

# 2021 Annual Report to The School Community



**School Name: Benton Junior College (5488)**



- 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 20 April 2022 at 11:14 AM by Melissa Wisniewski (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 17 May 2022 at 08:39 PM by Paul Kemp (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

Benton Junior College is a Victorian Government primary school located east of the Mornington township. Our College has an enrolment of 813 students, with 2% of our students (20 students) identifying as Aboriginal, and 2% EAL (15 students). We have 56.40 equivalent full-time staff comprised of 2 Principal class, 41.38 teaching and specialist staff, 13.02 Education Support staff.

The College is authorised with the International Baccalaureate Organisation - Primary Years Programme (PYP). Opportunities for children to achieve their academic and social potential are developed through a meaningful curriculum that connects with local and global communities. This is encapsulated in our mission statement: 'to motivate to learn; to teach to think; to encourage to imagine; and to show the compassion to care globally'. Through the PYP, our students are immersed in 6 units of inquiry which offer a transdisciplinary approach to their learning. Knowledge, concepts, skills and action together with the Learner Profile form the structure of the PYP where we aim to develop inquiring, life-long learners who appreciate the richness of the world, view life through confident eyes and act to promote a peaceful, sustainable world. As a school, we are committed to meeting the needs of all students by catering for their large range of interests and capabilities with differentiated approaches. To achieve these goals, we encourage strong partnerships with parents and the broader community to enhance the educational, social and emotional wellbeing of students.

As a Professional Learning Community (PLC), we aim to provide children with a comprehensive, inquiry approach to learning, tailored to their individual needs. The explicit teaching of literacy and numeracy skills is embedded in the curriculum. Our College has a clear focus to improve student achievement in English and Mathematics. 2021 marked the fourth year of implementation of our new Strategic Plan 2018 – 2022. The foci of our 2021 Annual Implementation Plan were linked to the Department of Education and Training (DET) Priority Goals; Learning, Catch Up and Extension, Happy, Active and Healthy Kids, and Connected Schools.

Teachers work in Professional Learning Teams (PLT) to ensure there is a strong focus on students learning essential skills in English and Mathematics. Teachers plan collaboratively and use Common Formative Assessments to identify students' learning needs and to personalise learning. There is a strong emphasis on explicit teaching, PLT's and students working in collaboration with their teachers to create individual learning goals in literacy and numeracy.

Our College offers a welcoming, safe and stimulating learning environment for all children. Student enrolments have remained consistent however projections indicate that the school will experience a slight downward trend in numbers over the next few years due to the changing demographics of the Mornington area. We work to create a college that nurtures and has a calm, purposeful, friendly and respectful environment. Classrooms are well equipped, pleasant and welcoming. Benton Junior College is recognised as a caring learning community, committed to personal learning and agreed values. Our excellent classroom Music and extensive Instrumental Music Program, comprehensive Physical Education and Visual Arts programs, Japanese Language and Culture program and the 1:1 iPad program support the individual interests and needs of students.

Students are also provided with the opportunity to participate in a wide range of extra-curricular activities which enhance and support our classroom programs. Peninsula Accelerated Learning Program, school band and ensembles, junior and senior choir, school productions, Arts Week, athletics, swimming, team sports and camping programs extend student learning opportunities.

The college is architecturally designed featuring inter-connected open classrooms which all have air conditioning. The gymnasium provides a wonderful facility for Physical Education and complements our extensive sports grounds, basketball courts, playgrounds and landscaped gardens. Dedicated learning spaces for Japanese, Information and Communication Technology (ICT), Visual Arts and Performing Arts also enrich students' experiences. Resource Hubs are attached to each year level whilst the Lexile library caters for individual reading levels. We offer Before and After School Care Program, and have recently introduced a School Holiday Care Program that is widely utilised and greatly appreciated by many families in our community.

Our Student Family Occupation & Education (SFOE) of 0.3184 has changed a little over the past 3 years and indicates a low-medium socio-economic demographic.

Parent and community interaction is actively encouraged on many levels including involvement through College Council, fundraising events, classroom support (e.g. reading), parent information sessions, Benton Voice, the Human Powered Vehicle program, social service initiatives, and a myriad of other volunteer support in grounds and resource maintenance, sports coaching, excursions and camps.

