

# 2023 Annual Report to the School Community

School Name: Findon Primary School (5244)



- 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 16 April 2024 at 09:24 AM by Anita Osavkovska (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 24 April 2024 at 03:45 PM by Kirsty Biddington (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

Findon Primary School is a government Foundation to Year 6 school, opened in 1986 and located in the City of Whittlesea, 18 kilometres from the Melbourne Central Business District. A total of 303 students were enrolled at this school in 2023, 118 female and 188 male. 55 students had English as an additional language and 12 students were Aboriginal or Torres Strait Islander. Our school strives to provide the best learning opportunities for all its students in an environment that is supportive, challenging and where our students become lifelong learners with positive feelings of self-worth. As young adults, we strive for our students to be confident, tolerant, adaptable and resilient, becoming effective team members who understand their rights and responsibilities, within a global community. Findon Primary School promotes a school environment that is welcoming, inclusive and is a safe place for all students, parents, teachers and staff. Our values are pivotal to the life of our school and the school community and comprise of - Be Respectful, Be Responsible, Be Honest, Show Care and Compassion and Do Your Best, while promoting every student's right to be safe and the right to be respected. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which considers parents' occupations and education and classifies them in a band value of Low, Low-Medium, Medium and High. Our school's economic band value is Medium. Our school has a dedicated team of teachers who deliver a high quality education providing students with solid foundations for their secondary education and are committed to ensuring all students reach their full potential. Teachers work together in Professional Learning Communities (PLC) with a focus on providing a learning environment that has high expectations and insists on continuous improvement and growth for all students. Students are actively encouraged to take responsibility for their learning and behaviour. We assist students in developing friendships, seeking solutions to problems and understanding the importance of good citizenship. The staffing profile of Findon Primary School (full-time equivalent) includes the Principal, Assistant Principal, 23 teachers, 1.2 Tutor Learning Teachers, 5.6 Education Support (ES) and 3.8 integration. In 2023, we ran 13 classes F-6, consisting of straight Foundation classes, composite classes from Year 1 to Year 6 and 4 Specialist Classes (Performing Arts, Visual Arts, Physical Education and Indonesian – LOTE for Semester 1). The leadership structure of the school consisted of a School Improvement Team which included the Principal, Assistant Principal, Leading Teacher and 2 Learning Specialists. Teachers worked collaboratively in teams across the cohort with each team appointing an Instructional Leader, Team Manager and Data Manager. The focus is on continuous improvement in instructional practice to improve student outcomes. Findon Primary School has a commitment to building a learning community where all stakeholders are involved in the education of students. We encourage parents to take an active interest in their child's learning and to take advantage of the numerous forums and opportunities that support this. The partnership between home and school is highly valued and underlines the importance parents have in all aspects of their child's education. The atmosphere of the school is supportive and friendly with students, staff and parents working together to achieve the best learning outcomes for all children in a caring environment. Our School Strategic Plan 2020 - 2024 focuses on students acquiring effective Literacy and Numeracy skills and student voice, agency and leadership. Students are actively encouraged to take responsibility for their learning, through individual goal setting, as well as personal and communal rights and responsibilities in terms of their behaviour. We are an SWPBS and Respectful Relationships Education school and foster a consistent restorative and pro-active practice approach to student behaviour and wellbeing schoolwide.

---

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

### Learning

Our School Strategic Plan goals for 2020 - 2024 are:

- Optimise learning growth for all students in writing.
- Optimise learning growth for all students in numeracy.
- To improve student voice, agency and leadership to empower students to learn and achieve.

In 2023 the school had a focus on the following FISO improvement initiatives and key improvement strategies:

- Document and embed a sequential curriculum.
- Use data and evidence within the PLC framework to plan targeted teaching & learning and to track student progress in writing.
- Develop teacher pedagogical content knowledge in what makes a good writer, the 6+1 Traits, and the writing process.
- Implement a learning catch up and extension/Tutoring Learning Initiative, to build confidence and meet learners at a specific point of need.
- Further embed the Respectful Relationships programs across the school.
- To continue to build the connections to community programs across the school.

