional guidance officers) staff are not attending on site, meaning that we have not had a psychologist or speech therapist in our school for the past two years. In previous years, we had fortnightly attendance which would be ideal in doing some proactive, as well as remedial work with groups of children coming out of COVID. This would also include educational assessments to give the school further information about the child and their learning abilities. We hope this changes very quickly as we move out of COVID.

Buddy programs are used to develop student connectedness. We continue to build on our grade 4 buddy program with the local pre-school children, fostering relationships. The grade 4 children become the grade 5 buddies to the new Prep children. The grade 6 leadership program provides children with meaningful roles involving mentoring students from other levels in Performing Arts, Junior Sports, Wellbeing, Computers, Visual Arts and Environment/Sustainability. The children in grade 6 participate in a public speaking course. We will prepare the children and their parents with information nights involving the transition coordinator from the local Secondary School to prepare them for secondary schooling.

We are a fully accredited KidsMatter school, where social and emotional wellbeing is fostered in a caring and supportive way. This work, in conjunction with the ‘Bounce Back’ and “Respectful Relationships” sequential programs, reinforces wellbeing within and outside the classroom.

Conflict issues are resolved using a Restorative Practices approach, where students have a voice and work through their problems and develop their skills in conflict resolution through a supportive environment.

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## Finance performance and position

Out of school hours care revenue was a large decrease due to Covid. Loss of \$30,100.75. This is due to payment of staff continuing during 2021 even though attendance was below 30%. There was also no extra financial support for Covid affected programs in 2021 as there was in 2020. CRT cost also up by 20% due to the compensation payment required.

School managed to increase revenue in Fundraising by 25% prior to further lockdowns.

Donation of 10K for Resilience Program to run 2022 (student welfare program)

Increase of 60% expenditure in Professional Development for staff training in 2021.

Increase of Camp & Excursions expenditure as they were able to occur finally at the end of 2021.

**For more detailed information regarding our school please visit our website at**  
[www.tecomaps.vic.edu.au](http://www.tecomaps.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 443 students were enrolled at this school in 2021, 221 female and 222 male.

2 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).

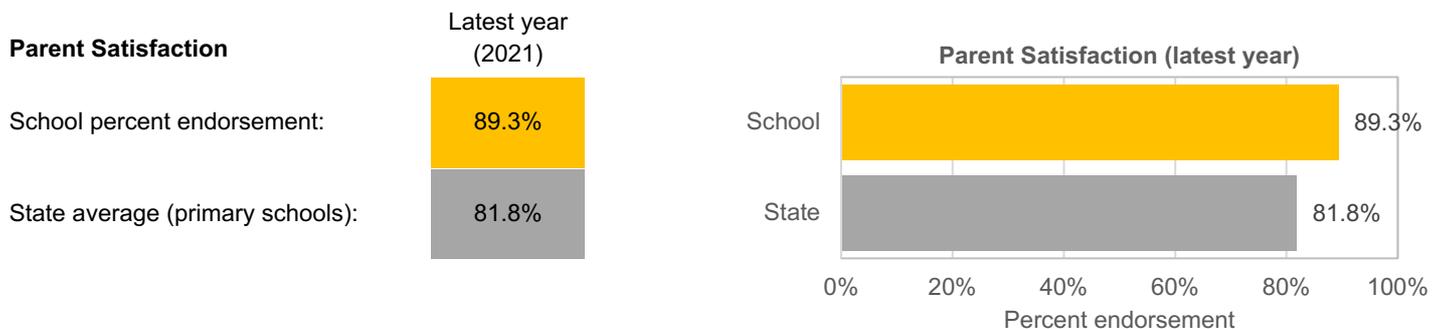
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

