

# 2021 Annual Report to The School Community



**School Name: Mackellar Primary School (5297)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 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 23 March 2022 at 11:12 AM by Simon McGlade (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 29 March 2022 at 01:53 PM by Gurpreet Thiara (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

#### School Profile

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

#### Achievement

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

#### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## How to read the Annual Report (continued)

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

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

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

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

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

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

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### School context

Mackellar Primary is situated in the outer north-western suburbs of Melbourne. Its founding principal led the school continuously for almost 30 years and established what has been recognised widely as a distinguished inclusive learning environment catering to a diverse community of learners. While its school community has changed and evolved over time, inclusion is a legacy which remains as a pillar of the school. Over the past seven years the school has seen changes in school leadership who collectively oversaw the repurposing and redesign of learning and recreational spaces, introduced and embedded 1:1 technology as key platform for future-focussed learning. In 2020, the school launched its re-imagined school vision - 'Empowering Global Citizens' after significant work with school staff, students and community, and in conjunction with staff from the University of Southern Queensland and its world renown IDEAS program. Through the school vision, our school believes that for students to be active global citizens who thrive, they require the knowledge, skills, dispositions and powerful tools which they can use to solve future challenges. This is best achieved through our school values of: Learning, Respect, Resilience and Teamwork.

Mackellar Primary School consists of a central building comprising 16 classrooms, a gymnasium, our food technology room, administration block and 'The Hive' (our digital learning space). A further building, built in an open learning plan, has six classrooms and an open area housing a school library and additional office spaces. As of 2020, the school does not offer an International Student Program, however our school does boast grounds which include multiple playgrounds, a kitchen garden, two basketball/netball courts and an all-weather athletics track and oval allowing for a range of curricula and extra-curricular programs to be run. Throughout 2020 and 2021, the school has commenced a major refurbishment which has seen two new playgrounds installed, new staff toilets, carpeting, student furniture replacement, extensive landscaping and exterior painting to existing demountable buildings.

In 2021, funding was provided for 383 students, of which three identify as being Aboriginal or Torres Strait Islander. The school's Student Family Occupation (SFO) index was 0.6059 and its Student Family Occupation Education index (SFOE) 0.5013, which is the same as our 2020 indices of 0.60 and 0.50 respectively. The staffing profile at Mackellar Primary School in 2021 was significantly less than previous years having commenced an Excess Staffing process late in 2020. In 2021 our staffing profile included 29.81 EFT Education Support staff, 31.80 EFT Classroom Teachers, 2.0 Learning Specialists and 2.0 EFT Principal Class Employees. None of the staff present in 2021 identify as being Aboriginal or Torres Strait Islander. At the end of term one 2021, the substantive assistant principal secured a position at a different setting and an acting assistant principal was appointed for the remainder of the 2021 school year. From then, the leadership team comprised the principal, acting assistant principal, business manager, one learning specialist and one acting learning specialist.

The commitment to our values of: Respect, Learning, Teamwork and Resilience was amplified throughout 2021 with the re-launch of our SWPBS program, disrupted due to a change of leadership and the challenges of remote and flexible learning. This program and these values are at the core of our approach to promoting a [positive and inclusive learning environment. Other initiatives include our participation in The Resilience Project, Better Buddies, cyber safety and Rights, Resilience and Respectful Relationships (RR) which are linked to our Child Safe Standards.

As mentioned earlier, The Hive is our digital learning space for which Mackellar is well renowned. In this space students explore science, technology, engineering and mathematics (STEM) with this being run by classroom teachers. In addition, students undertake Physical Education, Languages (Italian) and Food Technology on a weekly basis as specialist subjects. Mackellar has a high proportion of students on the Program for Students with a Disability (PSD). These students are supported by a full-time Inclusion Coordinator who ensures all students on the PSD have up to date Individual Learning Plans and regular Student Support Group meetings, as well as coordinating external allied health staff. In addition, a highly trained Education Support workforce, provide a range of assistance designed specifically for students' individual needs.

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### Framework for Improving Student Outcomes (FISO)

In 2021, Mackellar entered into the fourth year of its current Strategic Plan (2018 - 2022). Against the FISO framework, the school focused its journey on excellence in teaching and learning through building practice excellence and building leadership teams. Additionally, there was a focus of promoting a positive climate for learning through empowering students and building school pride.

