

2023 Annual Report to the School Community

School Name: Eltham Primary School (0209)



- 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 30 April 2024 at 10:44 AM by David Tyndall (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 30 April 2024 at 11:16 AM by Chris Adams (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

Eltham Primary School is situated in the township of Eltham 24 kms to the North East of Melbourne in the council shire area of Nillumbik. The school is part of the North Western Victoria Region of the Department of Education.

Our school is steeped in the tradition of excellence and is positioned in a tranquil leafy setting. Eltham Primary School was established in 1856, with the original sandstone school building now housing the administration. The former residence has been refurbished to cater for the Stephanie Alexander Kitchen Garden (SAKG) program. We have a dedicated library, art room, music room, science room and Indonesian room. The school hall is used for assemblies and the accredited Out of School Hours Care Program.

Classes are located in two wings incorporating flexible learning spaces and including several portable classrooms. The grounds include grassed and paved play areas, playgrounds, seating areas and both native and vegetable gardens.

In 2023 Eltham Primary School had a total enrolment of 297 students, with 1.3% percent of students identified with English as an additional language (EAL), and a small number of Aboriginal or Torres Strait Islander students. The school's overall Socio-Economic Profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. In 2023, there was no material change to the school's SFOE, which remained Low.

Staffing at the school consists of one Principal, one Assistant Principal, one Learning Specialist, 21.4 full time equivalent (EFT) teachers and 3.25 EFT Education Support (ES) staff. Our staffing profile is complimented with the addition of a Mental Health and Wellbeing Leader (MHWL) and Tutor Learning Initiative (TLI) tutor. The school is supported by Student Support Services (SSS), one part time ICT support technician, school canteen and an accredited Out of School Hours Care. In 2019 composite classes were introduced across the school with the exception of Foundation to deliver the curriculum, ensuring consistency across Foundation to Year 6. The school's timetable operates on five one-hour sessions a day.

At Eltham Primary School, we are committed to maximising the learning opportunities for every student in every classroom. Our teachers work in collaborative teams to plan and deliver evidence-based teaching strategies that target the needs of individual students using the Gradual Release of Responsibility model. Teachers and students have a growth mindset when approaching learning, with students taught to use individual learning goals to lead their own learning. Focusing on learning growth rather than performance is important to us. Learning should always be a challenge, with success both hard earned and celebrated.

We practice a positive education approach that blends academic learning with wellbeing through a School-Wide Positive Behaviour Support (SWPBS) framework incorporating Social and Emotional Learning, Respectful Relationships and trauma informed practices. Our student wellbeing program utilises targeted interventions to ensure students with academic, social or emotional concerns are supported to achieve positive outcomes. We believe the best outcomes are achieved when families, teachers and students work together towards individualised learning goals.

In 2023 the number of parent responses to the Parent Opinion Survey was high, with parents who completed the survey responding to 100% of questions. The percent of positive responses for the factor School Satisfaction from parents who responded to the survey was 63.5%.

At Eltham Primary School we provide a guaranteed and viable curriculum underpinned by the Victorian Curriculum. A strong focus on English, Mathematics and Critical and Creative Thinking is the foundation to developing literate, numerate and curious students. Students participate in weekly Indonesian, Science, Physical Education, Visual Arts and SAKG classes, as well as intra and inter school sports competitions, incursions, excursions, a camping program and the option to participate in the Band program and Choir, providing students with an enriched primary school experience. Ethical, personal, social and emotional capabilities are taught through our SWPBS framework, where expected behaviours are explicitly defined and taught, using our values as a basis: We are Learners, We are Connected, We are Resilient.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, we continued to focus on student learning with continued focus on numeracy - and student wellbeing through choosing to implement the Department of Education 2023 Priorities Goal, which included a learning Key Improvement Strategy (KIS) and a wellbeing Key Improvement Strategy (KIS). We continued to teach and support each student at their point of need in line with Framework for Improving Student Outcomes (FISO). Our 2022 Annual Implementation Plan's Key Improvement Strategy for learning was to support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

Professional Practice Days (PPD) and whole staff curriculum days allowed teachers to collectively improve professional practice, augmented by individual coaching, mentoring and peer observations. Following the Professional Learning Communities (PLCs) inquiry cycle, our teachers continued to embed evidenced- based strategies and practices with a numeracy focus, including goal setting, worked examples, explicit teaching, feedback, and differentiation. This has enabled teachers to teach at the students' point of need, helping students to know what their next steps are to progress their learning. At the end of each unit a student focus group was invited to the PLC to give feedback to the teachers.