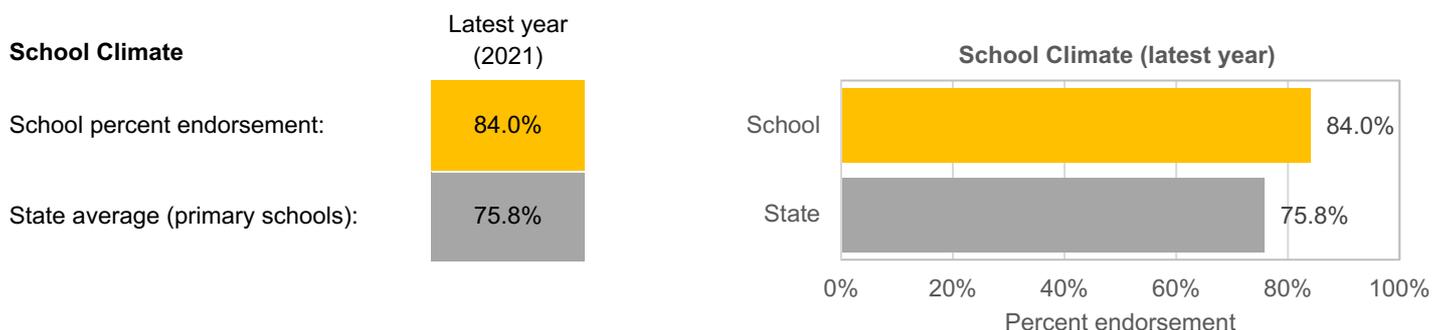


### School Staff Survey

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:

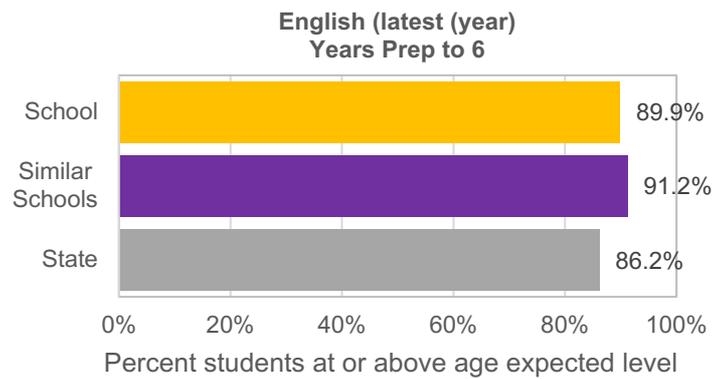
89.9%

Similar Schools average:

91.2%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

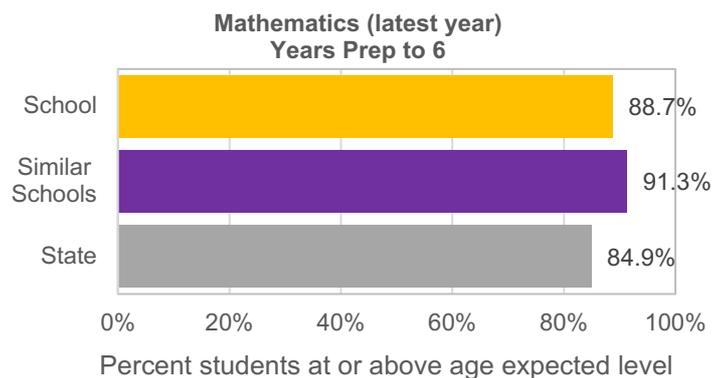
88.7%

Similar Schools average:

91.3%

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.

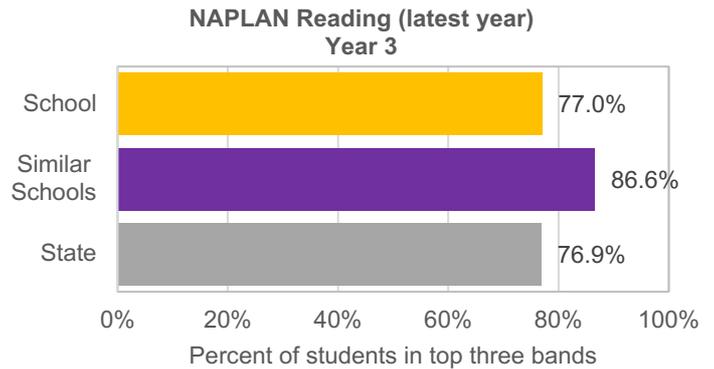
**NAPLAN**

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.

