

# 2020 Annual Report to The School Community



**School Name: George Street Primary School - Hamilton (4777)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 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 24 March 2021 at 10:02 AM by Tina Walkeden (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 19 April 2021 at 09:37 AM by Sam Hastie (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

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### What do 'Similar Schools' refer to?

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

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

'Levels A to D' may be used for students with 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

Although 2020 will be vastly remembered as a disrupted school year due to COVID 19, students at George Street Primary School still continued to enjoy a vast array of benefits, particularly the extensive renovations and change processes, started five years ago. In Term 1, builders demolished half of the school and now proudly standing in its place is a state of the art build, boasting open learning spaces, admin offices, first aid room and a modern, spacious staffroom equipped for staff collaboration around planning, sharing of ideas and discussions during PLCs.

The school continues to expand with an average increase of ten students per year, which impacts on the workforce plan with increases in staff numbers.

The school operates on flat grades until Year 5 /6, which is composite, however this is expected to return to single grades in 2022. The school's relentless focus on the emotional, health and wellbeing of every student has laid the foundation for the positive growth in student outcomes currently celebrated, along with the ongoing popularity of programs, teaching /learning and positive relationships built between staff and students. This is evidenced by the strong, positive responses in the Student Attitudes to School Survey and the Parent Opinion Survey. Although COVID impacted the 2020 teaching year, data surveys continued to sit above state across a large number of factors.

Assessment and data analysis, always a strong focus at George Street Primary School, tells its own story and 2020 was no exception, with data strongly suggesting the interrupted year impacted a number of students' learning growth. Although staff adapted to remote /flexible teaching, the implementation of learning online didn't suit all students, with a small percentage of students disengaging from school. A large number of students, however thrived during these times and discussions /surveys demonstrated how adaptable /resilient students were to their learning environment. After taking into consideration the various ability levels in Term 4 and the percentage of students requiring catch-up the school extended the hours of two part time staff to deliver a blended approach of withdrawal and classroom support to increase student outcomes. Regular monitoring of students' assessment data indicated this approach assisted students, particularly a couple who made significant growth during end of term assessment.

Our values of, Organisation, Persistence, Resilience, Getting Along and Confidence enable students to become independent and responsible thinkers who are gaining confidence to attempt tasks set. Our school provides a 'whole school approach' to learning, offering high quality programs based around John Hattie's educational theory of the 'Big 4', incorporating, Learning Intentions, Success Criteria, Feedback and Intellectually Challenging Tasks that we believe are the catalyst to the improved student outcomes currently in operation.

The school continued to embed a number of classroom initiatives based around FISO (Framework for Improved Outcomes, including high impact teaching strategies) and in 2020 a Melbourne based consultant was engaged to deliver high quality professional learning to staff around Writers' Workshop, based on Lucy Calkins' knowledge of the writing process.

The curriculum is planned using the Victorian Curriculum, which aligns with our instructional model of practice. Student agency and voice continued to be a focus in 2020, however walkthroughs enjoyed by students to provide staff with feedback on their practice was postponed due to COVID, however it is expected that this practice of observation and feedback by students and parents will hopefully resume fully in 2021, as will our links in the community where students volunteer regularly with aged care groups, Meals on Wheels and our buddy system with Eventide Nursing Home.

### Framework for Improving Student Outcomes (FISO)

George Street Primary School's continued priority is to build practice excellence through building teacher capacity around high impact teaching strategies. A Key Improvement Strategy in 2020 was to 'Improve student engagement in the writing process through building staff excellence in writing. (Writers Workshop)' and although 2020 impacted the school in a variety of ways, fortunately teacher professional learning, particularly our connection with consultant Debra

Sukarno was strengthened, allowing us increased access to professional development via Webex. Staff engaged in a series of workshops around the writing process and the importance of involving students in conferencing to improve their understanding of how to achieve their goals. Although it's early days, there are strong indications through student, teacher feedback and data, that students are enjoying the writing processes in play. Our challenge now is to slow students' writing enthusiasm down, reminding them to focus in at the sentence level to ensure improvements are steady but thorough. Although we witnessed a reduced participation rate of students engaging in the Attitudes to School Survey, our targets for Motivation and Interest remained above all other schools, including state to sit at 90%, as too, Stimulated Learning, which although dipped slightly in 2020, still sat well above the network, state and similar schools at 90%, clearly demonstrating students are enjoying the learning provided.