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## Framework for Improving Student Outcomes (FISO)

At Benton Junior College in 2021 we continued to focus on improving student learning outcomes in Mathematics and English by further refining our curriculum planning and assessment, with the goal of providing a comprehensive, rigorous, high quality differentiated program. The data walls that were implemented in 2018 continued to be refined and drive pedagogical discussions and planning. 2021 saw the implementation of PAT Reading and Maths to identify learning needs and track growth at both an individual and cohort level.

In 2021, our Annual Implementation Plan goals focused on the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment, and Positive Climate for Learning.

Due the impact of COVID restrictions and the necessity to move in and out of remote and flexible learning, the leadership team believe we partially met each of our identified Key Improvement Strategies. During 2021 the following actions supported DET Priority areas:

### KIS 1: Learning, Catch Up and Extension

- Professional learning focused on the development of learning intentions and success criteria to support teachers to build their understanding of differentiation
- Revised PLC agenda to prioritise differentiation
- One on one PLC Coaching was undertaken by all PLC Leaders to identify next steps in building our PLC practices and the leadership capabilities of our leaders
- All PLC teams participated in FISO Improvement cycles focusing on differentiation
- Professional Learning conducted by Chris Diacos focused on 'Challenging Conversations' to build staff capability and confidence to engage in conversations which drive improved professional knowledge and practice to meet the needs of our students
- The Tutoring Initiative Program was implemented across the school with a strong focus on literacy and numeracy
- The junior school Literacy Intervention and STA program continued to refined and implemented

### KIS 2: Happy, Active and Healthy Kids

- Audited and refined the Behaviour Management policy and procedures.
- Researched evidence based best practice to support social and emotional learning
- Professional learning was undertaken by staff regarding School Wide Positive Support Program
- Respectful Relationship curriculum continued to be implemented across the school with staff attending professional learning modules
- Regular monitoring of student attendance and wellbeing was undertaken to support student engagement and connection to school

### KIS 3: Connected Schools

- Reviewed whole school policies
- WebEx continued to be utilised during parent-teacher, SSG meetings and year level assemblies to support home-school communication and connection
- Parent engagement and involvement to support our Unit of Inquiry strengthen student learning experiences
- Parent information nights, open afternoon, prep literacy training sessions were held to build connections

between school and home, and the broader community

## Achievement

The School Strategic Plan and 2021 Annual Implementation Plan outlined key improvement targets related to increasing the number of students achieving in the top 2 bands, decreasing the number of students achieving in the bottom two bands and increasing the number of students achieving medium to high growth in NAPLAN.

2021 saw the reintroduction of NAPLAN for our Year 3 and 5 students after it was suspended in 2020.

Benton Junior College continues to be extremely proud of its achievements in student learning. When looking at the top 2 bands in relation to the ten areas of NAPLAN assessed across our Year 3 and 5 cohorts we achieved above similar schools, network, and state in eight of the ten areas.

### NAPLAN Top Two Bands

#### Year 3

Reading: Benton Junior College - 68%, Similar - 63%, Network - 64%, State - 60%

Writing: Benton Junior College - 75%, Similar - 55%, Network - 61%, State - 55%

Spelling: Benton Junior College - 54%, Similar - 46%, Network - 47%, State - 50%

Numeracy: Benton Junior College - 41%, Similar - 41%, Network - 44%, State - 41%

Grammar and Punctuation: Benton Junior College - 66%, Similar - 63%, Network - 66%, State - 60%

#### Year 5

Reading: Benton Junior College - 43%, Similar - 44%, Network - 45%, State - 43%

Writing: Benton Junior College - 27%, Similar - 18%, Network - 21%, State - 20%

Spelling: Benton Junior College - 41%, Similar - 34%, Network - 35%, State - 37%

Numeracy: Benton Junior College - 34%, Similar - 31%, Network - 30%, State - 33%

Grammar and Punctuation: Benton Junior College - 34%, Similar - 33%, Network - 34%, State - 35%

### Teacher Judgements against the Victorian Curriculum Achievement Standards

Teacher judgements indicate a high percentage of students in Foundation to Year 6 achieving at or above the expected level in English and Mathematics. The percentage of students achieving at or above expected level exceeds both similar schools and state averages in English and Mathematics.

