

2023 Annual Report to the School Community

School Name: Botanic Ridge Primary School (5224)



- 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 25 March 2024 at 10:54 AM by Lisa Vandenbosch (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 27 March 2024 at 09:02 AM by Clinton Taylor (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

Botanic Ridge Primary is a recently built government school in Southeastern Victoria with an early childhood setting which opened Term 1 of 2020. There is provision in the Primary School for children from Foundation to Year Six with facilities for a long-term enrolment of 500 children. An integrated Family and Community Centre caters for Four- and Three-Year-old Kindergarten and Maternal health is also onsite. The Family and Community Centre is operated by the City of Casey, who are the Department of Education and Training's funding partners in the project. In 2023 a total of 344 children were enrolled in Foundation to Year 6. We had an FTE of 24 teaching staff including 1 Principal, 1 Assistant Principal, 2 learning Specialists, 18 classroom teaching staff, 0.8 STEM teacher, 0.4 Art teacher, 0.8 Physical education, 0.80 LOTE Indonesian, 0.4 Music, 0.4 tutor, 5 part time Education support staff, 0.4 Library support and 3 office staff. The Student Family Occupation and Education Index was 0.3289. 47.43% of the children were male and 52.57% female. The vast majority of the children's parents were born in Australia, 78.77% and 16.38% of children speak another language besides English at home. The learning communities are flexible spaces where teachers are able to co-teach when appropriate. The facilities have been designed with the following key design principles in mind:

Learning spaces that can support different learning opportunities and recognise that children learn in different ways.

Buildings that are architecturally designed, visually stimulating, inviting to the community and readily accessible to all.

Landscaping which reflects the surrounding area using native plants

There is a full-sized gymnasium, purposefully designed music, art, and STEM facilities.

School values, philosophy, and vision

Botanic Ridge Primary School Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff, and members of our school community are encouraged to live and demonstrate our core values of Respect, Responsibility, Safety and Growth.

VISION Botanic Ridge Primary School's vision is to inspire and empower all children to learn and achieve through building curiosity and collaboration in a challenging and supportive learning environment that inspires growth. To encourage resilience and a positive self-image, with a focus on respecting ourselves, others, and our world.

MISSION Botanic Ridge Primary School's mission is to; Create a positive climate for learning where we will develop independent learners and problem solvers through explicit teaching and self-directed learning. To lead the development of dynamic relationships through collaboration, high expectations and opportunity for student and community voice and agency in learning. Where we will develop independent learners and problem solvers through explicit instruction and self-directed learning, who design, develop, and assess their learning through opportunities encompassing voice, agency, and leadership. To develop a viable and rich curriculum that is informed by the Strategic plan, promotes shared evidence based pedagogical approaches and is bound by rigorous evaluation embedded in a cycle of inquiry. Where there is a focus on teacher precision, quality, and consistency of practice, while also fostering differentiation based on student needs. To create a climate for learning that supports an appreciation of different cultures and supports children to deepen their understanding of, and respect for, differences through respectful curiosity and their friendships with other children. A learning community where we teach our children about our environment, Australia, and its past, inclusive of our indigenous people. Our children will learn about the importance of behaviours that demonstrate, respect and understanding of all people who inhabit our land and our planet.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was the second year of our Strategic Plan following the school review in term 4 2021. The new Strategic plan outlines the following goals and strategies for the next four years. Goal 1. Optimise the learning growth for every student in literacy and numeracy

Key Improvement strategy actions in 2023 were to:

- Build staff capacity through Professional learning community inquiry cycles to develop consistent teacher practice in assessment and differentiation in order to identify and meet student's individual learning needs.
- Embed responsive and consistent teaching practices that underpin the agreed evidence based BRPS instructional model components of Review & Reflect.
- Build knowledge of the "Science of Writing & Reading" to develop capacity to plan and deliver effective literacy workshops (Writing & Reading Rope)
- Participation in the Responsive Implementation for School Improvement - 2023 Breakspear Learning Project to build the

implementation capabilities of the school leadership team, to embed agile habits, routines, and organisational processes for effective continuous improvement work. The program will draw on and make direct connections back to FISO 2.0 and the 4 Strategic Enablers for Implementation.

