2020 Annual Report to The School Community

School Name: Plenty Parklands Primary School (1915)

- 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 27 April 2021 at 09:05 PM by Claire McInerney (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 May 2021 at 03:23 PM by Fiona Taylor (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

It is said that it takes a village to raise a child and at Plenty Parklands Primary School we believe that this is true. Working together as a school community brings stronger and sustainable outcomes for our students and builds quality relationships.

Our village located in the northern suburbs of Melbourne, is a place of learning and our PURPOSE is to educate children as lifelong learners to thrive in our rapidly changing and increasingly connected world.

Our Purpose and Vision statements and our Values truly reflect our community, giving us a clear future direction and forming the basis for all decision making.

Our VISION is:

1. Our students, staff and community learn and are cared for in an environment that reflects our school values and Quality Principles.
2. Our students are creative and discerning thinkers with the skills, knowledge and personal attributes to contribute as global citizens.
3. Our school promotes and fosters individual and team excellence.
4. Value is added to each child's life through our interdependent partnership between parents, staff, students and the community.

Our strong, all pervasive VALUES are:

A FAIR GO FOR ALL – I live by Australia's tradition of democracy and freedom. I live in harmony and am open minded to diversity.

HONESTY – I tell the truth, even when it is difficult.

RESPECT – I treat others, as I would like to be treated, with kindness and courtesy.

TRUST – I am responsible and do the right thing.

CARE – I am kind to others and am considerate of their feelings.

PERSONAL ACHIEVEMENT – I put in my best effort by being persistent, resilient and responsible for my learning and behaviour.

These values underpin the actions of all 757 students, 64 staff, parents and community members. All understand the shared expectation that everyone will live by these values. Our focus on the academic, social and emotional well being of all our students, involves a clear definition of what it means to live by these values.

What skills and qualities do our young people need today so that they can contribute to and thrive in their future? The answer to that question drives our focus on improvement and planning.

We provide an excellent range of high quality curriculum and extra curricula programs. Our eLearning program and range of equipment, including either an interactive whiteboard or large screen television in every class, netbooks, coding robots, a green screen, desk top computers, cameras and iPads, provide many opportunities for our students to engage with technology as a tool for their learning. We offer a range of specialist programs; Physical Education, eLearning, Languages, which for us is Indonesian, and The Arts; Music, Visual and Performing Arts.

We also provide an extensive range of co-curricular activities including the biennial concert and family dance, choir, Tournament of Minds, community projects, chess club, camping program and numerous sporting activities.

Our grounds are extensive, with three age appropriate playgrounds; Prep and year 1; year 2 and 3; years 4, 5 and 6. There is a large undercover sand pit for all ages to use.

We also have a dedicated space for children to use for quiet reflection/quiet lunch time or recess activities in our recently constructed amphitheatre and decking adjacent to the Ruang (drama room).

The school's courtyard has dedicated bat tennis courts; indoor and outdoor basketball/netball courts; synthetic turf sports ground for ball play games such as soccer or football; an undercover half basketball court; two cricket pitches; a large number of outdoor seating/tables and an innovative Maths garden, which staff use during Maths lessons.

Strong relationships and clearly documented processes are keys to the smooth operation of our school, offering

consistency of approach in programs, student well being and engagement and strong accountability to our community and the Department of Education and Training.

If you value a strong, interdependent relationship between school and home, Plenty Parklands Primary School is the school for you.

Framework for Improving Student Outcomes (FISO)

Due to the global pandemic which resulted in students being taught remotely for many weeks of the 2020 year, some of the AIP actions and professional learning plans were modified to suit the changing circumstances.

Staff, parents and students were issued with relevant guidelines, with all children being taught via a digital delivery. Prep to year 4 used SeeSaw; Years 5 and 6 Google Classroom. Students on the Disability program, were issued with packs, made up by their Education Support person.

The main focus during remote learning was on literacy, numeracy and physical activities. Learning activities were also provided from Science and Humanities. Specialist staff (music, drama, visual art, eLearning, physical education, Language) also taught their area to specific year levels, as per the school's timetable.

Parents/families were given clear information about how and when they received lessons and feedback.

The staff created a schedule and generally, no more than a week's activities were provided at any one time.

Many tasks were modified/adapted for remote learning. Learning from home was different for both teachers and students. Staff were very keen to engage the children in their learning and make tasks self explanatory, requiring minimum input from parents. Their aim was to establish a supportive and productive learning environment.

