2020 Annual Report to The School Community

School Name: Kensington Primary School (2374)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 01 April 2021 at 11:18 AM by Bridget McLaughlin (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 01 April 2021 at 11:34 AM by Jonathan Orr (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

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

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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

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

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

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the *'Victorian Curriculum'*?

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

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

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

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

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

About Our School

School context

School Vision and Values
The KPS school vision is to be a safe and caring community who learn and grow together, to make a difference for us and our world. Kensington Primary is a diverse community, which respects the differences each and every family brings to the community. Parents and carers at KPS are supportive and involved in their children's education. Parents value the focus on academic rigor and the opportunities provided by the school in regards to the specialist areas, as well as the regular community events. During 2020 the staff worked with a DET SWPB coach to examine our school values. Respect and Responsibility were identified as the initial values. The values were unpacked with a focus on what the modelled behavior we are developing would look like in all areas of our school.

The key areas focused on in 2020 were:

*To improve the learning growth of every student in Literacy and Numeracy
*Develop and embed evidence-based strategies that support the planning and delivery of effective differentiation to improve student outcomes through a school-wide instructional model
*Teachers participate in professional learning focused on the function and process of a Professional Learning Community
*Refine & embed a Guaranteed and Viable curriculum incorporating Reading, Writing and Numeracy that aligns with the Victorian Teaching & Learning outline
*Action Plan to accelerate improvement

Kensington Primary, throughout the 'hard lock down' in 2020, continued to ensure all staff participated in shared planning and that the structures of lessons, although modified to some extent due to online learning, provided consistency and an expectation as to the role of the student and the teacher. Teachers, although working from home, participated in professional learning scheduled for twice a week with a focus on Guided Reading. To support the consistency of teaching remotely all families were provided with a weekly Teaching and Learning Matrix to be used as a guide to support learning from home. Teachers taught 'live' using the DET approved platforms of WebEx to connect with students as well as Google Suite to post tasks and collect work samples for assessment and reporting purposes. Teachers were able to provide feedback via the DET approved platforms of WebEx as well as Google Suite to provide feedback to students in a timely manner. Families not wishing to participate with on-line learning were provided with hard copy resources. Provision for the children of essential workers and vulnerable students were supervised onsite, initially with 'willing and able' staff members, who volunteered to support. Throughout the year the criteria of 'willing and able' changed to staff being rostered to be onsite.

Work Force Composition
At Kensington Primary in 2020 there were 2 Principal Class members, 2 Learning Specialists, 13.3 Range 2 Teachers, 12.6 Range 1 Classroom Teachers and 5.54 Education Support Staff as well as a fulltime Business Manager.

School size, structure and geographic location

The school had a Student Family Occupation and Education rating (SFOE) of 0.2822 and the School Family Occupation Index was 0.2016. Enrolments remained consistent, with many parent requests for students to be enrolled. In 2020, 513 students were enrolled at KPS, 241 female and 272 males. Kensington Primary has implemented an Enrolment Policy which is communicated to prospective parents. We have experienced many requests from families outside our zoned area, which we were unable to accept. Throughout 2020 it was communicated that some families moved to rural areas as the opportunity for parents to have a more flexible working from home arrangement was available. 25 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Social and enrollment characteristics.

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE), which takes into account parents' occupations and education. Kensington Primary's socio-economic band value is low being 0.1859. Kensington Primary is a well sought after school of choice.

Details of programs offered for overseas students.

Kensington Primary delivers a curriculum program developed and informed by the Victorian Curriculum. The ongoing assessment data was used to plan for and differentiate the teaching and learning program specific to students' needs. The weekly teaching program at KPS consisted of 5 hours of Reading, 5 hours of Writing and 5 hours of Mathematics per week. The students at Kensington Primary participated in one hour of Art instruction, one hour of Music instruction, 1 hour of Physical Education as well as 1 hour of STEM/Cultural Studies. Students participated in 30 minutes of Library a time during which students were able to borrow books for home reading enjoyment, examine new additions to the library as well as borrow for their Classroom Libraries. The remaining hour and half was dedicated to the delivery of wellbeing sessions, with a focus on the values of Kensington Primary, Respect and Responsibility, as well as promoting well-being during the lock down periods. A teacher facilitates a 'Cooking and Gardening' program. During Term one, students were involved in harvesting and preparing meals with the produce. In Term 4 due to restrictions, a stronger focus was shifted to the gardening component with the establishment of an indigenous garden. Students who have been identified as being 12 months below the expected reading benchmark level, participated in the Language Learning Intervention program.

