

2020 Annual Report to The School Community



School Name: Templestowe Heights Primary School (5004)



- 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 30 April 2021 at 10:35 AM by Rhys Coulson (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 05:46 PM by David Barnes (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

Templestowe Heights Primary School is situated in the eastern Suburbs of Melbourne with a current enrolment of 440 students and 19 classes. The school has undergone a refurbishment that was completed in August 2012. The classrooms are designed as flexible learning spaces which open onto shared learning areas. Each level of the school has its own area in which classes and teachers work cooperatively to maximise the learning opportunities for all students. The students are organised in multi-age classes (with the exception of straight Foundation classes). The multi-age class structure along with a strong student wellbeing program ensures that the students and staff feel safe, secure and supported. An extensive student leadership program includes all levels of the school from Foundation to year six.

In 2020 our workforce consisted of 7.85 (Full Time Equivalent - FTE) Education Support Staff, 23.5 (FTE) teaching staff and 2.0 (FTE) Principal class. The school's parental occupation and education index identified as high comparatively to all schools across the state of Victoria.

Over the past five years Templestowe Heights Primary has undergone a whole-school change initiative that has led to the school being recognised as an Influence School for two consecutive years. Strong growth in learning achievement results over the past four years has been underpinned by a focus of developing teacher skills, knowledge and understandings to enable all teachers to teach their best lesson as often as possible.

The buildings and grounds are extensive consisting of three playground equipment areas, an oval, STEM building, library, synthetic turf courts and gazebo, commercial kitchen and community garden (including chickens). The school has a gymnasium which is a shared community use facility. The school community assists with the maintenance of our facilities.

Templestowe Heights Primary School has as its motto, 'inspiring learners for life'. There is a strong focus on developmental learning and consequently providing a differentiated curriculum which provides for the learning needs of all children. We are dedicated to providing the best possible education to our students, with a focus on instructional practice, to ensure that learning for life is achieved. The school's values are respect, responsibility, courage and persistence. All sections of the school community – students, staff, parents, friends – are expected to strive to be their best in reference to these values.

Templestowe Heights Primary School has a strong focus on literacy and numeracy. Our specialist areas are literacy intervention/EAL, enrichment, Art, Physical Education, Performing Arts and Italian. Instrumental music classes, swimming programs, lunchtime clubs, camps and after school activities are offered. Whole school activities are significant in that we have biennial events including an Art Show, School Production and School Ball. In 2021 the school will celebrate its 50 (+1) years anniversary.

The school's recently introduced positive education enhanced curriculum provides a whole school wellbeing approach by supporting students and adults to develop the tools and strategies to flourish. Student voice is also a focus, as our leadership program provides students with an opportunity to be elected to represent our Junior School Council, Environmental committee, student-led canteen, School Captains, House Captains as well as an extensive year 6 leadership program. Empowering children to be active in making decisions about their school provides ownership that strengthens our school community spirit.

The use of Information Communication Skills across all aspects of learning is integral to our programs. Templestowe Heights Primary School has a combination of netbooks, desktop computers and iPads available for student use. There is a 1:1 iPad program operating for our year five and six students. All classrooms have Interactive Whiteboards.

Parent/Carer involvement in the school is essential to Templestowe Heights Primary School. Parents and carers work closely with staff to support their children's learning at school and at home. A class representative scheme facilitates

communication and parent involvement in the school which includes involvement in class programs, excursions and camps, along with School Council and Parents & Friends Committee. Communication includes the school newsletter, website, an online management system, parent workshops and information sessions, parent support groups, assemblies, notices and parent teacher interviews.

Enrolment numbers at Templestowe Heights Primary School are steadily increasing. The school provides a progressive and challenging curriculum that reflects the 21st century learning skills required to truly inspire our students to continue learning throughout their lives. The teaching staff at Templestowe Heights Primary School are expected to be active members of our learning community, working together in collaborative teams, assuming a collective responsibility for the school's vision and goals. All staff actively support all school activities and programs.