In building practice excellence, the school identified several improvement strategies. These included:

1. Employment of literacy consultant to build teacher practice and improve outcomes in English.
2. Employment of Learning Specialist to establish a coaching program and support PLCs.
3. Whole school curriculum day conducted.
4. Creating a whole of school Teaching and Learning Plan encompassing all curriculum areas of the Victorian Curriculum.

In building leadership teams, the school identified two improvement strategies. These include:

1. Participation in PLC learning initiative with ongoing support from regional leaders.
2. Support of Assistant Principal and Learning Specialist within PLCs.

In further empowering students and building school pride, the school identified the following improvement strategies. These included:

1. Commencing a student leader program for grades 5 and 6.
2. Select students participating in the High Ability Student Leaders program.
3. Teachers commencing their understanding of a Future Focussed Learning curriculum promoting enhanced student voice and agency.

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## Achievement

Our 2021 teacher judgement data indicates that 71.3% of Mackellar students are at or above age expected standard for English and 72.7% of students are at or above age expected standard for Mathematics. Very pleasingly, our 2021 NAPLAN data indicates results well above our 4-year average in several areas; in Reading, the percentage of students in the top three bands is 68.5% for Year 3 and 54.4% for Year 5, results well above our 4-year average. Similarly, 51.9% of students in Year 3 are in the top three bands for Numeracy, an increase on our 4-year average.

In 2021, we worked as a whole staff to develop a whole-school Teaching and Learning plan. This document clearly outlines the curriculum content to be explicitly taught at each level and will lead to greater consistency in teaching practice across the school. We worked closely with our English and Mathematics consultants to develop our Teaching and Learning Plan, and both have been excellent resources in the early days of implementation, modelling lessons and supporting teaching teams with planning and preparation. Additionally, we continued to refine our processes in implementing Professional Learning Communities through the application of understandings gained from the PLC initiative undertaken in 2020 and 2021, alongside support from the English and Mathematics Learning Specialists. PLC leaders engaged in fortnightly professional learning and conversations facilitated by regional leaders.

Despite the challenges presented by the continuing global pandemic in 2021, we were able to establish and refine a number of existing learning initiatives and interventions as well as plan for additional support in 2022. In 2021 these include:

- Implementing the Tutor Learning Initiative with small groups of students across the school in reading.
- Implementing an oral language program to target and support prep students' oral language development and phonological awareness.
- Implementing a NAPLAN English extension program to support students to achieve NAPLAN results in the top two bands in Grade 5.
- Development of whole-school Teaching and Learning plan for all subject areas.
- implementation of coaching programs in both English and Mathematics.
- Commencement of learning walks with specific focus on development of High Impact Teaching Strategies.

Whilst these will all continue in 2022, they will be supplemented with:

- An expansion of the English extension program from 0.2EFT to 0.4EFT targeting grade 4 and 5 students.
  - The establishment of an intensive small-group intervention program to support students to achieve top two bands in Reading in Grade 3.
  - The establishment of a mathematics tutoring program for students in Grades Prep-2 to support the development of foundational mathematics skills; and
  - Intensive coaching for all PLC leaders by a DET accredited coach throughout term two.
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## Engagement

Due to the ongoing nature of the COVID-19 pandemic, throughout 2021 there were four lockdown periods spanning the 13th of February to the 21st of October, totalling 98 days. This presented enormous challenges regarding student engagement as this is the second year of disrupted schooling and saw a majority of students learning from home for considerable periods with a small number of students learning onsite. Student learning throughout was enhanced through the refined use of programs such as MS Teams and Showbie, complemented with live-streamed sessions for students comprising a mixture of academic, physical, social and emotional teaching. The expertise of staff gained throughout 2020 allowed teachers to readily adapt to developing student needs and ensure high levels of engagement across the student population. This is evident in the low absence rate of only 5% of students having greater than 30+ days of absence. By contrast, 64% of students had less than 10 absences in 2021. Overall, our school absence rate of 14% of students having 20 or more absence days in 2021 is lower than the Network and State percentages of 23% and 22% respectively, and considerably lower than Similar Schools at 30%.