Framework for Improving Student Outcomes (FISO)

A focus for 2020 was to support students to develop both decoding and comprehension strategies to increase engagement and skill development of all students. Reading has been an on-going priority reflecting our School Strategic Plan of every child making 12 months growth in 12 months. The professional development in 2020 was focused on:
* increasing the capacity of staff to deliver a rigorous reading workshop model supported by the teaching partners as part of the Teaching Partner component of the 'Differentiated Support for School Improvement (DSSI)' Initiative that commenced in Term 1
*refine the capacity of all teachers to deliver the consistent practice of Guided Reading supported by the Learning Specialists and Principal class
* Independent Reading and Close Reading delivered through targeted planning and teaching
*focus on ensuring teachers are providing students with the selection as well as identification of Just Right Texts
* ensure a whole school collaborative understanding of the Reader's Workshop

Teachers in the Year 3 and 4 teams commenced working with Regional Teaching Partners in a coaching capacity to build knowledge and practice excellence in the Key Learning Area of Reading. Our Year 5 teachers were supported by an Educational Improvement Leader to focus on comprehension strategies. During Term 3, a highly successful Curriculum Day was held to document anchor charts to support staff when planning for Reading. Throughout Term 3 and 4 a number of staff participated in the Middle Leaders Initiative, undertaking professional learning through BASTOW and working with a Learning Specialist to document teacher resources.

In Term 1 2020 an Education Improvement Leader worked with all teachers to develop a consistent understanding of the purpose and use of Classroom Libraries and Just Right texts. There was continued support throughout the year to ensure consistency and purposeful reading tasks when online. In Term 1 the Year 5 teachers and Leadership Team participated in Network Professional Learning with a focus on CLOSE Reading. Unfortunately due to COVID-19 Regional staff were redirected and the planned professional learning was cancelled.

A continued focus in 2020 was to embed the implementation of the whole school Instructional Model developing a gradual release of responsibility, so that students understood their role as a learner as well as the teachers' role to support growth during a lesson.
Kensington Primary was involved in the Differentiated Support for School Improvement (DSSI)' Initiative focusing on reading and targeting key learning strategies to enable students to make further growth in the area of comprehension.

Due to COVID-19 the consistency of the support provided was decreased as DET Regional staff were redirected. The planned focus for the classroom teachers and Teaching Partners were:
*targeting specific teachers for coaching
*demonstrations
*observations
*feedback
*Professional Learning for all staff

A data analysis of NAPLAN was undertaken examining the 2018 Reading data for the Year 5 students, identifying students in the Top 2 Bands. Teacher Judgement as well as a previous NAPLAN Reading Test was administered to identify students working in the Top 2 Bands, as well as any student who may not have made expected growth. This data was used to target students' point of need, using key skills identified through the assessments to plan for and target the teaching focus of reading lessons. Year 5 teachers worked with an Education Improvement Leader both onsite and remotely to analyze the data and plan targeted teaching. Coaching was provided for the Year 5 teachers to target students' specific comprehension needs. A focus was to deepen and strengthen staff data literacy to effectively engage students in planning, co-constructing, implementing and evaluating learning. All teachers were entering ongoing data to record the mastery of key skills and understandings targeted. The data spreadsheet was consistently referred to during planning sessions to evaluate students' skills, as well as informing the planning of a differentiated curriculum.

A focus in 2020 was to build teacher capacity to implement practices that promote student agency and voice. Kensington Primary is part of the DET initiative of School Wide Positive Behaviors. Our aim was to create a supportive and inclusive learning community which nurtured the social and emotional development of all students, providing opportunities within the school community for increased student agency. A goal was for students to set learning goals with their teachers and reflect on their achievement. Students discussed the 'Learning Pit' and how learning can be difficult and requires effort. Students have been guided by teachers to show evidence of the mastery of the Learning Goal, focusing on the Success Criteria. Teacher feedback is directed to the evidence required in the student work samples.

In 2020 a continued focus on professional learning as well as distributive leadership continued to be a priority. The School Improvement Team, consisting of the Principal, Assistant Principal, Learning Specialists and Business Manager, continued to ensure a consistent message was delivered and that support for teachers was readily available. Due to Covid-19 the leadership ensured all staff members' wellbeing was supported with professional support both internally and externally.