- A commitment to Professional Learning provided by Casey South Principals Network – “Preconditions of whole school improvement & Numeracy”.
- School improvement Action teams will Analyse data to determine current state, research current evidence based best practice, provide professional learning to staff.

We continued to focus on the implementation of our instructional model during the planning of and the delivery of curriculum content. All lessons structures adhered to review, teach (I do), practise (we do), apply (you do) and reflect. In 2023 we applied a particular focus to the practice and review aspects of the model. This was supported by ongoing professional development, peer and leadership observation and feedback. The teachers use of formative assessment during the practise phase was further developed to guarantee responsive teaching at point of need.

NAPLAN: Our Year five Reading results were excellent at 81.5% of children in Strong or Exceeding, which was above similar schools and the state average. In contrast only 57.9% of our Year 3 children in reading were in Strong or Exceeding falling behind similar and state school averages.

In Numeracy, 63% of Year 5's were placed in Strong or Exceeding which was below similar and state school averages. The Year 3 children also performed below similar and state school averages with only 52.6% in Strong or Exceeding. Teacher judgement of student achievement against the Victorian Curriculum Prep - 6 has 89.9% of our children working at or above age expected standards in English. This is above similar and state schools' averages. Teacher judgement of student achievement Prep - 6 against the Victorian Curriculum has 89.8% of our children working at or above age expected standards in Mathematics. This is also above similar and state schools' averages.

The Numeracy School Improvement Action team provided comprehensive professional development sessions emphasizing the critical role of daily reviews in fostering students' mathematical fluency. Additionally, they developed precisely crafted Review master slide decks tailored for each year level, streamlining the review process, and alleviating cognitive strain on students as they honed fundamental skills. At BRPS, the core of mathematical learning and proficiency lies in four key areas: understanding, fluency, problem-solving, and reasoning. These proficiencies are seamlessly integrated across the three core strands of Mathematics. Through this rounded approach, we not only enhance students' capacity and confidence but also cultivate their ability to independently tackle novel mathematical challenges.

Looking ahead, Mathematics will receive amplified attention in 2024, with a primary goal of elevating teacher proficiency to effectively cater to the diverse needs of every student.

The Literacy School Improvement Action Team conducted a thorough investigation and research into best practices for cultivating children's morphological awareness, recognizing its pivotal role in empowering students to decode unfamiliar words and enhance spelling proficiency. Effective word recognition skills, stemming from this morphological awareness, served as a cornerstone for advancing reading comprehension abilities. At Botanic Ridge Primary School, we uphold the Simple View of Reading as fundamental to fostering proficient readers with strong reading comprehension skills. We recognize that achieving this proficiency hinges on two core components: robust language comprehension and proficient word recognition (decoding). Word recognition entails not only reading and understanding the words on a page but also comprehending the language we encounter in both spoken and written forms. To facilitate this, we employ Sounds-Write, a highly effective, structured linguistic phonics framework. Through systematic and explicit instruction, we equip students with the necessary skills, conceptual knowledge, and code proficiency essential for successful reading and spelling. Furthermore, we place significant emphasis on enhancing language comprehension through interactive read-alouds, reading mini-lessons, shared reading, reciprocal reading, and literature discussions. Our holistic approach, as evidenced by our literacy data, has yielded significant success.

In our writing curriculum, we integrate with reading experiences, focusing on various text types throughout the academic year. Notably, in 2023, our Year 3 students showcased exceptional performance, surpassing state, and similar schools with 84% of students achieving Strong or Exceeding standards. However, our Year 5 cohort did not attain similar levels of success, falling below state and comparable school averages.

