

2020 Annual Report to The School Community



School Name: **Huntly Primary School (0306)**



- 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 26 April 2021 at 08:22 PM by Jason Lee (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 26 April 2021 at 08:27 PM by Kathryn Stanislawski (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

Huntly Primary School has been an integral part of the Huntly community for over 150 years. The school is located on the northern fringe of Bendigo. Huntly Primary School in 2020 had an enrolment of 230 students.

Our school Vision is to develop articulate and resilient young people who contribute to their local and the global community.

Our Mission is to provide a safe, supportive, inclusive and stimulating learning environment for all students. Allowing our students to reach their full educational potential through differentiated, cohesive and student informed learning programs. Where as a whole-school community we work together to provide a positive school culture to engage and support the students' individual growth.

Our School Values (Respect; Resilience; Collaboration & Community) form the basis for how we interact with each other and support each other to ensure we have the best outcomes for our children.

In 2020 the school was structured into three teaching units; the Junior School with five classrooms (2 x Foundation & 3 x 1/2 classrooms). The Middle School with 3 classrooms (3 x 3/4 classrooms) and the Senior School of three classrooms (3 x 5/6 classrooms). In 2020 specialist instruction included; Physical Education, Performing and Visual Arts and a modified Chinese program for the Foundation-6 student cohort.

Huntly Primary School had a staff of 22.43 full-time equivalent: 1 Principal class, 1 Learning Specialist, 13.7 teachers, 6.73 Education Support staff, 1 Library technician and a Grounds/maintenance person.

The school had a leadership team comprising of 1 Principal class officer, 1 Learning Specialist and 2 classroom teachers.

Our School Improvement Team (SIT) oversees the progress of our Annual Implementation Plan actions and the achievement of milestones. The SIT comprises our literacy and numeracy team leaders, curriculum team leader, wellbeing team leader and Learning Specialist.

A whole-school professional learning plan supports staff development and best practice to achieve improved learning outcomes for the children. The focus in 2020 was to:

- build the capacity of staff to empower students as partners in their learning through the activation of student voice & agency.
- enhance teacher knowledge of the Victorian Curriculum and with this the review and updating of literacy and numeracy yearly and term planners.
- ensure consistency with instructional practice across the school
- further embed School-Wide Positive Behaviours Strategies

Student wellbeing and engagement continues to be a high priority for all staff at the school. At Huntly Primary School we completed our long-term goal of becoming a Positive Behaviour Support (PBS) school. Strategies developed over the 3-year period are now embedded in our daily practice. All staff are focused on ensuring the social and emotional wellbeing of our students is acknowledged and support provided if and when needed. As a result we provide a safe and inclusive environment where all students can flourish socially, emotionally and as a result, academically.

As part of our 5 year plan we continue to enhance our school grounds. In 2020 an outdoor learning and sensory garden was completed and new shade sails earmarked for our junior playground and another unshaded grassed area. As a result we continue to provide students a wide range of activities and inclusive environments in which to enjoy throughout the day.

Framework for Improving Student Outcomes (FISO)

Using the Framework for Improving Student Outcomes we identified, Curriculum planning and assessment, Evidence based high-impact teaching strategies, setting expectations and promoting inclusion and Health and wellbeing as our key improvement priorities, we felt would have the greatest impact on staff professional growth and to improve student outcomes.

As a result of the focus on these four initiatives the school implemented a number of key improvement strategies in

2020. A number of these strategies are ongoing and a number were completed during the school year. It is important to note that due to the move to remote & flexible learning during 2020 some AIP actions were modified or not undertaken, as wellbeing and engagement priorities changed. For this reason, our professional learning focus shifted for periods of the year to support student wellbeing, engagement, and the remote learning program.

Evidence based high impact teaching strategies (HITS)- The high impact teaching strategies we identified as our focus complemented our efforts to increase student agency across all year levels. Over the course of the year professional development at the whole-school & professional learning team levels focused on Goal Setting, Feedback and Metacognitive strategies. Teachers continued to work with students to set learning goals and importantly assist students to reflect on their goals and articulate the progress towards achieving them (metacognition).

Wanting to have the greatest impact possible with student agency the School Improvement Team (SIT) undertook Learning Walks with a focus on student goal setting. The SIT gained significant insight into students' (from across all year levels) understanding of their learning goals and their ability to articulate how they work towards their goals or know when they have achieved them. The evidence gained from the Learning Walks was used to drive further professional conversations around students' agency and improve our practice in this area.