At Templestowe Heights Primary School our vision is 'inspiring learners for life'. All staff have a shared goal of wanting to make a positive difference (social, emotional and academic) to every child under their care.

Our vision is supported by our mission statement of "the quality of the programs we offer will never be better than the quality of the teachers that deliver them". Our mission is to ensure our teachers are continually developing their skills, knowledge and understandings that will enable them to provide high quality learning opportunities and learning experiences for all students at Templestowe Heights Primary.

Templestowe Heights Primary School's objective is to be the school of choice for the local community. We aspire to provide an inclusive and collaborative learning environment for all students, staff and families that promotes high expectations for lifelong learners, embracing and contributing to local and global communities.

Templestowe Heights Primary School's values are Respect, Responsibility, Persistence and Courage. These values are seen as being central to the life of our school and how all members of the school community should conduct themselves. As a school we attempt to apply these in our everyday dealings with each other and in the development of our programs and policies. Teachers are to reinforce these values at all times.

In October 2020 we received news from the Government that Templestowe Heights Primary will receive significant funding (\$14.1 million) for a capital works project. This is to cater for the projected increase in the student population, as identified in Census data, that is expected to grow to 625 students in the next 5-10 years. The proposed works include the addition of a state of the art double-story building that will house 5 classrooms on the ground floor, with an Amphitheatre staircase leading up to a Science, Arts and Technology hub. Being an economic stimulus grant, the capital works project has a fast turnaround with the design phase being complete by September 2021 and construction commencing in late November. The construction must be complete ready for the start of the school year in 2023. There will be limited impact to the daily life of the school as access for the build will be via Templestowe College's entrance and their oval.

Framework for Improving Student Outcomes (FISO)

As we know, 2020 was a challenging year. When our students returned to school in 2020 to commence their school year, uncertainty and worry grew as we awaited what impact the pandemic would have. Over the term 1 break and the four days prior to term 1 break-up, the School Improvement Team (SIT) and staff developed a philosophy, guiding principles and instructional protocols for the transition to online/remote learning. The school also designed an Online Learning Portal website that was a "one stop shop" for parents and students to access resources, google classrooms, videos and "how to" files. Staff were also provided with PD to support their use of Webex and Google Suite Education.

SIT devised an instructional model and planning document to provide a framework for all teams to plan their offline learning tasks. All learning tasks were packaged and submitted through each child's Google Classroom. Year level and specialist teams created offline lessons that were aligned to the concepts and skills that they had originally planned to teach in term 2. All students were able to participate in reading, writing, numeracy, wellbeing, specialist and integrated lessons each week. Initially students were not required to submit/post learning tasks, however once routines and familiarity was set, these expectations were added. Twice-daily online video sessions for classes initially focused on connections, but then moved to using these 2x30min video sessions as synchronous lessons and feedback.

When we approached the second lock down our message to the community was still linked to connection, engagement and the wellbeing of individual households. However, we added to our philosophy, the aspect of deeper connection for students to learning and instruction. During the first phase, we had taken the trouble to collect data within our community from parents, students and teachers via a series of surveys. We were able to use the statistics to give all stakeholders a voice over the way we approached remote learning in the Term 3 lockdown.

This data led to a few simple changes that would have less of an impact on families and allow parents the freedom to continue working from home, uninterrupted as much as possible. The use of a timetable that structured all sessions from 9am till 1pm aimed to scaffold and ensure students were being delivered the learning necessary to continue to progress and make growth. The message was simple:

- Students were to follow the updated learning timetable created by their teachers on the weekly google slides
- Students were to attend the two synchronous learning WebEx conferences provided daily and planned as sequential lessons linked to the key learning areas – Reading, Writing and Maths

This created the opportunity for teachers to deliver instruction via the camera and one teacher in each level recorded their lesson so no student would be disadvantaged if unable to attend. The WebEx became a virtual classroom with students supported in real time with the use of questioning, the chat feature, authentic feedback and a success criterion for every session.