At the end of 2023, Student achievement data for students in Foundation (Prep) to Year 6 based on Teacher Judgement indicates the percentage of students working at or above age expected standard in English was just below Similar Schools average, while in Mathematics was 2% higher than Similar schools average and well above the State average. Under a new NAPLAN assessment system in 2023, the percentage of Year 3 students in the 'Exceeding' or 'Strong' proficiency levels in Reading was, 74%. This is lower than Similar Schools but higher than the State average. The percentage of Year 5 students in the 'Exceeding' or 'Strong' proficiency levels for NAPLAN Reading was slightly higher than the State average, but lower than Similar Schools. The percentage of Year 3 students in the 'Exceeding' or 'Strong' proficiency levels in NAPLAN Numeracy was slightly below the Similar Schools average and well above the State average, while the percentage of Year 5 students in the 'Exceeding' or 'Strong' proficiency levels in NAPLAN Numeracy was well below Similar Schools and the State average.

It is worth noting that from 2023, NAPLAN results are reported against 4 proficiency levels. This replaces the previous numerical NAPLAN bands and national minimum standards. The NAPLAN measurement scales and time series have also been reset. This means results from 2023 on cannot be directly compared with results from 2008 to 2022.

Literacy and numeracy intervention continued with students who were identified as needing further support and/or modifications to the curriculum and/or instructional strategies. Individual Learning Plans were specific and targeted with a focus on one to two learning goals that were reviewed every 4-5 weeks in partnership with parents/carers. In 2023 students identified as working below, at, or above expected standard who did not show expected learning growth in numeracy were provided additional small group support up to three times a week through the DET funded Tutor Learning Initiative. In 2024 the DET funded Tutor Learning Initiative will continue with a shift in focus, to provide additional support for students who received NAPLAN proficiency in the 'Needs Additional Support'.

Eltham Primary continues to develop comprehensive programs that provide all children with breadth and depth of experiences, building a collegiate, professional and supportive working culture that deepens the capacity of all staff to improve student learning. In 2023 we embedded a problem solving approach to teaching numeracy with a focus on developing students' mathematical reasoning, skills and automaticity through a flipped lesson model. We will implement a consistent approach to documentation of small group instruction and conferring in numeracy and build teachers' understanding and skill to design quality tasks. Student feedback on differentiation combined with explicit teaching in small groups and a conferring focus are initiatives intended to improve student achievement and learning growth in numeracy.

It is important to note that while these indicators can provide insight into the effectiveness of the teaching and learning initiatives, they are not the only factors to consider when evaluating impact. Eltham Primary School provides a comprehensive curriculum that includes learning in Art, Music, Physical Education, Indonesian language and culture, and food and environmental science through the Stephanie Alexander Kitchen Garden program. As well as this, students engage in elective subjects that allow them to express their creative and cognitive abilities in a range of practices and disciplines from craft to coding and many other life skills and pursuits.

The implementation of all of these initiatives will require ongoing monitoring and evaluation to ensure that they are meeting the needs of all students and leading to positive outcomes.

Wellbeing

Our 2023 Annual Implementation Plan's Key Improvement Strategy for wellbeing was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Our teachers create positive and inclusive classrooms that foster student engagement and promote positive mental health outcomes and undertake professional learning to deepen their understanding of student wellbeing. However, we recognise that the response from students in Years 4-6 in the 2023 student Attitudes to School Survey regarding their Sense of Connectedness and Teacher Concern remains well below the State average and statistically Similar Schools.

In 2023, our Mental Health & Wellbeing Leader (MHWL) developed and introduced a whole-school Scope & Sequence for social and emotional learning. This was complemented by a series of professional learning sessions and support for teachers and staff and implemented into classrooms at all levels. Alongside this initiative, the MHWL lead a redevelopment of our Teacher Toolkit - Prevent/Teach/Reinforce promoting and supporting proactive approaches to student wellbeing and behaviour management. Students completed Mental Health & Relationships Surveys in Term 1 and Term 3. The data and insight gained from these surveys informed teachers in the design and delivery of School Wide Positive Behaviour and SEL lessons and the school implemented a strategic coaching model with a focus on teachers embedding all of these Tier 1 strategies into practice.