In response to the need to move the remote & flexible learning, Huntly Primary School undertook the following actions to support our school community:

Google Classroom was identified as the most suitable platform to allow students to provide feedback on their learning progress. Conversely it allowed teachers to provide timely feedback both in written and verbal form to students individually or to the entire class.

Curriculum planning and assessment- Professional learning teams (PLT's) completed the process of reviewing our whole-school planning documentation. Teachers followed up by referring to and planning using our English and Mathematics yearly and term planners across years Foundation to 6. The process required to update our planners also led to teachers having an improved knowledge and understanding of the Victorian Curriculum due to the extensive review of the curriculum documentation.

During Term 4 we started a review of our whole-school spelling program with a number of professional learning sessions involving professional readings and conversations aimed to at ensuring there was common understanding as to what is an effective spelling program and the steps required to complete a whole-school spelling scope and sequence.

In response to the need to move the remote & flexible learning, Huntly Primary School undertook the following actions to support our school community:

Teachers undertook extensive professional learning to up-skill on the use of DE&T's Google Suite. In particular Google Classroom. The school online remote learning program was implemented in 3 phases:

Phase one - Google classroom (familiarisation), routines, work commitments and expectations.

Phase two- Instructional clips, differentiated instruction, and feedback for submitted tasks

Phase 3- live instruction

Home learning packs were created and sent home with the students to support initial learning

Online educational resources were investigated and agreement reached on their use for literacy and numeracy programs.

The Google Shared Drive was the platform we identified to share learning resources, plan programs and for collaborative purposes. As a result, we will continue to use the Google Shared Drive for ongoing collaboration and sharing of resources.

Setting expectations and promoting inclusion- Student agency was our focus (as previously articulated). Setting learning goals was one component however professional conversations and learning focused on assisting students to be able to track and articulate their learning progress. Writing was the focus area. Teachers worked together to develop a goal setting template which students then used to convey their writing goal(s). Teachers used 3-way conferences to explain learning goals and parents were provided copies of their child's learning goals. Progress in this priority area was hampered by the need to move to remote and flexible learning.

In response to the need to move the remote & flexible learning, Huntly Primary School undertook the following actions

to support our school community:

Prior to the Term 2 school break netbooks were distributed to all students whose parents had requested them. This ensured no child would be disadvantaged during the remote and flexible learning periods.

Through necessity, students were provided greater agency in their learning when working remotely. Examples include; at what time of the day they completed certain tasks & the order in which tasks were completed. As a result (and to varying degrees across our cohort of students) students enhanced their skills in this area (student agency). Upon returning to school students and teachers discussed the skills developed and knowledge gained from remote learning and how we could utilise this back onsite. As a result Google Classroom continued to be used for identified classroom activities.

Health & Wellbeing- All school staff continued to implement the positive behavior support strategies (PBS) and procedures developed and adopted over the past 2 years. Opportunities to consolidate what we have learned and applied through further external professional learning workshops was delayed due to the onset of COVID-19 restrictions. However throughout the year there have been opportunities to reflect on our processes and adjust them as required to suit both onsite learning and remote and flexible learning.

In response to the need to move the remote & flexible learning, Huntly Primary School undertook the following actions to support our school community:

The Student Wellbeing Team met weekly and monitored the progress of all students during this period. Students who were identified as potentially disengaging from school were provided additional support.

SWPBS classroom expectations were modified to reflect the remote and flexible learning environment. This was communicated to families so to assist parents to maintain a consistent approach to learning from home.

The school created a daily 'Check in' Google form to monitor student's attitudes and moods throughout remote and flexible learning. Staff contacted families where concerns were noted.

Daily Google Meets were conducted to ensure we had ongoing verbal and visual forms of communication to help us monitor the students' wellbeing.

Ongoing communication and support for parents was critical and teachers' contacted parents weekly, where possible, to 'check-in' ensuring the family was tracking well. In some instances the check-in became more regular if there were any concerns.

Compass became a critical platform for providing ongoing information throughout the remote learning period (leading up to, during and when back on-site). This resulted in a significant increase in the number of families signing up and using Compass. Compass is now used regularly by administration and teaching staff to communicate important information.