The school's overarching goal to develop teacher capacity to support and challenge every child was modified as the practice principles of remote/online learning became embedded. Firstly, teachers committed to providing different challenges for the offline learning tasks and then progressed to organising maths zones live online lessons where students were taught at their mathematical learning point of need. Education Support Staff (ESS) were also present during online lessons to support and challenge students and invitations were made for students to stay online after the lesson had finished for additional support with their teacher or ESS in helping them to understand.

Year level teams became innovative with how they provided professional learning opportunities. Year level teams watched pre-recorded online lessons to learn and grow their practice. DET provided significant opportunities for staff to participate in professional learning workshops, aligned to remote learning. THPS had the privilege of sharing our remote learning model and online portal with the wider DET community as part of a recognition of our fast response and alignment to adaptive leadership and rigorous learning delivered both offline and online lessons.

Achievement

We also understood that while we were extremely proud of the delivery of our online/remote learning model, it couldn't substitute a 'normal' face to face teaching approach of 300 minutes a day, 5 days per week. As such, we were realistic that learning outcomes for our students would look different for many. While in recent years we had a standard of expecting one years' learning in 12 months for every child, with the limited time teachers had with their students when they returned to school, coupled with the quick timeframe to collect evidence to write reports, all teachers reserved their judgements to place children as learning one year in 12 months. In 2021, with a our catch-up & extension goal and a full year of face to face teaching and support from tutors, we are confident we can bridge learning gaps that occurred during online/remote learning.

As mentioned above, THPS had a clear philosophy, guiding principles and a clear strategy for delivering online/remote learning. Each week, class and specialist teams developed and published asynchronous learning tasks on google slides in Google Classroom for reading, writing, numeracy, wellbeing, integrated and specialists subjects. These learning tasks were sequential, scaffolded with steps, videos and exemplars. The twice daily Webex class meetings were used by teachers to deliver synchronous lessons based on the learning tasks on the google slides or to provide feedback for students.

Specialist teachers held daily Webex sessions with a particular year level. These Webex sessions were also synchronous lessons. Kate our PE teacher held weekly family fitness challenges, Janine Reid our enrichment teacher held weekly Maths Olympiad and enrichment learning tasks and lessons, while Lisa Clark our intervention teacher held daily Webex reading conference sessions.

Our online/remote learning portal was where students and parents accessed these learning task slides. By week 4,

students were then submitting learning tasks to teachers for feedback. No assessment tasks were assigned to students during the period, as we couldn't validate the authenticity of the completed assessment task. However, the teachers trialed many innovative techniques from the use of google forms, shared google docs and written feedback in various assignments. This allowed teachers to understand other aspects of student growth such as independence, motivation, connection to tasks and online collaboration. This trial and error and creativity assisted us to be more efficient and reflective about ways we use evidence linked to assessment and how we can create methods for students to monitor their own learning and know where they need to improve.

In our journey through remote learning, a key slogan for the teaching staff was 'No Instructional Minute Wasted'. The limited time for teaching and learning developed some efficient practices and thinking that the teachers have kept as part of the school's 2021 goals and targets. The teachers had opportunities to explore more efficient ways to collect and use assessment and data leading to specific improvements in instructional techniques and embedded practices that are more likely to impact learning on a deeper level. These include:

- revision of previous learning from last month, last week and yesterday
- providing learning as sequential steps
- narrowing essential curriculum into the most important skills that transfer across all areas
- shorter assessment loops to check for understanding before covering new content
- the use of shared slides for consistency
- explicit home learning tasks that utilise google classroom technology and ensure skills are reinforced and practiced at home
- more refined and consistent reporting processes
- data collection that is efficient, reliable and specific to our learning and teaching
- use of exemplars and models to make learning more visible and improvement more accessible to students

Our Program for Students with a Disability (PSD) continued to be successful by establishing targeted individual education plans, providing 1 on 1 support and modifying learning tasks. ESS regularly celebrated success with our PSD students and established strong working relations with families.