Throughout 2021, we monitored and supported the return of students to back to school incorporating students' academic performance, emotional and social wellbeing. This included a focus on friendship development or redevelopment, participation in social events and in the continuation of the Tutor Learning Initiative for students needing to 'catch up'. In addition, we commenced an updated and improved student leadership program for students in grade 5 which will expand in 2022. The success of this approach can be seen in the Attitudes to School Survey which demonstrated 83% of students positively endorsed 'Stimulated Learning', which is above the State (79%) Network (82%) and Similar School (81%) endorsement rates. In addition, 85% of parents positively endorsed 'Student Cognitive Engagement' which is above Similar Schools and Network scores of 82%, and well above the State average of 80%. In particular the 'High Expectations for Success' had a 91% endorsement from parents whilst 'Student Motivation and Support' had an 89% endorsement. As a comparison to 2020, this demonstrates a 12% improved positive endorsement rate and a significantly decreased 'Not Positive' rate from 17% down to 3% in 2021.

In 2022, an Acting Leading Teacher will be appointed to build upon the student leadership work of 2021 by introducing House Captains at the school, a Junior School Council and grades 5 and 6 student leadership program as part of the Teaching and Learning Plan. Our work on SWPBS will continue with our aim to achieve Bronze Status by the end of 2022 and our commitment to being a lead school in Rights, Responsibilities and Respectful Relationships (RRRR) will also be paramount. These elements, plus a continuation of our Future Focussed Learning initiative will see a continuation of the enhancement to student voice, agency and leadership across the school.

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## Wellbeing

In 2021, we were able to re-launch our School Wide Positive Behaviours Support (SWPBS) program, albeit in a condensed version due to COVID-19, after halting the program in 2020. Time was allocated during school hours for a dedicated SWPBS team to re-establish their 'Blue' level understandings and processes and work towards Bronze Level accreditation in 2022. This program and its connection to student learning were seen as symbiotic in that student wellbeing is important in its own right, and as a precursor for academic achievement. Evidence of the importance of this can be found in the Staff Opinion Survey where 91% of staff endorse the notion that 'student engagement is key to learning'. This is further supported by student responses in the AtoSS where Mackellar scored a 77% positive endorsement from students on their 'Individual Social and Emotional Wellbeing' which is above State (72%), Similar Schools (73%) and Network (75%) scores respectively. Parents likewise acknowledged this as a strength of the school's rating 'Student Cognitive Development (85%) above State (80%), Network (82%) and Similar School (82%) scores and 'Safety' where Mackellar scored 88% again above State (83%), Network (85%) and Similar School (84%)

scores.

As per 2020, student mental health was prioritised throughout the year due to the ongoing challenges brought about by COVID-19 and remote and flexible learning. This included daily, twice weekly, or weekly check-ins with students and small groups working remotely or onsite, supporting students emotionally and socially. We ensured activities and learning at home or onsite consisted of a range of academic, social and emotional learning, and parents increasingly contacted the school using its supports to assist them and their children. This approach was well received by students and parents. Responses from students in their 'Student Online Experiences - Not Experiencing Bullying' factor indicate 5% of students had experienced bullying online 'a few times, 13% 'once or twice' yet quite positively 79% of students stated they had 'never' experienced online bullying. This score of 79% is above Similar School and Network scores of 77% and above the State score of 78%. Likewise, parents rated their child's 'Confidence and Resiliency' as well as 'Student Agency and Voice' a positive endorsement rate of 90%. This result is the highest in five years and is significantly higher than State (81%), Similar Schools (83%) and Network (84%) endorsement scores.

With each return to school, a heavy emphasis was placed on developing skills in social settings, developing and maintaining 'in-person' friendships and re-establishing school routines and structures. Student success continued to be acknowledged in classes and through virtual and weekly assemblies. SWPBS was a key element of this as was the Tutor Learning Initiative to support students to catch up academically, which in turn developed student confidence and anecdotally reduced student anxiety. Staff responses to this indicate that 86% of staff believe it is vital to 'Support growth and learning of the whole student.'

In 2022, the school will introduce weekly sport education lessons conducted by classroom teachers in addition to physical education by a specialist. This is in recognition that for large parts over the previous two years, student development, fitness and inter-personal skills may have been hampered by the pandemic. In addition, the specialist subjects of Performing Arts and Visual Arts will be introduced to the existing specialist program to provide a broader range of opportunities where for the previous period of time this may have been constrained. Finally, Clubs@Mackellar will be re-introduced in 2022 to provide all students a range of opportunities at lunchtimes to support friendship development, social skills and emotional regulation.

