

2020 Annual Report to The School Community



School Name: Derrimut Primary School (5512)



- 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 11 March 2021 at 08:42 PM by Joanna Stanford (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 08 April 2021 at 10:14 AM by Leonie Foote (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

Derrimut Primary School is located in the inner Western Suburbs of Melbourne, and opened in 2010. Derrimut Primary School was constructed under a Public-Private Partnership (PPP) agreement and is a state of the art educational facility with flexible, modern, open-planned spaces to facilitate learning practices that maximize the learning outcomes for every student.

We are a diverse community of 712 students. Derrimut has a Principal, 3 Assistant Principals and 39.5 equivalent full-time teaching staff including 2 Learning Specialists, 1.2 Leading Teachers and 7 Education Support Staff. Derrimut Primary is situated in a medium socio-economic area, with 53% of the student population having English as a second language. All students reside in our Designated Neighbourhood Area at enrolment.

The School's Vision: "A Place to Grow and Thrive" underpins our Mission that "We are a community of learners and thinkers who strive for excellence to be the very best we can be". We are developing a culture of high expectations through agency in student learning. We are developing a strong sense of respect for one another to take pride in being a member of the Derrimut Primary School community. The school's programs reflect our priority focus on the foundations of learning in Literacy and Numeracy. Learning is supported by the interdisciplinary learning of Science, Humanities, Civics and Citizenship and Health. Student learning is differentiated at their point of need. Teachers plan rigorous curriculum, based on the Victorian Curriculum, through our Guaranteed and Viable Curriculum, Scope and Sequence and developmental continuums. We care for the wellbeing and engagement of every child and demonstrate this through our core set of values of Excellence, Respect and Responsibility. These are a part of the Derrimut culture, embedded through a whole school approach of cognitive, social and emotional engagement.

We learn, embed and sustain high quality teaching and learning through Departmental initiatives and current educational theory. Derrimut Primary School has a professional and highly committed staff, who work collaboratively to plan and enact the curriculum, to ensure the educational, engagement and wellbeing needs of our students are met and enhanced through high expectations. We are a professional community of learners that are committed to using student learning data and multiple forms of feedback to improve student outcomes.

The building design at Derrimut promotes active, student-centred learning for all students, through the creation of flexible, functional spaces that support learning and teaching practices. Our year levels are situated together with each classroom accessing a classroom library with over 1000 books in each to support reading development at the appropriate social and emotional level. The facilities exhibit characteristics of high quality design that promote academic excellence, collaborative practice and a sense of belonging among students and the broader school community. The main building is centred around a Resource Centre, where students, staff and families have access to an outstanding range of literature and research. The school provides innovative programs for academic and social engagement through the Arts, PE, Chinese and the Kitchen Garden. The dedicated Design Centre encompasses an Arts space, Kitchen Garden with 5 kitchen spaces, and breakout area. Learning spaces and opportunities are not confined to indoors but extend out to a full sized oval, wetland area, native gardens, Play pod, sensory garden and extensive shaded areas. A full sized, indoor, basketball courts, two outdoor courts and exciting play areas for children complement student learning.

Framework for Improving Student Outcomes (FISO)

Derrimut Primary School's 2020 Annual Implementation Plan (AIP) was closely aligned with the Department of Education and Training's Framework for Improving Student outcomes (FISO) and established a direction that supported a strong teaching and learning culture within the school. All aspects of the AIP were closely monitored by the highly skilled School Improvement Team (SIT) which comprised the Principal, 3 Assistant Principals (AP), Leading Teachers (LT) and Learning Specialists (LS). This ensured all Goals, Key Improvement Strategies were developed, met and exceeded. The 2020 AIP focussed on the following FISO areas, Excellence in Teaching and Learning, Curriculum Planning and Implementation engages and challenges all students, Evidence-based practices drive professional practice and improvement.

We are proud of our 2020 year. Although it was full of challenges, adversity and the need to be flexible in adapting to

new ways of learning, the whole school community became a stronger community, worked together for the academic, social and emotional learning of our students to engage in the learning. Our teachers deepened their pedagogical knowledge of how students learn and ways in which they can learn. Our ES staff worked on various levels to support our teachers and students so learning could occur. Our leaders built strong relationships with families and paced the transitions for teachers well, through an outstanding PLC structure that moved to online. We were able to move from onsite to online learning, maintain our Professional learning, PLTs and coaching throughout the year. This is evidenced through our 3 Opinion data sets, anecdotal data and student learning data.

