

2023 Annual Report to the School Community

School Name: Whittlesea Primary School (2090)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 20 March 2024 at 07:32 AM by Kaylene Kubeil (Principal)

- This 2023 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 20 March 2024 at 11:13 AM by Lyle Winter (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Whittlesea Primary School is located in a picturesque township just south of the Great Dividing Range, 39 km north of Melbourne. Our priority at Whittlesea Primary School is to meet and challenge the individual learning needs of our students and to enhance their learning opportunities, achievement, and wellbeing outcomes.

Whittlesea Primary School's underlying philosophy is to facilitate the lifelong development and growth of children so that they can achieve their full potential as individuals and as members of local and global communities.

School Vision: At Whittlesea Primary School the students are at the centre of everything we do. Our vision is to be an inclusive community where learning is highly valued. We strive to develop and support the emotional, social, and physical wellbeing of the whole child.

School Context: Established in 1878, Whittlesea Primary School has a long history in the local community. The township lies on the outskirts of Melbourne and Whittlesea Primary is the most northern school of the Whittlesea Schools Network.

Positioned centrally in Whittlesea, the school is prominent along Plenty Road, the main thoroughfare through the town towards Kinglake, Flowerdale, and Yea. To the south, urban sprawl is growing ever closer to the area with Laurimar (Doreen), Mernda, and South Morang all continuing to expand. New developments are also growing rapidly to the west with Donnybrook, Beveridge, Mickleham, and Wollert expanding quickly. The school zone has been reducing slightly over the past few years with the opening of several new schools in these areas. Students who attend Whittlesea Primary School come from a range of properties, including a mixture of medium-density residential, semi-rural, and rural residences.

The facilities provide a traditional educational design within classes in home groups with typically 1 class teacher or teachers (if shared). The school uses a BER building as well as many relocatables (portables) as classrooms. The school's A Block, whilst is an older building, has recently been fully refurbished. The Heritage Building at the front of the school contains the school's leadership team, administration staff, file archiving, and First Aid room.

The school has a total of 428 enrolments in 2023, 201 females and 227 males. 2% of Students had English as an additional language, and 6% were Aboriginal or Torres Strait Islanders. There is a strong sense of history and connection to Whittlesea's identity as a 'township'. However, this is shifting over time with more new residents to the area which is slowly increasing cultural diversity. At present Whittlesea Primary School does not provide a program for overseas students.

The school's Student Family Occupation and Education (SFOE) band value is 'Medium'

The teachers work in Professional Learning Communities (PLCs) as teams of cohort teachers that use a Harvard Data-Wise focus to drive planning, instruction, engagement, and wellbeing outcomes. Teachers have the opportunity to plan in teams as well as individually. The school has an extensive and experienced team of Education Support staff who work closely with teachers and students. The school has several students who are funded under the Program For Students with Disabilities (PSD) so this additional funding supports the Education Support staff members to support the student in all facets of school life, including learning outcomes, social interactions, behaviour regulation, and general wellbeing.

At the start of 2023, a team of leaders from Whittlesea PS participated in Harvard Data-Wise professional learning. From this, the team supported the implementation of this process. In this model, all teachers adopt and display a shared responsibility for every student within every year level. The Data Wise Improvement Process is an eight-step model that guides teams in working collaboratively to improve teaching and learning through evidence-based analysis. The steps occur in three phases. The "Prepare" phase involves creating and maintaining a culture in which staff collaborate effectively and use data responsibly. In the "Inquire" phase, the staff uses a wide range of data sources, including test data, student work, and classroom observations, so that they can define a very specific problem of practice that they are committed to solving. In the "Act" phase, teams articulate how they will learn and employ high-leverage strategies to address their problem, and how they will assess the extent to which the plan improved outcomes. Teachers and Leaders assess the effectiveness of actions, identify needed adjustments, and then determine and plan the focus for the next area of focus.