Inquiry learning, particularly classrooms' planning, building and operating businesses was unfortunately placed on hold, even though reflections from the previous year's businesses provided a great deal of feedback, along with student motivation. These inquiry practices, particularly 'hands on' activities will hopefully continue in 2021, as a number of classrooms had embedded the processes prior to the pandemic. A number of initiatives in operation at George Street were halted due to COVID, particularly community engagements, such as buddy reading with the elderly.

Flexible and remote learning impacted the school in a variety of ways, particularly students' engagement levels, which ranged from thriving in such an environment, to disengaged. Feedback provided after the event indicated how students' learning changed during the process, particularly online learning with Teams with small pockets of students enjoying the one on one family support. This wasn't always the case, as a large cohort of students lacked motivation or were unable to be supported at home for various reasons, therefore the school invited students in for face to face learning. This was achieved by introducing a roster for staff who were willing to attend onsite. Staff were set up on Teams, provided with time to play around, before the expectation to be fully online within a week was set. Students without devices were provided with ipads or laptops, including internet access. The speed at which flexible learning was introduced created challenges due to a lack of devices, however as the principal, an emergency dash to Melbourne to pick up new ipads was made.

**Achievement**

NAPLAN data, the main data set used by government school regions as an indication to achievement was unable to be accessed in 2020, due to cancelation of testing. However, 2019 data indicated a continued upward trend in reading, writing and spelling. Reading at year 5, saw 100% of students either meeting or above benchmark, which was an increase of 44.4 % from the previous year's data for students working below benchmark. Although writing saw improved data, with 17% above, the biggest improvement was seen in spelling with 100% of students above benchmark, and although early days, this may indicate the introduction of Spelling Mastery late in 2017 may be having a positive impact. Had 2020 NAPLAN gone ahead as originally planned it is expected this positive upward trend would have continued as we see the whole school curriculum processes implemented a couple of years ago, take affect. Teachers continue to focus on moderating student work collectively, as NAPLAN comparison varies across teacher judgements, and although this continues to improve, the data indicates teachers tend to er on the side of caution.

Student data from a variety of assessments in Term 4 indicated 32% of students disengaged from the school program during remote learning, however a tutoring program was quickly implemented in Term 4. Using a blended approach two teachers' hours were increased, along with Education Support staff, to structure a program around catch-up requirements. This tutoring approach will continue well into 2021, as the school works to minimise gaps from COVID, or interrupted learning /schooling for all students.

Data indicated that with catch up sessions /tutoring:  
 68% of students should achieve 6 months growth for 6 months learning in 2021 as they continue their learning journey. while 32% will hopefully achieve 8 months growth for 6 months growth in 2021 as they work towards minimising the COVID gap.

COVID lockdowns allowed staff at George Street Primary to show case how resilient and creative we all are. Lessons

were planned and delivered online using TEAMS software, with staff meeting weekly via Webex to discuss, share ideas and support one another. Videos were taken and uploaded for remote learning, along with teachers structuring small group sessions online throughout the day. Specialist subjects proved more challenging, however a majority of parents involved themselves in the delivery of these lessons. Challenges were set up and successes celebrated. Cooking classes (always a valued component at George Street) were able to go ahead as the school supplied 'cooking packs' to be delivered or picked up by parents. Students even enjoyed a 'virtual hot dog day' with 100% participation of families enjoying cooking up hot dogs and sharing this process with snaps on our Facebook page. A decision was made during the evaluation phase of remote /flexible learning that online learning will be offered to students unable to attend onsite for various reasons. A positive from lockdowns (if there were any) has been the increased access for staff to professional learning, as various learning opportunities opened up remotely. Also regular contact with parents increased, as communication opened up with Dojo where discussions were held daily around children's learning. this approach will be continued into 2021 as families thrived with the chats online with teachers.

A challenge was to ensure the emotional health and wellbeing of our families and students remained a priority, therefore Education Support staff diligently worked through contact lists organised and set up shortly after lockdowns, to ensure parents were contacted on a rotational basis every second day. This proved to be a hit with many parents showing their appreciation after school resumed with supplies of chocolates /phone calls of appreciation and flowers arriving at the school.