Based on parent requests, some students in our community were issued with an iPad or a Netbook for use at home.

On average, there were 40-50 children of essential/permitted workers on site on any given day. Staff were rostered in half day increments to supervise the on site students. CRTs were also used (as per Job Keeper guidelines).

The overall goal related to or key improvement strategies for 2020 was: To provide a differentiated curriculum and teaching program that has depth and breadth, enabling all students to make expected progress in the areas of English, Mathematics and Science.

Much of the early part of the year was spent on establishing the remote learning program.

Once back on site:

We worked towards building a consistent understanding in all teams of the components of the Models of Practice (MoP). Leaders designed Professional Learning to work through each component of our MoP to deepen teachers' understanding.

Leaders worked with an outside consultant to plan for the implementation and then model best practice. This was followed by targeted professional learning to address the identified needs.

Reviewed our current planning practice and explore various options including the notion that planning should occur more frequently and be informed by ongoing data collection, including formative data.

Adopted the Professional Learning Community approach (PLC) to foster collaboration and collective responsibility to identify and plan for meeting student learning needs.

Year level teams worked within the beginning stages of the PLC model and implemented inquiry cycles to analyse data, explore evidence based practice, implement new or improved practice and monitor the effectiveness of these approaches.

Leaders provided PL on the new PLC model and guide the collaboratively work through the stages of inquiry to improve planning to best meet the needs of their students. Structures adopted and ongoing feedback from staff.

The training in establishing the PLC model was deferred to 2021 due to the global pandemic.

Leaders have provided PL opportunities for staff to grow their knowledge and use of formative assessment tools.

Teachers have broadened their use of formative assessment and regularly examined data to determine the current needs of their students.

Teachers document how they differentiate for their students, set individual learning goals and devise individual learning

plans.

Teachers deepened their understanding of High Impact Teaching Strategies (HITS) and implemented on a daily basis.
Leaders skilled teachers to analyse their student data, identify needs and to then use evidence based resources to deliver a differentiated curriculum.
Teachers select the most appropriate formative assessment for diagnostic purposes.
Leaders supported teachers to strengthen their understanding of the Victorian Curriculum as related to the stages of learning. For example, Numeracy and Literacy Learning progressions from the VCAA.
Leaders provided professional learning to build teacher capacity in data literacy.
Leaders utilised expertise outside our school to help skill the staff in reading and analysing both whole school/cohort and formative assessment.
Teachers explored a range of ways to determine the answer to the questions, "Did the student really learn it?" "Was the chosen method of teaching effective?" "What do teachers need to change in their practice?"
Leaders provided professional learning on extensive options for sorting data sets and their analysis including Panorama Dashboard, VCAA data service, NAPLAN, etc.
Teachers regularly used student data to inform their teaching practice to ensure all students needs were met.

Achievement

2020 was a challenging year in Victorian education with a large percentage of the year delivered through remote and flexible learning. At Plenty Parklands our teaching staff members were quick to adapt to remote learning. The school ensured that families who were in need were supported with digital hardware to ensure student access to their education program and so, disruptions to learning were minimised.
Teachers were supported by the school and their colleagues to develop their skills in using and managing online platforms. Students and their families were also supported to ensure they were coping and able to participate to the best of their abilities and family situations. Provision for having students work on site where needed, also ensured maximum participation of students.
Over the last few years, we have worked with an educational consultant to improve our writing program with a significant amount of time on our whole school focus of improving the teaching of writing/spelling/grammar. Our new approach to the writer's workshop was replicated during remote learning to ensure continuity of our approach. With the adoption of the Professional Learning Community model, we targeted mathematics as a focus of our professional inquiries. The learning from these inquiries were also incorporated into the remote learning program.
Once again, the use of data is a significant contributing factor to making a positive impact. The opportunity to work with colleagues on planning days, during Professional Practice days and when participating in moderation activities, is also frequently identified by staff as a contributing factor for their increased professional knowledge.
Another key focus was to maximise the online 'face to face' learning through Webex meetings where students could interact with their teachers on a daily basis. Small group targeted teaching was carried out via these online meetings as well as whole class meetings. The aim was to try to replicate the regular teaching program as much as possible. Many explicit teaching/demonstration videos were made by teachers that could be accessed by students (multiple times if needed) via the online platforms.
Another positive aspect of the switch to remote learning and using the online platforms, is that it made the teaching program more visible to the parents of our school. This in turn increased their understanding and support of their child's education, and strengthened the work we do to realise our school vision of an interdependent partnership between parents, staff, students and the community.
The students who are funded on the Program for Student Disabilities, are ably supported by a senior staff member who coordinates the program and the Education Support staff who work with the students.
All children have an Individual Learning Plan and are making progress according to their ability level. Student Support Groups are held each term to inform the parents of their child's progress and to adapt goals as required. During remote learning, the Education Support staff worked hard to ensure that each student on the program was catered for.
Following the direction of DET during remote teaching periods, we particularly focused on the English and Mathematics curriculum. When students did return on site we altered our school timetable to facilitate in house tutoring to catch up targeted students in both English and Mathematics.
Home group teachers focused on identifying areas of concern in their English and Mathematics teaching program that needed to be revised or retaught with their class. This, combined with the additional availability of staff for small group