In 2024, we are embarking on a trial of instructional materials created by Think Forward Educators specifically tailored for teaching reading comprehension within a knowledge-rich curriculum. Additionally, we will explore the Write to Learn framework, which offers a comprehensive set of curriculum materials designed to explicitly teach strategies for planning, revising, and editing writing. Throughout 2023, our commitment to providing transparent reporting to parents remained unwavering, facilitated by the consistent publication of our learning tasks on Compass each term. These tasks, spanning across reading, writing, mathematics, Hour of Power, and specialist subjects, served as the foundation for our mid-year and end-of-year reports to parents. Leveraging online learning and communication platforms such as Nessy, Wushka, Mathletics, Seesaw, Compass, and Google Classroom, we enhance our capacity to personalize learning for each child and foster effective communication with families.

In addition, our tutor learning initiative, implemented with great success in 2023, allowed us to identify students performing below expected levels and provide targeted assistance to accelerate their growth in reading. Furthermore, students supported by the

Program for Students with Disabilities received tailored learning experiences through a personalized approach, ensuring their individual needs were met comprehensively.

Wellbeing

2023 was the second year of our Strategic Plan following the school review in term 4 2021. The new Strategic plan outlines the following goals and strategies for the next four years. Goal 2. Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Key improvement strategy actions in 2023 were to:

- Establish evidence based multi-tiered response model to support student mental health and ensure a positive climate for learning.
- Refine whole school approach to social-emotional learning, self-awareness, self-management, social awareness, relationship skills and responsible decision making through the following frameworks: School Wide Positive Behaviour (SWPBS), Real Schools and the Hour of Power.
- The School improvement wellbeing team to focus on building teachers understanding of how to understand, respond and support students' mental health and behavioural needs.

In the 2023 school year, we successfully maintained our Silver level School Wide Positive Behaviour Schools certification, underscoring our ongoing dedication to promoting positive behavior and creating a supportive school environment. To further enhance our practices, staff benefited from continuous professional learning opportunities.

Moreover, in 2023, we initiated a partnership with Real Schools, marking a significant step towards strengthening our approach to student engagement and fostering a culture of respect and responsibility. Through targeted workshops, both staff and parents gained insight into restorative practices, with a specific focus on encouraging engagement and instilling pride, respect, and responsibility in each student. Moving forward, our commitment to the Real Schools program remains steadfast as we work collaboratively to implement restorative practices throughout the school community. By prioritizing student engagement, well-being, and social justice, restorative practices empower individuals to address issues constructively and move forward positively. This inclusive approach will extend beyond workshops and permeate into the classroom, serving as the foundation for respectful communication, nurturing relationships, and effectively addressing behavioral concerns.

Positive behaviors were effectively reinforced through the Power Up system, which rewards children for exhibiting positive SWPBS behaviors and adhering to school values. This system has proven to be highly successful, facilitated by the convenient recording process in Compass and immediate visibility to parents. Furthermore, the Hour of Power sessions, specifically the "Mighty Minds" lessons, served to strengthen emotional literacy by incorporating mindfulness practices and promoting a positive growth mindset when encountering challenges. These sessions also introduced the concept of zones of regulation, fostering emotional self-awareness and regulation skills. Moreover, the Respectful Relationships component of the Hour of Power provided invaluable opportunities for children to explore self-awareness and social awareness, thereby reinforcing a culture of respect and equality within the school community. To ensure consistency and clarity, all classrooms are equipped with visual reminders outlining school expectations, processes, and a structured approach to fostering positive classroom climates.

The Student Attitudes to School Survey item Sense of connectedness across Years 4 to 6 was at 75% positive endorsement which was above similar schools and just below the state average. The Student Attitudes to School Survey item Management of Bullying across Years 4 – 6 was at 71% positive endorsement which was just below similar schools and the state averages.

The wellbeing School Improvement Action Team (SIAT) worked on clarifying what constitutes a major and minor behaviour through professional development with staff and updated chronicle templates to reflect this. Compass pulse was used to track whole school minor & major behaviours and the data was employed to direct targeted wellbeing supports. The Wellbeing SIAT ran a wellbeing space at lunch times for children who presented as struggling emotionally for example with low resilience.

Engagement

The school average Years Prep to Six for number of absence days was at 20.6 in 2023 which was 0.1 above the state average and 0.6 above similar schools' average. The attendance rates per year level in years prep to year four ranged from 89 to 91%. The year six cohort had the greatest amount of absence days sitting at 83% followed by the year five cohort on 87%.