**Engagement**

George Street Primary saw a small number of students disengage from learning during remote /flexible schooling. Assessment and data analysis during term 4 confirmed 32% of students required catch-up sessions with tutoring. This was significantly higher than envisioned, however targets have been set to improve learning by 8 months growth for 6 months learning, as tutors implement a blended model of in-class and out of class learning. A number of new resources and books were purchased in Term 4 to support further learning at home. It was noted that a couple of families who moved to Melbourne for support with their children, chose to remain in Melbourne once lockdowns ceased, which affected attendance rates. Education support staff continued to make regular contact, however a couple of families became aggressive and argumentative due to increased anxiety levels, resulting from the arguments at home between children /parents not wanting to complete learning. As school resumed onsite it was decided that students' emotional welfare needed to be prioritised, therefore activities and wellbeing programs became the norm for the first couple of weeks. Children engaged in cooking classes, inquiry sessions focused on their choice and lessons aimed at providing them with choices.

Teachers assessed students' ability levels upon their return to school and meetings were held to determine a plan of action. Tutoring was implemented immediately, with two teachers' hours increased. Students were grouped into EXTENSIVE - MODERATE -MINIMAL intervention programs and supports determined across reading, numeracy, writing or welfare to ensure all needs were met. Strategies were discussed, ideas shared and tutors provided with groups of students to work with and monitor teaching and learning. Towards the end of Term 4, a number of students had made significant progress towards catching up. Student (and parent ) feedback suggested excitement and relief at being back onsite for learning.

Students completed the Attitude to School Survey and data indicated their strong connections and engagement to their learning and school continued its positive trend to sit above state and like schools on a high number of modules. A vast increase in positive experiences for students not experiencing bullying, previously sitting at 90%, increased to 100% in 2020, however it must be remembered, students remained at home for pockets of time. Previous data in 2018, demonstrated 91% of students felt they had not experienced bullying. A decline in 2020 data was observed around, Respect for Diversity, which previously sat in the high 90s. Although sitting at 88% and above state and like schools, it is critical we maintain an upward trend, therefore Respectful Relationships, currently planned to be introduced in 2021,



along with continuing our Positive Education practices will hopefully reverse this downward trend seen in 2020.

Data sets across modules continued to sit above state and like schools, clearly demonstrating students' engagement and enjoyment levels at George Street. Feedback from students suggests this is due to the strong and positive relationships they build with their teachers, plus the teaching and learning programs, which are designed, planned and implemented from their feedback.

Sense of Connectedness	89% V state	79%	similar 75%,	network 82%
Teacher Concern	88% V state	72%,	similar 74%	network 77%
Stimulated Learning	90% V state	78%	similar 83%	network 83%
Differentiated Learning	85% V state	84%	similar 86%	network 88%

A significant concern at present is student absences, which increased to an average of 28% of students taking off 30+ days, in 2020, which increased from 14% in 2019. Grade 4 students held the record for the highest number of absences with 67% of students taking 30+ days, however a couple of students who arrived at the school in late 2019 came with considerable trauma and truancy issues, and although the school bus was offered for pick-ups, home visits were frequent and DHHS contacted, little improvement occurred, even with Child Protective Services involvement. An action plan has been developed for 2021, with the employment of a Primary Welfare Officer who will oversee the monitoring of attendance. Posters have been created, to be strategically placed across the school and write-ups will be regularly presented in the newsletter. Strategies are in place for immediate calls home with monitoring stepped up and region support will be provided, however unless severe intervention is applied, fears abound that little change will occur.

**Wellbeing**

2020 proved to be extremely challenging, particularly as the school places a heavy priority on its relationship building between staff, families and students, therefore a majority of students struggled without the lack face to face communication between their peers and school staff. This was in stark contrast to staff, who felt relationships between a large number of families improved with the regular contact made online. These improved contacts between staff and parents will continue to build into 2021, as we engage with social media and Dojo. Having a high percentage of students being from low socio economic families, evidenced by the 0.7 SFO, the school has observed a high proportion of students relying on basic welfare needs, such as breakfast, lunches or uniform support from the school. Although lockdowns were in place, the school continued to provide welfare support. Food parcels were packed at school and delivered to all our families via staff /principal using our school buses. An offer was made whereby staff supported a couple of families unable to get to supermarkets and parents received regular 'check-in' calls from staff to discuss wellbeing concerns and provide support if required.