Following on further in 2021, all teams are exploring and creating 'Bump It Up Walls'. This is a student friendly term for a strategy that makes learning and progress visible to the students through the use of exemplars and explicit tracking statements. The 'Bump It Up' is the end product aligning to our Reading and Writing proficiency curriculum, allowing students to self and peer assess their work against a clear and visible progression.

At the top level known as 'Score 4' students are invited to go beyond the benchmark and utilise critical and creative thinking to develop sentences or text responses that demonstrate higher order thinking and reasoning. This is also our 2021 target, so we are using this as a tool to show students score 4 exemplars in both Reading and Writing. Jeanette Breen will increase her time out of the classroom to work with all teams in developing this, supported with a peer observation model.

The Tutor Learning Initiative was planned to integrate extra capability throughout the school into our literacy and numeracy through the use of additional teachers as tutors. Break-out small groups and one-to-one learning opportunities are organised to build back lost learning and provide added scaffolding to students at their point of need. The tutors provide important information and data to level teams about gaps in learning and allow teachers to target planning and instruction and ensure they are addressing essential skills.

Another initiative we have fine-tuned post learnings from 2020 is our whole school Wellbeing approach. While continuing with lessons linking to resources, shared language and student understandings of self-regulation and their character strengths, the inclusion of strategies for deeper relationship connections have been a key feature of 2021.

These include changes from whole school assemblies to House multi-age connect-up groups, cohort assemblies and new opportunities for student leadership linked to our wellbeing focus. Our online portal developed for remote learning, continues to be active in 2021 and support the THPS community with relevant links, help documents and teacher created videos to support student and family emotional health and wellbeing. The parent community continues to play a role in facilitating community events and bringing a voice to all school practices via our Community Engagement Committee. Parent workshops and student support groups, led by Celene Black and Julia Laidlaw are also an

important connection between school and community with the opportunity now for participants to utilise video and webinar options.

The THPS journey to improvement continues to shift our learning narrative as we build new practices. The impact of 2020 showed educators how we can utilise technology to boost learning and thinking for both students and teachers. As a result, we continue to be a school of influence and share our practice both locally and across the region. We have developed adaptive leadership practice as part of an action to support a connection across other spheres of influence within education and the community.

Engagement

Staff identified students deemed to be vulnerable and ESS staff were attached to those students for daily check-ins. Some students were also encouraged to attend onsite. The school also created a template to record daily participation/attendance on Webex, email or google stream chat. If there was no evidence of a child participating in any of these modes after two days the class teacher would contact the family to check-in. After the initial 1-2 weeks, the focus shifted from reconnecting to “engagement”. Year level teams continually evolved how they used their class twice daily Webex sessions with a goal of enhancing participation and engagement of the learning tasks.

Daily check-ins for the identified vulnerable students by ESS staff was also undertaken. Teachers contacted families if a child showed no participation via Webex or google stream for two consecutive days. Throughout the period, we had an increase of students attend onsite, for which we then hired CRTs to share the workload.

We also noticed, particularly in the senior year levels that towards the end of remote/online learning less and less students were logging onto Webex sessions. The 5/6 team continually reflected and trialed many different ways of bringing in some fun and “mixing things up” with the Webex sessions.

Wellbeing

Throughout 2020 we were able to continue to build our wellbeing curriculum, aligned to The Positive Institute of Education's curriculum model. The initial focus on the transition to online/remote learning was “reconnecting”. Our wellbeing learning tasks were aimed at connecting with each other again after such a long period of absence, many were done during the class Webex sessions. Each day every class teacher would publish a morning greeting to their class.

