

# 2023 Annual Report to the School Community

School Name: Wooranna Park Primary School (4989)



- 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 27 March 2024 at 08:28 AM by Amanda Ellaby (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 10 April 2024 at 10:42 AM by Michelle Karton (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 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.

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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

### 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').

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## 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

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## School context

Wooranna Park Primary School is located within Dandenong North, situated in the south-east corridor of Melbourne approximately, 34 kilometres from the Melbourne Central Business District and close to a Monash Freeway exit.

We are proud of our school community, catering for a wide range of social, economic and cultural backgrounds. The current school population is 260 students with a SFO of 0.5731, serving a large proportion of students with language background other than English. The school currently comprises of 12 composite classes. Specialist curriculum subjects include Physical Education (PE), Japanese, STEM, and Performing Arts.

The school features two main school buildings, accommodating several learning spaces with a Building the Education Revolution (BER) gymnasium. The hidden grounds feature landscaped gardens and a running track around the perimeter of a sports field. The school hosts an extensive vegetable garden, with a strong focus on the environment and sustainability as part of STEM program. In 2023 the Annual Implementation Plan has focused on students' learning and wellbeing. The Professional Learning Community process has provided us with a collective focus on continuous improvement across the whole school, helping to strengthen the importance of research-based frameworks and a documented curriculum that is cohesive and sequenced.

Resources have also been mobilised to support students' wellbeing and mental health. The School Wide Positive Behaviour support (SWPBS) framework has helped to bring the school community together to promote a positive, safe, respectful, and responsible learning culture. We have been excited to implement a whole learning community approach to students' mental health and wellbeing, guided by the Be You framework.

Currently 18 students receive funding through the Program for Students with a Disability (PSD) program with several other children having high inclusion needs. All our students are supported through our tiered model of intervention, and our team of Education Support staff are second to none!

The teaching staff comprises a range of levels of experience from recently graduated teachers through to highly experienced teaching practitioners who are ready to engage in school improvement. The school's middle leaders are developing the capacity to lead the school forward to ensure we are providing students with the best possible learning outcomes for every student.

There are plenty of opportunities for us to grow and develop this school together, creating a bright future for the children of the Dandenong North community. Please read about the aspirations we have for our community on our website: <https://www.woorannaparkps.vic.edu.au/page/15/A-Message-from-the-Principal>

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023 collaborative planning meetings enabled our teaching teams to plan and deliver a curriculum, in line with the Whole School Instructional Playbook. Adjustments were captured throughout the year, particularly as we moved to composite classes, ensuring there was an accurate record of the teaching sequences that the students experienced. The teaching staff engaged in professional learning to develop a shared and agreed understanding of the purpose of using a common, whole school instructional model in planning and delivering student learning. A curriculum day was hosted at the beginning of the year with Bron Ryrie Jones, sparking some great conversations on what needs to be in play for learning to occur and the responsive teaching strategies that can support this. Supporting the staff in implementing these strategies was heavily prompted by our teaching partner in Grades Three to Six in Semester One, and our Assistant Principal. Some of these techniques e.g., Say it Again Better were picked up by teams as part of their professional learning community improvement cycle. This led onto ensure there was an understanding of what makes for a good learning intention and success criteria while in the second half other year, the focus shifted to enhancing our understanding and application of our Instructional Model, resulting in a new instructional model being developed.

A Learning Specialist role was created mid-way through Term One focused on 'Data and Collaboration'. Our Teaching Partner and Learning Specialist worked together to create a professional learning workshop on data literacy, the role of collaboration, and the process of whole school writing moderation. Artifacts and protocols have been captured to ensure that 'objective and specific' language is visible to staff and data conversations are scaffolded. These are now included in our 2024 Professional Learning Community handbook.

Each term a walkthrough has taken place, conducted by a member of the principal class, talking with students, and observing the classroom environment. The intention and focus for each walkthrough were communicated to staff in advance and staff were asked if they would like any additional evidence collected, to inform their practice. The main focuses included the implementation of the school-wide approach to positive behaviour and the instructional model. This process was shared with principals at the SMA principal forum in Term Three.

