

# 2023 Annual Report to the School Community

School Name: Edithvale Primary School (3790)



- 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 11 March 2024 at 05:24 PM by Hayley Grindley (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 18 March 2024 at 03:06 PM by Natalie Firth (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

**Edithvale Primary School was established in 1913 and is situated in a unique area between Port Phillip Bay and the Edithvale Wetlands, 26 km south of Melbourne. With a strong wellbeing and academic focus, Edithvale Primary School boasts committed, experienced teachers; friendly, hard-working students, and a supportive parent community.**

Our shared vision is to give every student the best learning and personal development experiences and to uphold our Values Respectful, Kind, Determined. Edithvale Primary is committed to providing a safe, supportive, and inclusive environment for all students, staff, and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement, and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. At Edithvale Primary we are Respectful, Kind, and Determined:

**Respect** is — displaying good manners to all members of our community- caring for ourselves and others- caring for our shared environment- and displaying an understanding of the diversity in our community/world.

**Kindness** is -- having thoughtful and positive interactions with all students, staff, and community members- demonstrating empathy toward others- appreciating and understanding diversity.

**Determination** is — working hard each day and to the best of your ability- displaying personal and academic grit to do your best, always. - displaying a growth mindset: positive actions, behaviours, words, and choices.

We always aim to provide a culture that creates opportunities for all students to learn and grow through the provision of high-quality teaching and learning and an engaging curriculum. This is accomplished through collaborative planning, professional development, research, and implementation of innovative teaching strategies that promote student success. We continue to provide a safe and secure learning environment, encouraging children to take risks and engage in a diverse curriculum provided by a team of teachers committed to high-quality instruction. We provide a supportive, engaging, active, and enjoyable environment that encourages all students and staff to achieve their personal best. We encourage and foster creative thinking and curiosity. We provide opportunities for students to explore their unique significance to our school community and support and guide them as they develop their interests and abilities.

By providing the best possible teaching and learning culture we will continue to enhance students' achievements, develop their skills, and increase their confidence. We are passionate about creating a culture where students, teachers, and leaders collaborate and share a common language, beliefs, values, and expectations. We want all learners to be Thinkers, Communicators, and Risk-Takers. We want them to be Open-Minded, Principled, Caring, Balanced and Reflective. Our students are actively encouraged to undertake social responsibilities and take an active role in promoting awareness of broad community issues such as Homelessness, MND, Down Syndrome, Diabetes, and Mental Health. A structured wellbeing program is provided across all levels of the school and is supported by our commitment to School Wide Positive Behaviour Supports (SWPBS), and Respectful Rights and Relationships. Our school recognises the importance of the partnership between schools and parents to support student learning, engagement, and wellbeing. We see ourselves as partners in the creation of healthy learning environments and excellent educational and wellbeing outcomes. Our school has grown considerably in the last 5 years with our largest school cohort size to date (487.8 students - Aug 2023).

In 2023 our students were in 23 classes and students attended 6 specialist classes (French, Visual Art, Science, Robotics, Performing Arts, and Physical Education). There were 4 x Foundation classes, 4 x Year 1 classes, 4 x Year 2 classes, 3 x Year 3 classes, 4 x Year 4 classes, 2 x Year 5 classes and 2 x Year 6 classes.

A total of 15.6 students were enrolled as part of the Program for Students with Disabilities (PSD) which included 3 part-time students who shared their time between Yarrabah School and Edithvale PS.

The Students' Family Occupation and Education (SFOE) band remained low and our index was **0.2512**.

10.6 Aboriginal and Torres Strait Islander students attended during the year and the number of ATSI staff is zero.

10 English as Additional Language (EAL) enrolments

104 NCCD enrolments

A focus throughout the Annual Implementation Plan was to continue to refine our Model of Instruction and the phases of lessons, especially in Mathematics. This includes a sharper focus on explicit teaching based on research and evidence-based practices. A further focus on how students can Review their learning (daily, weekly, and monthly) is a key to improvement.

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

### Learning

**KIS 1 A: Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy**

**1. Build staff capability to implement our agreed instructional model consistently**

Our instructional model focussed on reviewing and checking for understanding.