In 2023, Findon Primary School continued to make progress in delivering on our AIP actions relating to Literacy, Numeracy and

Student, Voice and Agency. Our comprehensive and rigorous student-focused curriculum program is continuously evaluated by the Principal, Leadership team and staff. We provide consistent high-quality teaching practice that extends capabilities and grows each individual child. We have an ongoing focus on effective instructional practice, high expectations of all learners, and the provision of a stimulating and secure learning environment. The professional learning strategy has involved the staff in active coaching, modelling and feedback discussion, as well as whole staff professional learning sessions, focused on trialing and adopting consistent and high-quality teaching and learning strategies. All members of our leadership team are active instructional leaders and provide regular mentoring and coaching to staff. Teacher observation and learning walks are encouraged. The focus of this strategy is on the implementation of effective instructional practice with explicit teaching, learning intentions, success criteria and individual student goal setting being visible in every classroom. At each level, there is a collaborative approach to teaching and learning with flexible groupings and children developing their independence and their understanding of their learning. Our emphasis is on the development of collective responsibility through our teaching teams' structure. This enables collaborative and data driven approaches to differentiate and individualise the learning for all students, including those who need additional support and those who need extending. The Tutor Learning Initiative has continued and is directly aligned to classroom delivery. PLCs use action research approaches to evaluate the effectiveness of research proven approaches to assessment and teaching. Staff are focused on identifying and developing targeted and effective teaching strategies and assessment processes. A wide range of assessment approaches are utilised, including pre and post testing of students and moderation of teacher judgements. Key data sets are analysed to address the learning needs and identify gaps. In 2023, our ongoing commitment to maintaining high expectations of student performance in literacy and numeracy continued to improve student outcomes. In 2023, student achievement as assessed by teacher judgement against the Victorian Curriculum from Foundation-Year 6 in Reading and Viewing was 86% of students at or above expected level (similar schools were 74% and the state average was 84%). Student achievement as assessed by teacher judgement against the Victorian Curriculum from Foundation-Year 6 in Writing was 77% of students at or above expected level (similar schools were 68% and the state average was 79%). Student achievement as assessed by teacher judgement against the Victorian Curriculum from Foundation-Year 6 in Number was 85% of students at or above expected level (similar schools were 79% and the state average was 86%). NAPLAN (National Assessment Program in Literacy and Numeracy) was undertaken by student in Year 3 and Year 5. It is the only national assessment that all Australian students undertake. Questions assess content linked to the Australian Curriculum in English and Mathematics.

Students' results will show how they performed in each of the NAPLAN assessment areas against 4 new proficiency levels:

- **Exceeding:** The student's result exceeds expectations at the time of testing.
- **Strong:** The student's result meet the challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicates that they are working toward expectations at the time of testing.
- **Needs additional support:** The student's result indicates that they are not achieving the learning outcomes expecting at the time of testing. They are likely to need additional support to progress satisfactorily.

A new NAPLAN time series began from 2023. Results from 2023 on cannot be compared to results from 2008 to 2022.

The Year 3 NAPLAN results in Reading for the percentage of students Strong or Exceeding was 70% (similar schools were 62% and the state average was 70%). The results in Writing for the percentage of students Strong or Exceeding was 83% (similar schools were 73% and the state average was 78%). The results in Numeracy for the percentage of students Strong or Exceeding was 65% (similar schools were 57% and the state average was 67%). The Year 5 NAPLAN results in Reading for the percentage of students in Strong or Exceeding was 86% (similar schools were 72% and the state average was 77%). The results in Writing for the percentage of students Strong or Exceeding was 86% (similar schools were 72% and the state average was 75%). The results in Numeracy for the percentage of students Strong or Exceeding was 73% (similar schools were 60% and the state average was 68%).

## Wellbeing

Our student wellbeing strategies are fully integrated into all programs in the school and are focused on maximising student connectedness and preventative social skills approach. We focus on providing all children with a safe and positive learning environment that encourages and enables students to be confident, tolerant, adaptable, resilient and self-motivated. The school has a strong emphasis on the school values of Be Respectful, Be Responsible, Be Honest, Show Care & Compassion and Doing Your Best. These values are whole school and community expectations that are linked to our SWPBS. School Wide Positive Behaviour Support is a framework for promoting and explicitly teaching appropriate and positive behaviours. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. There is a strong emphasis on interpersonal development, self-regulation and personal learning. Students are supported to recognise and act on their responsibilities as an individual and as a member of the school community.