'catch ups' with targeted students, continued when students returned onsite and throughout term 4.
The achievement results displayed are testimony to the success of our program. Plenty Parklands showed a considerable higher rate of achievement when compared to the results of both state and similar schools. Our results showed that we have approximately 7% more students in English and 8% more students in Mathematics achieving at or above the expected level when compared to similar schools. When compared to the state results, these percentages are even higher, at approximately 9% more students in English and 11% more students in Mathematics achieving at or above the expected level.

Engagement

The culture of PPPS is reflected in our commitment to the school's values by students, staff and leadership. The values are referred to consistently across all year levels.
The Performance and Development (P&D) process is thorough and the leadership team guides this process. For 2020, staff were offered the opportunity to modify their P&D, in recognition of the unprecedented year when remote learning was introduced out of necessity to ensure that the learning would continue.
Our Junior School Council team provided opportunities for students to participate, even during the global pandemic though at a much reduced level.
Our work on empowering students to take responsibility for their own learning, involved teachers drawing on the relevant knowledge and strategies outlined in a number of Department of Education documents such as High Impact Teaching Strategies (HITS) and also our Quality approach.
Targeted professional Learning was provided to build student voice, agency and leadership, using the Department's Amplify publication as a guide.
Teaching staff were expected to design curriculum that fostered students' independent work habits and their growing ability to take responsibility for their own learning. A key aspect of this was for teachers to develop an in depth knowledge of their students and to give regular and constructive feedback. Even during remote learning.
Students demonstrated an increased capacity (at an age appropriate level), to take responsibility for their own learning and to develop independent work skills. The previous year's review process identified this as an area for improvement.
Goals were established in relation to remote learning, but due to the need to be COVIDSafe, we did not hold on site 3 way conferences with parents.
The Professional Learning Community program that we were accepted to be part of, beginning in 2020, was delayed due to the pandemic. This program mirrors many of the processes and tools used by Quality, such as striving for continual improvement. Our goal will continue to be to maximise student voice, learner agency and student leadership. These strategies will support the school's efforts to ensure that every child attends school each day. Absence from school can impact negatively on students' learning. Common reasons for non attendance include illness and extended family holidays.
Our four year average student absence data is 14.8 (state average 15.3) and for 2020 the school average number of days absent for prep to year 6 students, is 11.7 (state average 13.8).
Attendance rates for 2020: Preps 92%; year 1 95%; year 2 94%; year 3 94%; year 4 95%; year 5 95%; year 6 94%. Data may have been influenced by remote learning.

In Term 4, some of students in Year 5 and 6 were selected to participate in the Victorian High Ability Program in both English and Mathematics. These students engaged in weekly Webex sessions with students from a range of different primary schools in the area and completed tasks that stimulated their critical thinking, problem solving and creativity – enriching their understanding of English or Mathematics.

Wellbeing

School goal was to continue to strengthen the processes and protocols which support student well being.
The school's leadership team provided guidelines and expectations for staff, parents and students.
We wanted remote learning to be a positive experience for our students and to minimise stress for parents when dealing with these changes.
We encouraged parents to adopt an attitude that this was a new adventure and the child's teacher was there to support them.

To support students during remote learning, the focus for staff was on establishing a supportive and positive on line learning experience. Clear expectations were communicated to students about the learning activities; a daily timetable was provided to support families at home to juggle the demands of supervising remote learning; staff planned a mix of online and offline activities to allow for flexibility and staff established an online presence with set expectations for student and staff meetings.

Staff were keen to actively engage students in their learning by offering different ways to demonstrate their learning and scheduled regular sessions to bring the class together, providing opportunities for them to interact and share ideas with the teacher and each other.