When school resumed onsite in term 4, we were able to publish regular Wellbeing newsletters

Throughout the online/remote learning we felt it was important to use humour to keep the connection of our community. We used a weekly video to stage a tik tok dance challenge and posted humorous video clips involving staff and students with underlining messages. We shared a collage video of all staff with their families at the houses and encouraged all students with weekly messages. We wanted students and families to see during these times that the THPS staff are “human”.

All year level and specialist teams continued to have daily check-ins throughout the entire online/remote learning period. For the first two weeks, all teams recorded how they were feeling, the numerous decisions they were making to enhance delivery effectiveness of the online program (as well as staff mental health). We encouraged some students who were identified as vulnerable to come to school to support the mental health of some parents and carers.

We used the survey to find out what families wanted to learn more about in our parent workshops, so we will be running resilience sessions in terms 3 and 4.

Financial performance and position

Strong financial leadership continued to be a key contributing factor to the school's strong financial position. The Finance Committee met monthly to regularly review and monitor of expenditure/revenue, safeguarding well-informed decisions for the viability of the financial position of the school. The school registered a surplus in 2020 due to a significant impact on the school's finances by COVID.

There were limited funds spent on:

- buildings & grounds maintenance works
- utility costs were reduced as there were only limited use of school buildings for term 2 & 3
- spend on casual relief staff and staff professional development was reduced
- purchase of student stationery, library books and equipment

There was no camps/excursions/incursions or fundraising events throughout 2020. The school's major expenditure was on capital expenditure, including:

- \$76k comprising of CCTV & 10 cameras
- 6 UHD LED TV's
- storage cupboards, teaching & learning resources for STEM room

In 2021, changes to the Parent Payment Policy will impact the projected revenue that the school has budgeted for. The 2020 surplus will be a contingency for a possible deficit in the 2021 budget. By the end of the 2021 school year, we will have a clearer picture of what difference the new Parent Payment Policy has made.

For more detailed information regarding our school please visit our website at
<https://templestowehts.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 439 students were enrolled at this school in 2020, 206 female and 233 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

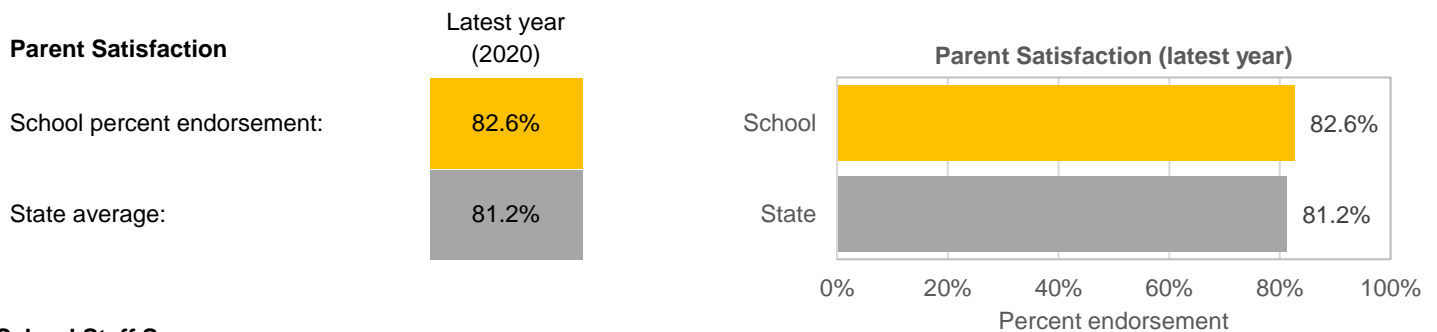
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