#### English – % students working at or above the expected level

Benton Junior College - 92.4% Similar - 88.3% State - 86.2%

##### % by language mode

Reading and Viewing Benton Junior College - 93%, Similar - 88%, Network - 90%, State - 86%

Speaking and Listening Benton Junior College - 98%, Similar - 94%, Network - 94%, State - 92%

Writing Benton Junior College - 86%, Similar - 83%, Network - 85%, State - 81%

#### Mathematics – % students working at or above the expected level

Benton Junior College - 89.9%, Similar - 87.1%, State - 84.9%

##### % by mathematics mode

Number and Algebra Benton Junior College - 90%, Similar - 87%, Network - 89%, State - 85%

Measurement and Geometry Benton Junior College - 90%, Similar - 87%, Network - 89%, State - 85%

Statistics and Probability Benton Junior College - 90%, Similar - 87%, Network - 86%, State - 85%

Throughout 2021, and in light of the continued periods of remote and flexible learning, meeting structures were modified to support staff collaboration to meet the diverse learning needs of students in the remote learning context. Professional Learning Community (PLC) meetings continued to be embedded in weekly practice with all teams increasing the number of these meetings to monitor and adjust planning and teaching to meet students' academic, social, and emotional needs.

In line with our key improvement strategy and actions focused on differentiation, staff continued to build their

understanding and refine their practices in this area. Staff participated in professional learning focused on local, national, and international research regarding the use of learning intentions and success criteria to support differentiation. This work was a key driver in supporting differentiation in a virtual learning environment. The use of open-ended tasks, online programs such as Essential Assessment, CARS and STARS and Lexile also allowed students to engage in point of need learning tasks.

The Tutor Learning Initiative (TLI) was an integral part of our teaching and learning program, with our TLI program and structures recognized by the Department of Education and Training (DET) as a high functioning example of best practice. The introduction of TLI resulted in the introduction of PAT Reading and Mathematics as an additional and consistent data tool to assess, track and monitor student learning and growth across the school. In depth data analysis, research and monitoring was undertaken by the TLI team in conjunction with school leadership to ensure that the program catered for the diverse learning and wellbeing needs of our students.

English, Mathematics and Wellbeing data trackers were used throughout the year to support the return to onsite learning. Teachers identified students on the continuum, ensuring that subsequent learning was at their point of need. The assessment schedule was reviewed and modified considering the disruptions to the onsite teaching and learning program. This was well received by staff and assessment data was uploaded to the school's data wall to support PLC discussions and inform planning. A variety of data has been used to determine progress and inform practice including but not exclusive to: Essential Assessment, high quality school-based tests and summative inquiry assessments. The Report format was also modified to better reflect the learning foci in Semester 2 and to ensure that the information was purposeful for parents.

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## Engagement

Student engagement at Benton Junior College continues to remain at a high level when judged by the student attendance results (on average 93.28% attendance), which was elevated because of the lockdown restrictions. During this period, the relatively small number of absences were predominantly due to illness, issues related to families not being able to access the online resources, and/or students unable to engage with the online learning model. In these cases, students were offered the opportunity to attend school in person. In general, the school employed a variety of strategies to monitor, track and follow-up student attendance issues.

Benton Voice continues to play a major role in student engagement and to give our students voice across the school. The actions of the Benton Voice are purposeful and authentic and provide opportunities for our students to connect with the school and local community.

Department of Education and Training Guidelines resulted in restrictions on visitors to the school site. To support the broader school community this meant the school had to be creative in our approach to Foundation 2022 Transition. We adopted a hybrid model to support transition, utilizing both face to face and WebEx sessions to provide children and families with the opportunity to meet teachers and the principal team in informal and formal session. During Term 4, small groups of 10 children attended formal transition sessions at school, and concluded with the whole 2022 foundation cohort attending school experience sessions together. Feedback from families was extremely positive.

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## Wellbeing

The health, wellbeing of students and staff was at the centre of all decisions during 2021, particularly as the community entered in and out of remote and flexible learning. As a school, we were guided by the Department's supports, guidelines and recommendations.

Student Support Group meetings continued to be held each term for all Out of Home Care students, Koorie students, students funded through the Program for Students with a Disability (PSD) program and other high risk children. Our focus on vulnerable students continued to be targeted during the lockdown period, and these students were closely monitored. Teachers regularly checked in with students and their families in whole class, small groups and/or 1:1.

Regular key contact and team meetings continued during this period with specific focus on how these students were coping and putting measures into place if there were concerns. A number of vulnerable students attended school onsite during this time, and we ensured that they had regular teaching staff for consistency.