In 2023, the focus on PLCs was Writing. In F-2, teachers used student writing samples to develop a priority question and learner-centred problem in line with the Harvard Data Wise Inquiry Cycle. In the 'inquire' phase, teachers undertook professional reading and utilizing the Literacy toolkit, teachers learned about and then implemented the 4Ps Posture, Paper Placement, Pencil Grip, and Pressure. They learned that the physical act of handwriting benefits early literacy learners because the kinesthetic action contributes to greater recognition and memorisation of letters. In the 'act' phase, teachers taught handwriting in its families which are anticlockwise, clockwise, the i family, and the u family.

By analysing work samples, staff realised students were missing the basic foundations for good handwriting. They introduced the 4Ps poster. The 4Ps were a reminder to students of what their posture, paper position, pencil grip, and pencil pressure should look like when writing. Teachers modelled and explicitly taught the steps and set high expectations that the steps must be followed during all lessons.

In both year 3/4 and year 5/6, teachers identified from student writing samples that explicit teaching for persuasive writing was needed. While 'The Seven Steps to Writing Success' had provided a solid grounding for narrative writing, students were still finding persuasive writing challenging. In the 'inquire' phase, teachers looked at a range of strategies for teaching

persuasive writing. In the 'act' phase, teachers introduced the PEEL strategy to provide our students with the structure they needed to write paragraphs, explicitly modelling and teaching this strategy to students.

The Victorian Curriculum is embedded into the teaching and learning program. The school has a strong focus on Literacy, Numeracy, and Inquiry content and skills. The school is seen as a prominent school in School Wide Positive Behaviour Support (SWPBS). The school expectations of 'Respect Your School', 'Do Your Best', and 'Help Others Succeed' are well engrained throughout the school, as are the key components of SWPBS including behaviour matrix, flowchart, universal reinforcement programs (Golden Tickets) and group / individual supports. In 2023 the Whittlesea Primary School was awarded a silver award as part of the VicSWPBS initiative.

Students participate in the specialist subjects of Physical Education (PE), PE Boost (F-2) Arts, Mandarin, and STEM (Science, Technology, Engineering & Maths). STEM was introduced in 2023 and focused on integrating Science and Technology Learning Areas both engagingly and innovatively for students in Years 3 -6. Other programs include Interschool Sports, Whole School Sports Carnivals, Victoria High Ability Program, State Schools Spectacular, and student Camps.

Throughout 2023 the school continued to implement the Tutor Learning Initiative with both Mini-lit and Maq-lit being the programs of choice to support learning confidence and catch-up.

The school has a BYOD program that enhances learning experiences for students in Years 3 - 6. Through this approach, students are empowered to think beyond their context which enables them to be truly connected to global communities. Parent satisfaction for the school is 94.1%, above the state average of 82.8%. (Parent/Caregiver/Guardian Opinion Survey - August/September 2023) Regarding the School Staff Survey, the percent endorsement indicates the percentage of positive responses (agree or strongly agree) from staff who responded to the survey concerning School Climate was at 61.6%, which is below the State at 78.1%. (School Staff Survey - July, 2023)

In 2023 the school experienced a significant turnover of staff which it had not experienced before. The resignation of the school Principal at the end of Term 3, an Acting Principal appointment for Term 4, and the loss of many teachers leaving for other schools at the end of the year, meant that the school had to find staff to commence 2024. The school started recruitment for both a new substantive Principal and new staff members throughout Term 4 and into the start of the 2024 school year.

Progress towards strategic goals, student outcomes and student engagement

Learning

Whittlesea Primary School is committed to providing the students of Whittlesea and its surroundings with excellent teaching and learning programs. The school maintains high expectations for all students to achieve maximal learning growth and outcomes.

In the 2023 NAPLAN (National Assessment Program – Literacy and Numeracy), the school achieved the following Results: In relation to the NAPLAN domains, the following school results were achieved:

Reading:

- Year 3 Reading: The school percentage of Year 3 students in the Strong & Exceeding Proficiencies was 49.1% which was below similar schools at 65.5% and lower than the State at 69.6%.

- Year 5 Reading: The school percentage of Year 5 students in the Strong & Exceeding Proficiencies was 77.8%, higher than similar schools at 73.6% and the State at 76.9%.