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## Finance performance and position

Mackellar Primary School entered a period of excess staffing late in the 2020 school year which continued throughout the 2021 school year. As a result of this process a large number of staff were supported to find positions elsewhere, however a number of staff excess to school need remained which was a cost absorbed by the school. In 2021 the \$186k deficit of the previous year was repaid to the Department, however with staff securing positions as the year progressed the school was able to finish the year with a surplus which was used to install a new playground and commence painting of the exterior of the school. In 2021, the school also received a grant from the Victorian School Building Authority for \$125k which was used in part to repair or replace roof works that were leaking or in urgent need of repair. The remainder of this money will be spent in 2022 on items listed in the condition assessment conducted by the VSBA.

In 2021, program leaders were supported to evaluate the successes and challenges of their respective programs, create policies aligned to the school's Annual Implementation Plan and School Strategic Plan, and submit program budgets to achieve these. This process was new to program leaders and 2022 will be its first year of operation. As per previous years, budgets are monitored regularly by the Business Manager, Principal and School Council. Finance meetings are held every month and school council members are provided with regular budget updates and relevant budgeting reports. Equity funds in 2021 were used to partially fund two Learning Specialists (Mathematics and English) in addition to a series of professional learning sessions and consultants working with the staff. Due to the impact of COVID-19, the school did not undertake any fundraising activities in 2021.

**For more detailed information regarding our school please visit our website at**  
<https://www.mackellarps.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 383 students were enrolled at this school in 2021, 161 female and 222 male.

54 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).

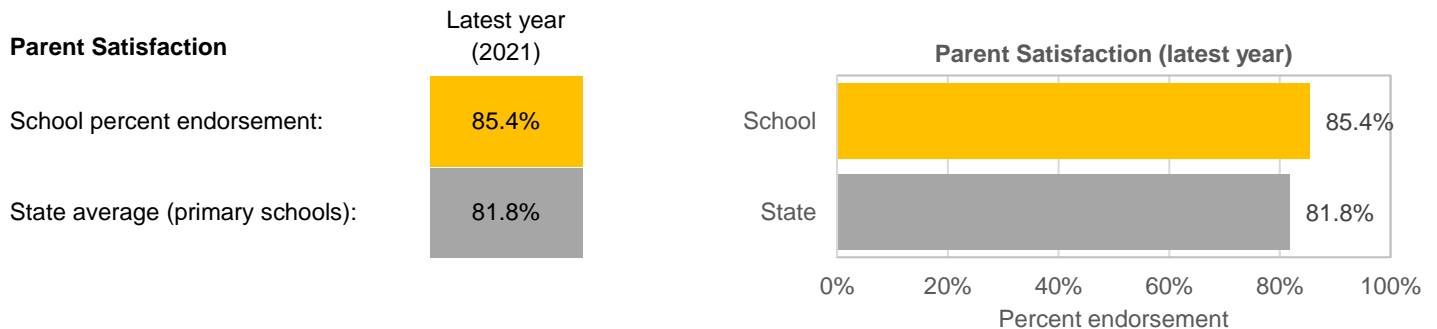
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