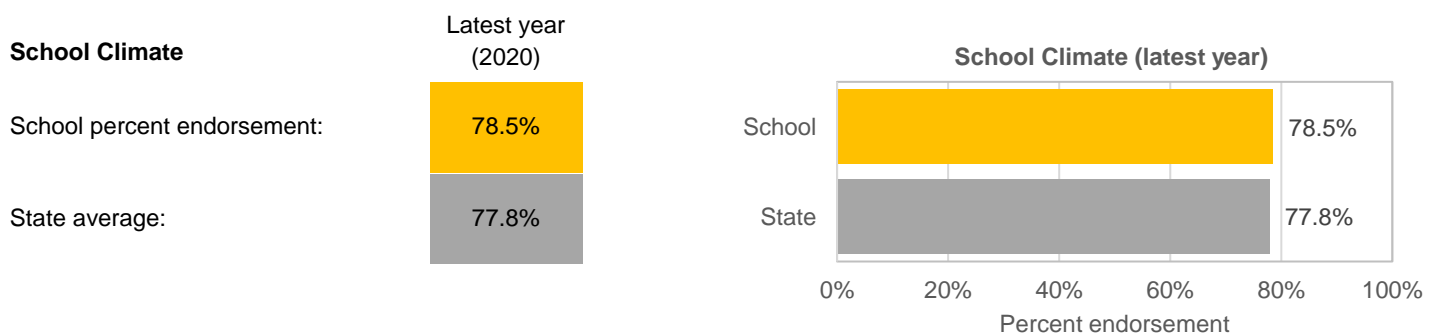


School Staff Survey

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:

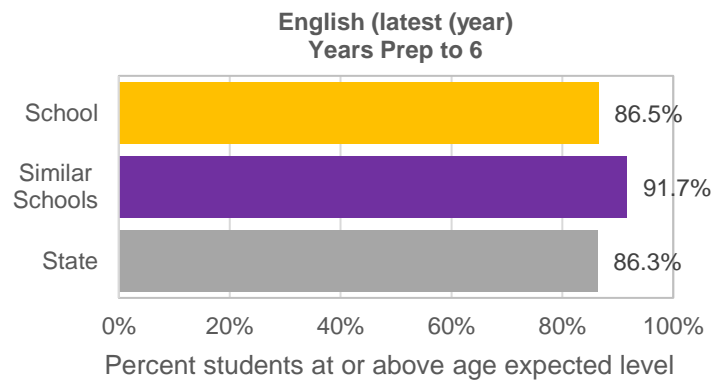
86.5%

Similar Schools average:

91.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

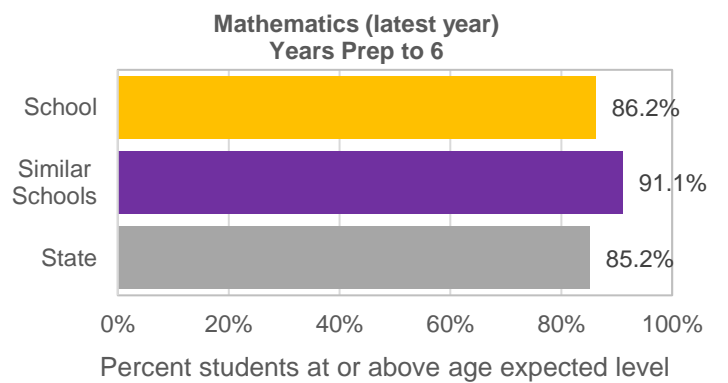
86.2%

Similar Schools average:

91.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

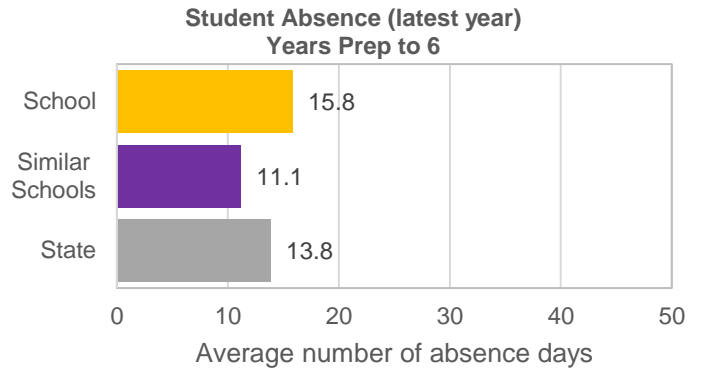
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.8	15.2
Similar Schools average:	11.1	13.4
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):	89%	94%	92%	94%	93%	92%	91%