On the return to school from remote learning it became apparent that several students continued to be impacted by the lockdowns. There was a strong focus on wellbeing during this time, which included play-based and team building activities that encouraged collaboration and communication.

The School Wellbeing and Engagement Curriculum Team undertook action research into evidence based social and emotional learning programs and frameworks to further support wellbeing and engagement across the school. The School Wide Positive Behaviour Support Program was recommended to support our further development in this area. Initial staff training was conducted with further training and initiatives to be rolled out during 2022.

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## Finance performance and position

School expenditure included general maintenance and OHS requirements of the College such as painting, refurbishment of the student toilets, as well as the final stages of installation of air conditioning systems. Funding was also allocated to expanding ICT across the school with the purchase of additional netbooks and iPads. Targeted resources were purchased to support the implementation of the Tutor Learning Initiative, as well as decodable books and speech pathology screening tools and resources to support our literacy programs and the employment of our school-based speech pathologist in Term 4.

Our fundraising committee and BJC Fair committee were unable to be an active forum for school fundraising due to COVID 19 restrictions and the implementation of remote and flexible learning. It was the decision of the College Council to suspend most fundraising activities in 2021 to support families and businesses within our school community who may have needed to adjust their financial commitments considering the impact of the global pandemic.

Several education program budgets had slightly reduced expenditure due to remote learning. Our expenditure for casual relief teaching employment (CRT) did not drop proportionately during 2021 with the implementation of remote learning due to staffing the onsite supervision program and replacing staff absences and illness. Unspent government program funds, such as the Student Excellence – High Ability Program and Swimming Support Program, were rolled over into 2022.

Funds were also allocated to our priorities for improved student achievement in literacy and numeracy, together with continued professional learning for all staff. Equity funding was used to support professional development and the resourcing of the AIP Literacy and Welfare programs.

**For more detailed information regarding our school please visit our website at**  
<https://www.bentonjuniorcollege.com/>



# 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 823 students were enrolled at this school in 2021, 382 female and 441 male.

2 percent of students had English as an additional language and 2 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).

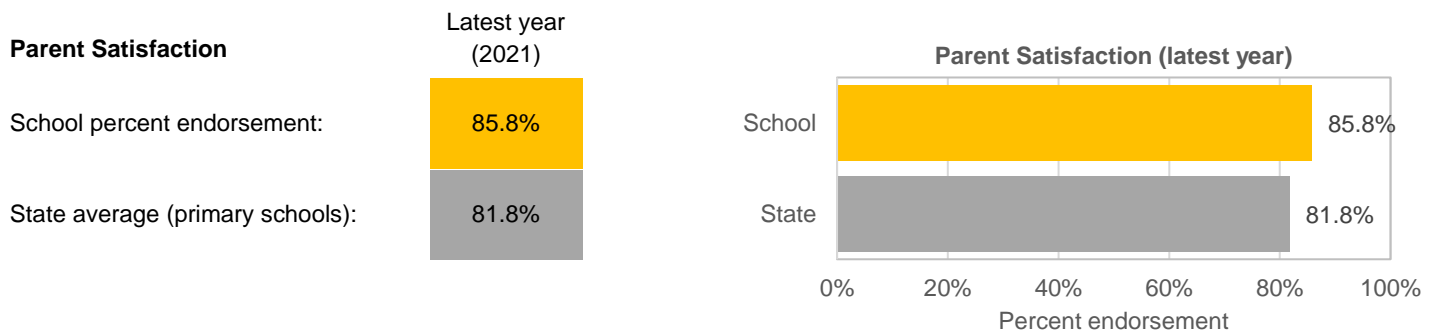
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