Staff touched base with each student for individual and group conferences. They supported students to stay on track and provided regular feedback on their learning, relative to their learning goals.

Staff were asked to identify any student who was exhibiting anxiety, worry or stress and support them by differentiating and modifying tasks.

The school's ICT staff worked tirelessly to ensure that each student had a device to use, either at home or on site. To enable participation in live Webex sessions, parents received notification via email with a link, meeting code and password. For the junior classes, a parent/guardian was expected to be present during these meetings. Meetings were to be conducted in a common area of the house.

All families were provided with Video Conferencing Protocols for Conduct, the Department's privacy requirements and information on Webex Meetings.

Student responsibilities included:

Monitoring digital platforms and communication often to check for announcements and feedback from teachers.

Completing tasks with integrity and academic honesty and doing their best work.

Doing their best to meet timelines, commitments and due dates.

Communicating proactively with their teachers.

Collaborating and supporting their classmates in their learning

Abiding by the school's values and online behaviour guidelines.

During the transition back to on site learning, staff were watchful of how students were transitioning from home back to school. Many activities were planned to ensure the students felt welcomed and were able to form a cohesive group. A focus for the school was on social and emotional well being; for both staff and students. Literacy and Numeracy were the main curriculum focus, with physical activity high on the agenda. Extra staff worked with those students deemed not to have made progress during remote learning.

During both remote and on site learning through 2020, the staff focused on the Respectful Relationships program, ably supported by Regional Staff. The RR learning materials cover eight tops of social and Emotional Learning, from prep to year 6. Social and emotional skills help students develop the resilience to deal with change, challenge and unpredictability. Social and Emotion learning was important in the context of the global pandemic and the length of time that students were not at school.

Financial performance and position

Plenty Parklands Primary School ended the 2020 calendar year with a Net Operating Surplus of $545,621. $200,487 being Funds Received in Advance (2021). We received $4,900 in 2020 for Sporting School Grants which we used for nine soccer clinics and equipment for student use, tennis and netball equipment as students not on site, for their use once they return to school.

Fundraising income was considerably reduced due to being unable to run our usual, Hot Cross Bun orders, Mother's Day stall, Father's Day Stall and Family Dance events. Fundraising profit for the year was $16,211 - Family Fun Night was responsible for the majority of this figure.

Our hire of school facilities income from eight hirers was slashed when lock down commenced in March 2020. Uniform income and expenditure were similar to 2019.

School Council approved the Maintenance and Gardening contract with R & K Maintenance for three years from 6/6/2020 – 5/6/2023.

For more detailed information regarding our school please visit our website at For more detailed information regarding our school please visit our website at www.plentyparklands-ps.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 759 students were enrolled at this school in 2020, 354 female and 405 male.

35 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

This school's socio-economic band value is: Low - 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.
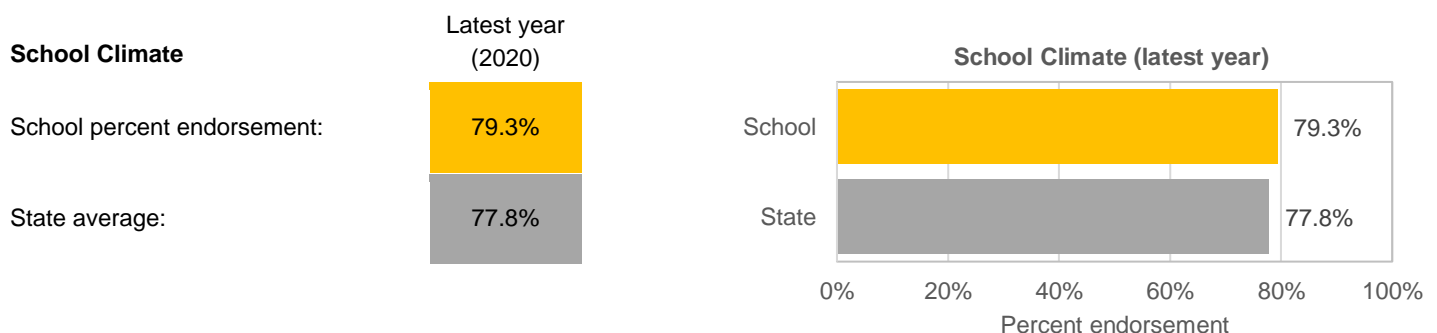
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)
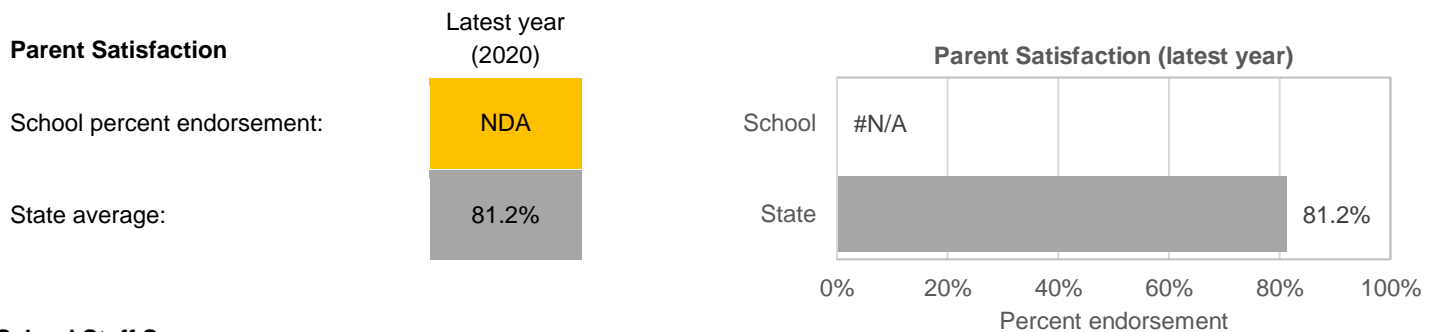
School: #N/A
State: 81.2%