WELLBEING

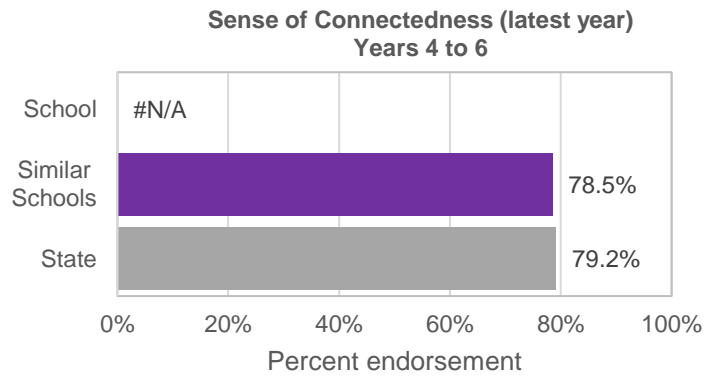
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	79.3%
Similar Schools average:	78.5%	80.2%
State average:	79.2%	81.0%



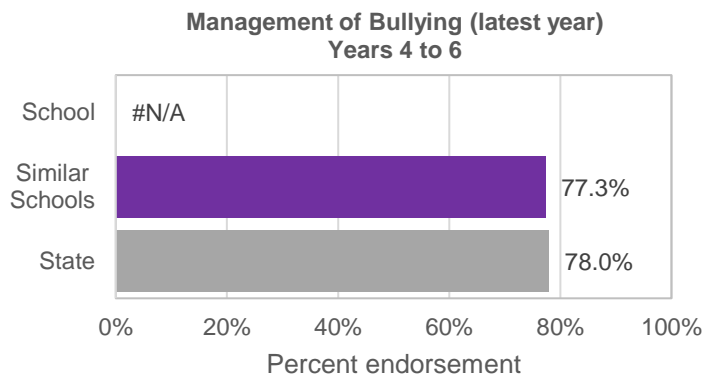
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.1%
Similar Schools average:	77.3%	79.6%
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	\$3,502,504
Government Provided DET Grants	\$539,400
Government Grants Commonwealth	\$8,888
Government Grants State	\$8,000
Revenue Other	\$26,059
Locally Raised Funds	\$184,304
Capital Grants	NDA
Total Operating Revenue	\$4,269,155

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,421
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$24,421

Expenditure	Actual
Student Resource Package ²	\$3,404,942
Adjustments	NDA
Books & Publications	\$3,651
Camps/Excursions/Activities	\$7,768
Communication Costs	\$4,877
Consumables	\$35,807
Miscellaneous Expense ³	\$40,583
Professional Development	\$3,410
Equipment/Maintenance/Hire	\$81,073
Property Services	\$116,029
Salaries & Allowances ⁴	\$149,818
Support Services	\$42,689
Trading & Fundraising	\$14,689
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$26,027
Total Operating Expenditure	\$3,931,362
Net Operating Surplus/-Deficit	\$337,793
Asset Acquisitions	\$76,416

- (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	\$281,295
Official Account	\$27,729
Other Accounts	\$23,935
Total Funds Available	\$332,959

Financial Commitments	Actual
Operating Reserve	\$77,810
Other Recurrent Expenditure	\$15,893
Provision Accounts	\$1,304
Funds Received in Advance	\$67,803
School Based Programs	\$21,130
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	NDA
Asset/Equipment Replacement > 12 months	\$26,000
Capital - Buildings/Grounds > 12 months	\$20,000
Maintenance - Buildings/Grounds > 12 months	\$10,000
Total Financial Commitments	\$239,940

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.