A core group of staff members undertook Dogs Connect training modules to support of the reduction in stress and anxiety in students. We continued to be a lead school for Respectful Relationships, embedding a culture of respect and equality across our school community and the wider schools network.

Complementing this, our MHWL lead a team of teachers to participate in an inquiry cycle with a focus on increasing student resilience. The percentage of students reporting to the Attitudes To School Survey with normal to high resilience increased from 55% in 2022 to 66% in 2023. Though this is still slightly below similar schools and schools across the state, the increase is testament to the effectiveness of this work, which will continue in 2024.

Teachers from Foundation to Year 2 implemented strategies from The Song Room to increase students in the Early Years sense of wellbeing. This included professional learning and support for teachers to increase their confidence and ability to teach music lessons and build their capacity to incorporate music in all areas of the curriculum.

The wellbeing of teachers was also a priority in 2023, with teachers undertaking a range of activities supported by the school to increase their wellbeing including Yoga lessons for staff after school.

At Eltham Primary school, we have always prioritised the wellbeing of our students and this will continue into 2024 and beyond. For a number of years, our Year 4 students have consistently felt more connected and positive than the Year 5s and 6s and this was evident again in 2023. In particular, our female students responded less positively to having a sense of connectedness than our male students. Year 5 female students responded less positively than any other cohort in this area and in Learning Confidence, giving us a clear indicator of where we need to focus our efforts in 2024.

Looking forward, we will continue to engage in dialogue with students and the community to build and clarify their understanding of the definition of bullying and how the school manages bullying incidents as outlined in EPS's Anti-Bullying Policy and Student Engagement and Wellbeing Policies.

We recognise that this is an ongoing process, and are committed to working collaboratively with our students, staff, and families to address these concerns.

Engagement

In 2023, Eltham Primary School engaged in a range of opportunities to build school pride, develop student voice and provide a platform for students to have a sense of agency in their learning. These included multi-age events, student leadership, buddy programs, pop-up, lunchtime activities, student goal setting tools in numeracy and student writing rubrics.

Our School Captains represent the students at significant school events and meet regularly with the School Leadership team to influence and inform school-based decisions. Our House Captains and Vice Captains promote multi-age connections across the school through leading their House during school events such as sports carnivals and cultural days. Year 5/6 students have the opportunity to apply for one of our many Curriculum Leadership positions including Numeracy, Literacy, Inquiry, Sustainability, Stephanie Alexander Program (SAKG), Library, Science and School Wide Positive Behaviours (SWPBS).

The school has also focused on developing quality relationships that enhanced engagement, self-confidence, and learning growth by teachers seeking and using student feedback to engage students in their learning.

Our school camping program continued to build independence across Years F-6. Our Foundation students were able to participate in a school breakfast. Our year 1/2 students attended a school dinner followed by the Year 2 students sleeping over at school, and the Year 3/4 students attended Gundiwindi camp at near by Wallan. Our Year 5/6 students attended a 5 day camp at Phillip Island.

Eltham Primary School operates a BYOD program to incorporate technology into the curriculum to enhance learning experiences and engage with multimedia resources. Incorporating technology into the curriculum provides teachers the ability to teach critical literacy skills, such as how to evaluate sources and identify fake news. With the emergence of AI in the public sphere in 2023, and the continued presence of social media in young people's lives, it's important for students to be able to discern fake from real, fact from fiction and evaluate sources for credibility. By teaching critical literacy skills through the use of technology, Eltham Primary School is helping students become better equipped to navigate the digital world and make informed decisions.

Year 5/6 electives during Terms 1 and 4 have been a key part of our approach to building student engagement, student voice and agency. The student-focused electives have become an important part of the senior years curriculum. Electives included:

- Stephanie Alexander Kitchen Garden
- Sport
- Fundraising
- Craft
- Multimedia
- Performing Arts

In 2023, the School Wide Positive Behaviour Support (SWPBS) framework and teacher professional learning continued to focus on ownership and responsibility for student learning and, in 2023, this was embedded in the student numeracy goal setting tool, writing rubric and student focus group feedback in PLCs.