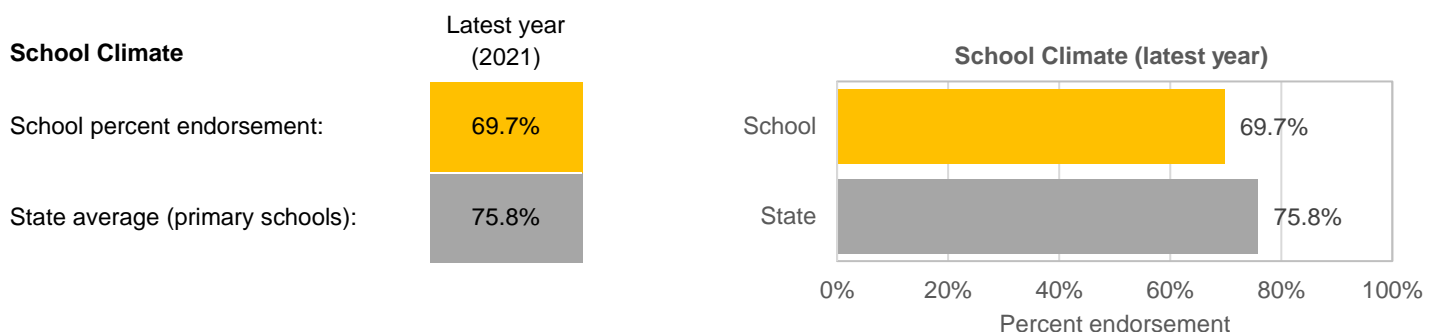


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

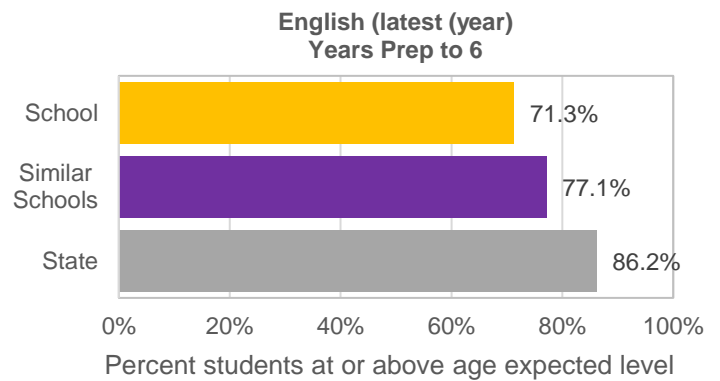
71.3%

Similar Schools average:

77.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

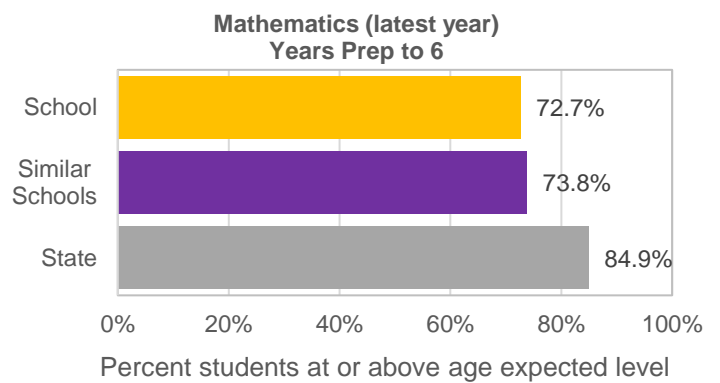
72.7%

Similar Schools average:

73.8%

State average:

84.9%



**ACHIEVEMENT (continued)**

**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.

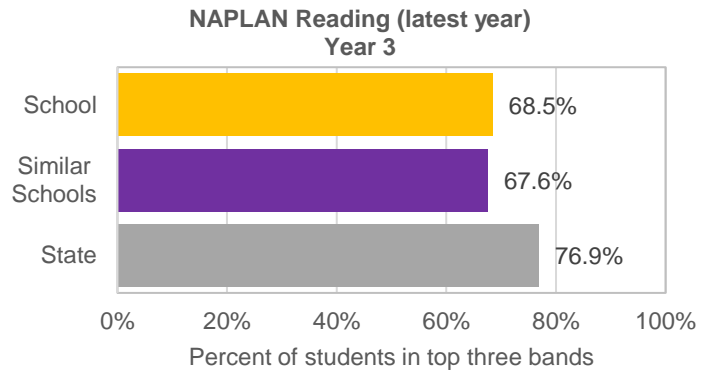
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

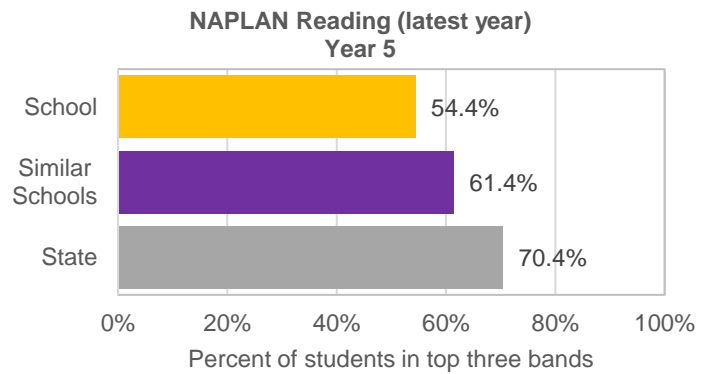
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.5%	61.3%
Similar Schools average:	67.6%	67.1%
State average:	76.9%	76.5%