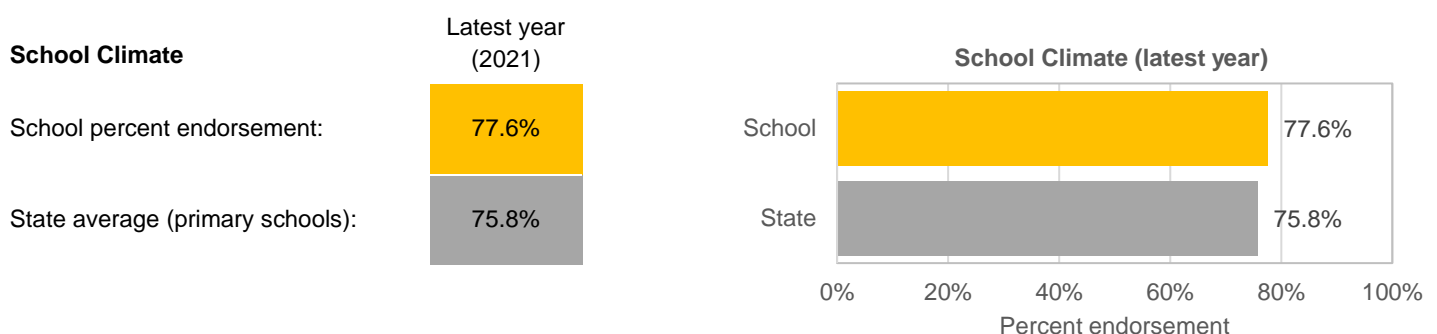


### School Staff Survey

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:

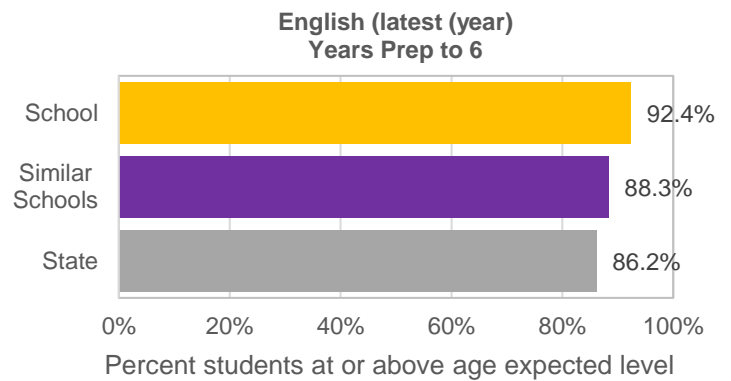
92.4%

Similar Schools average:

88.3%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

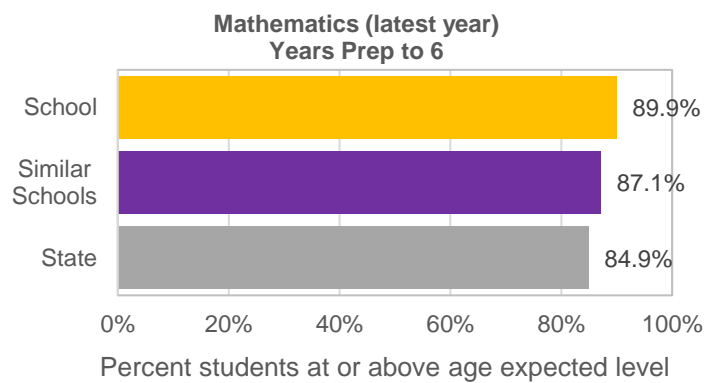
89.9%

Similar Schools average:

87.1%

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.

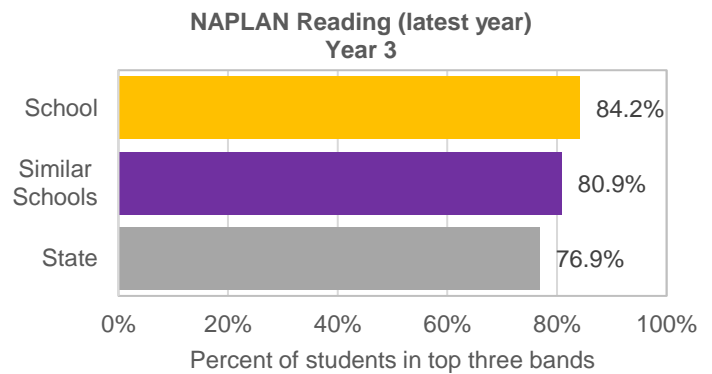
**NAPLAN**

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.

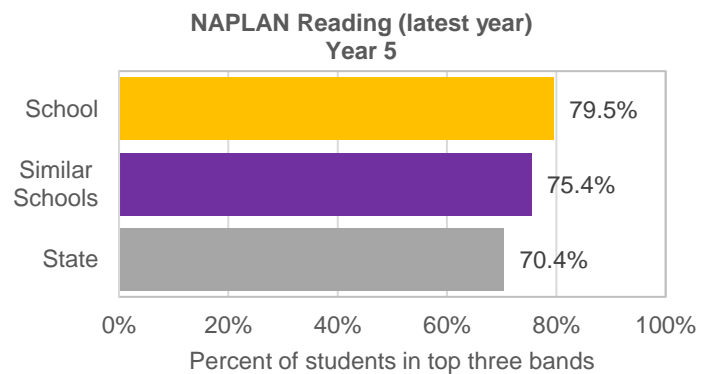
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.2%	84.4%
Similar Schools average:	80.9%	80.8%
State average:	76.9%	76.5%



