

2020 Annual Report to The School Community



School Name: Hallam Primary School (0244)



- 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 19 March 2021 at 02:12 PM by Julie Macfarlane (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 30 March 2021 at 12:29 PM by Lisa Haisila (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

Hallam Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Hallam Primary School recognises the importance of the partnership between our school, students and parents/carers to support student learning, engagement and well-being. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. Hallam Primary School's vision is to provide, in partnership with students and parents/carers, a supportive and engaging learning environment that promotes the development of learners with the skills, knowledge and values to respond effectively to a rapidly changing, complex world. Hallam Primary School's mission is to ensure a high-quality and coherent Foundation to Year 6 learning and development program to build the capability of every student. Hallam Primary School's objective is to ensure all students leave our school as prepared as possible for the next phase of their education.

Hallam Primary School acknowledges that the behaviour of staff, parents/carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school. The school values of trust, persistence, learning for success, positive partnerships, mutual respect and environmental awareness are fostered. The Hallam Primary School Statement of Values sets out the behavioural expectations of all members of the Hallam Primary School community, including the principal, all school staff, parents/carers, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building a safe and respectful school community. The Statement of Values acknowledges that parents/carers and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour is unacceptable and will not be tolerated in this school.

Hallam Primary School is situated within one of the most culturally diverse communities in the City of Casey. School data indicates that the student body is inclusive of almost forty languages other than English, around 73% Language Background other than English (LBOTE); 4% identified as non-English speakers; 46% female and 54% male students; 11% refugees; 4% with a disability; around 2% with an indigenous background; 2% 'at risk' and, for each year level cohort, between 18-40% foreign-born students. Consequently, Hallam Primary School is consistently identified as a low-SES, high-disadvantage school with a Student Family Occupation Education (SFOE) Index around 0.57 and an Index of Community Socio-Education Advantage (ICSEA) around 950 (Av. 1000).

The effectiveness of well-being, teaching and learning programs at Hallam Primary School is positively reflected in the school's data from the 2019 School Review, but is continuously challenged by:

- the increasingly complex personal circumstances of students and families and the escalating impact on student well-being
- the extent and diversity of the school's multi-cultural community, Language Backgrounds Other Than English and English as an Alternative Language, particularly where students do not/are not encouraged to communicate in English beyond the school
- the disruption to students' learning progress as a consequence of absenteeism, extended overseas holidays and high mobility
- the need for students and parents/carers to more effectively engage with understanding learning expectations and learning achievements

The Foundation-10 Victorian Curriculum provides the basis for students' learning programs at Hallam Primary School. Lifting students' performance in literacy (and numeracy) is a constant learning and teaching focus. We regard our students' literacy and numeracy in English as an investment in Australia's future intellectual and social capital. School personnel also understand that each student's well-being and equity of access is integral to the maximization of personal learning growth and development.

In 2020 Hallam Primary School had a staff of 47 full- and part-time Teaching and Education Support personnel

comprising Australian, Cambodian, Chinese, English, Filipino, Iraqi, Lebanese, Mauritian, Scottish, South African, Timorese and Vietnamese backgrounds; 29.2EFT teaching personnel including 2.0EFT Principal Class, 10.5EFT Education Support inclusive of 2.4EFT Business Managers and Administration Assistant, 0.8 Technical Services Support, 6.3EFT Student Learning Needs classroom support and 1.0EFT Stephanie Alexander Kitchen Garden program and Breakfast Club. All personnel were either Victorian Institute of Teaching registered or held satisfactory Working With Children Checks. Hallam Primary School continued to provide students with access to a range of Allied Health professional service providers; Speech Pathologists, Psychologists, Occupational Therapist and Visiting Teacher for Hearing Impaired.

Over the 2020-2023 period, Hallam Primary School will provide opportunities for staff to refresh and re-establish core pedagogical knowledge and skills, particularly in relation to successful, existing programs such as Big Write & VCOP, DiPL, etc., while concurrently expanding and embedding Fountas & Pinnell programs and the Orton Gillingham approach within the school. External and internal professional development will be undertaken, while different programs and initiatives may be investigated in relation to how they might 'value add' to Hallam Primary School's existing programs and approaches. The process of extensive professional research, consultation and evaluation of 'value adding' has been an important strategy for building improvement at Hallam Primary School.