Weekly SIT meetings were timetabled to ensure the discussion of data, student growth, high expectations and teacher support was planned and monitored. Data was examined and discussed at grade, cohort and whole school level. Indicative data was recorded, specific whole school assessment was planned for and supported. The SIT team tracked the growth of all students having conversations with teachers in regards to the academic and social needs of all students on a regular basis. Professional Learning continued to be undertaken by teachers to build their capacity and to support the delivery of a research based engaging curriculum. Teachers had the opportunity to participate in the Leading Literacy PD through BASTOW and a Learning Specialist continued to be involved in the the Primary Mathematics and Science Initiative, supported by a classroom teacher.

Achievement

Teams used data to inform the planning for the teaching and learning focus of individuals as well as cohorts of students. The examination of growth data to review which students were making high, at and low growth was used in conjunction with on-going formative assessment to promote discussions, as well as the planning for and delivery of a differentiated curriculum. Teachers reflected on both summative and formative assessment data during PLC sessions to inform planning and to address the academic and social needs of all students. All teaching teams in 2020 examined data focused on Teacher Judgement and when appropriate, examined historical NAPLAN data. An emphasis on tracking students using an indicative data spreadsheet was used to record the achievements of all students, in particular targeted formative tasks. Whole school moderation had been planned to examine student work samples in

the domains of Writing and Numeracy to decrease the variability of Teacher Judgments, however due to COVID-19 restrictions placed on the number of staff members physically working together, moderation of tasks occurred in teams as well as moderating with year levels above and below. Teachers collaborated in PLCs to understand the needs of the cohort and examine the mastery of the Essential Learnings. Teachers were supported by 2 Learning Specialists, Assistant Principal and Principal to further develop their capacity during PLC meetings. Teachers have observed their colleagues with a focus on sharing best practice and providing feedback to further develop teaching and learning capacity. Teachers have worked with curriculum partners from DET in the curriculum domain of Reading.

It was a non-negotiable that all teachers shared a Learning Goal and Success Criteria with the students at the beginning of each lesson, so that students were clear on what they were learning and how they could show mastery through the achievement of the Success Criteria. Teachers in teams collaborated to plan for the learning goals and success criteria to decrease the variability between classrooms and focus on a sequentially developmental learning sequence. Students were guided to track their goals and the evidence required to prove mastery of the skills and understandings through learning tasks. The students were encouraged to articulate their thinking when providing evidence of their learning and achievement of their personal goals.

A strong focus for 2020 was to continue to embed a consistent instructional model across Reading and Numeracy. The instructional models were unpacked for Reading and Numeracy, with each stage explained and the non-negotiables embedded when planning. There was a focus on developing teachers' skills, knowledge and understandings of the Instructional Practices within the Instructional Model. A whole school focus has been on the Instructional Practices of Independent and Guided Reading. A team of 'Middle Leaders' have worked with a Learning Specialist to develop a handbook documenting the non-negotiables and expectations of the Reading Instructional Model. The Middle Leaders of Kensington Primary supported the whole school focus of developing teachers' skills, knowledge and understandings of the reading comprehension strategies. The examination of our whole school data indicated that students were highly skilled as decoders of text. However, a closer examination of the 2019 reading NAPLAN growth data indicated our students did not have the necessary skills of comprehension. Professional Learning was targeted to support teachers to understand the 8 comprehension strategies and to create anchor charts based on research to support consistency in planning and teaching from Foundation through to Year 6.

Cohort data was regularly recorded and used to inform the planning of a developmental sequence of Teaching and Learning ensuring a Guaranteed and Viable Curriculum. Teachers referenced the researched based practices as well as the professional documents provided by DET to develop on-going resources to inform planning and teaching. Leaders provided weekly on-going support for PLTs when planning for targeted lessons informed by data. Teachers recorded and used on-going indicative data to monitor key Learning Goals and Success Criteria, as well as planning for targeted learning tasks and assessment strategies.