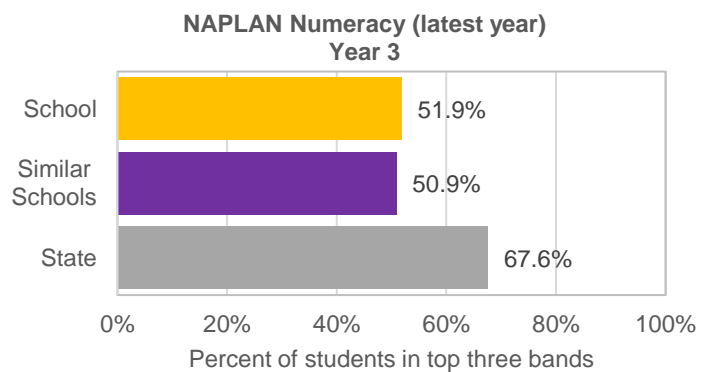
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.4%	49.7%
Similar Schools average:	61.4%	56.2%
State average:	70.4%	67.7%



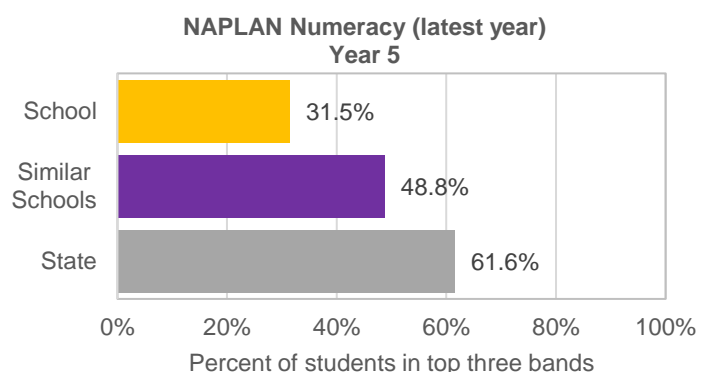
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.9%	48.1%
Similar Schools average:	50.9%	54.7%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	31.5%	34.6%
Similar Schools average:	48.8%	46.9%
State average:	61.6%	60.0%



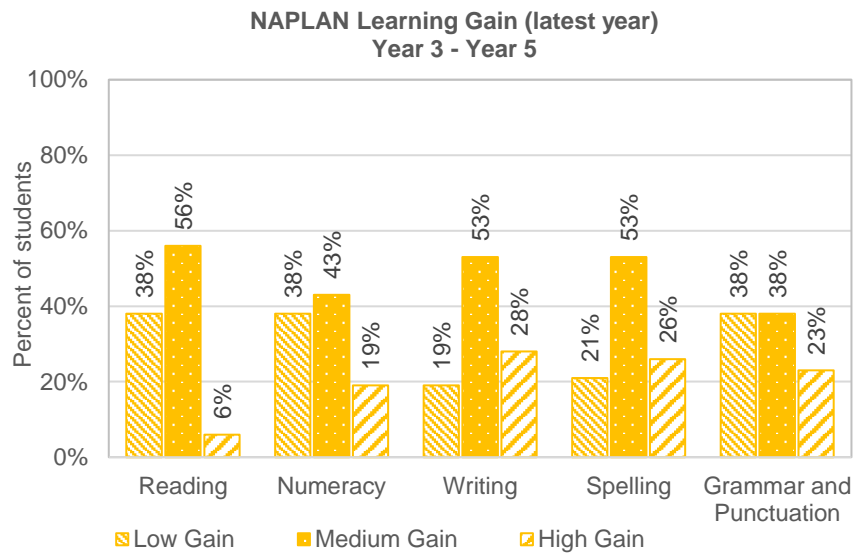
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	38%	56%	6%	21%
Numeracy:	38%	43%	19%	23%
Writing:	19%	53%	28%	23%
Spelling:	21%	53%	26%	28%
Grammar and Punctuation:	38%	38%	23%	27%