Positive progress with consistency in delivery and timing of Daily Reviews within year levels to activate prior knowledge and refresh the previous day's learning. Checking for understanding took steps forward with whiteboards. Moving forward, we need to look at expanding techniques and routines to help with our Check for understanding- Do it now, say it again better, think-pair-share, write a summary sentence/paragraph. The use of quizzes and interleaved practice for weekly reviews was positive. Staff have trialed and have been accepting of these.

Maths: Playbook and Curriculum resources are being developed.

Peer walk-throughs with Aspendale Gardens PS leaders as well as our school leadership teams noted consistency in Daily reviews within year levels and evidence of collaborative planning. CFU had greater variation and it was noted that different techniques (whiteboards, cold calling, build-upon answers) were being used in different year levels. Walk-throughs examined techniques and strategies of checking for understanding and these are being done- but at varying degrees of efficiency and speed.

Math extension groups continued to run and READ (reading support and intervention) successfully supported student learning. This program was impacted by staffing issues and the need for our Tutor Learning Initiative: staff to be used in coverage of classes regularly throughout Terms 2 and 3.

NAPLAN measurements changed but the results were strong.

Year 3 Exceeding -Numeracy 29%, Writing 10% Reading 30%

Year 5 Exceeding -Numeracy 22%, Writing 24% Reading 25%

Assessment schedules were followed and data sets were examined in year levels but NOT moderated across school. Maths and Reading data were provided to year levels and discussed at PLC.

**2. Embed science of reading approaches, emphasising use of challenging texts and morphology teaching in the upper school and targeted intervention in F-4**

Expanded documentation of Reading Scope and Sequence- OG Basic and Morphology.

More staff trained in each and learning shared at meetings. This work can be seen clearly in walk-throughs/school tours.

Writing Curriculum being developed and is ongoing work

**3. Improve pedagogy and implementation of improvement strategies through the development of the PLC model and implementation of peer observation**

PLC Leaders used the Maturity Matrix to reflect on whole school PLC consistency. 2023 was our second year of consistent PLC weekly cohort meetings and bi-weekly PLC (middle leader) meetings.

EVOLVING Vision and values: Instructional leaders communicate high expectations and lead teams in continual reflective activities with the aim of student improvement

EVOLVING Building PLCs through a culture of collaboration for improvement: The introduction of an ongoing peer observation cycle (within cohort - driven by inquiry cycles) allowed for real-time feedback discussions about teaching and impact.

EMERGING Data used to focus and drive collaborative improvement and evaluate the impact on learning: teams have been building data literacy (depending on the confidence of the cohort leader) and limited use of data (formative and summative). Greater data dialogue about the impact of instruction is required.

EVOLVING Structures and systems: weekly meetings scheduled, time provided for peer observation and reflection. PD is provided to PLC Leaders to develop the capacity to lead and in data literacy. Further attention is required in planning, moderation, and common assessment practices.

EMBEDDING Building practice excellence: the clear evidence-based instructional model that drives the work of the PLCs with a commitment to improve practice. Staff are becoming more comfortable with actively seeking feedback. More opportunities for curriculum and pedagogical expertise to be celebrated is a future goal.

EVOLVING Curriculum planning and assessment: teachers consider student data and prior learning to deliver the curriculum.

Teams are expected to plan common program delivery and assessment. Time for cohort moderation exists but this does not extend to whole-school moderation.

EMERGING Empowering Students and Building School Pride: Opportunities for input via Senior Student Leadership (Yr 5 and 6) and whole school town hall sessions. PLAY and buddy programs enacted. Student Attitudes to School Survey conducted.

**Wellbeing**

**KIS 1B: Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable**

1. Create Positive Climate Team to drive consistent approaches to student wellbeing including - the essential features of Tier 1
2. Strengthen the whole school approach towards social and emotional learning through the use of Zones of Regulation, Resilience,

Rights and Respectful Relationships and SWPBS approach

3. Maintain PLC structures for Education Support staff employees to collaborate and strengthen their effectiveness in recognising and responding to student wellbeing and mental health

4. Employ a Speech pathologist and psychologist

At-risk students have been identified promptly and have been referred to the School Psychologist. Discussion has been had with parents and students have been triaged in to be categorised in order of severity. The School Psychologist has been working closely with the Principal and Wellbeing Assistant Principal to monitor student and community needs. It is hoped in 2024, we will be able to expand the School Psychologists' work using Mental Health Funding.