Our student wellbeing strategies are fully integrated into all programs in the school and are focused on maximising student connectedness and preventative social skills approach. We focus on providing all children with a safe and positive learning environment that encourages and enables students to be confident, tolerant, adaptable, resilient and self-motivated. The school

has a strong emphasis on the school values of Be Respectful, Be Responsible, Be Honest, Show Care & Compassion and Doing Your Best. These values are whole school and community expectations that are linked to our SWPBS. School Wide Positive Behaviour Support is a framework for promoting and explicitly teaching appropriate and positive behaviours. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. There is a strong emphasis on interpersonal development, self-regulation and personal learning. Students are supported to recognise and act on their responsibilities as an individual and as a member of the school community. We have an ongoing emphasis on accessible student leadership and peer support opportunities. The Respectful Relationships program is being implemented across all year levels. We have a proactive and preventative emphasis on anti-bullying and cyber safety. The curriculum includes explicit instruction relating to bullying prevention, conflict resolution and pro-social behaviours. Students' input is central to these processes. A Student Code of Conduct, with restorative practices is used across the school. Staff professional learning has a focus on consistent behaviour management approaches and follow up. As a result, staff and students have a common understanding of high expectations and processes which has resulted in the commonality of language and consistency in classroom and yard behaviour management processes. An analysis of the 2023 Student Attitudes to School data shows that our students have high levels of connectedness to the school and feel very safe in the school environment. Percent Endorsement results for Sense of Connectedness of 73% were below similar schools (75.5.0%) and state average (77%). Percent Endorsement results for Management of Bullying of 67% were below similar schools (74%) and state average (75%). Survey results over a four-year average for Sense of Connectedness were well above the state average and similar schools and results for Management of Bullying were also well above the state average and similar schools. Our programs provide ongoing initiatives for all students and specific strategies and activities to support individual students and families. A commitment to the value of diversity is reinforced through school programs school has actively developed and implemented Child Safety policies and practices. The school has well-established links with community services for promoting positive health in all students, and for supporting specific health needs of individual students such as a 'dog therapy' program. We continually seek to identify potential community partners, including a broad range of health and well-being agencies. In 2023 our school continued to support the health and wellbeing of our staff, students and their families through the provision of assistance where needed. Supports such as the provision of CSEF was provided where appropriate for students. The continued provision of the delivery of health and wellbeing supports to students and their families, by the offering of DET services such as SSSOs if required, and for staff, the Employee Assistance Program. The provision of a Student Welfare Officer employed by the school was a support for both students, staff and families where needed. The Student Welfare Officer has been able to provide identified students with counselling services, staff with a viable link to staff counselling supports and connections to external support services for students and families.