Numeracy:

- Year 3 Numeracy: The school percentage of Year 3 students in the Strong & Exceeding Proficiencies was 48.1%, lower than similar schools at 63.3% and the State at 67.4%.

- Year 5 Numeracy: The school percentage of Year 5 students in the Strong & Exceeding Proficiencies was 66.7%, higher than similar schools at 59.0%, but lower than the State at 67.9%.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years, Hence, the 4-year average has been removed until 4 years of data is available.

Teacher judgements are where the teachers make on-balance, holistic, evidence-based, and defensible judgements against the Victorian Curriculum achievement standards and determine scores that accurately reflect where the student is located on a learning continuum for curriculum areas during the reporting period.

Teachers at Whittlesea Primary School use both informal and formal assessments to triangulate the available data sets to form this judgement.

In relation to Teacher Judgements, the following school were noted:

English: The school was 79.5%, below similar schools at 84.2%, and below State at 87.2%.

Mathematics: The school was 84.7%, below similar schools at 85.4%, and below State at 86.4%.

Note: Teacher Judgement of student achievement relates to the percentage of Foundation to Year 6 students working at or above age-expected standards in English and Mathematics.

Wellbeing

Whittlesea Primary School has a significant and authentic focus on the wellbeing of all students and members of the school community. This was continued (and built upon) throughout the 2023 school year.

Whittlesea Primary School is part of the VicSWPBS initiative this year and was a partner school for Respectful Relationships. The school completed a successful application and completed all the required self-assessments / audits to support full participation in the initiative. The school achieved the Silver Award for Vic-SWPBS. Regular meetings and touch points with the NEMA - SWPBS coach helped inform the next steps and future actions.

In 2023, the F-6 Wellbeing curriculum was published and implemented in classrooms. This documentation includes a term-by-term scope and sequence for years F-6 and embraced parts of the existing programs such as PATHS (Promoting Alternative Thinking Strategies) and Resilience, Rights and Respectful Relationships (RRRR) for years 3-6. The school's Personal and Social Curriculum has significantly progressed and has now integrated the elements of Respectful Relationships along with the Schools Wide Positive Behaviour Framework.

The school participated in its second year of the Mental Health in Primary Schools (MHiPS) pilot. Staff participated in professional learning covering the key topics of mental health and wellbeing in young people. The school employed a MHiPS leader (4 days) to coordinate the program, working with staff to deliver the Respectful Relationships curriculum and working with small groups of students on positive social relationships. The MHiPS leader also contributed to weekly newsletter entries for staff and parents.

The school focused on the needs of our 'students at risk' (including our indigenous students) and liaised with KESOs regarding the learning and engagement needs of Indigenous students, paraprofessionals concerning students with additional needs, SSOs, and area student wellbeing staff regarding support services for students at risk. The school engaged with the Mental Health Menu Tiles to guide future funding and implementation at the school. One outcome of this is the planning introduction of The Resilience Project in 2024.

School Wellbeing Documentation

At Whittlesea Primary School, teachers refer to a range of wellbeing documents. These include -

1. SWPBS Staff Manual
2. Wellbeing curriculum (includes PaTHs and RRRR Scope and Sequence)
3. SWPBS artefacts (matrices, flowcharts, golden tickets)

There are also additional, personalised documents that are used to support students. These include -

- Individual Education Plans (formerly Individual learning plans)
- Positive Behaviour Support Plans
- Absence Learning Plans (to support students with extended absences)

The above implementation acknowledges that students learn best when they feel safe, happy, supported, and engaged. In 2023 the Attitudes to School Survey (AToSS) was completed with students from Years 4 – 6.

With the AToSS domains, the following school results were achieved.

- Sense of Connectedness, in 2023 the school percentage endorsement was 71.9%, lower than similar schools at 73.3% and the State at 77.0%. The school's 71.9 % was lower than the school's 4-year average of 73.6%.
- Management of Bullying, in 2023 the school percentage endorsement was 70.8% which was lower than similar schools at 73.5% and State at 75.1%. The school's 70.8% was slightly lower than the school's 4-year average of 71.7%.

In 2024, Wellbeing and Disability Inclusion will be a priority for the school.