Our three goals of our School Strategic Plan and AIP, we focussed on deepening the curriculum and pedagogical knowledge of all staff through sound professional learning structures from curriculum days, drilling down to daily classroom practice.

The key aspects of the plan included;

- Building the instructional knowledge of teachers across the school, including the capacity to effectively plan and differentiate curriculum. This was supported through a number of strategies including:
 - Designated planning days each term supported by professional learning with both external consultants and school based coaches
 - Professional Learning Teams working under the guidance of Principal class and Leading Teachers
 - Team Leaders had targeted additional time to work 1:1 with a leader from the SIT Team to interrogate data to ensure improvement.
 - Leadership staff and team leaders attending the Professional Learning Community of practice.
 - Staff participating in targeted professional learning with various external consultants
 - Differentiated Professional learning designed by SIT to support the differentiated learning needs of teachers focusing on building a guaranteed and viable curriculum in literacy and numeracy
 - Student data being interpreted, reflected on and referred to in all team meetings (PLT, PLC, PCO and SIT)
 - Implementation learning walks focused on the cycle of professional learning taking place to ensure AIP targets are met and exceeded and meaningful feedback was provided in a timely manner
 - Agreed to commitments produced through professional learning to codify the staff learning into expected practices to embed learning of the AIP into sustained practice in the classroom
 - A Strategic Action Plan for Coaching was developed across the school for external coaching and School Based Coaching

To further support these improvements in addition to the strategies above, we will continue to provide targeted professional learning at the individual, team, team leader, school based coach and whole school levels through external expert consultants. This was funded through the use of our school's equity money. The strongest indicator of student success is the teacher and we are committed to develop every teacher at Derrimut to be expert in the delivery of curriculum and pedagogy to support every child's needs. This professional learning continued during remote learning. Our PLCs and PLTs were via Webex, and our consultants provided coaching and professional learning via Webex and Zoom as timetabled through this period.

We developed a STEP UP Program to transition students into their next year level for 2021. The step-up program allowed students to socialise with others in their year, helping staff and students to identify possible friendships and effective learning partnerships to enable effective grouping of students. The transition schedule allowed students to work with their teacher and class in 2021 prior to the next school year.

When learning transitioned into remote and flexible platforms, we continued to use the FISO Improvement cycle to effectively plan for student learning. Teachers modified their Scope and Sequence to suit to online platform. Whilst benchmark assessment did not happen during these 6 months, ongoing assessment did through conferences, running records and samples of work. When back onsite in term 4, benchmark assessment through PAT and Fountas and Pinnell was gathered for analysis to track growth, and identify students who did not make optimal growth during 2020.

Areas of the AIP for 2020 that were held over during this period were transferred to our 2021 AIP.

Achievement

Our 2020 school year began with a refined START UP program, written by the SIT and a Lead User Group, to induct teachers and students through a rigorous 4 week program in all subject areas. This ensured consistency in curriculum, effective pedagogy and use of high quality resources. It also allowed for students to become familiar with the structures, routines and expectations of learning in their classroom.

Our Term 1 Information Night allowed families the chance to hear about the learning that will take place and meet their child's teacher. Parents had the opportunity to discuss and ask questions about their children in a safe and supported space. It also allowed families to connect with one another. We utilised this night to support parents in moving from Sentral school management system to Compass. We supported them by helping them with the sign up, and log onto their child's account.

With 6 months of the year being online, we maintained a strong focus of support for our teachers to move to a remote and flexible learning experience. We implemented strong teaching and learning structures and expectations for all staff, to ensure consistency across the school. Teachers implemented the use of digital platforms endorsed by the DET, Google Classroom and Webex, which provided explicit learning for our students in the areas of reading, writing, numeracy, inquiry and wellbeing. Teachers were supported and actively engaged in the pedagogies of online learning through the synchronous and asynchronous learning, using of interactive videos, supported online learning tasks, Webex whole class learning, and supported small groups and conferences. A number of online subscriptions further supported this learning, including EPIC, Storybox Online, in addition to Mathletics and Reading Eggs that were already embedded as a school and home learning practice. The use of Epic, Reading Eggs and Story box online provided students with a range of levelled and interest texts. The students who engaged daily in these programs mostly showed expected or above expected growth in reading.