Achievement

Our Achievement goal was to improve student achievement in Numeracy and Literacy. Our 12 month targets relied on NAPLAN data and specifically an increase in students achieving results in the top 2 bands of Reading, Writing and Numeracy and a percentage of students achieving medium to high growth in Reading, Writing and Numeracy. With the onset of COVID-19, NAPLAN testing did not occur in 2020 and therefore it is not possible to refer to this data as a measure of success.

The move to remote and flexible learning did not impact the ability of staff to collaborate at leadership, school improvement team and professional learning team levels. Teams met online and onsite during the year to work towards our student achievement goals.

Due to the necessity to meet online, Google Drive was used as our platform to share the curriculum planning documents being reviewed and updated. Due to the success of Google Drive as a collaborative online platform it is now used as the primary space to save and share all key teaching and learning documents.

Teachers successfully completed the review and updating of our year and term planning documents across all year levels. Professional Learning Teams now ensure planning at each year level reflects the revised and clearly documented whole-school curriculum.

The move to remote and flexible learning throughout the school year required a shift in how we planned our lessons and implemented our instructional practice. All teachers had to reflect on their practice and determine how they would engage students online. The School Improvement Team (SIT) led the professional learning to assist with the transition

to remote learning. Professional learning focused on student goal setting, teacher and student feedback and planning using the instructional model. Professional Learning Teams with the new learning set about ensuring high quality instruction in what were challenging circumstances. Teams shared planning and delegated areas of instruction for scheduled weekly tasks.

Opportunities for coaching with a focus on instructional practice were limited due to the disruption caused by COVID - 19, so coaching across all year levels continues to be a priority

All Program for Students with a Disability students showed satisfactory progress in achieving individual goals. Student Support Group meetings were held regularly and Individual Education Plans were in place for all PSD students.

As a result of the successfully completed actions and the ongoing professional learning in 2020, our future actions and improvement strategies that will drive student achievement in 2021 include:

- The review and development of a whole-school spelling program.
- PLC leaders continuing to oversee the consistency with which current and newly appointed teachers refer to and use the updated curriculum planning documents.
- Learning walks to be undertaken by all teachers with a focus on student goal setting and feedback.
- Increasing the opportunity to collaborate and reflect on our instructional practice.
- Coaching with a focus on our instructional practice (with reference to our reading, writing and numeracy instructional models) and how HITS are incorporated across all year levels.

Engagement

Our Engagement goal was improve student engagement. To achieve this, we were focusing on building teacher and student capacity to set aspirational goals (in Reading, Writing and Mathematics) and providing students the skills to reflect on their learning and provide teachers with feedback on the their progress. With improved student engagement our targets centered on reducing the number of days where students had 20 or more absences in the school year; and improved perceptions from staff through the staff opinion survey on 'Use of feedback to improve practice'.

Due to COVID-19 comparing 2019 absences to 2020 was problematic as it could have been influenced by our local processes and procedures adopted in response to remote and flexible learning. 27% of our students had 20 or more days absent which although did not met our target of 20%, it was still equal to the State and better than 'Similiar' schools (29%). Attendance was monitored daily whether we were in the remote & flexible learning phase or back onsite. Teachers held daily check-in's with students in the morning, where students were not online a follow up phone call was made to check the child's wellbeing and how the parents were coping. Rolls continued to be marked daily. We were well aware of parents who on the return to onsite learning were still quite concerned about COVID-19 and resisted sending their children back to school. Additional support was provided to these families to enable the children to return to school.

In relation to staff use of feedback to improve practice this was acknowledge positively by 58% of our staff which met our goal of 55%. 42% of staff were unsure which is reflective of the ongoing professional learning which is occurring in this area of student voice and agency.

A range of opportunities for student voice and development of student agency continued to be nurtured. This included; a broad range of leadership positions available to our year 3-6 students to support school improvement and multiple opportunities for students to provide feedback to teachers in relation to their learning. During remote and flexible learning students were also surveyed to gauge their sense of engagement, this information was then used to adjust or add to class programs to support the needs of all students.

As a result of the successfully completed actions and the ongoing professional learning in 2020, our future actions and improvement strategies that will drive student engagement in 2021 include:

- Enhancing our student leadership program through timetabled classroom session that allows teams of students to review actions they have set for school improvement, the activities undertaken and follow up activities.
- Students will be surveyed each term to gain an insight into their perceptions of school engagement (social engagement) and the information to enhance it further.
- Determining more effective ways to give and receive feedback from students on their individual goals.
- Providing students' greater agency, by teaching them how to track the progress of their goals.