Eltham Primary School's average number of absence days in 2023 is slightly higher than the Similar Schools average, but below the State average. It is worth noting the 2023 absence data is higher than the 4-year average, which can be explained by a high number of family holidays during school terms in our community. The school works proactively, supportively, and collaboratively with families to ensure students attend school everyday and communicates this through several channels.

We continue to focus on increasing student engagement, including regularly asking for feedback from students, both informally and formally. We will also focus on building student agency to improve student learning outcomes to create an environment that is focused on the learner, fosters agency and empowers students to take control of their own learning.

Other highlights from the school year

We are proud of the range of activities and initiatives we have been able to highlight this year that have helped us improve the lives of our students and the wider community.

Our first Winter Solstice event was held on 21 June well attended by Senior band performed - range of activities for families to engage in. and it helped to build stronger connections between our school community and the wider community. We have work hard to create a safe and welcoming environment for all students, regardless of their background, culture, or identity. We celebrated cultural diversity through events such as Harmony Day and NAIDOC Week, as well as providing targeted support for students with specific needs. This included participating in Hoodie Up Day and the National Day of Action against Bullying and Violence. It also included a number of teachers and students participating in a Marrung Education Inquiry Team - building a culture of professional learning where success for Koorie Victorians is at the forefront of our approach to education.

As well as community engagement initiatives such as our Eltham's Got Talent - a platform for young aspiring performers, 2023 was a year of firsts. We held our first ever Science Afternoon where students were joined by parents and community members to celebrate Science and discovery. Parents who worked in scientific fields attended and presented a number of engaging, hands-on activities for visiting community members. We held our first ever Winter Solstice event. On June 21, parents, friends and community members gathered at the school to celebrate the turning of the moment the Earth's poles reach their maximum tilt away from the Sun and the lengthening of days of sunlight begins in the Southern Hemisphere. Family and friends gathered in the school grounds for fire pit events, food, singing and performance.

Additionally, our annual (and very successful) Walkathon too place and raised valuable funds for the school. In 2023, our school student leaders presented a plan to School Council, convincing School Council to invest the money raised into a Gaga Pit, which was installed in the summer holidays ready for 2024. This took place just after our School Picnic in the Park - a whole-school reward for positive behaviours and raising school values.

Our school's choir and band performances have been a huge success to help develop our students' musical talents. Performance events were a wonderful way for our school community to come together, celebrate and to appreciate the important role that the Arts play in our lives. These performances have created a strong sense of school spirit and pride among our students, staff, and families. Our students have developed a deep understanding and appreciation for the importance of healthy eating and sustainable living through our Stephanie Alexander Kitchen Garden Program. The program in 2023 highlighted the benefits of fresh, seasonal produce, and the development of practical skills in cooking and food preparation. They developed their collaborative skills to grow and harvest vegetables, and to cook delicious meals.

Finally, our school's Welcome to Country was a special event that was held to acknowledge and respect the Traditional Owners of the land on which our school is located. This ceremony included a traditional welcome by local Aboriginal elders and a Smoking Ceremony that brought our community together with respect and recognition of the history and culture of the land we occupy.

Overall, these events have been significant highlights of our year and have brought great benefits to our school and community. They have helped to promote cultural understanding and respect, and have fostered a sense of connection and community among our students, staff, and wider community. We are proud of these initiatives and look forward to continuing to build on their success in the years to come.

Financial performance

The school's financial position remained relatively unchanged from 2022 to 2023 with turnover only slightly higher than 2022.

At the end of 2023, the total amount received was \$726, 757. Higher than the \$588,163 budgeted. These extra funds were mainly due to a \$50,000 *Theircare* grant, an extra \$23,587 from leave replacement and credit to cash transfers into the Mental Health Fund of \$14,953. We also received an extra \$83,499 from unexpected DET funding.

On the expenditure side, we spent \$722,573, though we budgeted \$707,984. This was mainly due to the excessive amount spent on Casual Relief Teachers throughout the year. We did budget to bring forward \$300,000 into 2024. the actual amount was \$310,

649.66.