Students had twice daily Webex check ins as a grade. This allowed teachers to mark the roll, connect students to the daily tasks, discuss work to be submitted. The students then worked through videos in reading writing, numeracy and inquiry daily. These videos were reflective of the lesson structure, and walked the students through independent and submitted work. This work was then submitted to teachers. Teachers provided feedback on these tasks through the week. This method was used to allow for students to be more independent in the tasks and rely less on parent support. Once teachers and students were confident and capably using online videos, teachers began targeting teaching through small group strategy groups and conferring 1:1 with students, completing running records and assessing student comprehension. This was also supported by the ES Staff. As a school, we had daily contact with students who they worked with to workshop through the videos and tasks set by teachers and worked on multiple exposures of concepts covered in the weekly plan.

Our students on the Program for students with disabilities were supported daily by their teachers and had 1:1 Webex meetings with our Education Support Staff to support their learning. There was constant communication with families around student's academic and emotional learning. This allowed teachers and leaders to have clarity around the needs for all students and cater to those needs. Our Speech Therapist Jos, and our Occupational Therapist worked with the PSD students over Webex through 1:1 and small group online conferences, to continue the targeted support. Parents were also supported through discussions and ideas on how they could continue to support their children at home.

Our specialists provided weekly lessons in addition to access to websites related to their areas to encourage students to be healthy and happy during this time. This ensured students were continuing their interdisciplinary learning through PE, Kitchen Garden, Visual Arts, LOTE and Performing Arts. These lessons were videos which supported the students to independently work through each of the areas.

The use and implementation of Google Classrooms (GC) during remote learning has allowed teachers and students to become more confident and independent in using ity and has allowed us to continue the use of GC into 2021 as a homework strategy to support families and students.

Term 4 allowed our students to return onsite, through a range of Benchmark assessment and ongoing formative assessments we were able to understand in more depth the growth of our student population during the remote period. This data allowed leaders to develop a strong Tutor Learner Initiative model for our school and have a clear understanding of the needs to our students. This has led to teachers and tutors being able to unpack the appropriate pedagogical choices when working with student's in their classes.

We began our learning journey with reframing the processes we take to design and plan curriculum based Unit Designs, which are anchored in deepening the learning for our students around our Guaranteed and Viable curriculum and the Victorian Curriculum. This work has continued into 2021 with a focus on formative assessment.

Engagement

During 2020, students from Derrimut had various challenges through the transitions of online to face to face learning at various times. Due to Covid being in the suburb, parents began keeping the students at home in term 1, well before the school closures, and well after returning to onsite learning. These students did not have access to online learning during these extended absence periods. During remote learning, we identified students at risk of learning and put a number of strategies in place to engage them in learning. Every staff member was dedicated and had an active role in this process.

These levels of support to engage in remote learning ranged from support for parents to access the online platforms, expectations and to engage families to learning from home. We identified early that videos were an effective platform for our community. We made many of these from messages of support, fun videos of teachers to instructional videos of online platforms, usage of educational websites to completing work and submitting to parents, The role of Showcase videos was shared among the year 6 leaders and led by our senior year LT. Our LT would meet with the captains via Webex, plan showcase ideas and then video them and collect videos and photos from students, grades and teachers to collate together for a weekly video. This became a weekly highlight for families and teachers as we shared experience during Covid times. School Captain and year 6 captain program has been relaunched in term 4 for 2021 roles to ensure all year 6s have a strong leadership and agency program in the school.

Through the year SWPBS Matrix was introduced, unpacked and followed by all, staff, students and parents. This provided a common language for our whole school community to be respectful, responsible and show excellence in all educational settings. The Wheel of choice and the 4Rs further provided consistency to onsite expected behaviours. These alongside pre-corrects were essential for our students in term 4 when reintroducing our students to friendships, play and safety in the playground and play equipment after so long at being at home without use of playgrounds and access to friendship groups.

Through term 4 we offered a range of kinder to school information and transition sessions to support our newest of Derrimut members to transition well into the beginning of their school life. This included Videos about our school. Facebook live sessions, Webex information sessions with small groups of families, online transition sessions with kinder students and small onsite transition sessions when they were allowed.

Wellbeing

Wellbeing supports were a strong focus during our 2020 year for our staff, students, families and wider school community. It was essential for a community directly affected from Covid and spending many months at home, beyond the period of lockdown. We also had families directly affected by the passing of the student at Victoria University.