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.

School Climate	Latest year (2020)
School percent endorsement:	79.3%
State average:	77.8%

School Climate (latest year)

School: 79.3%
State: 77.8%

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)

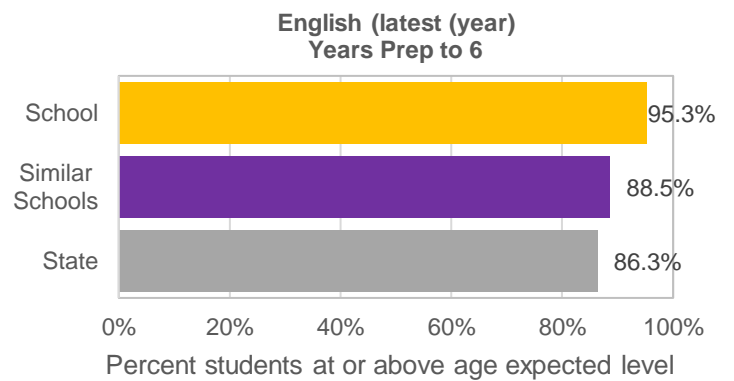School percent of students at or above age expected standards: **95.3%**

Similar Schools average: **88.5%**

State average: **86.3%**

English (latest (year)
Years Prep to 6

School — 95.3%
Similar Schools — 88.5%
State — 86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards: **96.6%**

Similar Schools average: **88.1%**

State average: **85.2%**

Mathematics (latest year)
Years Prep to 6

School — 96.6%
Similar Schools — 88.1%
State — 85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
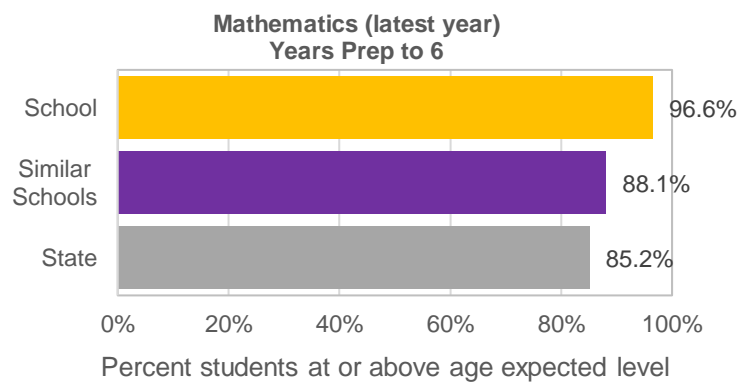
NAPLAN

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).