School Wide Positive Behaviors was introduced in 2020. Professional Learning was undertaken early in Term 1 to understand the initiative and explain the purpose of developing an understanding of the vision and values of Kensington Primary and how each stakeholder is responsible for demonstrating the values. In 2020 the values of Respect and Responsibility was launched with all staff members working collaboratively to unpack the positive behaviors we wish to see demonstrated in key areas of the school. A Behavior Matrix has been developed with the headings - Always, Classroom, Shared Spaces , Playground and Toilets. Teachers have unpacked the Behavior Matrix with students using the language of Respect and Responsibility. Staff focused on the 6:1 strategy of positive reinforcement - 6 positives to 1 negative. Continued professional learning was undertaken with our School Wide Positive Behavior Coach examining the development of further values, developing the Behavior Matrix as well as the acknowledgement system.

Teachers continued to work in collaborative teaching teams for a protected 3 hours a week to ensure consistency of planning, the documentation of sequential teaching and learning programs, as well as the reflection of on-going formative data. Students were provided with regular verbal and written feedback to drive independence when working towards achieving personal goals. Goal setting and feedback were two high impact teaching strategies unpacked, developed and implemented across all curriculum areas. The moderation of whole school tasks continued to be planned for and supported across the whole school. Teachers continued to use the Data Walls as a visual representation of tracking student achievement and sharing work samples to demonstrate leveled mastery as a guide. All teachers co-constructed the First 20 Days across all curriculum areas to ensure consistency of routines and

practices to decrease the variability across the classroom and specialist areas. The School Improvement Team continued to meet weekly to discuss teaching and learning, as well as to monitor achievement and engagement levels across the school. Data played a key role during the SIT meetings with NAPLAN, Teacher Judgement and formative assessment shared and discussed. The SIT team participated in classroom observations during first and fourth term providing feedback to individuals and teams.

Teachers completed Benchmark assessments to support with assessing students achievements in Term 4. This data is used to track students and plan for both intervention and extension. During remote teaching and learning the Language Learning Intervention program continued with students encouraged to participate in the daily lessons. In Term 4 a Year 6 student was identified by DET to participate in the Victorian High Achievers program.

Engagement

There were many challenges presented with the shift from onsite teaching and learning to remote teaching and learning. At Kensington Primary the focus was to continue to ensure students were provided with the opportunities to learn from home and be supported both academically and emotionally. All families were provided with a 'Learning at Home' Matrix which broke down the learning tasks and provided parents with a scaffold to support their children. Families were provided with digital devices following the criteria set out by DET. Throughout remote teaching and learning teachers progressively moved to more consistent online teaching with students participating in the core teaching and learning of Reading, Writing and Numeracy. Students were able to participate in the specialist subjects of Art, Music, PE, STEM/ Cultural Studies. Teachers planned for and delivered wellbeing sessions with a strong focus to connect with students and provide students with the opportunity to connect with their peers.

A series of surveys were distributed to our families to provide feedback about remote teaching and learning. The first survey conducted in the early part of home learning discussed the technical side of remote learning and the use of digital technology as well as using the DET approved platform of Google Suite. The feedback from the second survey focused on student engagement and the curriculum areas students were engaging in. The third survey was focused on the shift to more regularly timetabled on-line learning opportunities in particular 'Guided Reading' sessions. Overall our students were engaged in the teaching and learning and were completing set tasks. Our teaching staff continued to embed the Instructional Model when teaching starting with a mini lesson to introduce the learning with a Learning Goal and Success Criteria. Students were able to work in small groups, independently or supported in a differentiated group online with the classroom teacher. A reflection concluded the lessons with students discussing their understanding of the Learning Goal and mastery of the Success Criteria.

Staff were proactive contacting families who may not have been participating in online learning. Modifications were provided with hard packs created by our ES staff to support students. Our Education Support Staff provided onsite as well as targeted online support to our funded students as well as students who required a different platform for learning. The ES staff worked closely with the classroom teachers. A professional learning session was planned for and facilitated by our School Wide Positive Behavior Coach prior to students returning onsite to discuss strategies to re-engage and promote a sense of wellbeing for our students. The overall feedback from teachers was very positive with students re-connecting with their peers and enjoying being back onsite.

Leadership walk-throughs when students returned back onsite, indicated that the embedding of routines were established in most classrooms. Students were working independently on purposeful tasks while the teacher worked with small groups. In the cases where the routines were not as embedded teachers were provided with support by our Learning Specialists.

Attendance was high during remote learning. The proactive responses of teachers to contact families had a positive impact to encourage engagement of teaching and learning.