The focus of Hallam Primary School's work from 2020-2023 will be:

- improving all students' outcomes in English literacy, with a particular focus on writing
- refreshing, refining and further aligning teacher pedagogical knowledge and skills, particularly in relation to writing
- enhancing teacher capacity in the use of assessment data to inform teaching, including expanded differentiation of students' learning
- enhancing student voice and agency
- developing students as active, self-regulating and accountable learners.

Analysis of 2020-2023 assessment data will enable tracking of identified matched cohort groups. Increasing student accountability for learning growth (Years 3-6) will be reflected in an evolving model of Student-Parent-Teacher Conferences and students' ability to articulate their personal learning goals and achievements.

Framework for Improving Student Outcomes (FISO)

Goal 1: To improve student outcomes in literacy:

The FISO improvement initiatives and Key Improvement Strategies focus for 2020 was:

Evidence-based high-impact teaching strategies - Building teacher pedagogical knowledge and skills

Professional development to 'refresh' knowledge and skills in relation to the teaching of literacy, particularly writing, was identified as a strategy. The focus was on 'refreshing' the practices and procedures necessary for effective and consistent implementation of the DiPL and VCOP & Big Write programs, as well as continuing staff professional development in the Orton Gillingham approach and Fountas and Pinnell Reading/Intervention strategies. The English Committee was also to initiate an investigation into writing scope and sequence expectations, designed to improve teacher knowledge and improve the 'scaffolding' of students' learning.

During Term 1, prior to the extended period of remote and flexible learning as a consequence of the Covid-19 pandemic, new staff attended VCOP and Big Write professional development, several staff attended the Write2Read Cert 1 Orton Gillingham professional development, and Doorways into Practical Literacy (DiPL) practices and expectations were modelled and developed within year level teams from the commencement of the year. Unfortunately, further certification with the OG approach was not possible for the remainder of the 2020 school year.

A draft Scope and Sequence document was able to be developed to provide the basis for further professional development and refinement during 2021. During the extended period of remote and flexible learning, three staff were remotely trained in the MultiLit programs, MacqLit and MiniLit, in preparation for implementation in 2021 in addition to the existing Fountas and Pinnell LLIP. This was based on the strategic intent of the Leadership Team to provide additional support through the 2021 school year to redress the understood 'gaps' in students' literacy learning as a consequence of the extended period of remote and flexible learning.

Goal 2: To improve student voice and agency:

The FISO improvement initiatives and Key Improvement Strategies focus for 2020 was:

Intellectual engagement and self-awareness - Empower students to become active and self-regulating learners

Expansion of teacher knowledge in relation to improving student voice and agency, and empowering students to become more active and self-regulating learners, the following actions were to be undertaken:

Staff brainstorm: "What does student voice and agency look like at HPS?"

Redesign Years 3-6 'Student-Parent-Teacher Conferences' (SPTC)

Develop students' awareness of the links between their assessments and learning goals and develop their skills to articulate this information during SPTC

The provocation in relation to 'Student Voice and Agency' was able to be undertaken early in Term 1 2020 with extended discussion occurring during that Staff Meeting. During the extended period of remote and flexible learning, members of the school's Wellbeing Team ensured that vulnerable students were on site, and teachers/ES/Allied Health personnel touched based with students on a regular basis via telephone, WebEx or Google Classroom. Care packages for vulnerable families were made up and distributed using Breakfast Club supplies provided by Food Bank.

Student Leadership Team (SLT) meetings were conducted on line and included 'theme' days, GRIP online forum, Leadership training, 'buddy' reading with younger students and leadership discussions. Minutes of meetings were maintained through Terms 2 and 3. SLT reports were also incorporated into the school's newsletter.

Achievement

Teams continued to meet regularly to undertake curriculum planning, monitor students' learning achievements and to monitor student and staff wellbeing, including throughout the extended period of remote and flexible learning. Equity funding was redirected to the purchase of Chromebooks, continuation of Allied Health services and the fortnightly provision and return of hardcopy learning materials throughout Terms 2 and 3 2020.

During the extended period of remote and flexible learning, hardcopy, home-learning materials, designed to accompany online teaching programs, were printed fortnightly and mailed to every student, including a stamped, school-addressed envelope for return of work. Students were provided with various hard-copy and online literacy learning activities as well as telephone and online access to TSS, teachers, education support personnel and Allied Health personnel (Speech Pathology) to support continued literacy learning.