Expenditure continues to experience significant upwards pressure due to the new agreement Time in Lieu constraints and CRT costs as noted above. The school will be under significant financial pressure in maintaining the current programs or class sizes if there is not a corresponding increase in fundraising activity and voluntary parent contributions in 2024 and into the future.

Equity funding received was managed effectively and strategically for teaching and learning to enhance access for all students during the return to onsite learning.

If EPS high quality programs are to continue in the future, the correlation between EPS Low SFOE and amount of Equity funding received increases the importance of fundraising activities and voluntary parent contributions into the future.

Investments in school infrastructure in 2023 included the installation of new shade sails through a shade sail grant program. New shade sails were installed, and existing shade sails cleaned and rejuvenated.

Funds were also raised through hire of school for filming of feature film Windcatcher, which was released on Stan in early 2024.

Investment also continued to be place on bushfire prevention. Eltham Primary School is listed on the Bushfire At Risk Register (BARR) and engages services for continual and systematic fire safety site maintenance including debris (leaves, twigs) removal, gutters cleared, and trees/shrubs trimmed. Fire safety maintenance remained a priority throughout the year and continued when services were permitted on site. The school received DET Buildings/Grounds funding for targeted areas including bushfire preparedness.

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

<http://elthamps.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 297 students were enrolled at this school in 2023, 151 female and 146 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

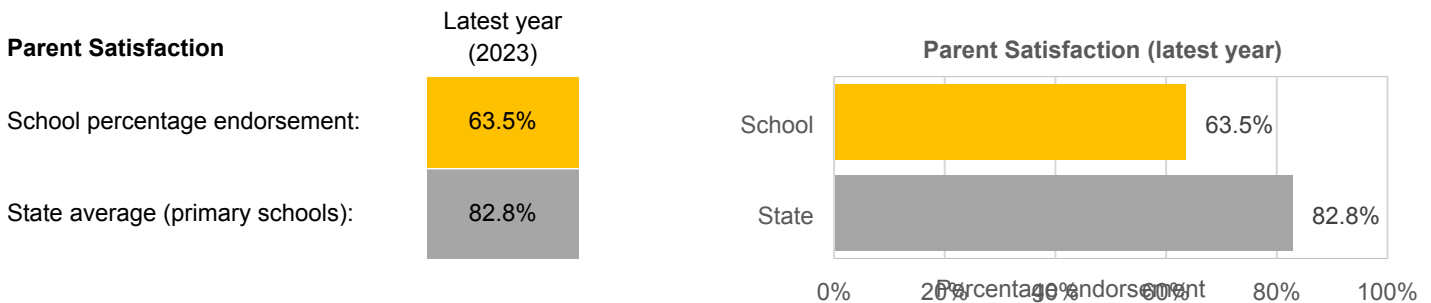
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

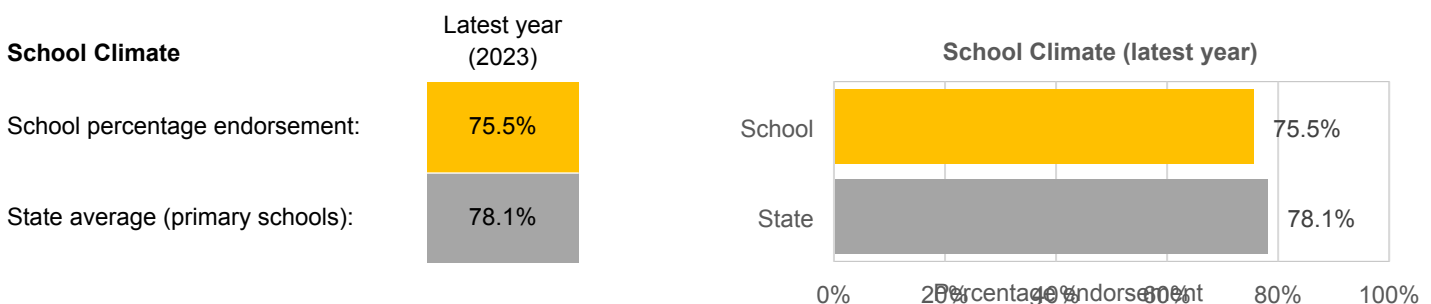


School Staff Survey

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:

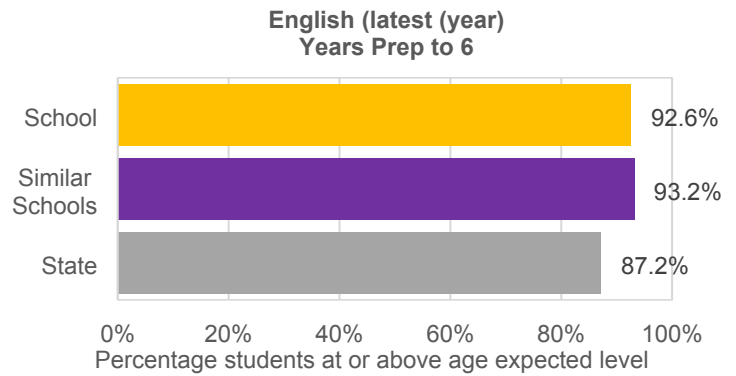
92.6%

Similar Schools average:

93.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

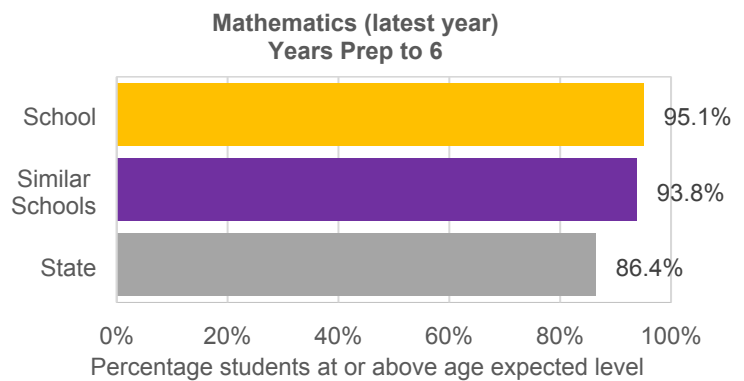
95.1%

Similar Schools average:

93.8%

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:

73.8%

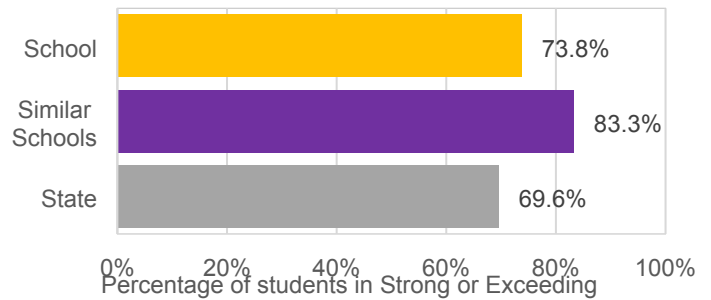
Similar Schools average:

83.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.0%

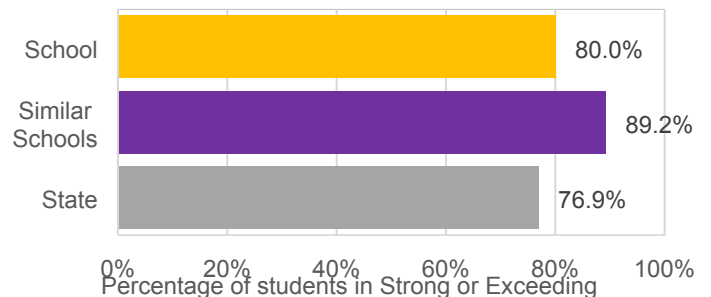
Similar Schools average:

89.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.9%

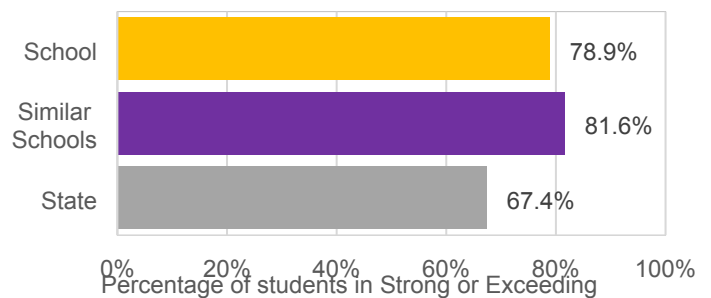
Similar Schools average:

81.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

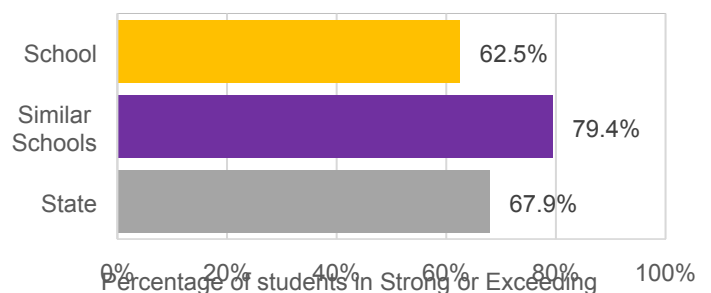
Similar Schools average:

79.4%

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:

83.3%

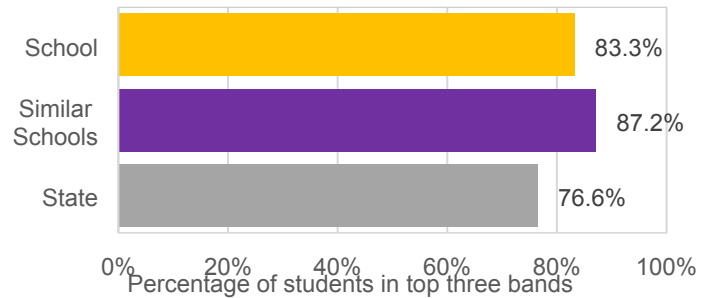
Similar Schools average:

87.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

86.7%

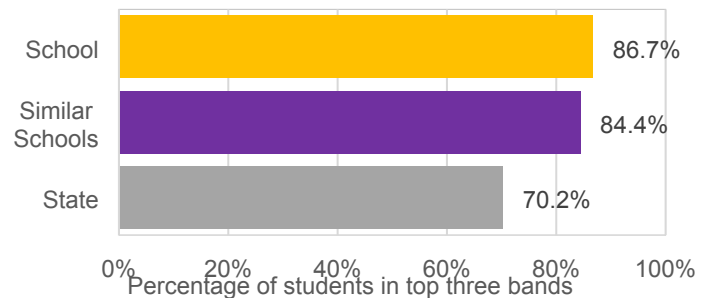
Similar Schools average:

84.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

73.0%

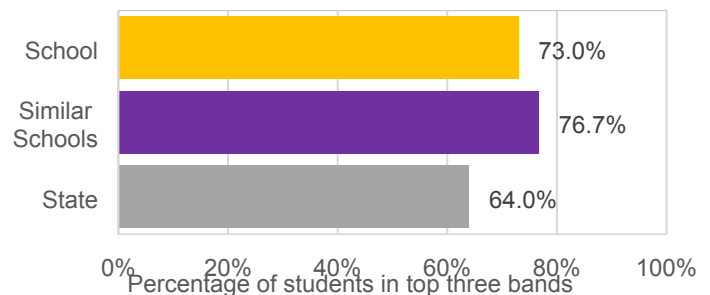
Similar Schools average:

76.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

57.1%

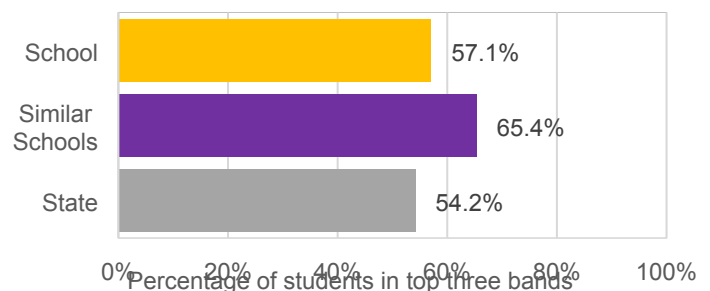
Similar Schools average:

65.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

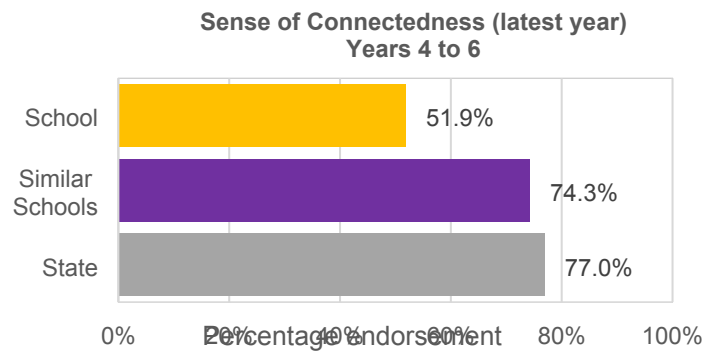
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	51.9%	56.2%
Similar Schools average:	74.3%	75.9%
State average:	77.0%	78.5%

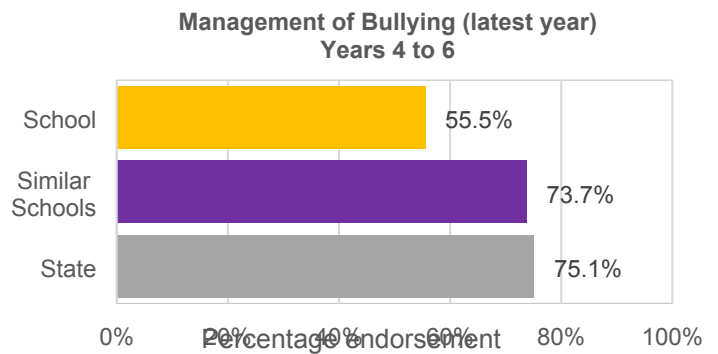


Student Attitudes to School – Management of Bullying

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:	55.5%	63.2%
Similar Schools average:	73.7%	75.5%
State average:	75.1%	76.9%



ENGAGEMENT

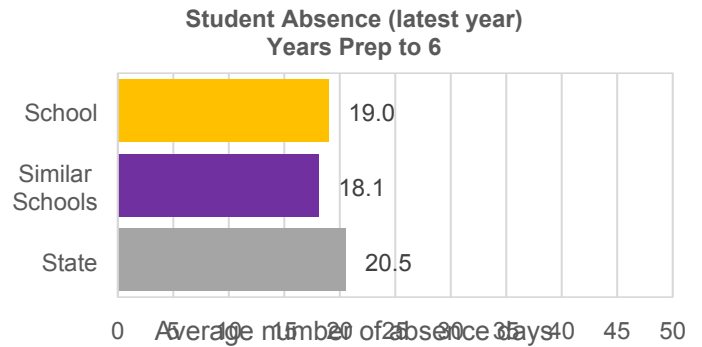
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	19.0	16.4
Similar Schools average:	18.1	14.8
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):	92%	91%	90%	92%	89%	91%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,739,286
Government Provided DET Grants	\$401,029
Government Grants Commonwealth	\$1,727
Government Grants State	\$0
Revenue Other	\$36,121
Locally Raised Funds	\$310,591
Capital Grants	\$0
Total Operating Revenue	\$3,488,753

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,184
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,184

Expenditure	Actual
Student Resource Package ²	\$2,675,408
Adjustments	\$0
Books & Publications	\$4,000
Camps/Excursions/Activities	\$111,657
Communication Costs	\$5,479
Consumables	\$52,836
Miscellaneous Expense ³	\$46,893
Professional Development	\$5,662
Equipment/Maintenance/Hire	\$51,954
Property Services	\$63,655
Salaries & Allowances ⁴	\$311,295
Support Services	\$21,100
Trading & Fundraising	\$10,918
Motor Vehicle Expenses	\$262
Travel & Subsistence	\$0
Utilities	\$28,486
Total Operating Expenditure	\$3,389,608
Net Operating Surplus/-Deficit	\$99,146
Asset Acquisitions	\$28,759

- (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 16 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	\$294,534
Official Account	\$2,857
Other Accounts	\$13,258
Total Funds Available	\$310,650

Financial Commitments	Actual
Operating Reserve	\$111,169
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$63,000
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	\$36,481
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$310,650

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.