Wellbeing

In 2020 all staff at Kensington Primary undertook School Wide Positive Behavior professional learning supported by a School Wide Positive Behavior Coach. The focus of the PL was :

- Implementation of SWPBS including students, teachers and the school community
- Development of student resilience in responding to minor and major behaviors
- Development of a consistent approach for encouraging positive behaviors
- Development of a consistent approach to responding to non-desired behaviors
- Improved community support with the schools response to everyday occurrences
- Continued professional learning for all staff in SWPBS, Restorative Practices

The School Wide Positive Behavior team facilitated professional learning, examining the school values and what actions were required to ensure students understood their role. The values of Respect and Responsibility were unpacked with the students using the Behavior Matrix. The values were shared with the school community via the newsletter. Unfortunately due to COVID-19 the opportunity for the school community to work with a School Wide Positive Behavior coach was minimized. The school environment was updated with the school logo on external walls. When the school has finalized the values they will be painted as a consistent reminder to our community. Throughout the year the leadership team provided feedback to DET focusing on the effects of COVID-19 on our school community.

During online learning the values of Respect and Responsibility were promoted discussing respectful communication and responsible use of technology.

Professional Learning with Russ Quaglia, initiated by the Moonee Valley Network, was attended by the Principal Class members. However, as a result of COVID-19 the opportunities to attend the PD was interrupted.

Financial performance and position

The annual financial budget result was a surplus. Kensington Primary was receiving additional funding for 2 Learning Specialists to be involved in the Primary Mathematics and Science Initiative. Two Range 2 staff members retired who were replaced by Range 1 teachers. The staffing profile in 2020 consisted of eight graduate teachers, decreasing the number of highly accomplished teachers. This has resulted in a reduction of the overall salary expenditure. Ongoing maintenance was carried out on the school property with a playground installed, as well as new operable doors installed in the classrooms above the library. An office space was converted into an open area for students' lockers to provide a safe and orderly environment. Classrooms were upgraded with new furniture providing attractive learning and teaching spaces. The classrooms were painted and carpet was replaced. A $200,000 grant was used to replace rusted gutters, metal sheeting on the walkways as well as a box gutter situated on the roof of the main building, which was corroded and rusted resulting in water damage and black mould. The Library Fund sourced from parent donations was used to purchase books as well as new library display units. The funds raised for Buildings and Grounds was used to install air-conditioning in 9 classrooms. Due to COVID-19 an increase in funds was spent on PPE equipment as well as hand sanitizer for all teaching and meeting spaces. There was a slight decrease in the utility bills due to staff working off site. An increased focus has been on beautifying the school grounds with a selection of plants, planted in the garden beds at the front of the school.

For more detailed information regarding our school please visit our website at
www.kensingtonps.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 513 students were enrolled at this school in 2020, 241 female and 272 male.

25 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
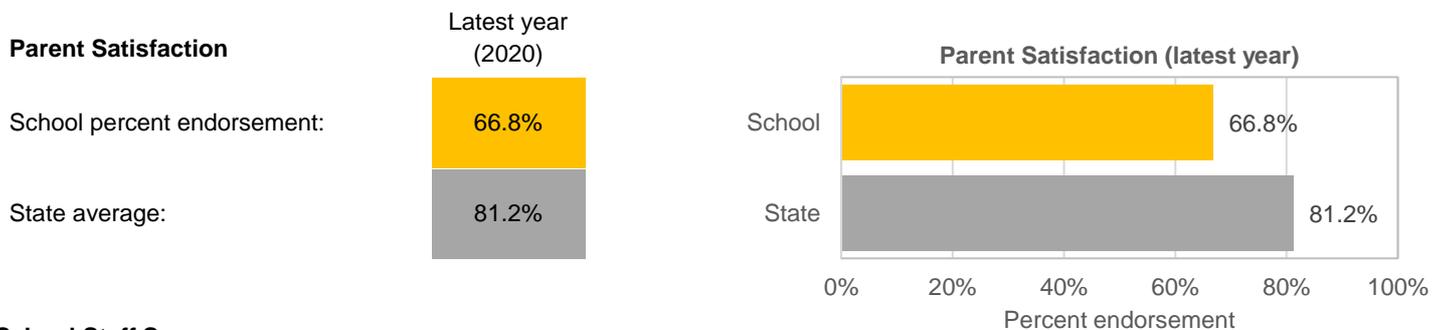
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.
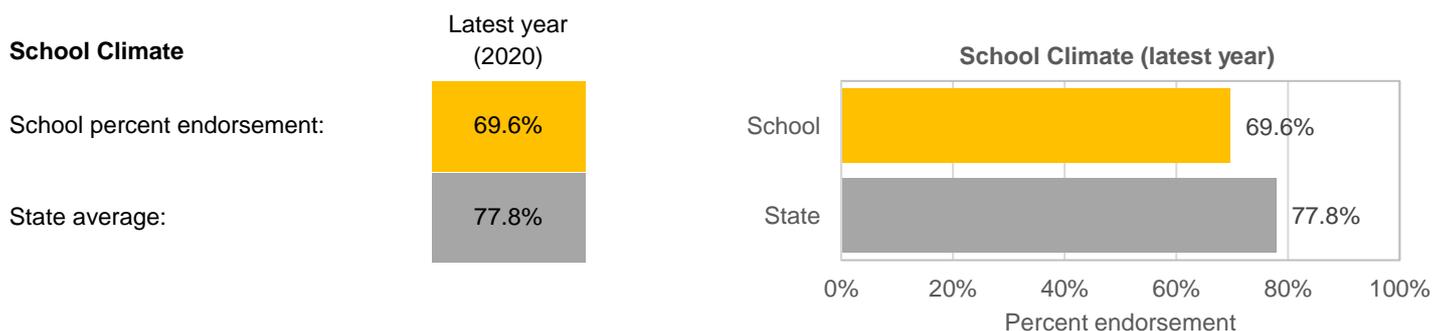
Parent Satisfaction	Latest year (2020)
School percent endorsement:	66.8%
State average:	81.2%