## Engagement

Findon Primary School has an intensive approach to the full engagement of our students. We have a strong focus on the emotional engagement of all students through our emphasis on quality relationships with strategies to develop a deep sense of connectedness to peers, staff and the school community. Relationships with teachers and peers are recognised as crucial, for building student safety, motivation and learning confidence. Our stimulating learning environment fosters students' investment in their learning and their intrinsic motivation, independence and self-regulation, through a growth mindset. Our learning environment is safe and secure and supports students to fully participate in all aspects of their education through the broad range of academic, social and extracurricular activities of the school. In 2023, the school continued to offer its lunchtime clubs providing all students with opportunities to connect with other like-minded students at break times from across different age groups and year levels. Teachers provide regular feedback to students with one-on-one a conferencing routine, as well as regular feedback from students about the learning program. There is an ongoing emphasis on the development of student voice and agency through whole school, classroom and individual input. Students are taught metacognitive skills which enable active input into their learning. Teachers work with students to identify the steps needed to achieve desired learning outcomes. This is based on assessment, transdisciplinary skills, individual learning plans, reflective journals and goal setting. Students are actively encouraged to own and talk about their learning. In 2023, a continued focus on supporting students identified as at-risk and/or needing extra support was maintained through IEP's, ILP's, outside agencies, Intervention Programs and classroom differentiation through program planning. Student progress was regularly monitored via our formal Reporting process and formal/informal parent meetings. School attendance continues to be a whole-school focus and is supported, by providing a highly engaging inquiry-based curriculum. Our school places significant importance on being at school every day and arriving on time and being prepared for learning. In 2023, the school absence percentage was (47%) of students absent 20 or more days, with the state average of (36%). The school closely monitors attendance and works with the community to establish shared expectations for both attendance and punctuality. The Compass system has supported daily communication with families through SMS and phone calls, as well as clear, follow up procedures. High levels of student attendance are promoted and celebrated in a range of different forums. Findon Primary School aims to ensure that all students have a smooth, planned and logical progression through the stages of learning. Teaching team approaches have ensured a holistic focus on both individuals and groups of students and have supported the transition of students as they move through the school. The school provides a comprehensive Kindergarten to Foundation Transition Program that

ensures that children and families beginning school, are familiar with school procedures and are provided with an opportunity to feel welcomed and part of the school community. The program includes both information sessions for parents and opportunities for children to be in a school classroom environment. The school also engages in regular visits to feeder Kindergartens. The Year 6 Transition Program involves visits to local secondary colleges and exposure to leadership programs to build resilience and readiness for new challenges during this critical transition phase. The emphasis is on students being prepared to take responsibility for their own learning, organisation and time management. Findon Primary School is committed to developing and maintaining strong and supportive school and family partnerships through community activities, information sessions and an open-door policy. The 2023 Parent Opinion Survey indicated high levels of satisfaction with the school (78%) which was the same as state average (78%).

---

## Other highlights from the school year

Findon Primary has a commitment to the provision of rich and engaging teaching and learning programs that have a connection to the development of Student, Voice and Agency, global connections and the celebration of student achievement and talent. In 2023, Findon Primary continued to provide their students with opportunities for rich and engaging learning through incursions and excursions both offsite and onsite. The Outdoor Education program continued to provide the students and families with opportunities to develop the school values and to develop important personal character values such as persistence, resilience and determination. The middle and upper year students participated in offsite excursions and camps to endorse camp programs within Victoria. The early year students experienced games and activities nights with a sleepover. Findon Primary were eligible to access the Positive Start Camp Program funded through the Department of Education. This allowed for students and families to access financial support for students to attend camps and excursions. In 2023, this proved to be a very important and successful initiative for our students and their families as we were able to have a higher level of student participation within these outdoor education experiences than previously. All students from Prep to Year 6 had the opportunity to be involved and perform in the Findon Production, 'Mystical'. Each student was committed to their roles and showcased their talents to other students, staff, families and the wider community. Students displayed their skills in acting, dancing, singing and in roles such as choreography and backstage crew members. The community was invited to an end of year celebration Christmas concert where all students had the opportunity to perform and the community was invited to share this experience with the staff and students. The Stephanie Alexander Kitchen Garden program continues to be an important component of our extra curricular educational learning programs. This program continues to provide our students with the opportunity to grow, harvest, cook and eat a healthy variety of foods that are managed and organised through an explicit learning program and qualified chef. Foundation – Year 6 students participated in this program in 2023.

---

## Financial performance

All funds received from the Department, or raised by Findon Primary 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. The Findon School Maintenance Plan, following our Rolling Facilities Evaluation, has revealed 285 priority 1 -5 scheduled works to be completed, here at Findon, over the course of three years, beginning with roof plumbing works. Equity Funding has continued to provide the school with the ability to fund teaching and learning programs and to appoint two Learning Specialists where the school would typically only require one learning specialist with a ratio of 1: 18 classes. A continued focus on the provision of developing teacher capacity through the provision of professional learning and targeted teaching and learning programs continues to be supported through a strong financial plan. This plan continues to be supported through the Department of Education Finance supports. Findon Primary continues to have a strong commitment to the renewal and provision of rich and engaging learning environments. A strong financial management plan is in place to ensure the ongoing progress of this and meet the ongoing needs of the students and the maintenance of the whole school physical learning environment.