Students were provided with online support times to check in with their teachers, to ensure anxiety levels remained low, along with regular phone-calls made home by Education Support who checked in with students /families. Parents /students were encouraged to make regular contact if any issues or concerns arose, to ensure supports were in place, for example lack of electronic devices and internet issues were resolved after an urgent dash to Melbourne was made for pick-ups, after a store agreed to place on hold 4 devices. Sadly, no devices were found locally as urgency for devices increased across the state.

vulnerable students, parents requiring further support for wellbeing /health issues and students disengaged with online learning were encouraged to attend on-site and during the first lock-down a high number of students attended onsite, however numbers varied daily and towards the end of term numbers had decreased, which was expected as students attended without their friends. To continue the strong relationships seen and encouraged here at George Street a number of wellbeing activities were organised, particularly virtual lunches. two virtual lunches were organised where the school purchased and provided meal-deals, which were either delivered to families or times arranged for safe pick-ups. Students logged online to enjoy virtual lunches with one another. These virtual lunches were enjoyed by 100% of families, including families residing in Melbourne during lock-downs.

Staff wellbeing was a high priority and every staff member was provided with a buddy, whose job was to 'check in' every day to provide support when and if required. Staff meetings were reduced to 1 x a week, with many cancelled if

the week had been challenging. Wellbeing meetings were regularly scheduled with activities based on 'fun, light-hearted games' or on occasion a virtual dinner /drinks night. As principal, a check in with staff via regular 'catch-up' sessions became a priority, which ensured a regular monitoring of staffs' stress or anxiety levels.

### **Financial performance and position**

George Street Primary School received significant funding in 2020 for building work upgrades, which was exciting. \$2,275 million, provided by the state government, went towards new, state of the art open learning spaces, a new administration and sick-bay, which were all in need of urgent repairs. These upgrades were completed late in Term 4, with students allowed back into the build during the last week of term. With the new building completed, students at every year level now have opportunities for open plan learning and cross level teaching, with all classrooms open plan and shared. The school also received quotes for an upgraded basketball /playground area, which allowed for a safety upgrades of uneven, damaged play surfaces, destroyed by a number of gum tree roots. These play areas were completed during the Christmas holidays, with further upgrades expected in Semester 1 2021.

The school received \$256,94 equity funding in 2020 to ensure the most disadvantaged students were supported and engaged in their learning and although equity funding is planned late the previous year, in 2020 this changed as Remote /flexible learning came into play, to ensure all students achieved high levels of support. In 2019, the school achieved a surplus of over \$200,000, which was cashed down to support building works, however because of lock-downs, lack of trade people, or shut businesses this didn't occur as planned, however planning is underway for 2021 to ensure students attend well-resourced, up to date, state of the art buildings with modern furniture.

As the school received a surplus from 2019 due to a younger staff workforce, this is expected to change over the next few years as staff increments increase. These extra funds allowed for staff, school council and students to be offered wish-lists, resulting in wishes granted for new classroom resources, a wide variety of classroom literature and playground equipment. The school aims to have re-vamped ITC devices, new literature circle packs, a wide variety of informative texts, math's resource tubs for MAI, plus professional learning in place by the end of Semester 1 2021. A challenge has been obtaining a variety of trades due to shortages of 'man-power' and businesses closed, however plans are in place for 2021 to continue with our re-vamps.

George Street Primary School's workforce stabilized in 2020 with current staffing remaining in place due to student number increases. All staff are ongoing, except one staff member currently filling a maternity leave position, however if student numbers continue to increase on average of 10 per year, then it is expected this staff member will be offered ongoing in 2022. A concern is a younger staff-force and although the school enjoys current surpluses, this is expected to change as staff increment levels increase.

**For more detailed information regarding our school please visit our website at**  
<http://georgesthamps.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 100 students were enrolled at this school in 2020, 43 female and 57 male.

NDP percent of students had English as an additional language and 14 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.