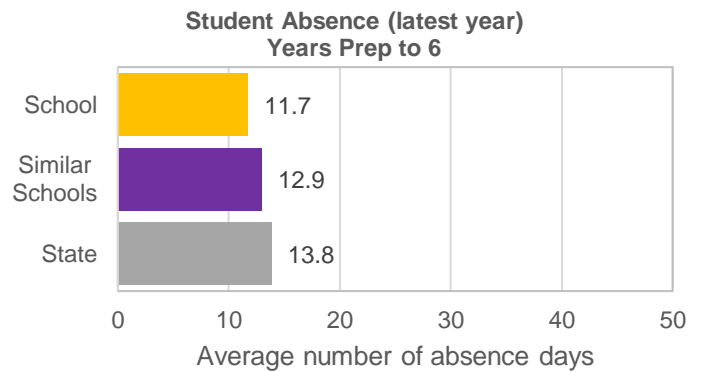NAPLAN tests were not conducted in 2020.

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:	11.7	14.8
Similar Schools average:	12.9	14.9
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	11.7
Similar Schools	12.9
State	13.8

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	95%	93%	94%	95%	95%	94%

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:	73.7%	74.2%
Similar Schools average:	NDP	79.9%
State average:	79.2%	81.0%
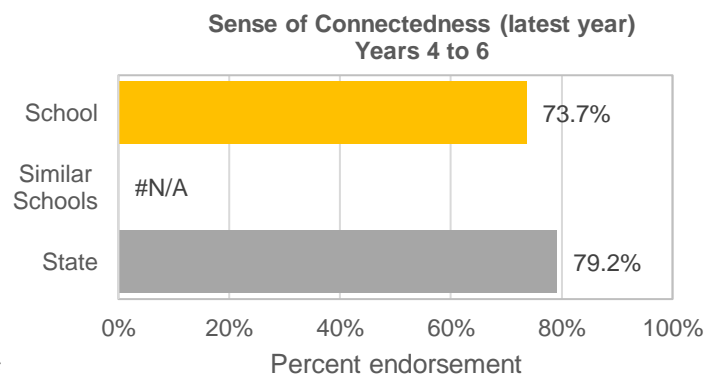
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	73.7%
Similar Schools	#N/A
State	79.2%

Percent endorsement

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.

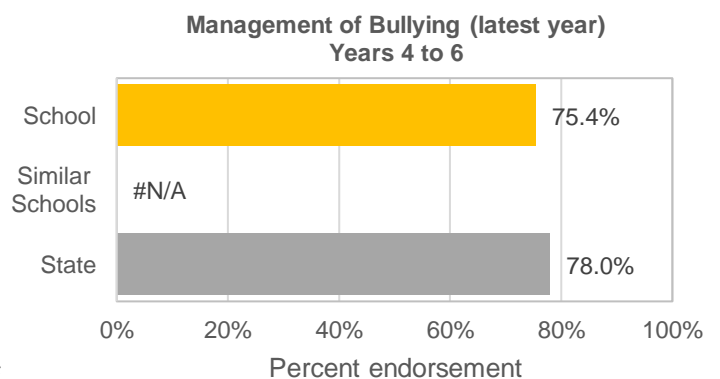| Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	75.4%	76.2%
Similar Schools average:	NDP	79.2%
State average:	78.0%	80.4%

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.

Management of Bullying (latest year) Years 4 to 6

School	75.4%
Similar Schools	#N/A
State	78.0%

Percent endorsement

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$6,021,334
Government Provided DET Grants	$648,408
Government Grants Commonwealth	$11,950
Government Grants State	$1,350
Revenue Other	$2,272
Locally Raised Funds	$351,759
Capital Grants	NDA
Total Operating Revenue	**$7,037,074**

Equity [1]	Actual
Equity (Social Disadvantage)	$71,142
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$71,142**

Expenditure	Actual
Student Resource Package [2]	$5,681,544
Adjustments	NDA
Books & Publications	$2,496
Camps/Excursions/Activities	$22,509
Communication Costs	$13,951
Consumables	$133,771
Miscellaneous Expense [3]	$14,259
Professional Development	$49,301
Equipment/Maintenance/Hire	$127,551
Property Services	$95,653
Salaries & Allowances [4]	$211,385
Support Services	$7,099
Trading & Fundraising	$81,349
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$53,500
Total Operating Expenditure	**$6,491,453**
Net Operating Surplus/-Deficit	**$545,621**
Asset Acquisitions	**$17,386**

(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	$502,376
Official Account	$49,658
Other Accounts	NDA
Total Funds Available	**$552,034**

Financial Commitments	Actual
Operating Reserve	$123,388
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$200,487
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$100,000
Capital - Buildings/Grounds < 12 months	$100,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$523,875**

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.