As part of Staff Meeting time, our Speech Pathologist spoke to staff to refresh their understanding of receptive, expressive and age-appropriate impediments, etc. A checklist was provided to staff to refer to and are encouraged to discuss any students at risk with the Speech Pathologist. In 2024, the Speech Pathologist can be used more broadly for assessments of students. They will be able to develop a checklist for referrals teachers can use to help identify specific intervention focus.

The Positive Climate Team, now known as the School Wide Positive Behaviours Team (SWPBS Team), have met with the team and monitored PLC Cycles centred around gathering data on student behaviour & classroom transitions, and analysis of that data. The SWPBS Team has driven consistent approaches to student wellbeing, including the whole school approach towards social and emotional learning through the use of Zones of Regulation, Resilience, Rights and Respectful Relationships and SWPBS.

Leadership has been permitted weekly SWPBS Team meetings by timetabling release for team members and allocating this as a protected time. Leadership have been an active part of these meetings.

Teachers are released with their year levels as often as possible to collaborate and plan Personal and Social Capabilities, RRRR, SWPBS and Wellbeing Sessions. The SWPBS Team has been collaborating with teams to develop consistent, developmentally appropriate and curriculum-aligned wellbeing sessions. Teachers use a consistent approach across their year level to address expected behaviours and interweave these in their SWPBS and Wellbeing sessions. Teachers have completed a survey for SWPBS proving their understanding of the SWPBS philosophy.

Teachers are working towards the collective use of consistent language when responding to unexpected behaviours. The majority of staff are regularly referring to the school values and the corresponding Whole School Behaviour Matrix. This is an ongoing focus of the SWPBS Team.

In Term 3, we undertook a SWPBS and Wellbeing Curriculum Day led by SWPBS Learning Coach: Anthony King, and the SWPBS Team.

Maintain PLC structures for Education Support staff employees to collaborate and strengthen their effectiveness in recognising and responding to student wellbeing and mental health.

Teachers are successfully participating in DIP Meetings both providing and maintaining evidence banks of student abilities.

Targets in 2023, were to increase the percentage of positive response on the Attitudes to School Survey for:

- I can do challenging schoolwork from 80% in 2022 to 85% in 2023
- The teacher seems to know if something is bothering me from 65% in 2022 to 70% in 2023
- I can talk to my teacher if something is bothering me from 70% in 2022 to 73% in 2023

Compass Chronicle recording decreased in volume but a few students whom we engaged Department support for, impacted significantly on operations especially in Term 3.

## Engagement

2023 saw a year uninterrupted by Covid restrictions. This allowed for greater engagement at EPS with all of our programs and extracurricular activities to run uninterrupted.

Communication channels for our families include Compass and Seesaw posts, Principal Weekly Update, Meet the Teacher and Parent Teacher Interviews, Progress Reports (Term 1 and 3), and Semester Reports (Term 2 and 4). We also have a school Facebook page to celebrate and communicate occasions of note.

The full excursion and camp programs ran as normal in 2023. We were also able to once again receive funding for our Yr 5 and 6s to attend an additional camp.

Many whole school events were enjoyed by our students and the wider community including the biannual Art Show, Special person's afternoon, Easter Market, sporting carnivals, Christmas concert (rescheduled to a morning performance due to heat and storm forecasting)

We ended Term 2 and Term 4 with special week-long activities to support wellbeing and engagement. In Term 2, we held our Wellbeing Week, and in Term 4 we held Activities Week.

We continue to hold an extensive transition program for Kindergarten - Year 5 students, preparing them for the next year of learning.

We also support our Year 6 students with their respective transition programs at our feeder schools.

Our Student Leadership Team raised awareness for a range of campaigns and organisations including MND, Diabetes, and Homelessness Week. The students engaged in the MEG Languages program to launch Edi Beans. The sale of Edi Beans allows

our students to think globally, and act locally. The Student Voice Team has held Town Hall meetings to seek feedback from students across the school and all student leaders were trained by the Play program to support younger students to have positive interactions out in the yard.