Communication was key at this time for the wellbeing of our families. During the transition to remote learning, we set in place many ways in which to support families in the transition. This included having a mobile phone number for parent ease of access and email address where parents could automatically connect their concerns, and questions to the right source and person for information. We set up a comprehensive method of parent contact to ensure daily contact with families in the first week to get all students online in Webex meetings and accessing learning, and for marking the roll. We also ensured our Compass posts were regular with one message per post to allow for ease of information and not overwhelming. This was supported through Facebook, celebrating the achievements of our students and school during this time, It also featured activities families could access, in addition to staff videos with individual messages and group videos.

Once all students were online, they had twice daily Webex check ins as a grade. This allowed teachers to mark the roll, connect students to the daily tasks, discuss work to be submitted. The students then worked through videos in reading writing, numeracy and inquiry daily. These videos were reflective of the lesson structure, and walked the students

through independent and submitted work. This work was then submitted to teachers. Teachers provided feedback on these tasks through the week. This method was used to allow for students to be more independent in the tasks and rely less on parent support. Feedback from parents varied from the need for the students to be independent. Parents also enjoyed being a part of the learning.

Responsive to feedback, we introduced a fortnightly Wellbeing day. A specialist planned a number of targeted activities at P-2 and 3-6 to engage students in wellbeing activities with families to enjoy and do together. It was also a time for children to catch up on work during the week, revise or revisit their learning, or practice concepts on the online programs. This allowed teachers to use this day for PLT to plan for the week of videos and have these completed, as these were time consuming.

Through regular contact through feedback, knowing that many of our children were not leaving the house. We engaged whole school events that included the families of our students and families of our teachers. Online weekly trivia on a Friday night was an amazing success! It was well attended by staff and students and was highly competitive. There was excitement and anticipation around this event and was compiled and run by our school leaders. Friday morning coffee sessions were held weekly on Webex with families and leaders, teachers and office staff. Some of these had themes regarding learning from home, targeting student engagement, parent frustration and parent questions. We found these sessions gave us wonderful feedback from our families about our remote and flexible learning.

We offered a number of online surveys during this time to gauge parent attitudes, and student wellbeing and engagement during this time. The feedback was mostly around positive feedback for the school, teachers, ES and leaders. There was a lot of gratitude from parents at this time, and this was further supported through our Parent Opinion Survey

Financial performance and position

Derrimut Primary school finished 2020 in a healthy financial position after multiple years of running at a surplus. Our school had a surplus for staffing. This was due to the recruitment for a classroom teacher being difficult during remote learning, and a leading teacher replacing recruitment issue during much of the remote period. We have had long term leave for our administration staff that was replaced with part time casual staff. Equity funds were used to directly enhance the literacy learning of all students. We have extensively purchased high quality texts to ensure every learning community has a well stocked classroom library with a large range of books to support all students and their level of reading. We employ expert literacy coaches to improve pedagogical knowledge of every teacher in every classroom to guarantee effective student learning. We continue to run a successful literacy intervention program based on LLI. To ensure the early intervention strategies are available to our students we employ a private, school based Speech Therapist and Occupational Therapist to work in the school to target specific and comprehensive needs of many students both funded and those ineligible for funding. We targeted spending of the surplus maintaining a high quality 1:1 Ipad lease over 3 years and Grounds works to ensure our grounds are safe and engaging for our students due to being above capacity. We will target the surplus on a number of school grounds works this year that will include the installation of a Gaga pit, fencing of our kitchen garden and a number of grounds works that are not maintained through the PP Project and are necessary for an engaging school environment. A proportion of our Program Budgets were unspent due to remote learning. These were allocated to a 2021 spend. \$30000 was reallocated to Covid related expenses such as masks, soap, sanitiser, signage, water, single use items, first aid, staff safety equipment. A credit to cash grant was completed to fund a major building project in 2021.

For more detailed information regarding our school please visit our website at
<http://www.derrimutps.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 712 students were enrolled at this school in 2020, 347 female and 365 male.

47 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.