The evidence of this collective learning is reflected in the weekly planning documents whereby learning intentions and success criteria are planned and recorded for every lesson, aligned to the Instructional Playbook. Evidence from the 2023 Staff Opinion Survey highlighted that 88% of staff positively endorsed our guaranteed and viable curriculum, compared to 68% of staff in 2022. 90% of staff positively endorsed that curriculum instruction and learning materials are coordinated amongst staff in the same year level (86% of staff in 2022) while 90% of staff also positively endorsed that curriculum instruction and teaching and learning programs are well coordinated across the different year levels at this school (51% in 2022). 97% of staff positively endorsed that there is a constant focus on the goals for learning the essential curriculum, compared to 77% of staff in 2022. Overall staff highlighted that 95% of them believe that evaluating impact improves practice. They have also demonstrated an increased confidence with 95% positively reporting that they use evidence to inform teaching practice, compared to 81% of staff in 2022. Our student data also indicates learning growth through various sources including PAT Reading data, PM Levels and South Australian spelling results. 61% of our students made above or at expected growth, from Semester Two 2022 to Semester Two 2023, against the Reading achievement standards. 79% of our students made above or at expected growth, from Semester Two 2022 to Semester Two 2023, against the Writing achievement standards. 68% of our students made above or at expected growth, from Semester Two 2022 to Semester Two 2023, against the Number achievement standards.

Our next steps in 2024 will focus on the learning and teaching of Number, as our Professional Learning Communities attend to the best practices, aligned to the new Mathematics (Version Two) curriculum. We also aim to capture the various learning routines identified by staff, to enhance students' cognitive load, ensuring that more time, attention and instruction is given to the content of the lesson, as opposed to the learning routine. Furthermore, we are keen to implement some instructional coaching into our professional learning schedule in support of teachers implementing even more responsive strategies into their practice.

## Wellbeing

A Setting Up for Success program was planned for the first two weeks of Term One, teaching learning tools such as the Matrix of Expectations, Learning Pit and Zones of Regulations. A brochure was prepared for each class which was sent home with each child, highlighting their understanding and commitment to the agreements made as a new class, for the year ahead. The evidence of this impact was sought through a Feedback Form and comments were highlighted, such as this one from a specialist teacher, "The Setting up for Success has helped us get off to a good start to the year. It was noticeable how settled the students have been and how they have responded to the Safe, Respectful and Responsible" and this from a classroom teacher, "Creating the class motto and mascot created a strong sense of community. The students found the growth mindset lessons intriguing. Plus, unpacking the matrix and focusing on different areas per day was helpful as it was less overwhelming to the children."

We also officially jumped into the School Wide Positive Behaviour Support training with such enthusiasm and support from most of the community. A School Wide Positive Behaviour team was established and has completed the SWPBS Universal Prevention (Part A). As outlined on our action plan, we have implemented a whole school acknowledgement system meeting in response to a workshop that was run by our Leading Teacher and Assistant Principal, enabling staff to build their understanding of how we provide students with positive feedback on their choices. Raffle tickets are now used on playground duty and have been a great success. This work has been further supported with a professional learning session with our SWPBS coach, giving teachers the opportunity to practice how to authentically give an acknowledgment. We have also strategically offered professional learning of our Education Support staff as they are just as much a part of this school wide approach as anyone else and their feedback has highlighted their willingness to engage in a positive, consistent language, alongside the need for visible and visual acknowledgements.