We continue to utilise our school therapy dog, Mia, and engage in the Story Dogs reading program for selected Year 2 students. Strategies to address student non-attendance included students' attendance being closely monitored through CASES21. 22% of students had more than 20 days of absences. Some of these extended absences were due to family travel or COVID-19 isolations. We have worked with vulnerable families that don't meet the previously mentioned criteria to support the best learning options including moving to school closer to home and homeschooling with partial enrolment at EPS. Others are being supported by the school psychologist and Wellbeing Assistant Principal with closer monitoring.

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## Financial performance

Our school finances remained steady due in part to the vigilance of our Business Manager and Council Finance team. Our 2023 budget maintained a small surplus.

Our SRP as at 31 December 2023:

- total funds available \$5,359,900.06
- Surplus of \$57 653
- Core student allocation \$4,221,454.49
- Disability Inclusion \$277,172.40
- Program for Students with Disabilities (students still on the old funding model) \$586,160.10
- School Infrastructure \$114,891.95
- Targeted Initiatives (Swimming, Early Years Koorie Literacy, Student Excellence, Tutor Learning) \$127,576.92

In 2023 our expenditure was once again up from 2022. A significant amount of this was due to price rises for resources and materials, external services, and the increased cost of Casual Teacher hiring. Since Covid, we have found that staff have taken greater amounts of sick and carer leave to follow the recommended 5-day isolation period for Covid which still has an impact on staffing absences.

Through fundraising efforts, we raised more funds than budgeted which has contributed to the planning of improvement works for the upcoming year and the installation of the new Gaga Pit.

**For more detailed information regarding our school please visit our website at**  
<https://www.edithvaleps.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 496 students were enrolled at this school in 2023, 244 female and 252 male.

3 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

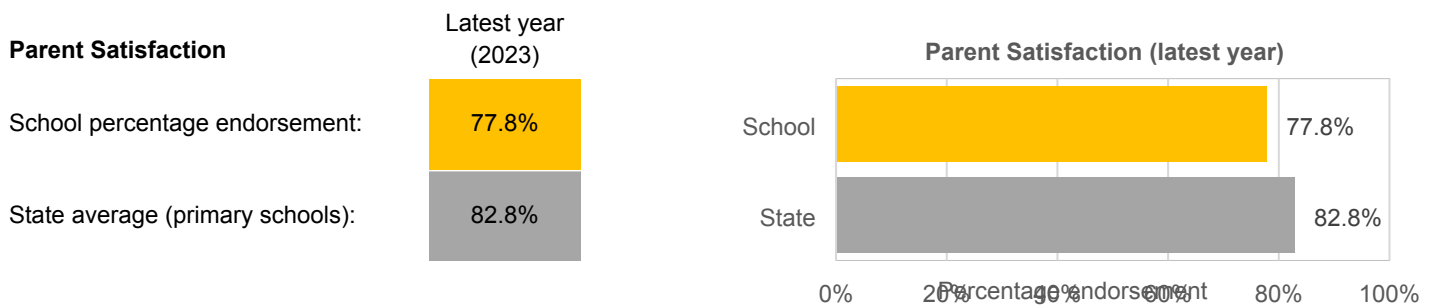
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

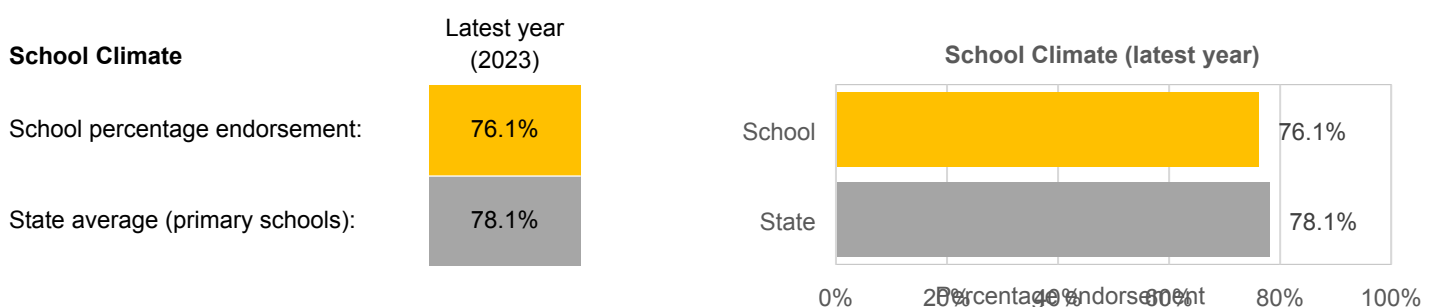


### School Staff Survey

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:

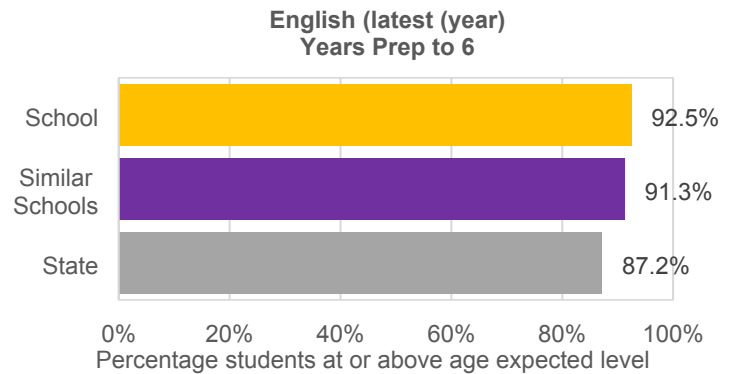
92.5%

Similar Schools average:

91.3%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

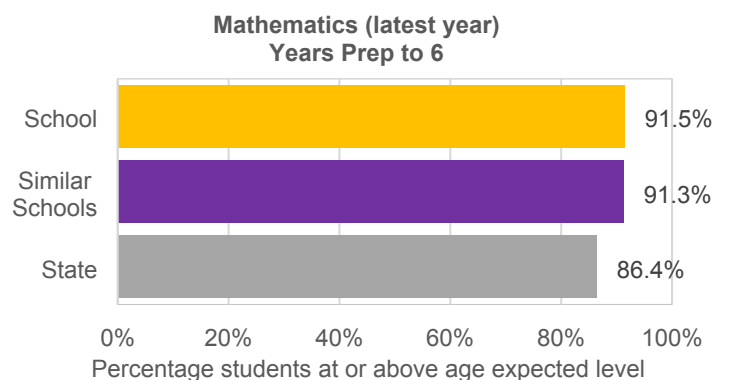
91.5%

Similar Schools average:

91.3%

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:

84.9%

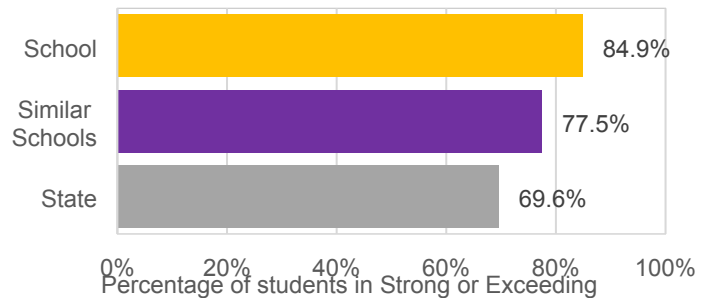
Similar Schools average:

77.5%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.3%

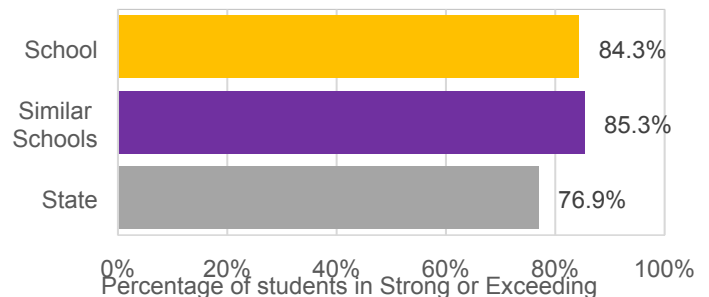
Similar Schools average:

85.3%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.1%

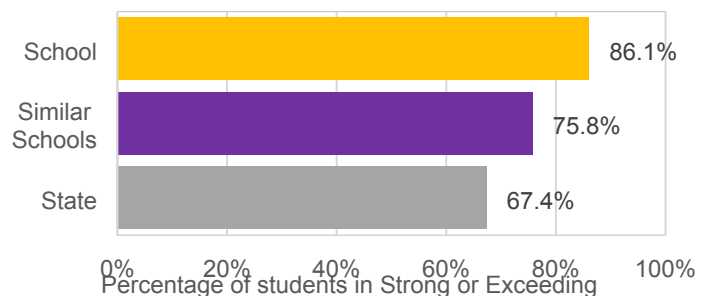
Similar Schools average:

75.8%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.3%

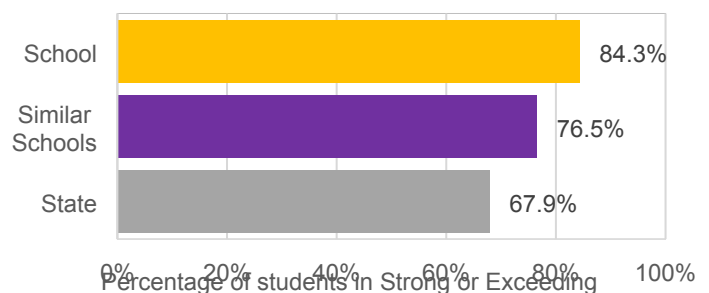
Similar Schools average:

76.5%

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:

90.0%

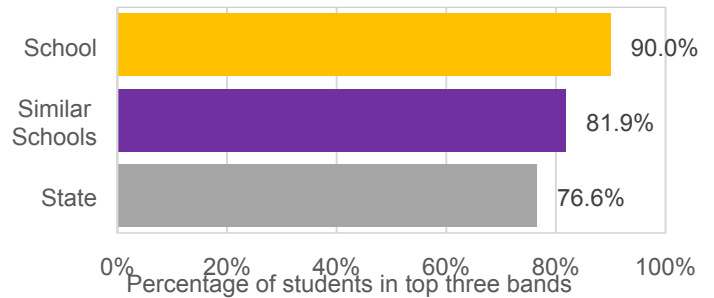
Similar Schools average:

81.9%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

81.6%

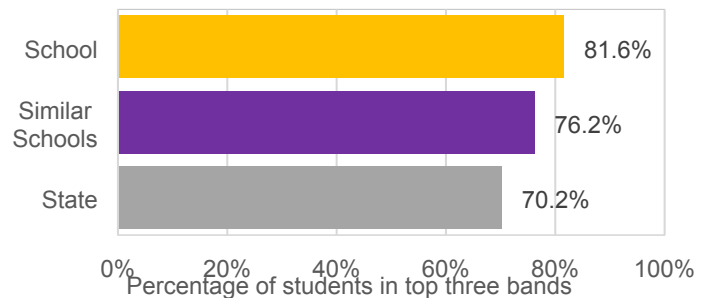
Similar Schools average:

76.2%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

85.2%

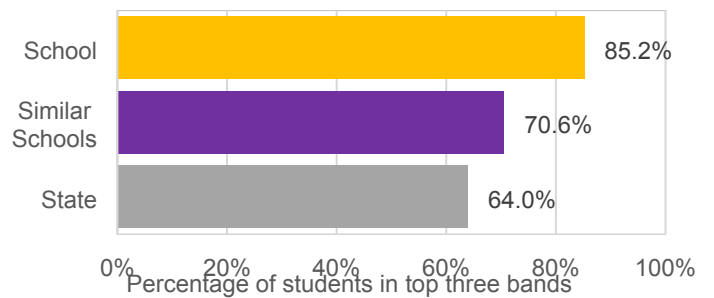
Similar Schools average:

70.6%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

70.3%

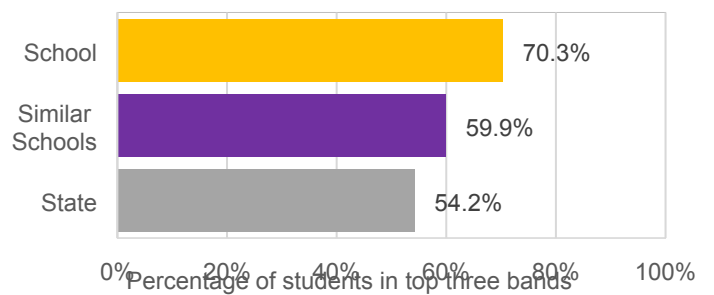
Similar Schools average:

59.9%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

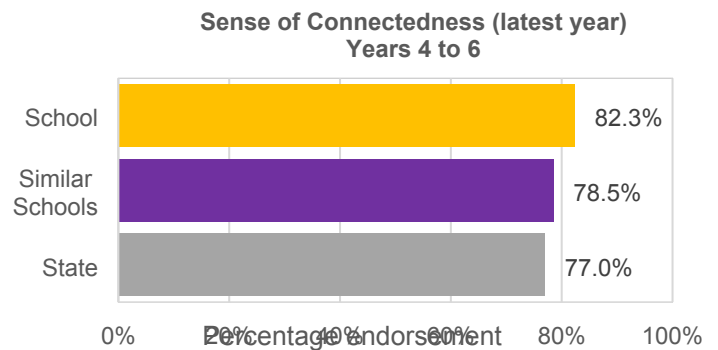
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	82.3%	83.8%
Similar Schools average:	78.5%	79.8%
State average:	77.0%	78.5%

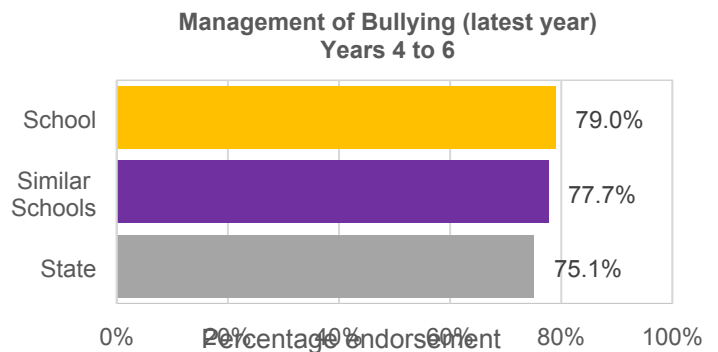


### Student Attitudes to School – Management of Bullying

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:	79.0%	79.0%
Similar Schools average:	77.7%	79.4%
State average:	75.1%	76.9%



## ENGAGEMENT

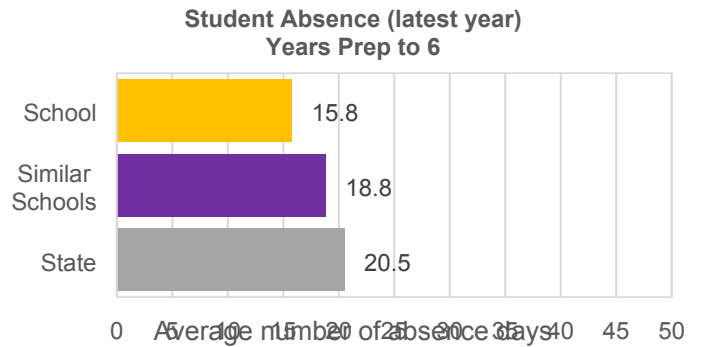
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.8	13.3
Similar Schools average:	18.8	16.1
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):	91%	92%	92%	93%	92%	94%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,002,372
Government Provided DET Grants	\$442,080
Government Grants Commonwealth	\$11,806
Government Grants State	\$0
Revenue Other	\$18,078
Locally Raised Funds	\$525,391
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,999,728</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$32,644
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$32,644</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,957,021
Adjustments	\$0
Books & Publications	\$287
Camps/Excursions/Activities	\$184,296
Communication Costs	\$6,647
Consumables	\$102,162
Miscellaneous Expense <sup>3</sup>	\$60,740
Professional Development	\$21,647
Equipment/Maintenance/Hire	\$75,227
Property Services	\$77,640
Salaries & Allowances <sup>4</sup>	\$95,180
Support Services	\$177,023
Trading & Fundraising	\$85,779
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,359
<b>Total Operating Expenditure</b>	<b>\$5,886,009</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$113,719</b>
<b>Asset Acquisitions</b>	<b>\$43,000</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	\$276,748
Official Account	\$2,068
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$278,816</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$144,913
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,690
Funds Received in Advance	\$63,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$5,000
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds > 12 months	\$10,000
Maintenance - Buildings/Grounds > 12 months	\$24,374
<b>Total Financial Commitments</b>	<b>\$278,977</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.*