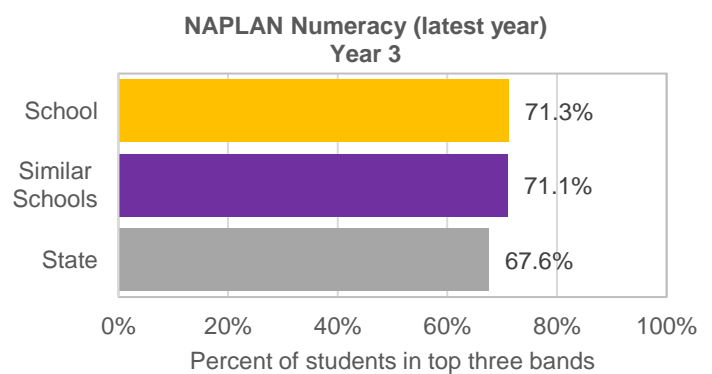
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	79.5%	74.1%
Similar Schools average:	75.4%	72.6%
State average:	70.4%	67.7%



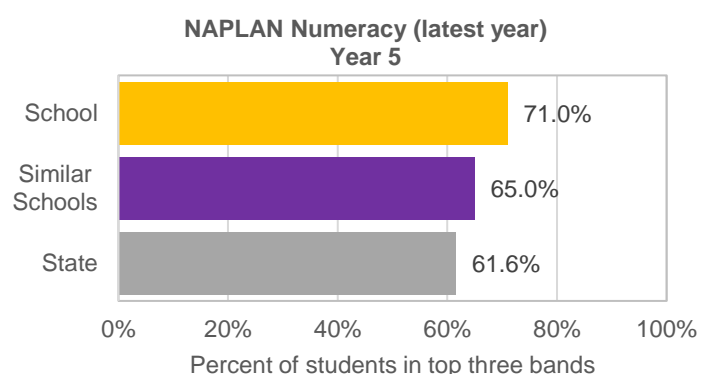
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.3%	79.3%
Similar Schools average:	71.1%	73.9%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.0%	65.8%
Similar Schools average:	65.0%	64.0%
State average:	61.6%	60.0%



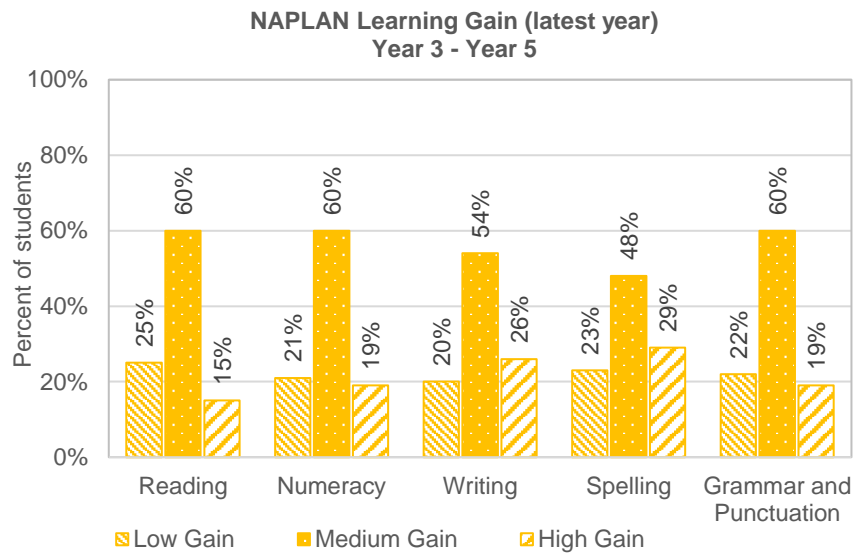
## ACHIEVEMENT (continued)

### 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:	25%	60%	15%	24%
Numeracy:	21%	60%	19%	21%
Writing:	20%	54%	26%	21%
Spelling:	23%	48%	29%	22%
Grammar and Punctuation:	22%	60%	19%	21%