## ENGAGEMENT

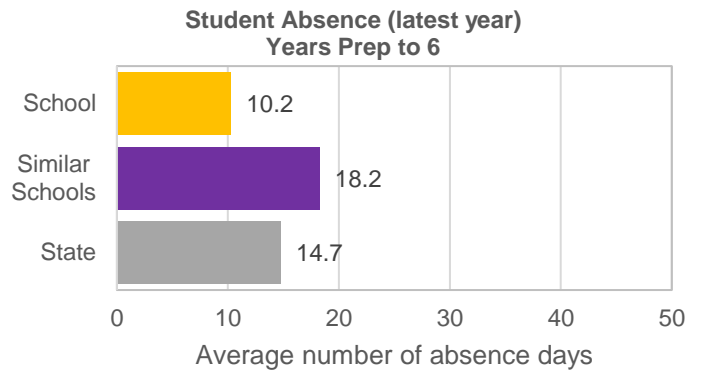
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	10.2	13.4
Similar Schools average:	18.2	18.4
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	95%	93%	95%	96%	95%	95%

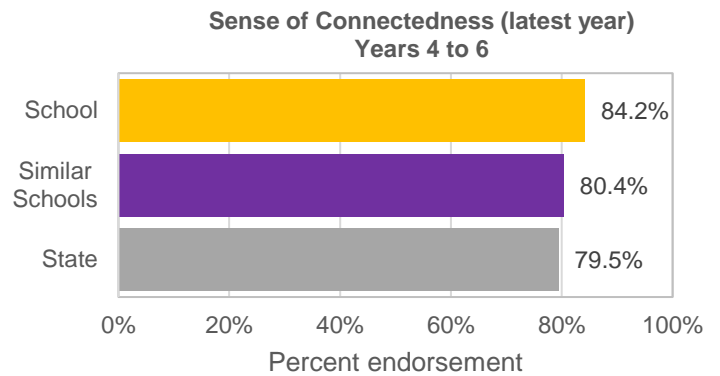
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	84.2%	78.2%
Similar Schools average:	80.4%	82.2%
State average:	79.5%	80.4%

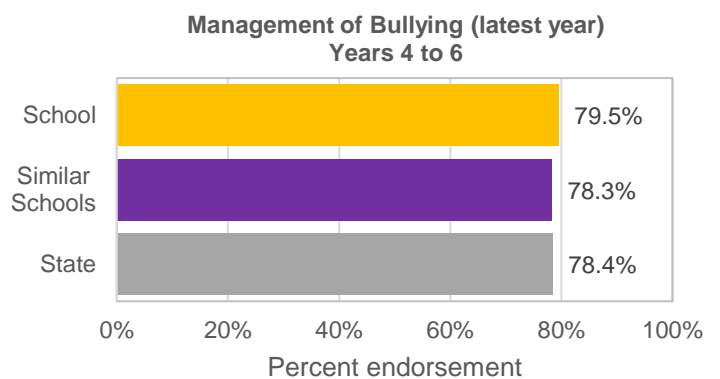


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	79.5%	71.9%
Similar Schools average:	78.3%	80.5%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,627,488
Government Provided DET Grants	\$625,046
Government Grants Commonwealth	\$41,932
Government Grants State	\$0
Revenue Other	\$3,094
Locally Raised Funds	\$180,625
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,478,184</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$452,812
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$452,812</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,396,860
Adjustments	\$0
Books & Publications	\$1,696
Camps/Excursions/Activities	\$36,099
Communication Costs	\$6,009
Consumables	\$84,714
Miscellaneous Expense <sup>3</sup>	\$49,191
Professional Development	\$17,968
Equipment/Maintenance/Hire	\$47,760
Property Services	\$355,613
Salaries & Allowances <sup>4</sup>	\$69,509
Support Services	\$265,468
Trading & Fundraising	\$27,336
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,243
<b>Total Operating Expenditure</b>	<b>\$5,403,466</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$74,719</b>
<b>Asset Acquisitions</b>	<b>\$18,880</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$306,966
Official Account	\$27,540
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$334,506</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$114,672
Other Recurrent Expenditure	\$42,160
Provision Accounts	\$13,156
Funds Received in Advance	\$0
School Based Programs	\$49,560
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$449,547</b>

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