Parent Satisfaction (latest year)

School 66.8%
State 81.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	69.6%
State average:	77.8%

School Climate (latest year)

School 69.6%
State 77.8%

ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

Latest year
(2020)

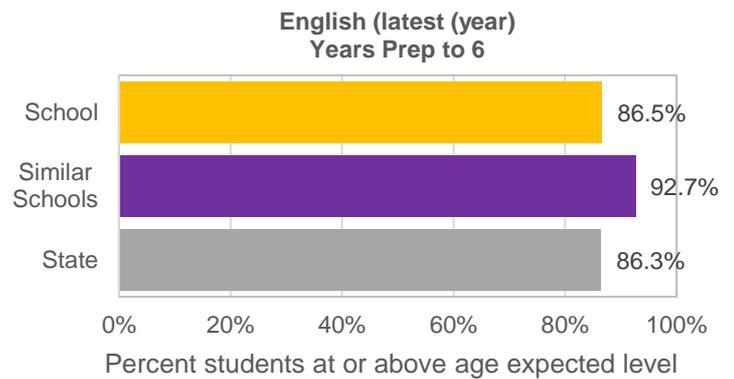School percent of students at or above age expected standards:

86.5%

Similar Schools average:

92.7%

State average:

86.3%

English (latest (year)
Years Prep to 6

School — 86.5%
Similar Schools — 92.7%
State — 86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

86.3%

Similar Schools average:

92.5%

State average:

85.2%

Mathematics (latest year)
Years Prep to 6

School — 86.3%
Similar Schools — 92.5%
State — 85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
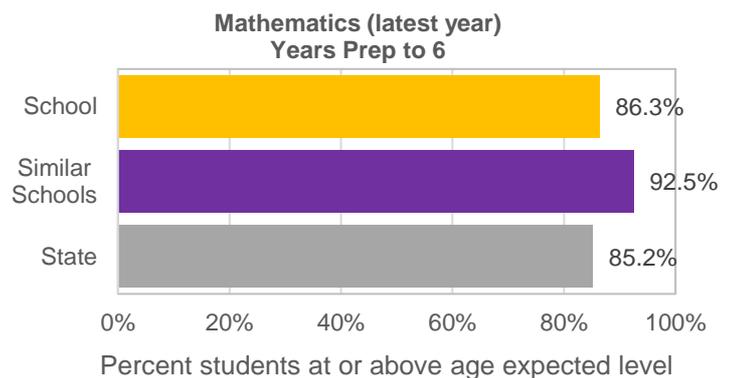
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).
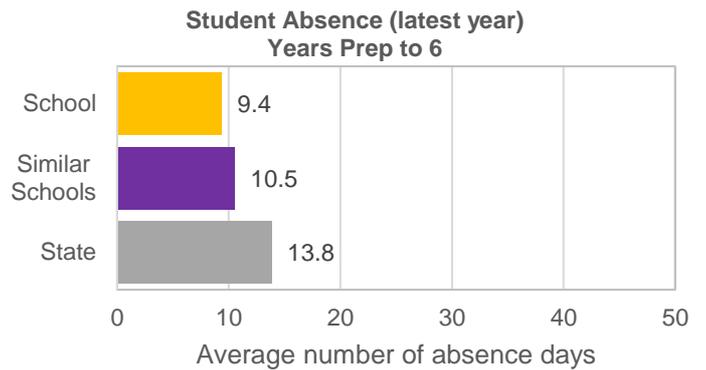
NAPLAN tests were not conducted in 2020.