Administration personnel ensured parent/student queries were forwarded to the relevant staff member for response. TSS ensured students, parents and staff were supported with device queries, connection and password queries, online learning programs and 'pushed out' literacy apps, in consultation with teaching personnel, designed to differentiate and personalize learning in response to the broad range of learner needs. Teachers and Education Support worked remotely, modelling reading and working with small groups of students to hear reading and expand comprehension skills. The Speech Pathologist continued speech programs.

With the return of most students to the on-site learning environment for Term 4 2020, teachers were able to undertake assessment of learning achievement. While assessment indicated that many students had maintained an acceptable level of learning achievement across most areas of the curriculum, many had fallen further behind. NAPLAN tests were not conducted in 2020 and Teacher Judgements indicate literacy and numeracy achievement marginally below Similar Schools and below State averages. Writing was assessed to be the most negatively impacted area of literacy learning during the remote and flexible learning period.

Modified Semester 1 and 2 reports were provided to students and their parents. Student-Parent-Teacher Conferences were conducted by telephone and WebEx.

Understanding the challenges of Learning@Home within our low-SES, high disadvantage, multi-cultural community, the strategic intent for the 2021 Hallam Primary School structure and workforce planning was to reduce class sizes by operating more classes, to resume the learning foci of the 2020-2023 SSP, to implement additional literacy intervention

programs, to re-dress the deterioration in students' fitness levels from remote and flexible learning and to re-establish our highly successful playgroups in order to re-connect with our school community. We were also fortunate to be advised of additional DET funding designed to provide for a 2021 Tutor Learning Initiative and a Multi-cultural Education Aide (0.5).

Engagement

Hallam Primary School continued to provide a comprehensive and engaging curriculum based on the Foundation-10 Victorian Curriculum, including specialised programs in Physical Education, Science, Design and Digital Technologies (coding and robotics), the Arts, Auslan and the Stephanie Alexander Kitchen and Garden programs. All curriculum areas and specialist programs were continued by various means during the extended period of remote and flexible learning.

Hallam Primary School has high expectations in relation to regular attendance at school. Absenteeism is closely monitored by class teachers and overseen by the Assistant Principal. Attendance was monitored throughout 2020 although absolute accuracy became more problematic during the extended period of remote and flexible learning. Attendance was monitored for those students attending on site, through students/parents logging attendance online and through the telephone/email/management systems. Parents were regularly contacted if students were not logging in or not indicating attendance through another system. There were concerns, however, that although some students were logging attendance they were not participating in online learning sessions or meetings. Staff ensured these issues were followed up by telephone, email or SMS. 2020 Attendance data suggests that students' absences were marginally lower than the Similar Schools average but higher than the State average. Attendance Rate data suggests at or above 90% for all year levels.

In 2020 Hallam Primary School exercised the school's option not to conduct the Attitude to School Survey or Parent Opinion Survey.

Wellbeing

Many students enter Hallam Primary School developmentally vulnerable, based on AEDI/AEDC data and a range of 'risk' attributes. Hallam Primary School continued to cater for students' wellbeing by implementing whole school programs around behaviour management using Restorative Practices, Assertive Discipline, Respectful Relationships strategies, BeYou and e-Smart.

The Assistant Principal's role continues to be comprehensively allocated to student wellbeing, including the coordination of Education Support and Allied Health personnel to further strengthen wellbeing outcomes. During the extended period of remote and flexible learning, the Assistant Principal was instrumental in identifying vulnerable students who were supervised on site, monitored the mental health and wellbeing of students and parents and continuing to liaise with relevant agencies and allied health to provide appropriate support.

Education Support personnel worked with students across the school to implement individual and small-group learning programs, in consultation with class teachers, to follow-up speech and OT therapy programs and to support the continuation of personalized learning during the extended period of remote and flexible learning. Speech pathologists, psychologists, an occupational therapist and a teacher for the hearing impaired provided additional, specialised therapeutic advice and support to staff and students.

The hard work by staff, the support of School Council and the cooperation of the school community is to be commended during what was a year of particularly unique and challenging circumstances. 2020 was also a year of innovative, team work, problem solving and skills development. However, based on comments from students and parents/carers when students resumed onsite learning in Term 4 2020, Hallam PS students gain significantly more in relation to their learning and wellbeing when they can attend school and interact with their teachers and peers.