The results of the Self-Assessment Survey (SAS) were shared with all staff at a staff meeting and through the Wise newsletter. They prompted us to work on defining problem behaviours and the consequences for these behaviours. This resulted in us collaborating to develop a Minor and Major behaviour table, alongside a flow chart for managing such situations. A whole school process has been developed and captured for managing major behaviours, in consultation with the administration team given they will be taking the phone call. Our Leading Teacher has also supported staff to capture major behaviours on XUNO to ensure documentation is collated and data can be tracked. Our SAS also revealed a non-classroom priority regarding active supervision. To help staff develop and improve their active supervision skills, an acronym was developed (SMILE) to teach and remind staff of the expectations, helping to ensure that everyone is involved directly and indirectly in the management of non-classroom settings. This is also included in our yard duty policy and staff handbook. Staff have also designed lessons based on our Matrix of Expectations.

The evidence of this work is in our Tiered Fidelity Inventory (TFI) results where 90% of surveyed staff were able to list our school values and had taught them to students. When surveyed there were lots of different ways teachers acknowledged students in their classrooms. 90% of staff had acknowledged students with raffle tickets. All staff had acknowledged a student within the past two weeks at the time of the survey. 70% of surveyed students could list our school values. All surveyed students had been taught the school values by their teachers and 90% of students had received an acknowledgement for positive behaviour. The impact of this work was highlighted in the Students Attitudes to School Survey, with a 90% positive response to the 'Sense of confidence' factor (up from 87% in 2022), seeing us out perform Similar Schools and the State.

In 2024, we will be introducing the URStrong program to help further teach the Matrix of Expectations, supporting students and staff to use responses to social errors that are respectful and reduce the probability of escalating behaviour. We will be targeting resilience strategies while ensuring that each student has their own learner profile.

## Engagement

The 'Be You' survey was administered by our Leading Teacher in Term One and results were collated and entered in the Be You dashboard. The staff also completed the educator survey and community members were offered this opportunity too with only one respondent. Results were shared with teachers at a professional learning workshop on the Be You framework. Based on these results staff, including teachers and education support staff, completed the Family Partnership module, focused on partnering with families through positive relationships and assisting families to foster mental health and wellbeing.

A school chaplain has continued to be engaged to support the educational, social and emotional wellbeing of students, through the National School Chaplaincy Program and our partnership with ARDOCH was re-established, enabling every student to access an incursion experience, focused on wellbeing strategies. along with a 'Writer in Residence' project for 30 selected grade three or four students.

Aligned to the Department's processes and templates the Leading Teacher and Response to Intervention leader collaborated with staff to capture Individual Education Plans (IEPs), aligned to the eLearning module advice and IEP rubric. Teachers have received feedback on an IEP that they had written, in pursuit of securing more IEPs at a Level Two standard. A process has been developed to align these plans to semester reporting expectations and a student support group (SSGs) schedule has helped to ensure that families are involved in this planning process, for those in the mandatory IEP category including PSD, Koorie and OoHC. An accurate database has been maintained to capture the progress of the goals within these IEPs and IEPs are now visible to all stakeholders, including specialist teachers, on XUNO. Middle Leaders have been supported to promote strategies that they could be doing with their team members to ensure that the adjustments being made in the classroom are accurately captured, particularly in support of the Disability Reform. Teachers attended a staff meeting on the Disability Inclusion profiling process and the role high quality IEPs play. Middle Leaders have also been asked to engage the Education Support staff in this work also. The capacity of all staff will be further developed at our curriculum day, focused on reasonable adjustments, presented by a Behavioural Specialist from Mahogany Rise Primary School.

A Junior School Council was introduced with students elected from each class, as the students' representatives. This group of young leaders contributed to local and community programs through initiatives such as Grub Club and a consultation with the Dandenong Council about improvements to local playgrounds. We also had two Grade Six students regularly participate in the Children's Advisory Committee while one also went onto be the Master of Ceremonies at the Greater Dandenong's Children Forum.

Sadly 27% of students did have 20 or more absence days in 2023, compared to 19% in 2022. As such the focus in 2024 turns to communicating the importance of students attending school and ensuring that engagement plans are developed, enacted and regularly reviewed. Furthermore, we have created two staff leadership roles in pursuit of providing our student leaderships genuine leadership opportunities for team captains and junior school council members.