Attendance is rigorously tracked through our COMPASS system, allowing us to promptly address any attendance concerns. When necessary, proactive measures are taken, including sending morning texts to parents for unexplained absences, followed by direct communication if needed. To further support our staff, clear attendance guidelines have been established to identify and report any family issues promptly, ensuring timely intervention by our leadership team.

Our commitment to promoting attendance and punctuality remains unwavering. We consistently reinforced the importance of attendance and punctuality in 2023 through various channels such as COMPASS newsfeeds, Seesaw updates, and events.

Additionally, we provided absence learning plans for students on extended holidays or facing prolonged illness, ensuring continuity in their education.

Maintaining a steadfast focus on the core curriculum remains central to our school's mission, complemented by a strong emphasis on fostering engagement through meaningful connections with teachers and peers. We prioritized building a vibrant school community through various initiatives, including lunchtime clubs, regular whole-school House activities, assemblies, and active participation of parents in learning summits and special day celebrations.

In 2023, we organized two memorable camps, catering to different age groups and interests. Our Year three and four students enjoyed their time at the Briars, engaging in team-building activities over two exciting days. Meanwhile, our Year five and six cohort explored the city of Melbourne across three immersive days, discovering its cultural and educational offerings. Other year levels also enjoyed unique experiences, such as Year two's sleepover at school and Year one's dinner and games night. Furthermore, our curriculum extends beyond the classroom through tailored excursions aligned with inquiry topics. From exploring the Melbourne Museum to encountering wildlife at Moonlit Sanctuary and delving into history at Coal Creek, our students actively immerse themselves in hands-on learning experiences. Additionally, we prioritize sporting opportunities, including participation in events like hooptime, inter-school sports, athletics, and cross country, fostering a well-rounded educational journey.

In our fourth year of operation, we are proud to report positive feedback from parents. According to the Parent Opinion Survey, 73% of respondents expressed satisfaction with the level of communication from the school, reflecting our commitment to transparency and engagement. Moreover, 80% of parents felt positively about their involvement in their child's school life, underscoring our efforts to create a collaborative and supportive educational environment.

Financial performance

The number of children attending the school in 2023 rose from 271 to 344 which strengthened our financial position. Having cleared our staffing debt during 2022 we were able to receive our full cash funding allocation for 2023.

The 2023 School Resource package included funds to continue to employ a tutor through the Departments tutor learning initiative and this highly successful program and will be continued in 2024. The 2023 package also included additional Mental Health Funding, and this was used to provide whole school activities of the Alpha Show, Kaboom Sports and the Indonesian Puppet Show free of charge to the students. This funding also contributed towards our partnership with Real Schools.

Parent payments for essential student learning items were collected in during term four of 2022 and term one 2023 for the 2023 school year. The contribution rate was down from a 95% collection rate in 2022 to 58%, even less than budgeted for. We pride ourselves in being able to continue providing all student resources in the classrooms. Some families were generous in voluntarily contributing to outdoor facilities upgrades and ICT/STEM resources funds. We were able to utilise these funds towards the new playground line marking and purchase additional robots for STEM.

Successful fundraising for the year included \$15,000 raised from the Colour Run and \$4,500 from the Community Day, with funds also raised through PFA events. These funds have been accumulated and were utilised towards the balance of the line marking, and for the installation of a Gaga Pit to the value of \$11,500. Remaining funds have been kept aside for playground updates scheduled for 2024. Other fundraising events have contributed to the purchases of additional sporting equipment, mathematics, and music equipment and towards the kitchen garden.

Two Sporting Schools Victoria grants enabled us to purchase basketball equipment and contributed towards the swimming program. The continuation of the hiring of the gymnasium to Theircare for the before and after school program provides additional funds whilst maintaining a good relationship with the provider, including them utilising the space for holiday programs throughout the year.