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	9.4	11.7
Similar Schools average:	10.5	13.0
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	96%	96%	94%	95%	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.*
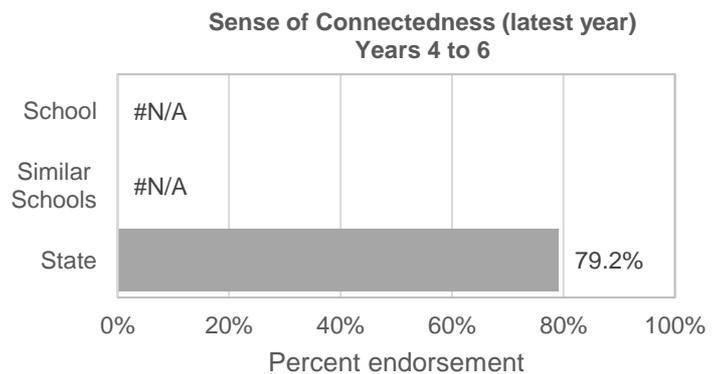
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	75.9%
Similar Schools average:	NDP	81.1%
State average:	79.2%	81.0%

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

Sense of Connectedness (latest year) Years 4 to 6

|	
School	#N/A
Similar Schools	#N/A
State	79.2%

Percent endorsement

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	74.3%
Similar Schools average:	NDP	80.0%
State average:	78.0%	80.4%
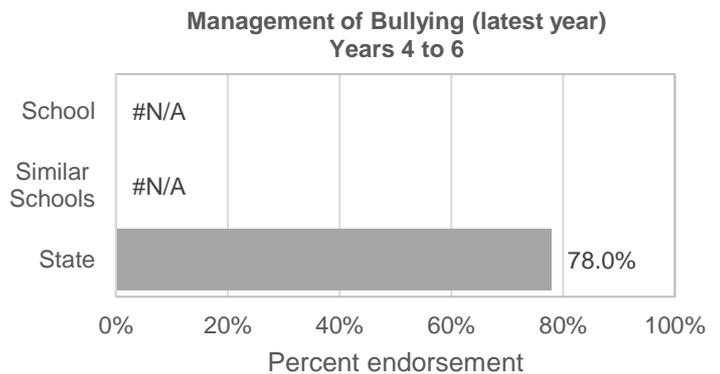
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School	#N/A
Similar Schools	#N/A
State	78.0%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$4,462,506
Government Provided DET Grants	$888,212
Government Grants Commonwealth	$3,250
Government Grants State	$650
Revenue Other	$34,200
Locally Raised Funds	$318,021
Capital Grants	NDA
Total Operating Revenue	**$5,706,839**

Equity [1]	Actual
Equity (Social Disadvantage)	$45,205
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$45,205**

Expenditure	Actual
Student Resource Package [2]	$3,937,717
Adjustments	NDA
Books & Publications	$800
Camps/Excursions/Activities	$6,270
Communication Costs	$4,309
Consumables	$87,839
Miscellaneous Expense [3]	$24,458
Professional Development	$4,194
Equipment/Maintenance/Hire	$244,464
Property Services	$197,513
Salaries & Allowances [4]	$14,293
Support Services	$200,717
Trading & Fundraising	$1,246
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$37,317
Total Operating Expenditure	**$4,761,137**
Net Operating Surplus/-Deficit	**$945,702**
Asset Acquisitions	**$194,400**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$310,997
Official Account	$53,482
Other Accounts	$34,295
Total Funds Available	**$398,773**

Financial Commitments	Actual
Operating Reserve	$105,788
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$50,144
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$14,772
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	$215,045
Maintenance - Buildings/Grounds < 12 months	$13,025
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$398,774**

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.