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## Other highlights from the school year

A significant highlight of 2023 was our community forum where students, staff and families come together to draft our whole school's Vision and Mission. Through a consultation process we set out the following aspirations for our learner's future and thus our purpose as a learning community:

\*Our Vision: We are striving to create a bright future for every learner.

\*Our Mission: We are here to build the foundations for life, in an inclusive and welcoming learning environment.

\*Our Values: Being Safe, Respectful and Responsible

\*Our Motto: Dream, Believe and Achieve!

Our ARDOCH partnership supported an incursion for our middle and senior school students, with either Project Rocket (3/4s) or Toolbox Education (5/6s), focused on wellbeing strategies. 30 selected grade three and four students engaged in a 'Writer in Residence', producing a book of entertaining stories, while our junior years learnt strategies through their Mindful Monkey incursion. Our Grade Three and Four students flourished on their long day excursion to Sovereign Hill while our Grade Five and Six students ventured to the Enchanted Adventure Maze to test their personal limits.

We were also very excited to have particularly students chosen for the Victorian High-Ability program, providing them with the opportunity to participate in a 10-week online enrichment program, in either English and mathematics. We have also hosted various sporting incursions throughout the year, ensuring our students experience different sports including AFL, cricket and softball. This is in addition to the Gala experiences of our senior students, enabling them the opportunity to compete against other schools, in a particular sport. Students also had the opportunity to participate in an intensive week of swimming, subsidised through the Swimming in School initiative, a whole school cross county event and a joyful Colour Run. Further highlights included our Easter hat parade and book week parade, giving us an opportunity to dress up and have our community together! We also appreciated coming together for our fortnightly assemblies, planned, prepared and lead by our students with such confidence and pride. It was wonderful to be able to acknowledge one student for being a national finalist in the NAIDOC competition.

We ended each term with a 'Golden Assembly' celebrating achievements across the term and everyone's engagement at school through our raffle draws. We also had a great day, planned by our senior students in the form of a whole school athletics day, at the end of 2023. This enabled us to generate some further team spirit across the school, while also contributing to our Thorny Devils' (Yellow team) being awarded as the Team of the Year for 2023!

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## Financial performance

In 2023, Wooranna Park Primary School resources were carefully planned and strategically allocated to support school programs and priorities, in line with the school's Strategic Plan and the Annual Implementation Plan. This resulted in a net operating surplus of \$115,185 which is reserved for further building and ground improvements.

The school received \$334,405 in Equity Funding which enabled us to provide additional staffing including school leadership (wellbeing) and education support staff as well as tailored programs to support the achievement, engagement and wellbeing of our students. Parent contributions assisted in the purchase of student curriculum resources, supporting educational outcomes. Wooranna Park Primary School was successful in attaining a \$25,000 grant through Schools Upgrade Funding for a new perimeter fence in front of our BER building. We received Tier 2 School Level Funding in preparation for the Disability Reform in 2024. This funding enabled us to provide additional staffing, resources and staff development, both onsite and external. The Student Wellbeing Boost funding allowed us to provide wellbeing programs and activities for our students.

The amazing fundraising efforts of our school community have enabled us to purchase a fridge for our Parent Lounge, community pantry, washing machine, as well as subsidising our Breakfast Club and funding a Colour Fun Run for our whole community.

**For more detailed information regarding our school please visit our website at**  
<https://www.woorannaparkps.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 264 students were enrolled at this school in 2023, 117 female and 147 male.

57 percent of students had English as an additional language and 4 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).