Engagement

Engagement is a priority at Whittlesea Primary School, as we aim to build authentic connections between staff and students. Building these relationships is a cornerstone of the school's student-centered approach.

While there is generally good intent within the school community, there were some instances where some students found it difficult to adjust back to their previous routines of attending school regularly. It should be also noted that some students still struggle in the yard during break times when students are reconnecting with their peers and revisiting previous and new social relationships and friendships, which rely on the skills needed for collaborative and cooperative play.

Whittlesea Primary School continued with consistent processes in which teachers contact any family with a child absent for two days in a row.

In 2023 Whittlesea Primary School had an average yearly attendance rate of across all year levels (Foundation to Year 6) of 86.6%.

The average absence days was 27.1, higher than our 4-year average of 19.7. Common reasons for non-attendance were illness, extended holidays, and parent choice.

The school hosted academic-themed days, including a Book Week parade and 'Write Fest' and sports events such as cross country, athletics carnival, swimming programs, and the Victorian State Schools Spectacular. There have been positive steps taken in shifting towards greater voice and agency among the student population. New approaches to collecting

feedback are in place using tools such as Plickers. The Pivot survey was a positive addition and students and teachers used this data to support their PLC inquiry cycles.

The SVT has hosted several podcasts, played during eating time. The students continue to fundraise however, as a school, we are looking to shift towards a more engaged and active student body more linked into school improvement and learning. The school launched the Seesaw platform. This online tool has generated excitement and interest among the community, giving parents and carers a window into the learning environment during the school day. Students have also embraced the platform, posting learning they are proud to share with their families.

Other highlights from the school year

Throughout the school year, a number of planned significant events took place. Highlights include the breakfast club program, run by parent and student volunteers every Monday morning. Students participated in a Chinese dress-up day and a performance of Chinese lions and drums. A parent guest speaker also presented about his experiences living in China to the students. Throughout the year, students attended significant events such as ANZAC Day and Remembrance Day. Over 60 students attended the ANZAC Day parade in the Whittlesea Community. The resurfacing of the asphalt in the entryway where the new flag poles are located at the front of the school was a major improvement to this area. Students participated in our annual Write Fest, publishing writing that was showcased across the school for parents and carers. In Term 3, our Year 3/4 students attend the National Tree Planting Day event in Whittlesea with the support of the City of Whittlesea Council. Our students also engaged in the Backflips against Bullying presentation. This presentation builds on the content covered last year.

Topics covered included:

- Resilience
- Cyber- Bullying
- Physical, Verbal, and Social Harassment
- The Consequences of Our Actions
- Acknowledging our Mistakes and Making a Change.

The school community celebrated RU OK? Day in September, with a focus on Harmony Day, Kindness, and Gratitude. In the last week of Term 3, we hosted our F-6 Art Show, which was also well attended by parents and carers and celebrated the excellent work of students.

The Year 6 students attended an adventure camp at Phillip Island over 3 days as their final Primary School camping experience. The students enjoyed an action-packed itinerary, and the experience was overwhelmingly positive. Students across years F-6 participated in swimming lessons in Term 4. This was one of the many excursion/incursion events organised for students throughout the year to supplement their classroom learning.

Financial performance

Financial performance Student Resource Package Expenditure figures are for the year ending 17th February 2024 and are subject to change during the reconciliation process. In 2023 the school managed its finances in line with DET processes and guidelines. There was a clear delineation and segregation of duties to ensure that prudent checks and balances were in place regarding budgeting, receipting, and expenditure of funds. The School Council, while overseeing the program and providing timely reports to the School Council, has been supported by the Business Manager and Principal to provide financial leadership. Camps/Excursions/Activities, Property Services, and Salaries and Allowances were the three largest expenditure items for 2023.

Due to effective strategic planning and financial management, the school has achieved a net operating surplus.

For more detailed information regarding our school please visit our website at

<https://whittleseaps.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 2.0 (FISO 2.0).

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 428 students were enrolled at this school in 2023, 201 female and 227 male.

2 percent of students had English as an additional language and 6 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).