## ENGAGEMENT

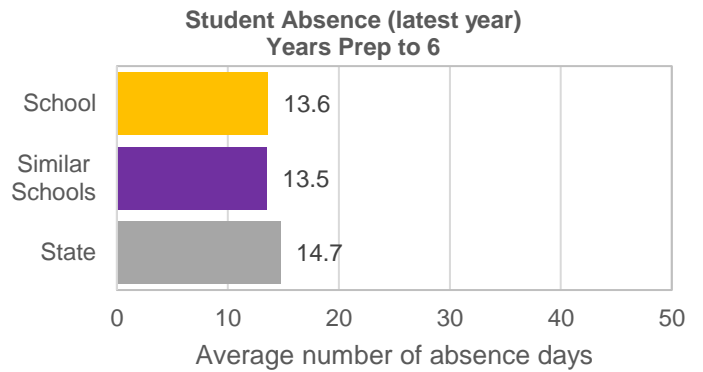
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	13.6	13.6
Similar Schools average:	13.5	13.8
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%	94%	93%	93%	94%	93%	91%

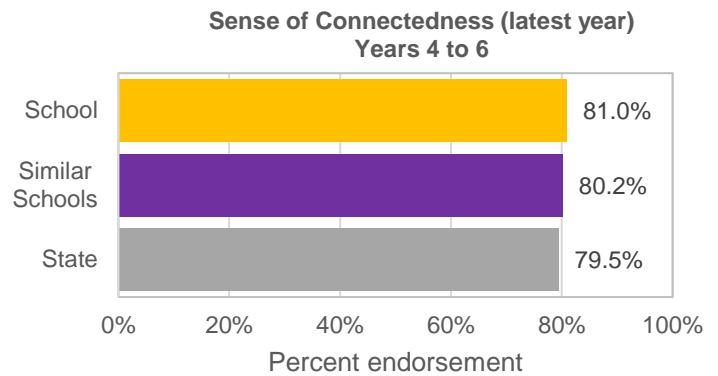
## WELLBEING

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.0%	83.8%
Similar Schools average:	80.2%	82.2%
State average:	79.5%	80.4%

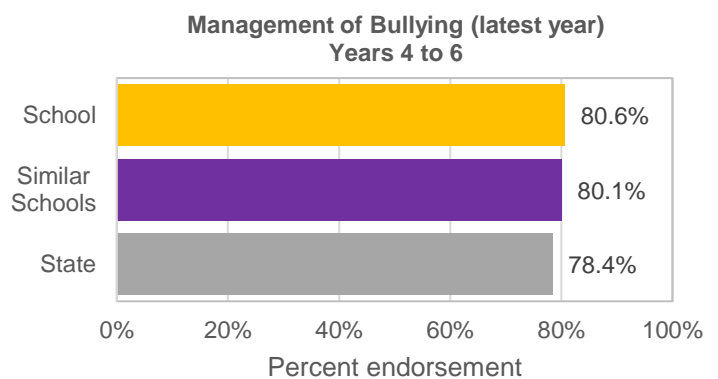


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.6%	83.5%
Similar Schools average:	80.1%	82.2%
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	\$6,505,425
Government Provided DET Grants	\$545,905
Government Grants Commonwealth	\$231,431
Government Grants State	\$0
Revenue Other	\$20,936
Locally Raised Funds	\$530,700
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,834,397</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$65,969
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$65,969</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,646,680
Adjustments	\$0
Books & Publications	\$29,020
Camps/Excursions/Activities	\$153,724
Communication Costs	\$17,978
Consumables	\$100,848
Miscellaneous Expense <sup>3</sup>	\$454,193
Professional Development	\$23,593
Equipment/Maintenance/Hire	\$153,086
Property Services	\$42,241
Salaries & Allowances <sup>4</sup>	\$366,633
Support Services	\$26,403
Trading & Fundraising	\$39,915
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$286
Utilities	\$45,118
<b>Total Operating Expenditure</b>	<b>\$8,099,719</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$265,321)</b>
<b>Asset Acquisitions</b>	<b>\$0</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

Funds available	Actual
High Yield Investment Account	\$1,021,680
Official Account	\$100,422
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,122,102</b>

Financial Commitments	Actual
Operating Reserve	\$237,524
Other Recurrent Expenditure	\$17,636
Provision Accounts	\$0
Funds Received in Advance	\$57,295
School Based Programs	\$309,910
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,475
Repayable to the Department	\$141,255
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$766,095</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.*