Wellbeing

Our Wellbeing goal was to improve student wellbeing, through the embedding of the strategies and processes aligned to School Wide Positive Behavior Support. Our targets focused on improving ‘Effective Classroom Behaviour’ and ‘Resilience’ improving based on the results of the Student Attitudes to School survey. Once again with the onset of COVID-19 and the need to move to remote and flexible learning the consistency with which we can compare results with previous years is difficult due to the ongoing changes to the learning environment (onsite and remote). That said, 72% of students were positive regarding ‘Effective Classroom Behaviour’ which met our target of 70% and there was no data available for ‘Resilience’.

All school staff continued to implement the PBS strategies and the procedures developed and adopted over the past 2 years. Opportunities to consolidate what we had learnt through professional learning workshops and then applied was delayed due to the COVID-19 situation. Having said this, throughout the year there have been opportunities to reflect on our processes and adjust them as required for remote and flexible learning. This included with student input adjusting our school wide expectations to reflect remote learning, regular check-in with all students and families and additional support if there were concerns around mental health. Students were surveyed regularly to identify any wellbeing concerns and then as a whole-school adjusting or implementing practices to mitigate the problems.

Prior to the return to onsite learning in Term 4 students were surveyed about how they felt about returning to school. Upon returning to school all staff set about addressing the need to support the students’ emotional wellbeing. We did this by focusing on play-based learning in the junior area and rebuilding social and peer connections across all grades. The senior area focused on reinforcing work expectations and increasing learning ‘stamina’.

As a result of the successfully completed actions and the ongoing professional learning in 2020, our future actions and improvement strategies that will drive student wellbeing in 2021 include:

- The review and update of our PBS action plan. Ensuring staff are conscious of the school expectations in relation to student wellbeing and consistently modelling the appropriate support for students.
- In light of the disruption caused by COVID-19, prioritising belonging and engagement (social engagement) as a focus area in our PBS action plan.
- With the completion of our PBS training, our induction processes will include an annual refresher regarding our PBS practices.
- Conduct a School Wide Evaluation (SET) with support of the PBS facilitators

Financial performance and position

In 2020 Huntly Primary School Council formulated, implemented and monitored school revenue and expenditure budgets to achieve a net operating surplus of \$220 508. It is important to note that due to the move the remote and flexible learning, the anticipated revenue and planned expenditure was influenced. Examples include; smaller than expected locally raised funds (revenue) and limited professional development (external), reduction in consumables and literacy and numeracy classroom resources and decreased demand casual relief teachers. The school ensures that unless a special project is underway, funds received by the school are committed to the education of students currently attending the school.

Student Resource Package funds and grants were targeted to support student achievement, engagement and well-being, in line with goals outlined in the school’s Annual Implementation Plan.

Substantial equity funding was used to employ staff to support a range of school initiatives in the following areas; wellbeing, curriculum planning and assessment and education support. Equity funding also allowed us to update our ICT hardware, investing in another 40 new netbooks for the students.

Other key expenditure areas included:

Equipment/Maintenance & Hire: This was a result of extra funding provided by the Victorian government to support bushfire management, leased equipment and the purchase of classroom furniture.

Property Services: This was a result of funding provided for the construction of our sensory garden and outdoor learning space.

For more detailed information regarding our school please visit our website at
www.huntly.ps@education.vic.gov.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 229 students were enrolled at this school in 2020, 99 female and 130 male.

3 percent of students had English as an additional language and 9 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.