We entered a new lease agreement early in 2023 for the provision of another 150 devices consisting of Chromebook's and iPad's for student use. This doubled our ICT lease commitment for the year, with the original lease due to expire early 2024. The CRT budget was our largest area of expenditure as the school continued to suffer from staff absences with Covid and illness. The purchase of additional classroom furniture to the value of \$30,000 also put pressure on the cash budget. We were pleased to be able to fund a Wominjeka Day Dance incursion and Mothers and Father's Day events for the students and their families, as well as support professional development for our staff with individual Sounds Write training and a well-received PD with Bronwyn Rylie Jones.

At the end of 2023 we were able to carry \$55,000 forward into 2024 to commit to school-based programs. The finances at Botanic Ridge Primary School are closely and regularly monitored. Proper accounts and records were kept, and internal controls monitored. Financial commitments were met within expected timelines and the school operated as planned within its budget. The School Council were informed of the school's financial position by the Business Manager's monthly report and the availability of the Finance reports to facilitate the monitoring of the school's finances. All financial decisions were linked to the Strategic Plan and the AIP, with a focus on supporting teaching and learning.

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 344 students were enrolled at this school in 2023, 184 female and 160 male.

8 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).

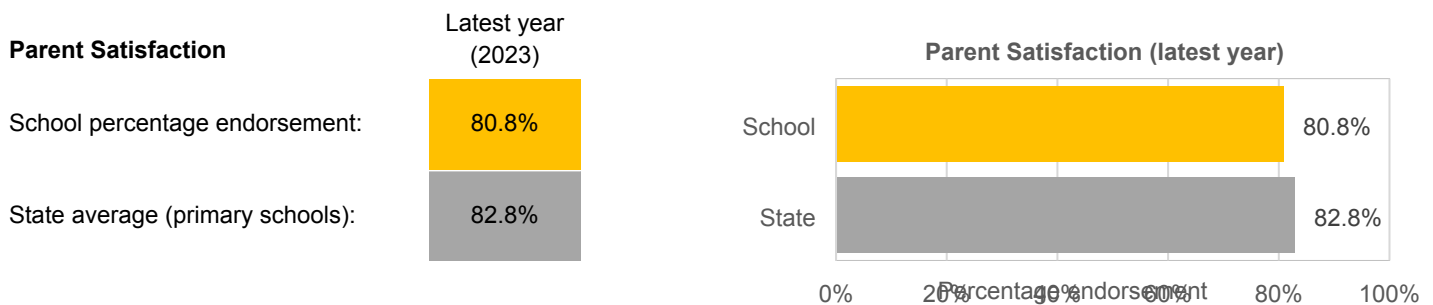
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