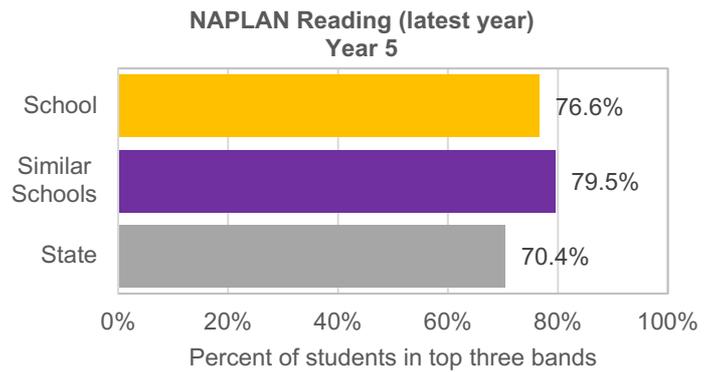
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.0%	78.9%
Similar Schools average:	86.6%	85.5%
State average:	76.9%	76.5%



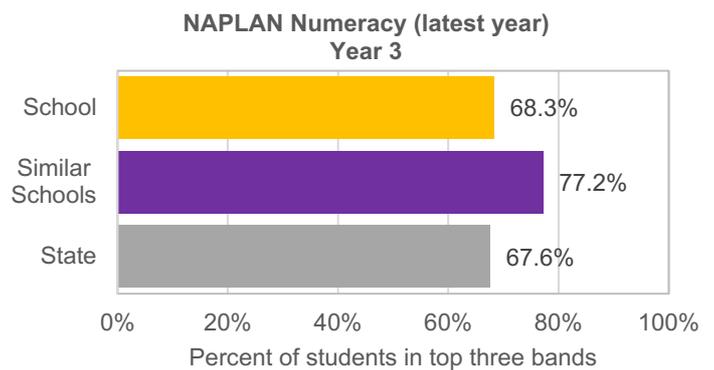
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.6%	70.8%
Similar Schools average:	79.5%	76.9%
State average:	70.4%	67.7%



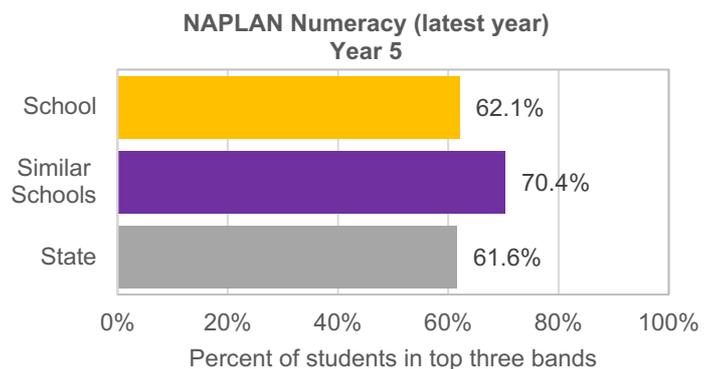
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.3%	78.4%
Similar Schools average:	77.2%	79.5%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.1%	64.3%
Similar Schools average:	70.4%	68.3%
State average:	61.6%	60.0%



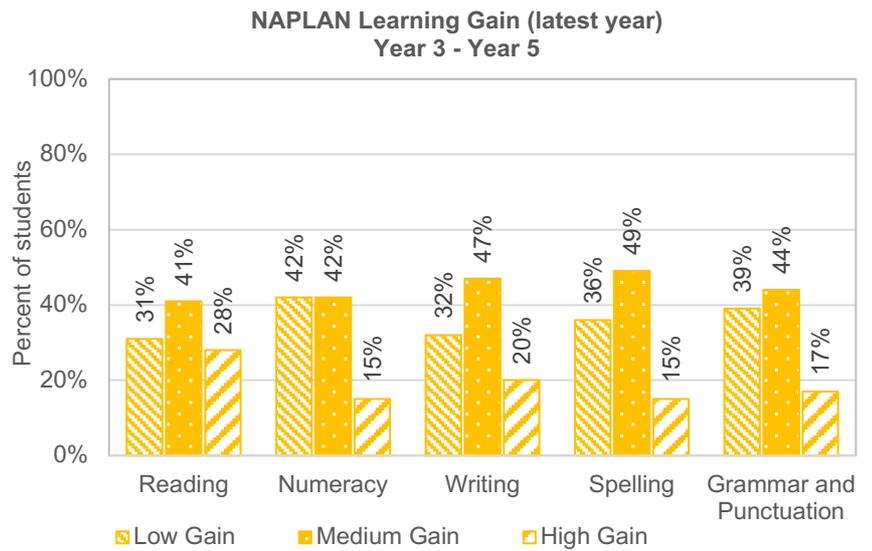
## ACHIEVEMENT (continued)

### 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:	31%	41%	28%	26%
Numeracy:	42%	42%	15%	22%
Writing:	32%	47%	20%	26%
Spelling:	36%	49%	15%	22%
Grammar and Punctuation:	39%	44%	17%	23%