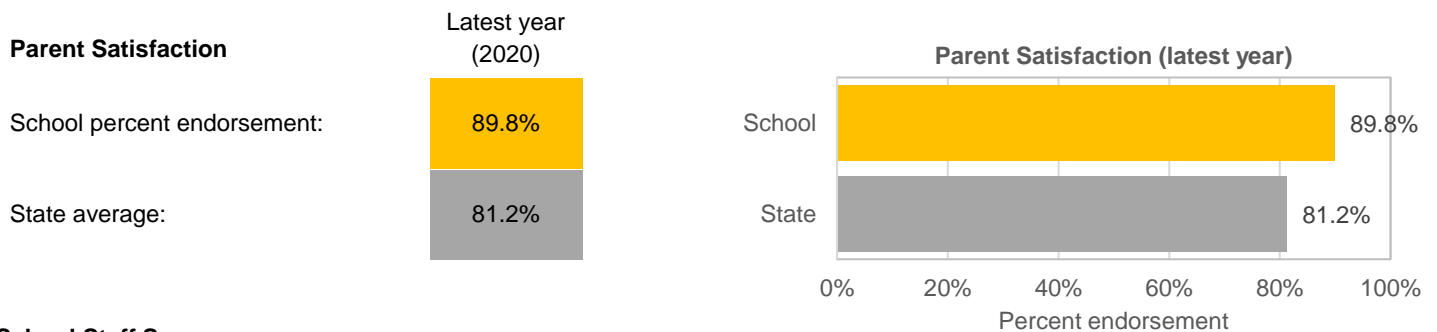
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

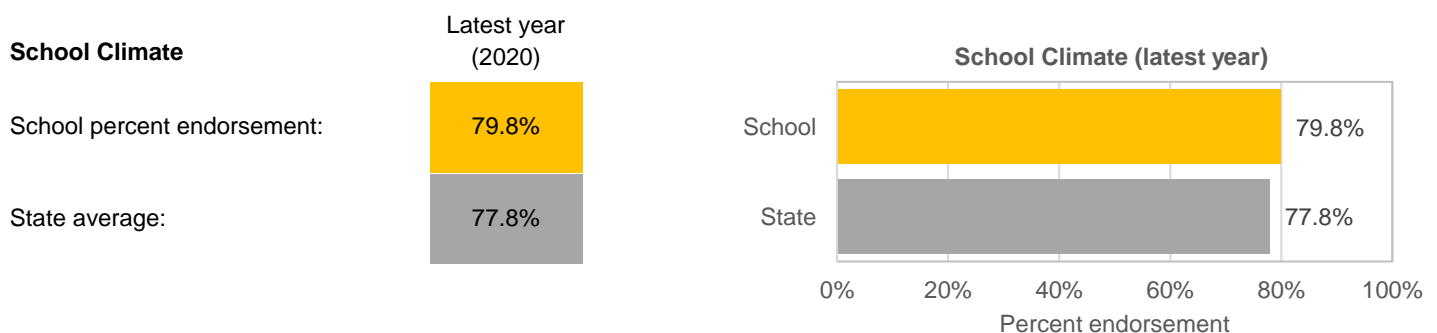


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

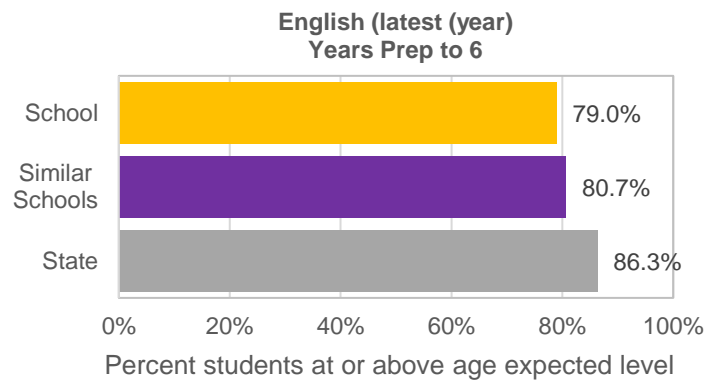
79.0%

Similar Schools average:

80.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

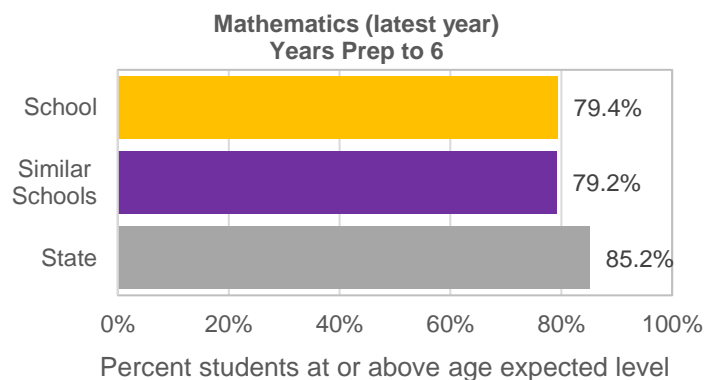
79.4%

Similar Schools average:

79.2%

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

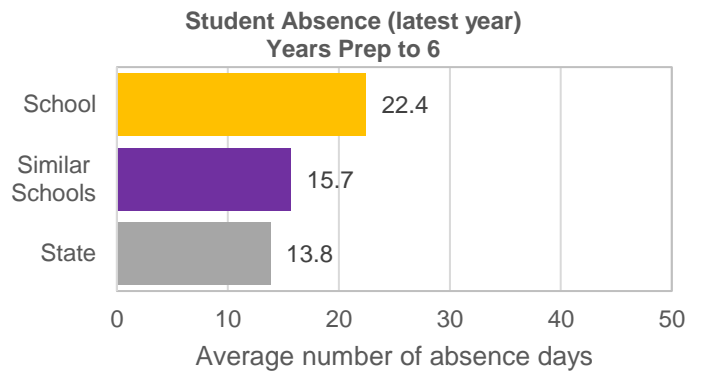
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.4	17.8
Similar Schools average:	15.7	16.8
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):	88%	87%	87%	90%	88%	90%	88%

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.

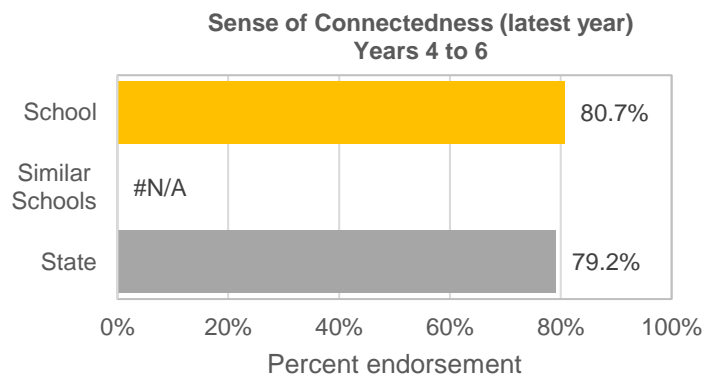
Student Attitudes to School – Sense of Connectedness

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:	80.7%	78.7%
Similar Schools average:	NDP	80.8%
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.

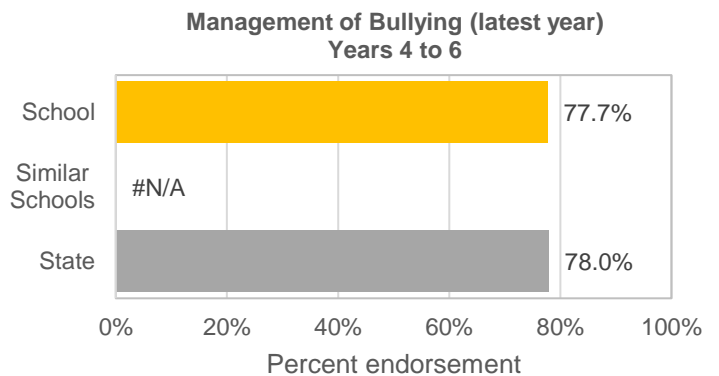
Student Attitudes to School – Management of Bullying

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:	77.7%	71.5%
Similar Schools average:	NDP	78.9%
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	\$7,299,176
Government Provided DET Grants	\$1,071,684
Government Grants Commonwealth	\$10,000
Government Grants State	NDA
Revenue Other	\$60,874
Locally Raised Funds	\$156,935
Capital Grants	NDA
Total Operating Revenue	\$8,598,670

Equity ¹	Actual
Equity (Social Disadvantage)	\$364,141
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$364,141

Expenditure	Actual
Student Resource Package ²	\$5,552,500
Adjustments	NDA
Books & Publications	\$19,598
Camps/Excursions/Activities	\$11,406
Communication Costs	\$18,433
Consumables	\$129,877
Miscellaneous Expense ³	\$16,271
Professional Development	\$19,946
Equipment/Maintenance/Hire	\$135,996
Property Services	\$8,143
Salaries & Allowances ⁴	\$72,596
Support Services	\$273,176
Trading & Fundraising	\$5,091
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$71,097
Total Operating Expenditure	\$6,334,131
Net Operating Surplus/-Deficit	\$2,264,539
Asset Acquisitions	\$22,950

- (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	\$1,008,762
Official Account	\$57,475
Other Accounts	NDA
Total Funds Available	\$1,066,237

Financial Commitments	Actual
Operating Reserve	\$129,479
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$279,008
School Based Programs	\$463,730
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$40,952
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$183,068
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,095,560

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.