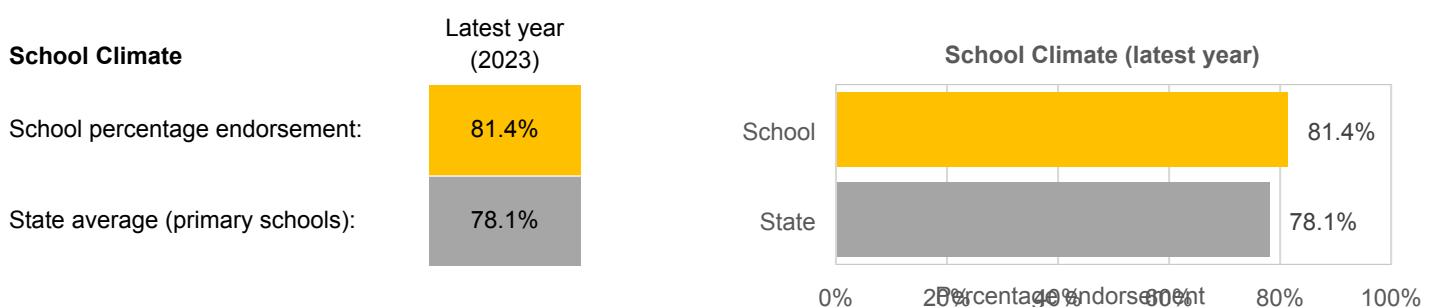


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

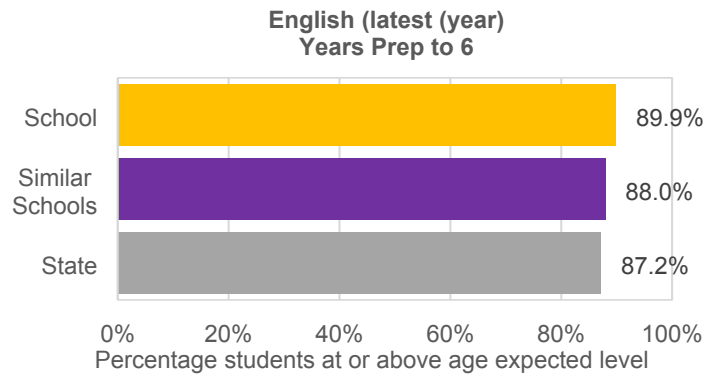
89.9%

Similar Schools average:

88.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

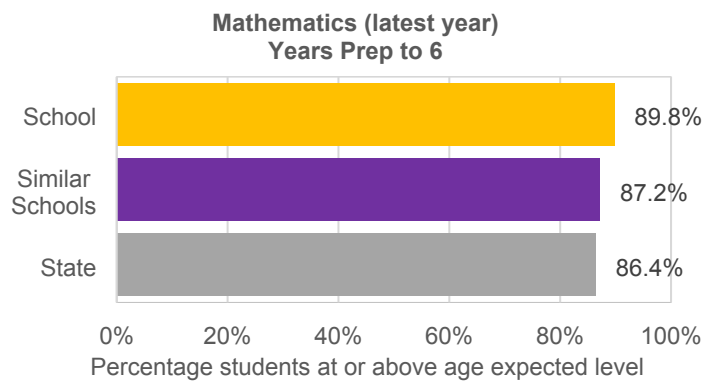
89.8%

Similar Schools average:

87.2%

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:

57.9%

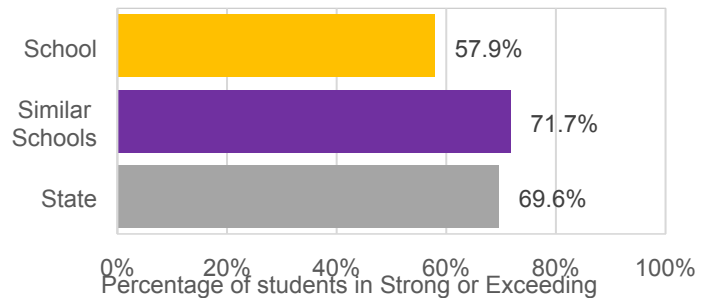
Similar Schools average:

71.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.5%

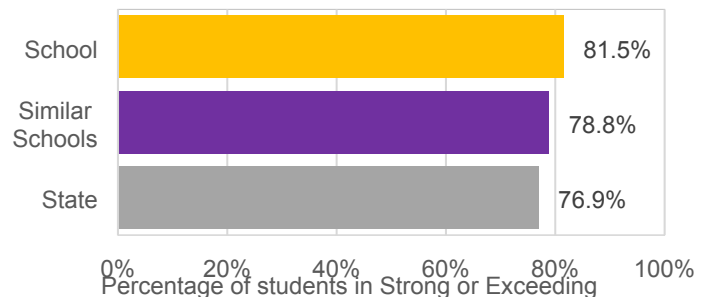
Similar Schools average:

78.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.6%

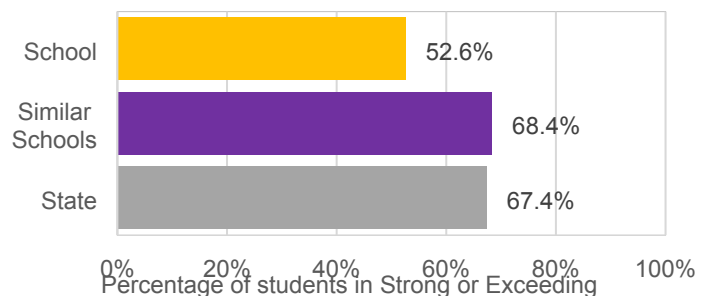
Similar Schools average:

68.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.0%

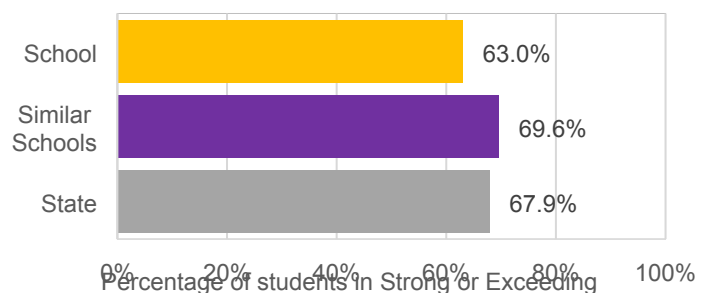
Similar Schools average:

69.6%

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:

94.7%

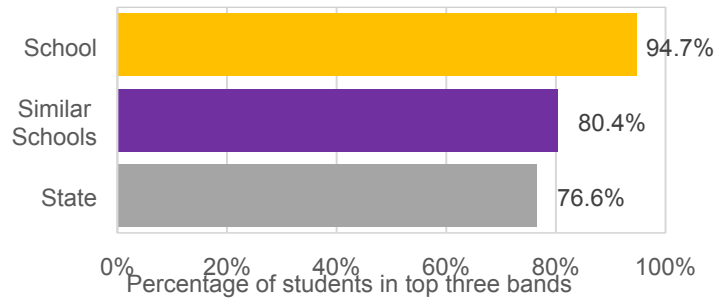
Similar Schools average:

80.4%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

64.7%

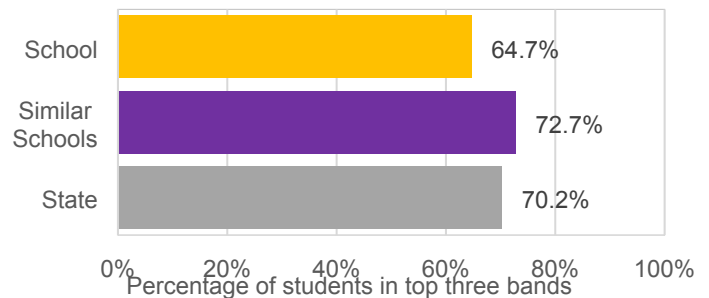
Similar Schools average:

72.7%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

58.8%

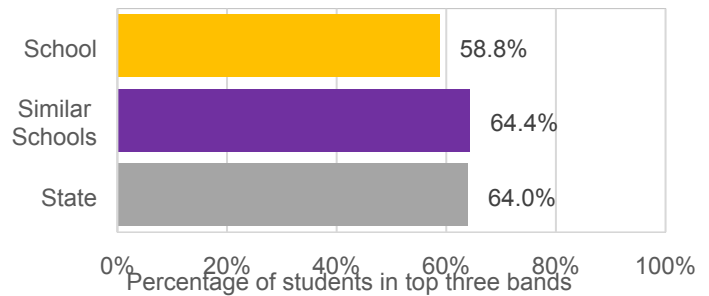
Similar Schools average:

64.4%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

25.0%

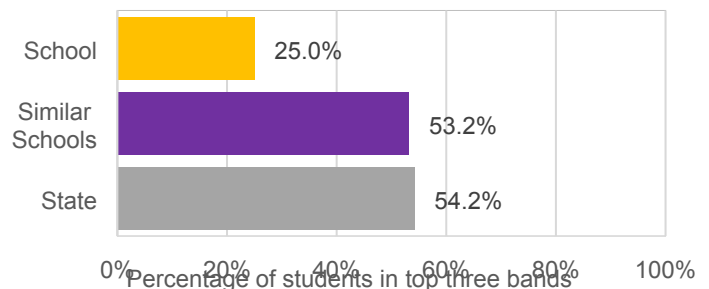
Similar Schools average:

53.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

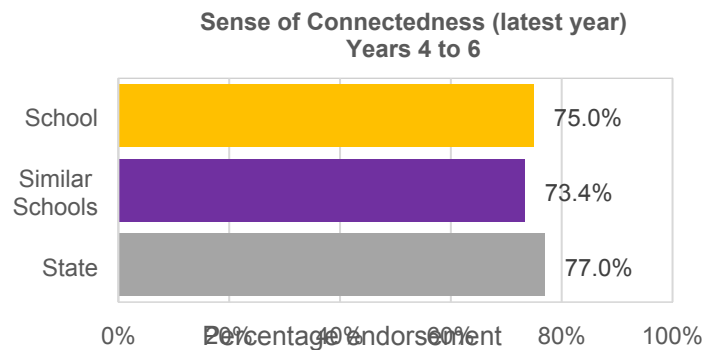
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 75.0% | 73.5% |
| Similar Schools average: | 73.4% | 75.5% |
| State average: | 77.0% | 78.5% |

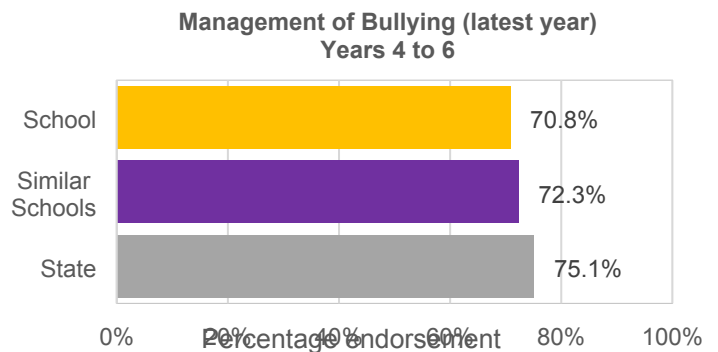


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 70.8% | 68.2% |
| Similar Schools average: | 72.3% | 74.2% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

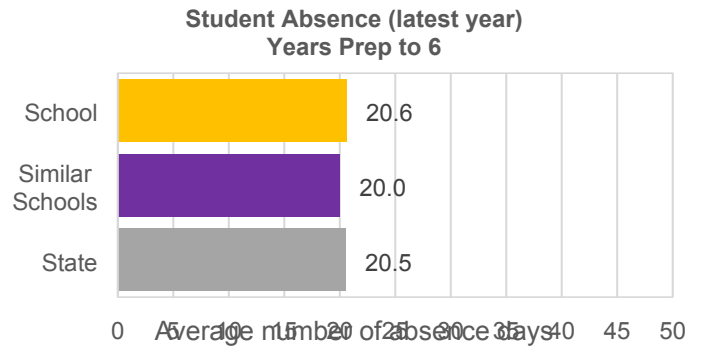
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 20.6 | 18.8 |
| Similar Schools average: | 20.0 | 17.6 |
| 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% | 91% | 89% | 90% | 91% | 87% | 83% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,389,761 |
| Government Provided DET Grants | \$450,654 |
| Government Grants Commonwealth | \$19,804 |
| Government Grants State | \$0 |
| Revenue Other | \$16,074 |
| Locally Raised Funds | \$197,083 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,073,376 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$19,135 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$19,135 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,074,756 |
| Adjustments | \$0 |
| Books & Publications | \$2,185 |
| Camps/Excursions/Activities | \$84,644 |
| Communication Costs | \$2,364 |
| Consumables | \$73,335 |
| Miscellaneous Expense ³ | \$10,519 |
| Professional Development | \$15,870 |
| Equipment/Maintenance/Hire | \$98,931 |
| Property Services | \$64,181 |
| Salaries & Allowances ⁴ | \$22,347 |
| Support Services | \$212,018 |
| Trading & Fundraising | \$17,725 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$47,058 |
| Total Operating Expenditure | \$3,725,933 |
| Net Operating Surplus/-Deficit | \$347,444 |
| Asset Acquisitions | \$10,400 |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

| Funds available | Actual |
|-------------------------------|-----------------|
| High Yield Investment Account | \$41,381 |
| Official Account | \$13,879 |
| Other Accounts | \$0 |
| Total Funds Available | \$55,261 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$100,195 |
| Other Recurrent Expenditure | \$3,116 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$1,030 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$38,008 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$142,350 |

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.