In 2021, all staff will undertake Respectful Relations and CUST professional development to further enhance wellbeing at Hallam Primary School. Work will also be undertaken to further develop students as self-motivated and self-regulating learners.

Financial performance and position

Hallam Primary School Council has been effectively and efficiently managing the funds it receives through the Student Resource Package over many years. School Council's governance and financial practices were thoroughly examined during a 2020 School Governance Financial Audit.

School Council's financial management is designed to ensure that Hallam Primary School does not go into a deficit situation as a consequence of staffing and program commitments being negatively impacted by fluctuating enrolments or a pandemic, class sizes can be maintained as low as possible, equity of access to a 1:1 program for students is sustainable, there is ongoing capacity to provide students and staff with high-quality learning and teaching resources to support Victorian Curriculum expectations, a full time TSS/Technician can be sustained, a Speech Pathologist, an Occupational Therapist, the Stephanie Alexander Kitchen and Garden experts and a Breakfast Club coordinator can be sustained and school facilities can be appropriately maintained and upgraded.

2020 was a challenging year at Hallam Primary School with a major building construction project on site from February 2020, in addition to the school's response to the Covid-19 pandemic requiring provision of remote and flexible learning for a majority of students from a low-SES, high disadvantage, multi-cultural school community throughout Terms 2 and 3. Professional development and Casual Replacement Teacher expenditures occurred in Term 1, as planned, however SRP funds were quickly diverted to the purchase of additional devices (~ \$18,000) for students without online access, and to the fortnightly reprographic and postage (~ \$17,000) costs to produce and distribute hardcopy Learning@Home materials to augment online teaching and learning programs. Funds were used to purchase Maths books (~ \$4,000) and to purchase Prep-Year 2 Handwriting books (~ \$2,600), which were distributed to students as part of their Learning@Home materials. Prep-Year 2 students were also provided with 'kits' of literacy and numeracy materials and resources, such as counters, rulers and pencils. Additional subscriptions were paid by Hallam PS for online reading resources, such as Wushka.

Staff working on site during the extended period of remote and flexible learning also took this time to audit literacy and numeracy resources and then to purchase additional reading materials (~ \$30,000) and replace distributed mathematics resources (~ \$10,000), in preparation for students' return to on-site teaching and learning. Work was also undertaken to develop MAB10 kits for 20 classes in preparation for the 2021 school year.

Funding for staffing, as per the Equity Funding Planner, was expended as planned, however staff were redirected to supporting students' learning in different ways. Staff who might be unwell while working remotely were covered online by colleagues or 'soldiered on' so Casual Replacement Teacher budgets were not expended as usual. Leasing and contractor services expenditures were generally used as planned.

At the school, planned grounds works, such as landscaping, were not undertaken due to the construction site. Air conditioning units were, however, sanitized, and there was considerable, unexpected expenditure on Personal Protective Equipment, thermometers, hand-washing liquid, hand sanitiser, 'sneeze screens' and sanitiser wipes for digital equipment, in response to Covid-19 safety requirements. With the completion of the construction project earlier than anticipated, School Council approved new security fencing in response to the changed configuration of the school's buildings, and planned for new furniture throughout the school as well as the completion of a modified landscaping project. Quotes are also being sought for replacement of covered, connective walkways between the school's buildings in 2021.

For more detailed information regarding our school please visit our website at <https://hallam-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 424 students were enrolled at this school in 2020, 195 female and 229 male.

64 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.

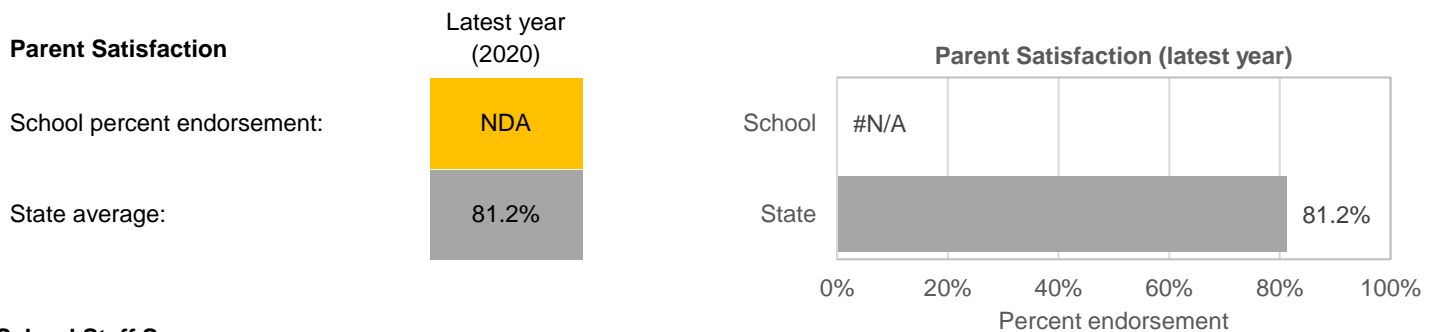
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