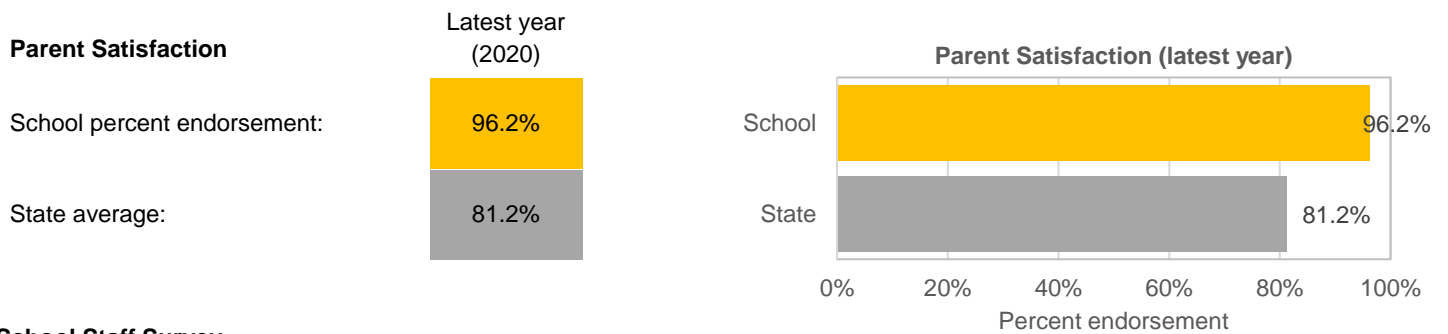
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

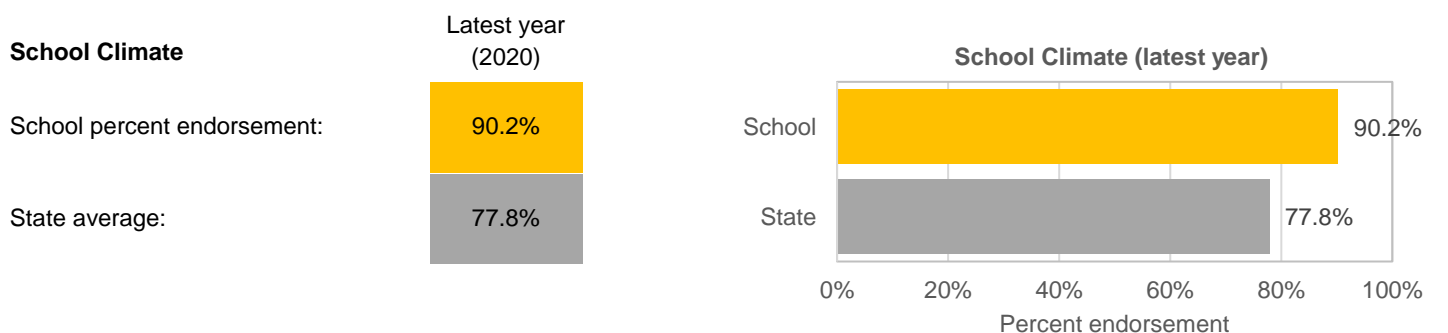


### School Staff Survey

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:

NDA

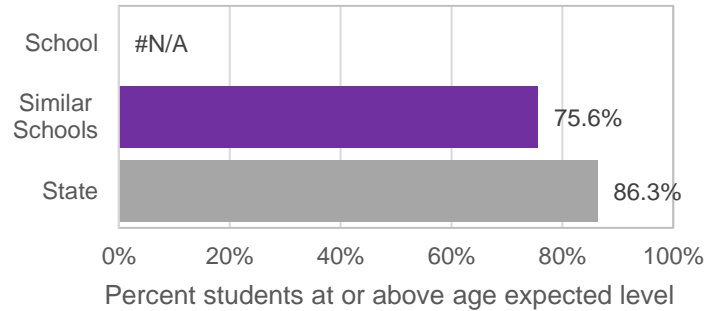
Similar Schools average:

75.6%

State average:

86.3%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

NDA

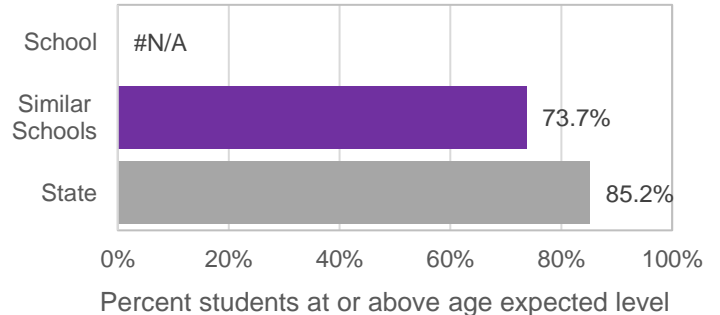
Similar Schools average:

73.7%

State average:

85.2%

#### Mathematics (latest year) Years Prep to 6



### 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

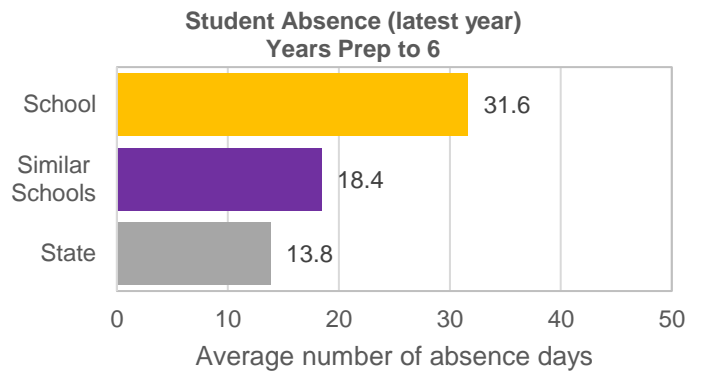
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	31.6	22.1
Similar Schools average:	18.4	18.3
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):	90%	88%	75%	85%	72%	83%	88%

**WELLBEING**

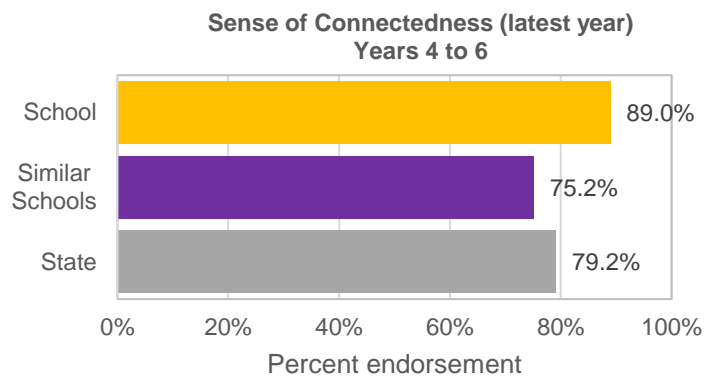
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	89.0%	94.6%
Similar Schools average:	75.2%	80.2%
State average:	79.2%	81.0%



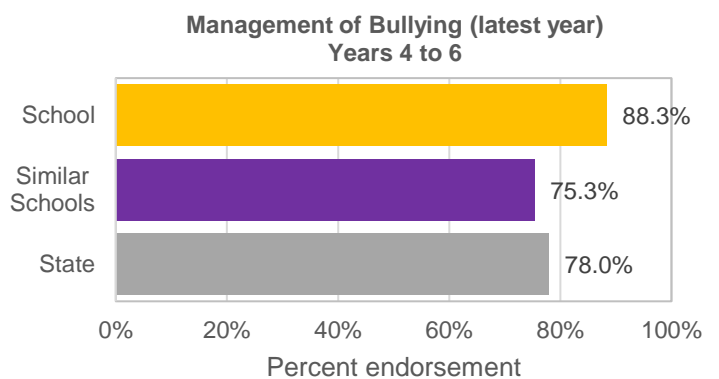
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	88.3%	93.5%
Similar Schools average:	75.3%	81.2%
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	\$1,285,761
Government Provided DET Grants	\$636,708
Government Grants Commonwealth	\$495
Government Grants State	NDA
Revenue Other	\$3,772
Locally Raised Funds	\$39,031
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,965,767</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$256,944
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$256,944</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,068,721
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$6,085
Communication Costs	\$3,170
Consumables	\$36,320
Miscellaneous Expense <sup>3</sup>	\$22,610
Professional Development	\$26,213
Equipment/Maintenance/Hire	\$11,303
Property Services	\$65,005
Salaries & Allowances <sup>4</sup>	\$47,701
Support Services	\$1,287
Trading & Fundraising	\$22,622
Motor Vehicle Expenses	\$5,391
Travel & Subsistence	NDA
Utilities	\$14,506
<b>Total Operating Expenditure</b>	<b>\$1,330,935</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$634,832</b>
<b>Asset Acquisitions</b>	<b>\$20,621</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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	\$664,472
Official Account	\$17,902
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$682,374</b>

Financial Commitments	Actual
Operating Reserve	\$37,738
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$62,401
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$8,898
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$6,500
Capital - Buildings/Grounds < 12 months	\$322,000
Maintenance - Buildings/Grounds < 12 months	\$50,870
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$488,407</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*