## ENGAGEMENT

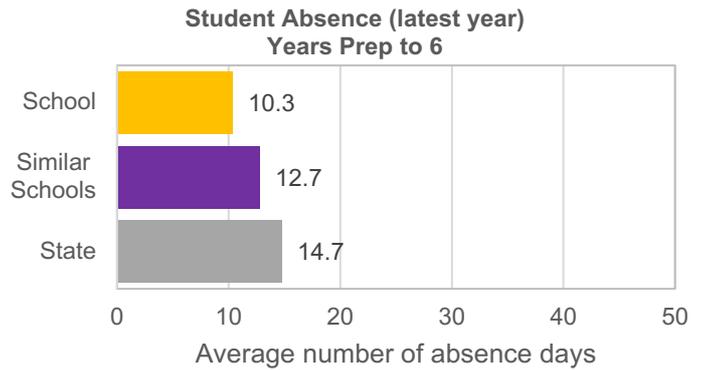
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	10.3	12.5
Similar Schools average:	12.7	13.3
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):	96%	94%	94%	96%	94%	95%	95%

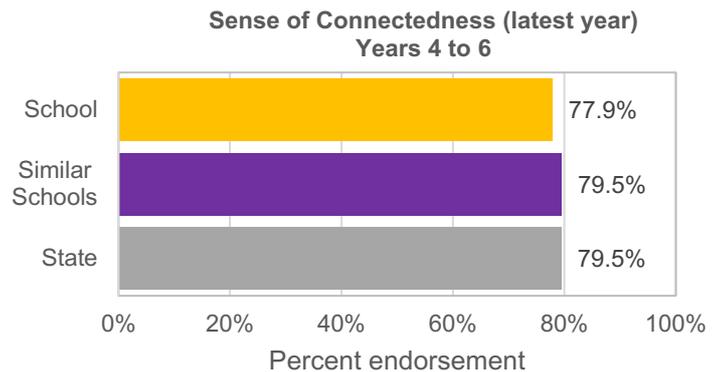
## WELLBEING

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.9%	85.5%
Similar Schools average:	79.5%	79.3%
State average:	79.5%	80.4%

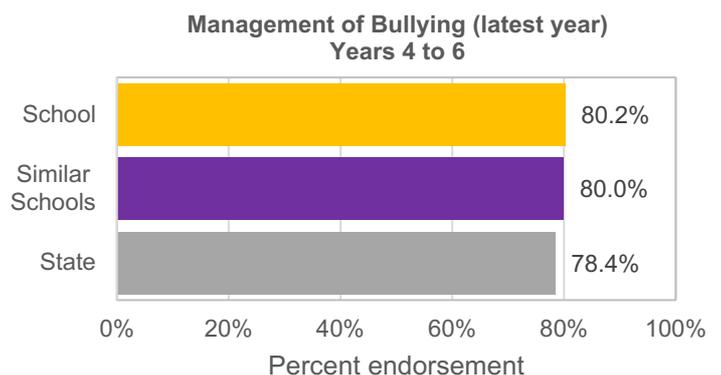


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	80.2%	84.5%
Similar Schools average:	80.0%	80.3%
State average:	78.4%	79.7%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,486,132
Government Provided DET Grants	\$246,633
Government Grants Commonwealth	\$65,297
Government Grants State	\$0
Revenue Other	\$36,296
Locally Raised Funds	\$263,738
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,098,097</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$32,234
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$32,234</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,486,043
Adjustments	\$0
Books & Publications	\$1,596
Camps/Excursions/Activities	\$99,242
Communication Costs	\$7,807
Consumables	\$70,862
Miscellaneous Expense <sup>3</sup>	\$21,370
Professional Development	\$11,230
Equipment/Maintenance/Hire	\$78,518
Property Services	\$40,604
Salaries & Allowances <sup>4</sup>	\$174,448
Support Services	\$92,570
Trading & Fundraising	\$32,328
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$315
Utilities	\$29,213
<b>Total Operating Expenditure</b>	<b>\$4,146,147</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$48,051)</b>
<b>Asset Acquisitions</b>	<b>\$24,523</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	\$88,265
Official Account	\$12,692
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$100,956</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$100,956
Other Recurrent Expenditure	\$6,357
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$25,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$8,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$155,314</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.*