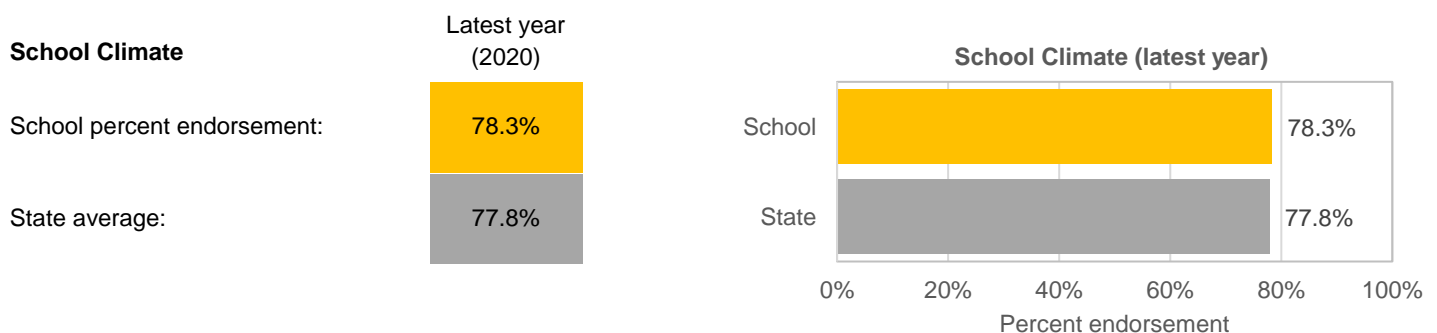


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

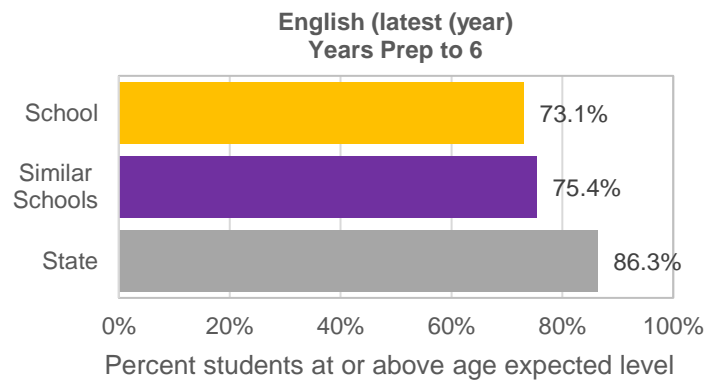
73.1%

Similar Schools average:

75.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

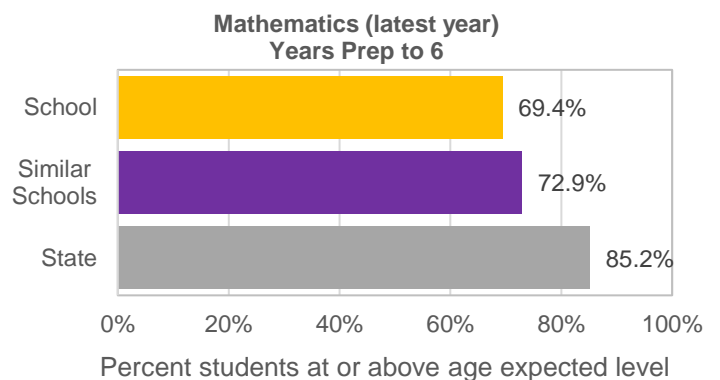
69.4%

Similar Schools average:

72.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

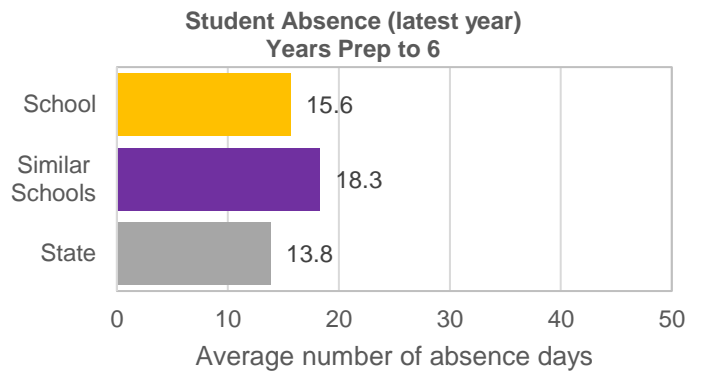
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.6	13.5
Similar Schools average:	18.3	17.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	90%	90%	93%	93%	92%	92%

WELLBEING

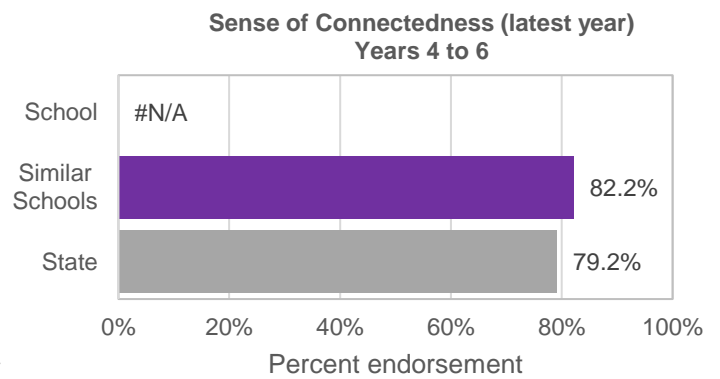
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	83.1%
Similar Schools average:	82.2%	83.2%
State average:	79.2%	81.0%



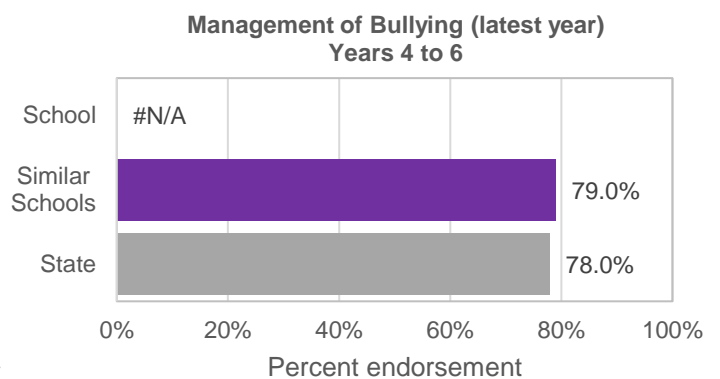
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	82.1%
Similar Schools average:	79.0%	80.7%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,075,970
Government Provided DET Grants	\$712,070
Government Grants Commonwealth	\$6,465
Government Grants State	\$54,648
Revenue Other	\$37,544
Locally Raised Funds	\$81,535
Capital Grants	NDA
Total Operating Revenue	\$4,968,232

Equity ¹	Actual
Equity (Social Disadvantage)	\$660,750
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$660,750

Expenditure	Actual
Student Resource Package ²	\$3,718,559
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$10,216
Communication Costs	\$31,538
Consumables	\$153,722
Miscellaneous Expense ³	\$26,002
Professional Development	\$22,498
Equipment/Maintenance/Hire	\$242,608
Property Services	\$193,877
Salaries & Allowances ⁴	NDA
Support Services	\$176,946
Trading & Fundraising	\$13,936
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$132
Utilities	\$40,695
Total Operating Expenditure	\$4,630,730
Net Operating Surplus/-Deficit	\$337,502
Asset Acquisitions	\$163,024

- (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	\$2,191,787
Official Account	\$26,561
Other Accounts	NDA
Total Funds Available	\$2,218,349

Financial Commitments	Actual
Operating Reserve	\$124,924
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$64,946
School Based Programs	\$554,417
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$16,578
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$422,000
Capital - Buildings/Grounds < 12 months	\$757,361
Maintenance - Buildings/Grounds < 12 months	\$66,123
Asset/Equipment Replacement > 12 months	\$212,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,218,349

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.