# 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 304 students were enrolled at this school in 2023, 119 female and 185 male.

26 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

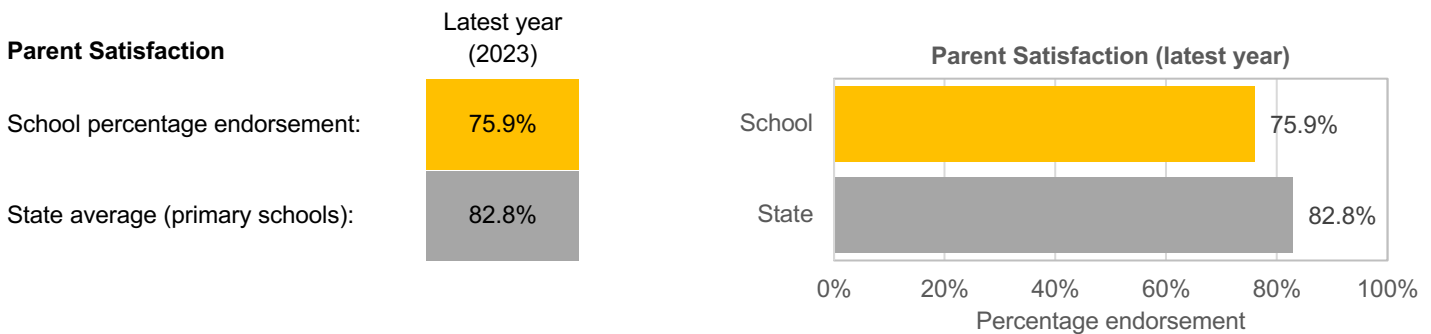
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

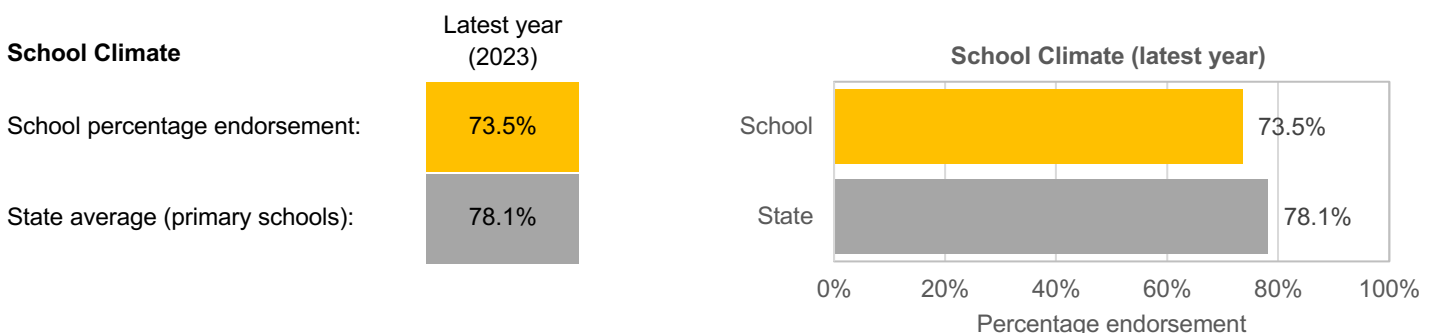


### School Staff Survey

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:

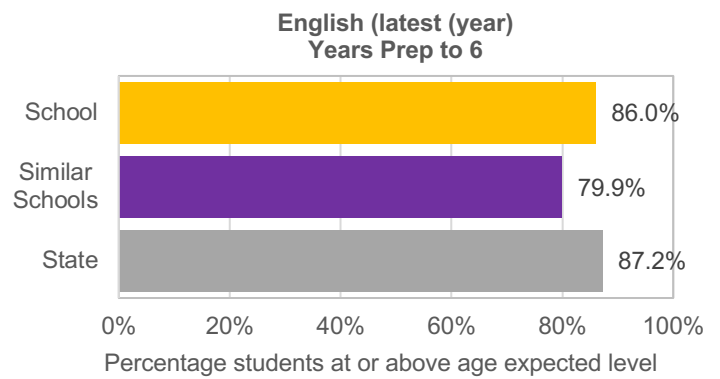
86.0%

Similar Schools average:

79.9%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

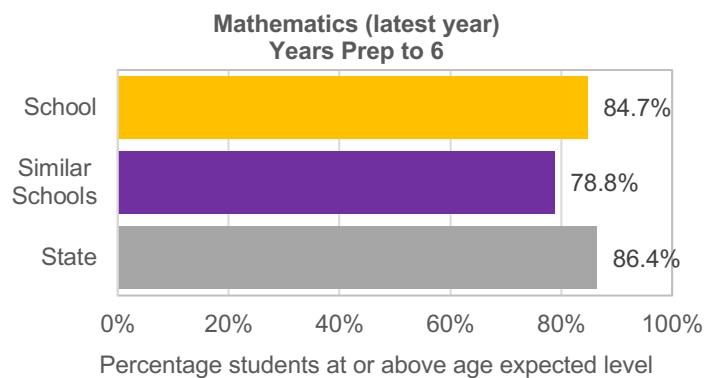
84.7%

Similar Schools average:

78.8%

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:

70.0%

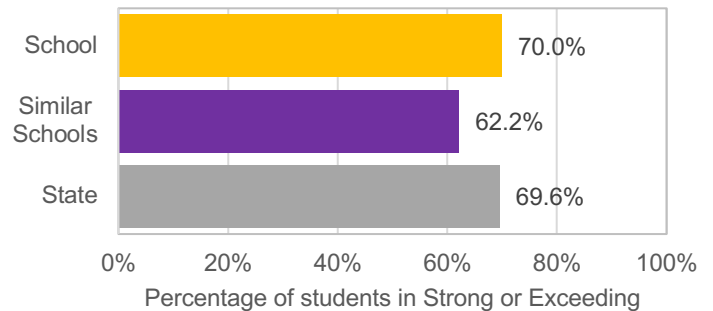
Similar Schools average:

62.2%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.3%

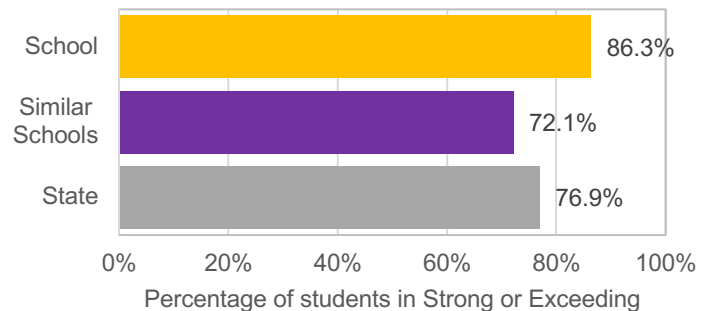
Similar Schools average:

72.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.0%

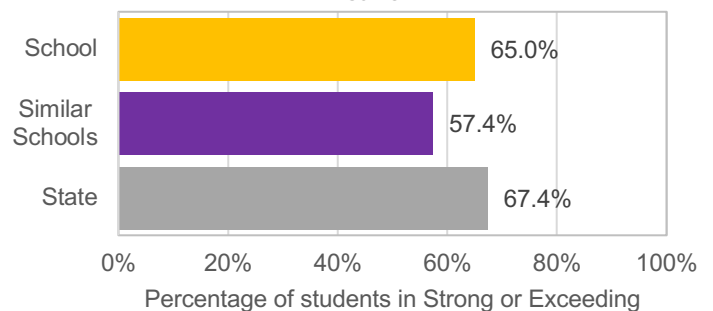
Similar Schools average:

57.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.5%

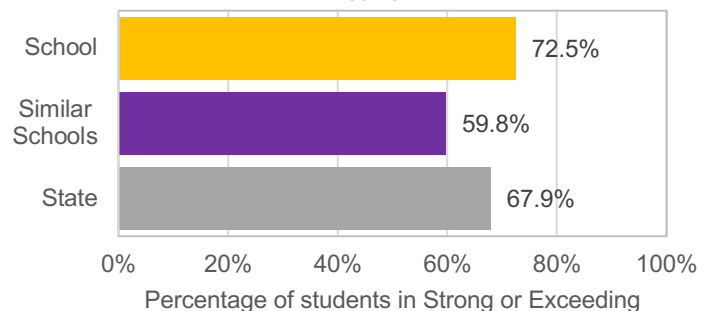
Similar Schools average:

59.8%

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:

80.7%

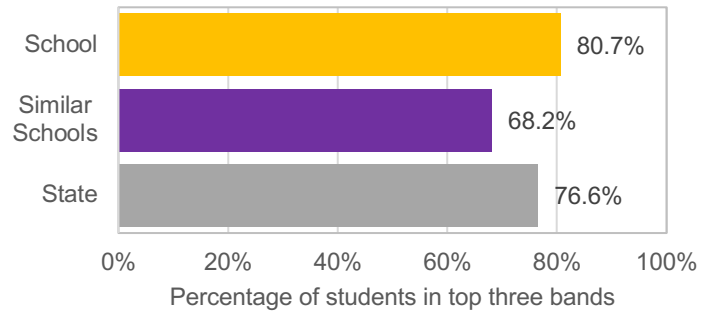
Similar Schools average:

68.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

57.4%

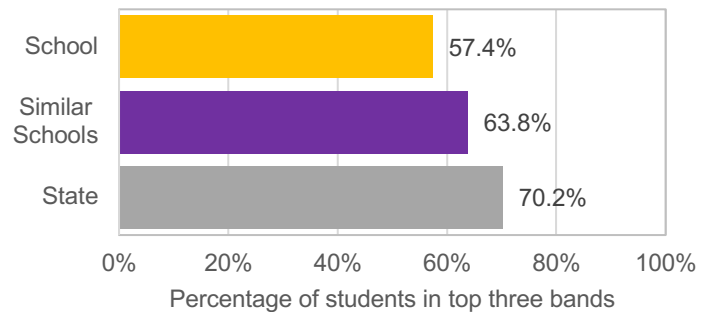
Similar Schools average:

63.8%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students in the top three bands:

60.0%

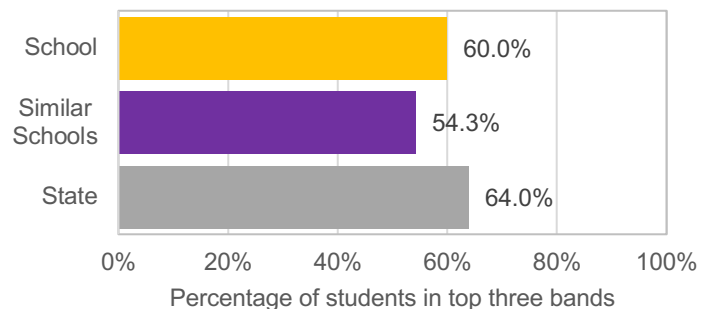
Similar Schools average:

54.3%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students in the top three bands:

48.9%

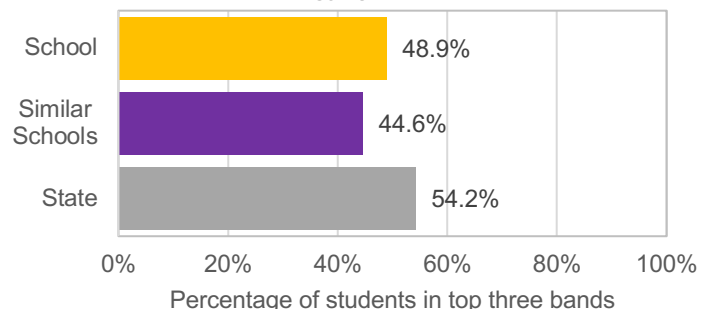
Similar Schools average:

44.6%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

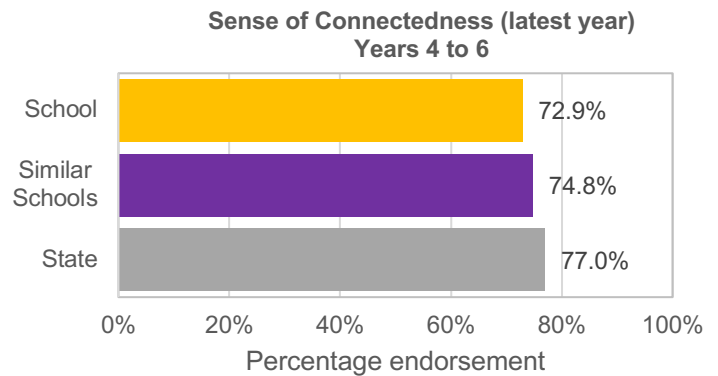
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	72.9%	81.7%
Similar Schools average:	74.8%	76.3%
State average:	77.0%	78.5%

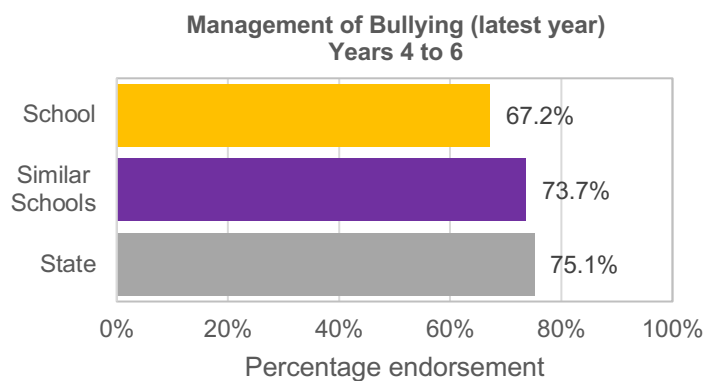


### Student Attitudes to School – Management of Bullying

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:	67.2%	77.4%
Similar Schools average:	73.7%	75.0%
State average:	75.1%	76.9%



## ENGAGEMENT

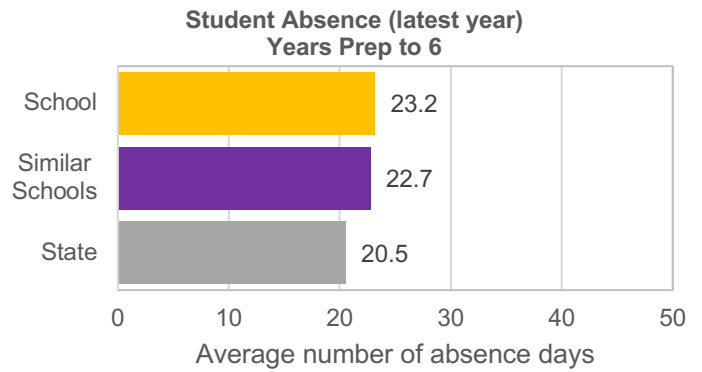
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	23.2	18.6
Similar Schools average:	22.7	20.5
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):	87%	88%	90%	89%	88%	90%	86%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,183,035
Government Provided DET Grants	\$270,352
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$92,322
Locally Raised Funds	\$166,961
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,712,670</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$226,201
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$226,201</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,475,801
Adjustments	(\$1,528)
Books & Publications	\$4,554
Camps/Excursions/Activities	\$78,290
Communication Costs	\$2,775
Consumables	\$83,059
Miscellaneous Expense <sup>3</sup>	\$31,373
Professional Development	\$18,911
Equipment/Maintenance/Hire	\$74,771
Property Services	\$191,936
Salaries & Allowances <sup>4</sup>	\$278,099
Support Services	\$61,569
Trading & Fundraising	\$42,453
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,879
<b>Total Operating Expenditure</b>	<b>\$4,383,943</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$671,273)</b>
<b>Asset Acquisitions</b>	<b>\$1,778</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	\$1,893,296
Official Account	\$145,100
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,038,396</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$122,128
Other Recurrent Expenditure	\$6,227
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$28,546
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$65,477
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$242,378</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.*