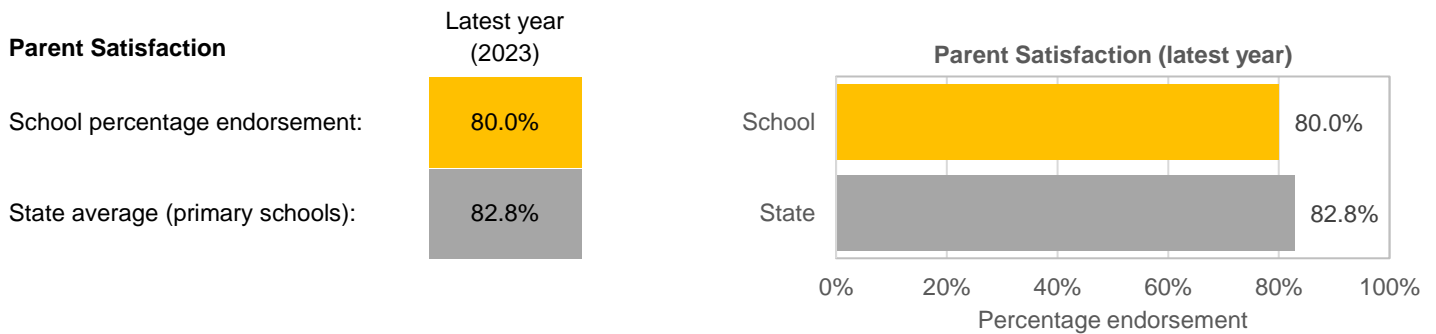
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

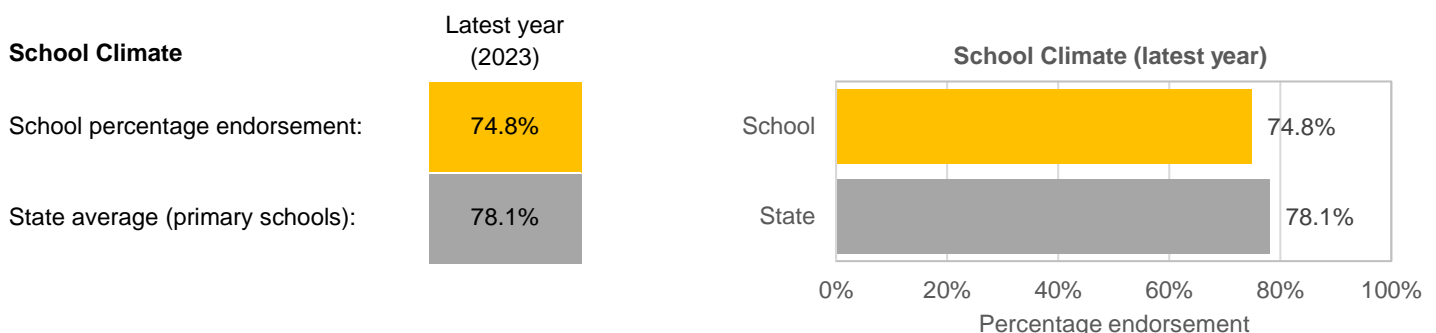


### School Staff Survey

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:

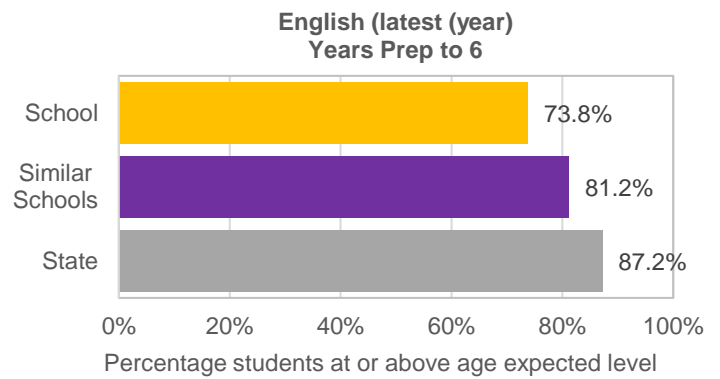
73.8%

Similar Schools average:

81.2%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

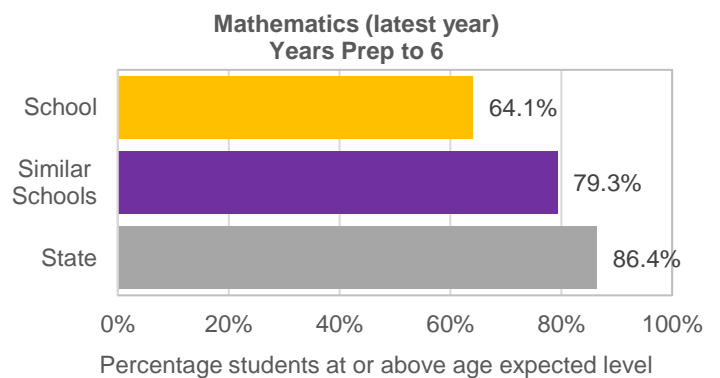
64.1%

Similar Schools average:

79.3%

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:

56.7%

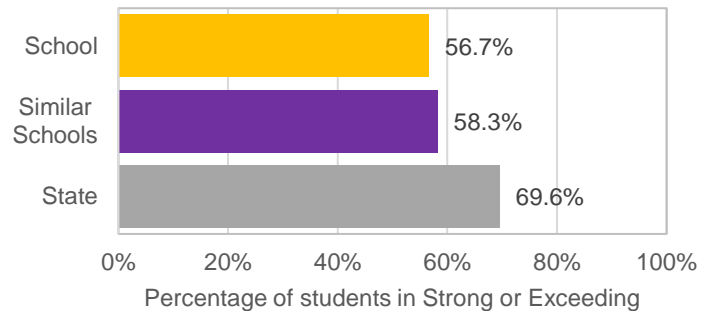
Similar Schools average:

58.3%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

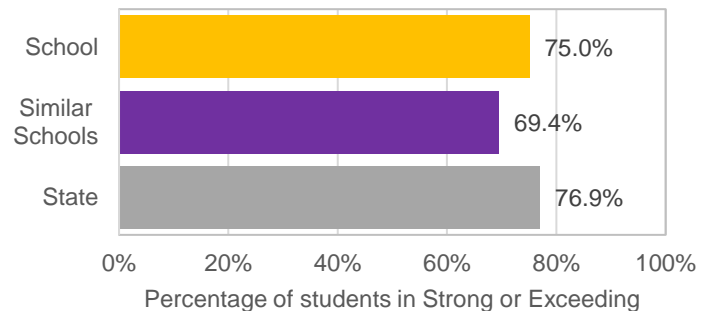
Similar Schools average:

69.4%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

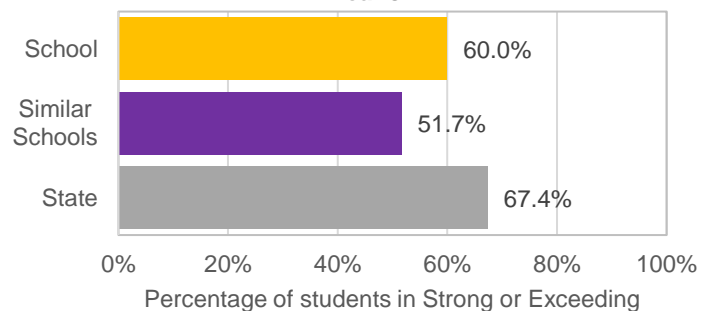
Similar Schools average:

51.7%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

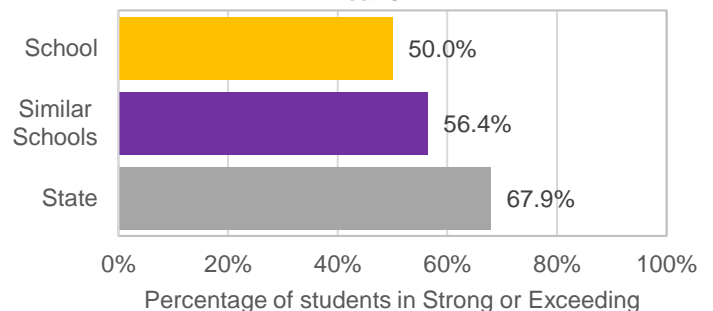
Similar Schools average:

56.4%

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:

53.6%

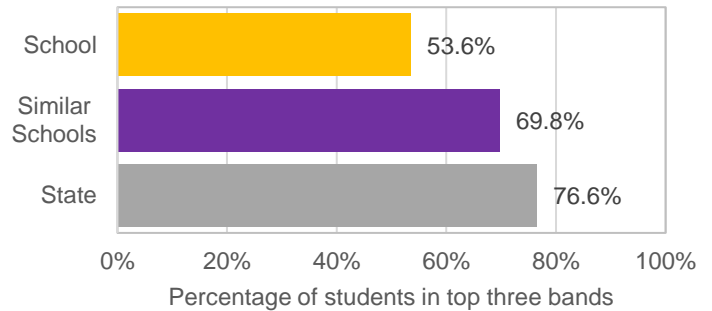
Similar Schools average:

69.8%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

53.6%

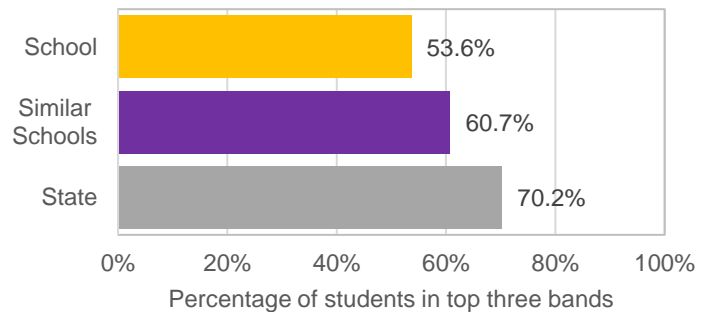
Similar Schools average:

60.7%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

30.8%

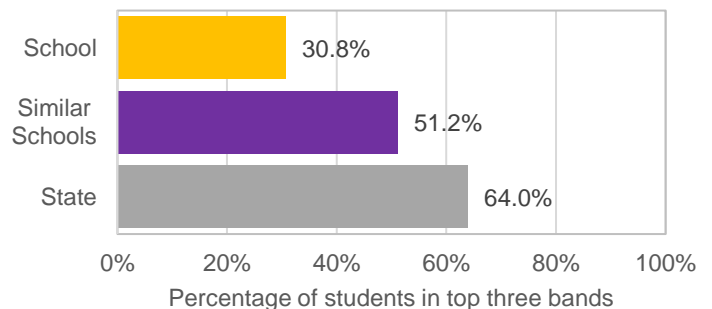
Similar Schools average:

51.2%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

30.0%

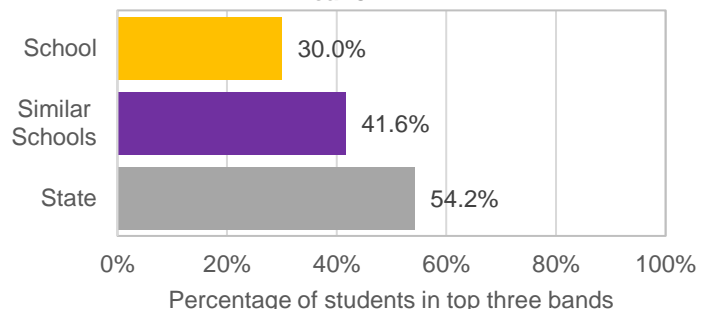
Similar Schools average:

41.6%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

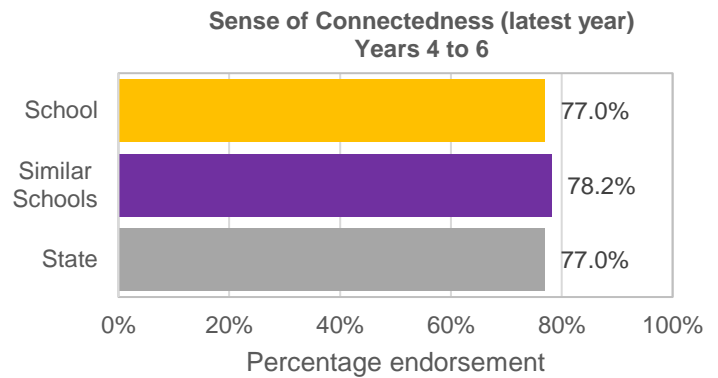
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	77.0%	81.1%
Similar Schools average:	78.2%	80.0%
State average:	77.0%	78.5%

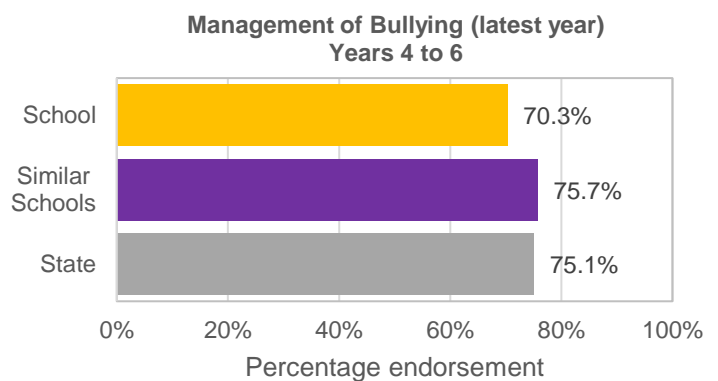


### Student Attitudes to School – Management of Bullying

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:	70.3%	77.4%
Similar Schools average:	75.7%	77.4%
State average:	75.1%	76.9%



## ENGAGEMENT

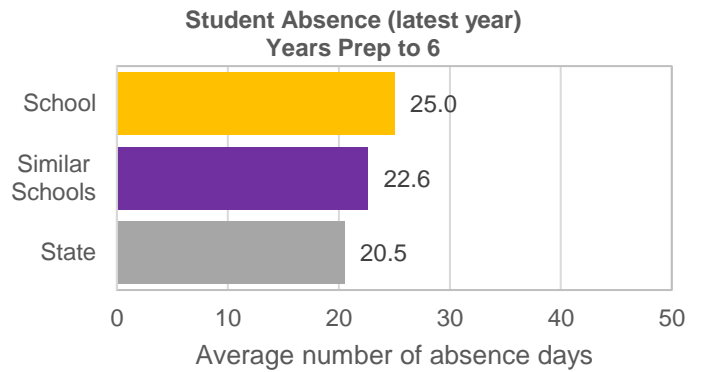
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	25.0	18.0
Similar Schools average:	22.6	20.4
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):	88%	90%	87%	89%	88%	86%	85%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,312,330
Government Provided DET Grants	\$554,250
Government Grants Commonwealth	\$12,016
Government Grants State	\$0
Revenue Other	\$26,532
Locally Raised Funds	\$70,964
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$3,996,092</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$334,405
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$334,405</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,263,370
Adjustments	\$0
Books & Publications	\$1,224
Camps/Excursions/Activities	\$49,932
Communication Costs	\$25,269
Consumables	\$81,071
Miscellaneous Expense <sup>3</sup>	\$14,275
Professional Development	\$20,642
Equipment/Maintenance/Hire	\$29,081
Property Services	\$107,419
Salaries & Allowances <sup>4</sup>	\$62,885
Support Services	\$155,302
Trading & Fundraising	\$16,174
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,264
<b>Total Operating Expenditure</b>	<b>\$3,860,907</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$115,185</b>
<b>Asset Acquisitions</b>	<b>\$27,081</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$179,284
Official Account	\$19,590
Other Accounts	\$16,052
<b>Total Funds Available</b>	<b>\$214,926</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$82,807
Other Recurrent Expenditure	\$22,407
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$12,061
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$97,651
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$214,926</b>

*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.*