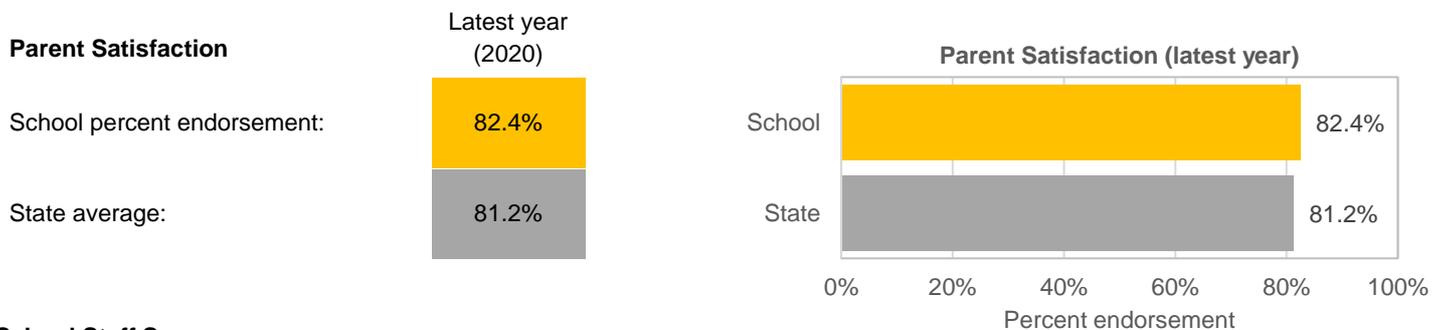
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

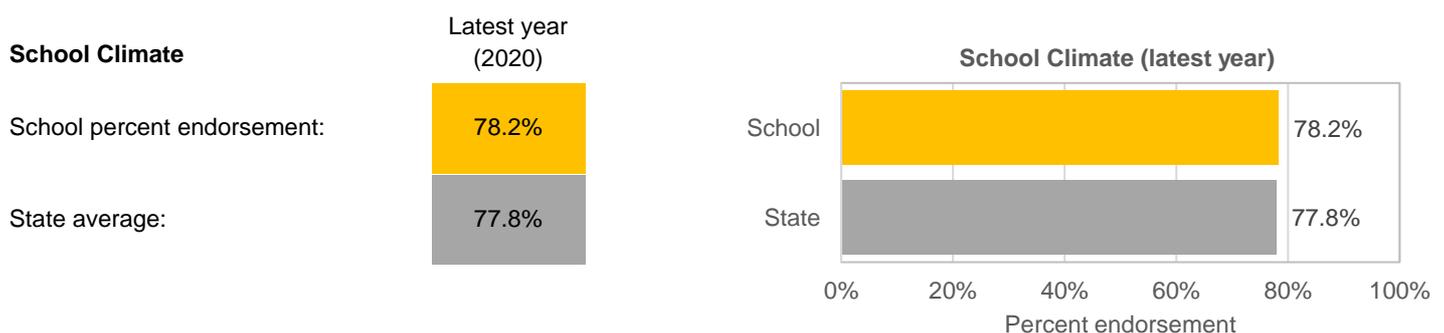


School Staff Survey

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:

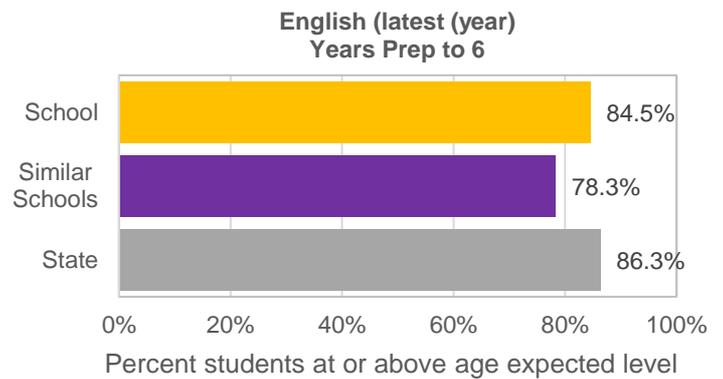
84.5%

Similar Schools average:

78.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

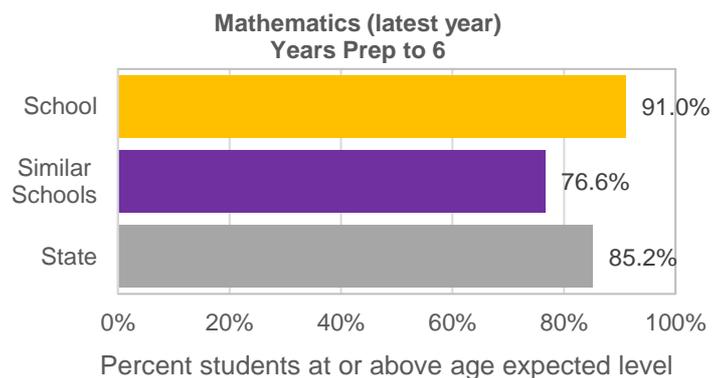
91.0%

Similar Schools average:

76.6%

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

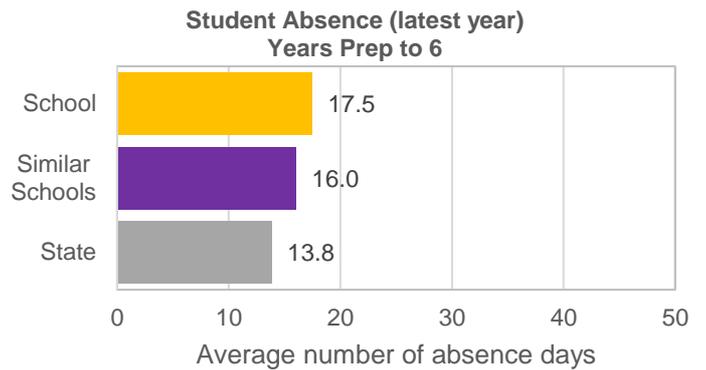
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.5	17.4
Similar Schools average:	16.0	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):	90%	92%	84%	93%	92%	94%	91%

WELLBEING

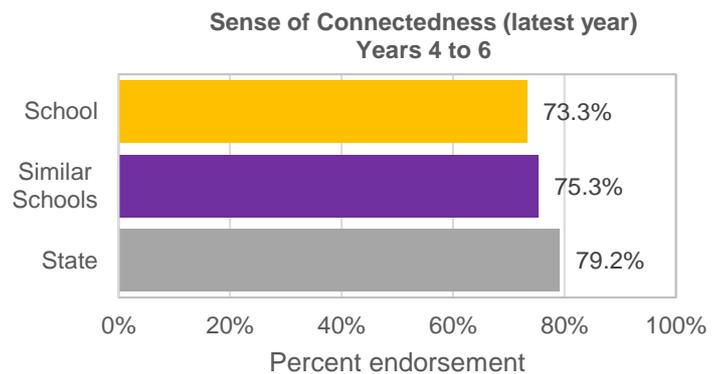
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	73.3%	68.6%
Similar Schools average:	75.3%	78.5%
State average:	79.2%	81.0%



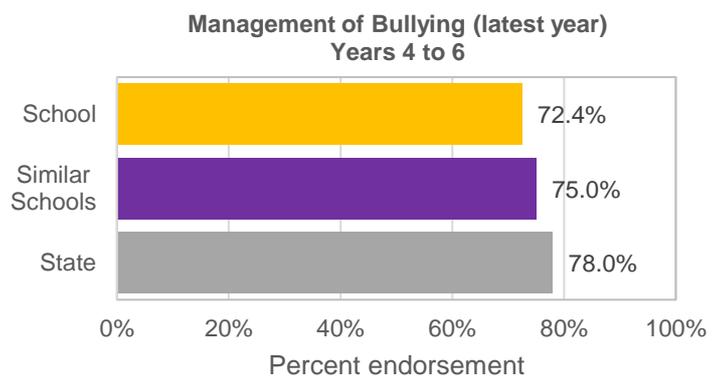
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	72.4%	65.8%
Similar Schools average:	75.0%	79.2%
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	\$2,147,769
Government Provided DET Grants	\$425,621
Government Grants Commonwealth	\$56,845
Government Grants State	NDA
Revenue Other	\$5,726
Locally Raised Funds	\$61,576
Capital Grants	NDA
Total Operating Revenue	\$2,697,537

Equity ¹	Actual
Equity (Social Disadvantage)	\$223,735
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$223,735

Expenditure	Actual
Student Resource Package ²	\$2,044,538
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$9,908
Communication Costs	\$5,926
Consumables	\$15,413
Miscellaneous Expense ³	\$19,417
Professional Development	\$2,815
Equipment/Maintenance/Hire	\$68,420
Property Services	\$143,747
Salaries & Allowances ⁴	\$131,874
Support Services	\$1,400
Trading & Fundraising	\$10,396
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$23,177
Total Operating Expenditure	\$2,477,029
Net Operating Surplus/-Deficit	\$220,508
Asset Acquisitions	\$6,593

(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	\$244,887
Official Account	\$21,475
Other Accounts	NDA
Total Funds Available	\$266,362

Financial Commitments	Actual
Operating Reserve	\$59,593
Other Recurrent Expenditure	\$4,403
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$28,225
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$92,322

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.