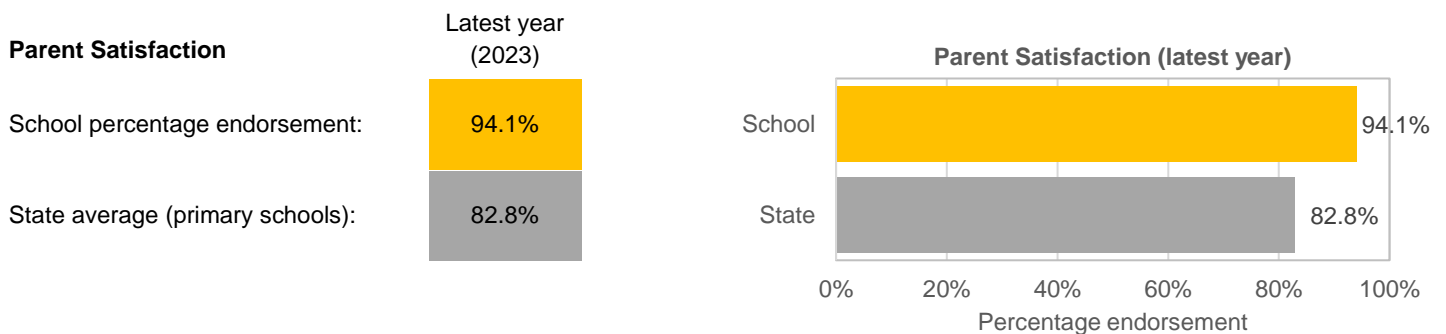
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

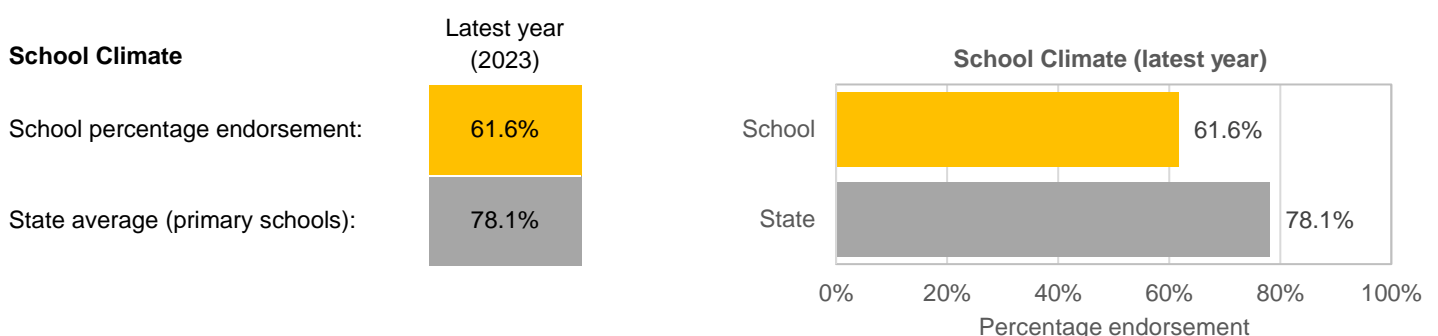


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

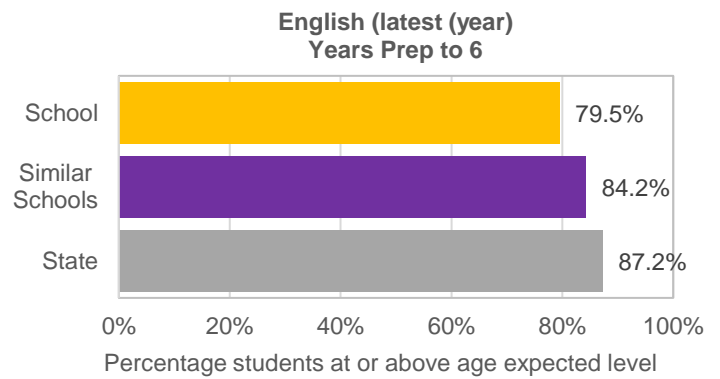
79.5%

Similar Schools average:

84.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

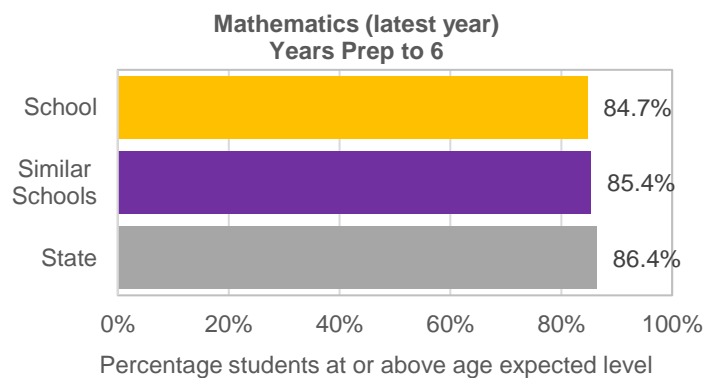
84.7%

Similar Schools average:

85.4%

State average:

86.4%



LEARNING (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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

49.1%

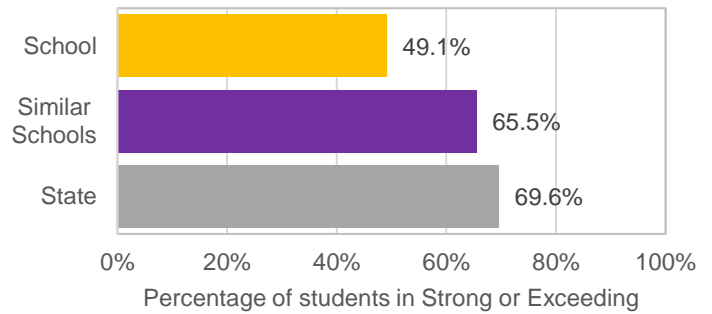
Similar Schools average:

65.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.8%

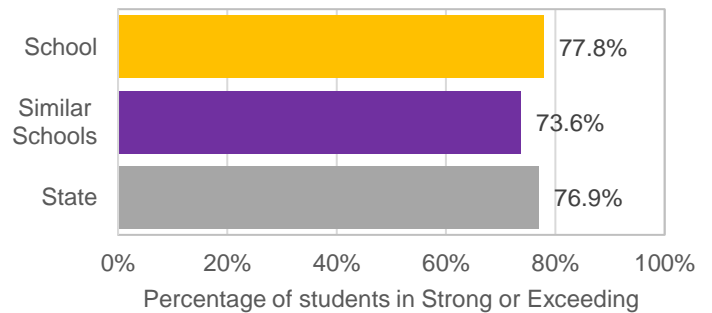
Similar Schools average:

73.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

48.1%

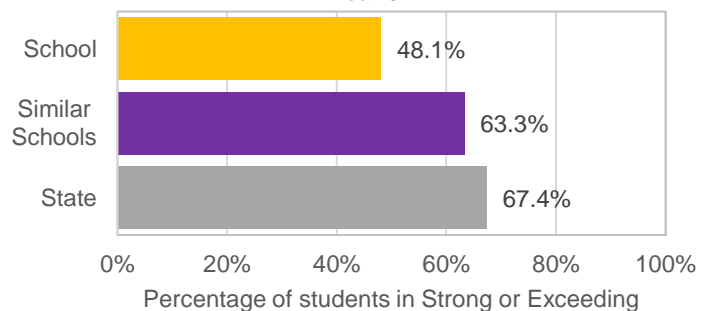
Similar Schools average:

63.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

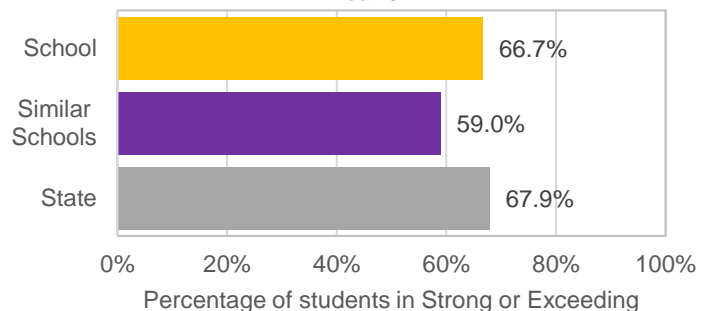
Similar Schools average:

59.0%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

84.4%

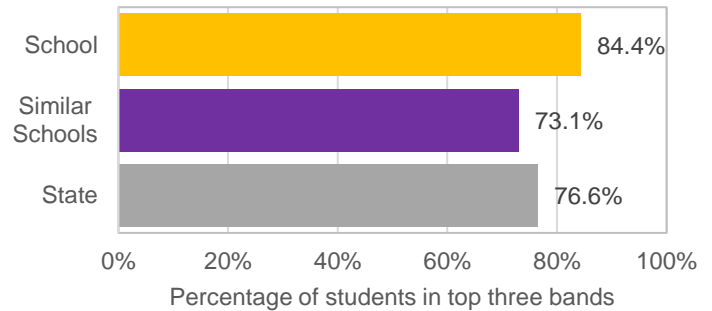
Similar Schools average:

73.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

70.2%

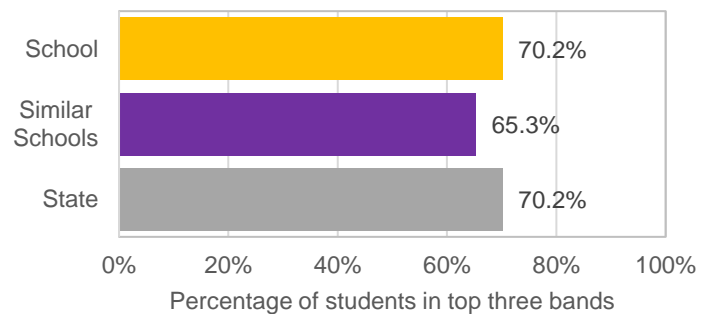
Similar Schools average:

65.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

64.4%

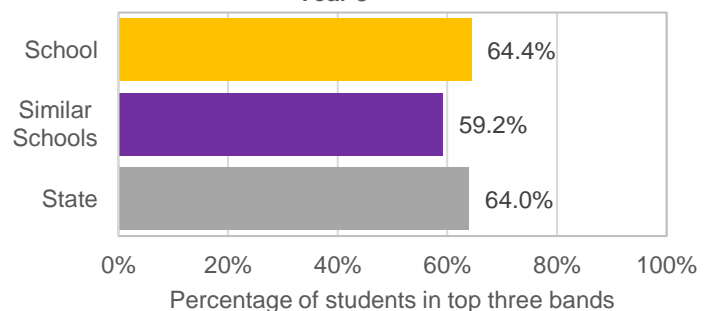
Similar Schools average:

59.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

45.0%

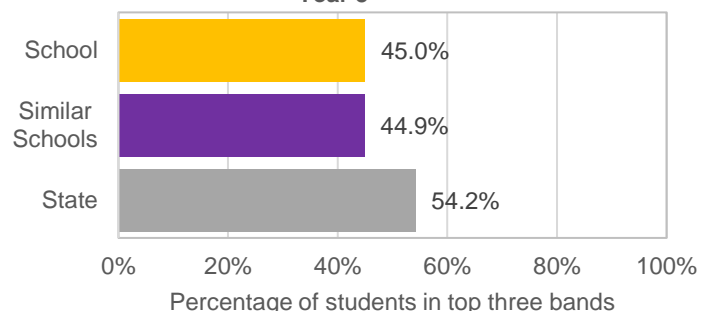
Similar Schools average:

44.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

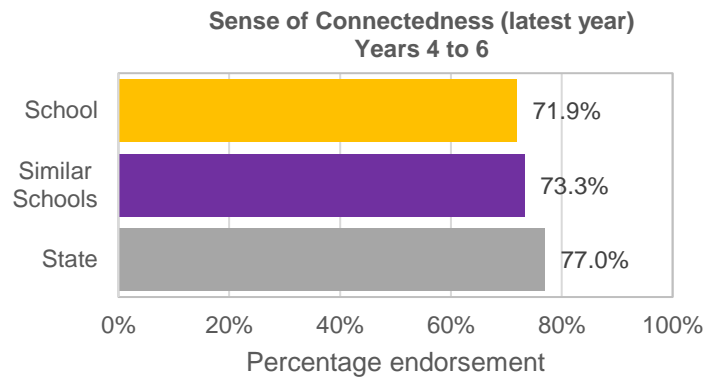
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	71.9%	73.6%
Similar Schools average:	73.3%	75.4%
State average:	77.0%	78.5%

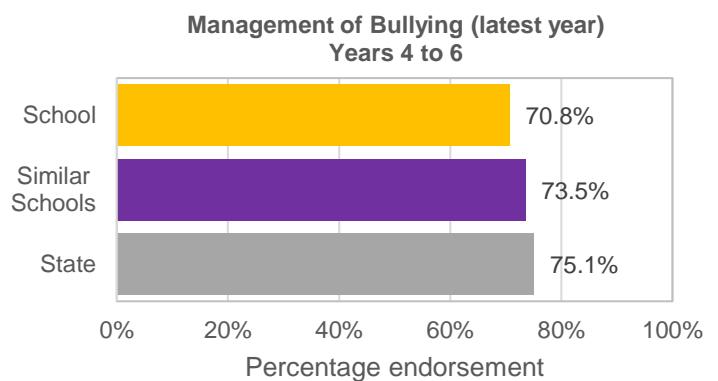


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	70.8%	71.7%
Similar Schools average:	73.5%	74.8%
State average:	75.1%	76.9%



ENGAGEMENT

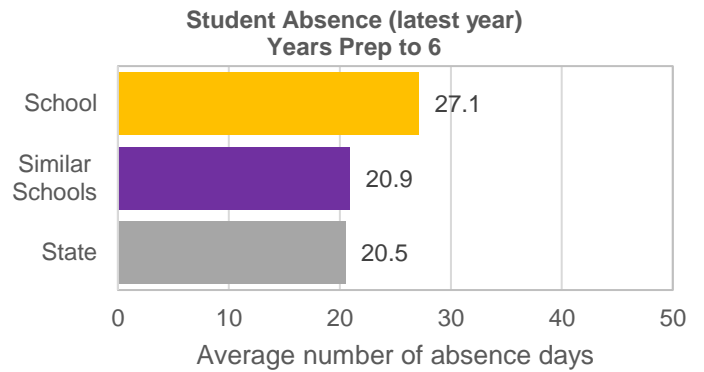
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	27.1	19.7
Similar Schools average:	20.9	19.1
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	89%	89%	87%	86%	84%	88%	83%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,499,323
Government Provided DET Grants	\$519,480
Government Grants Commonwealth	\$10,145
Government Grants State	\$0
Revenue Other	\$41,821
Locally Raised Funds	\$236,728
Capital Grants	\$5,320
Total Operating Revenue	\$5,312,818

Equity ¹	Actual
Equity (Social Disadvantage)	\$181,292
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$181,292

Expenditure	Actual
Student Resource Package ²	\$4,415,962
Adjustments	\$0
Books & Publications	\$9,302
Camps/Excursions/Activities	\$128,311
Communication Costs	\$6,601
Consumables	\$79,851
Miscellaneous Expense ³	\$16,270
Professional Development	\$26,265
Equipment/Maintenance/Hire	\$98,796
Property Services	\$138,920
Salaries & Allowances ⁴	\$102,134
Support Services	\$55,599
Trading & Fundraising	\$24,135
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,858
Total Operating Expenditure	\$5,142,005
Net Operating Surplus/-Deficit	\$165,493
Asset Acquisitions	\$51,723

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$539,496
Official Account	\$36,013
Other Accounts	\$10,535
Total Funds Available	\$586,044

Financial Commitments	Actual
Operating Reserve	\$101,921
Other Recurrent Expenditure	\$10,975
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$49,028
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,890
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$61,498
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$5,511
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$243,823

All funds received from the Department of Education, 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.