

2022 Annual Report to the School Community

School Name: Woodville Primary School (5049)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2023 at 11:03 AM by Sharni Wallace (Principal)

- This 2022 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 01 May 2023 at 09:44 AM by Emma Prespanoski (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

About Our School

School context

Our Woodville school values – Respect, Responsibility, Resilience, and Inclusiveness are supported through a range of programs including School Wide Positive Behaviour Framework (embracing positive relationships with others improving social, emotional, behavioural, and academic outcomes), Buddy program, e-SMART, and a School Chaplain. We are proud of our strong family partnerships and encourage involvement from parents and community members in our programs. Our vision of 'Success for everyone, in everything, every day' empowers us as an inclusive learning community that recognises both effort and achievement made. 2022 allowed us to re-engage with our school community, parents/carers back onsite and termly community events held.

Woodville Primary School (established in 1973) is located in the outer south-western suburbs of Melbourne, City of Wyndham City – suburb, Hoppers Crossing. The school buildings comprise of four permanent buildings including one of these buildings currently underway major capital works project. These buildings allow for 18 functioning classroom spaces, a Multipurpose Gymnasium, Music room, Art room, Library resource centre, and Before and After School Care facility run by Camp Australia. Out of school care is also offered to families on some curriculum days.

In 2022, the school enrolment in February on Census Day was 400 students, with 39% being EAL and 3% ATSI. The school's socioeconomic band is rated as high with an SFOE of 0.5223. During 2022, programs were available for 2 overseas students. Throughout 2022, 13 ATSI students and 4 Out-of-Home Care students were enrolled at Woodville.

Woodville Primary School provides outstanding grounds consisting of; basketball/netball/bat tennis/volleyball courts, soccer/football oval, x2 attractive playgrounds, gaga pit, vegetable garden, sand pits and quiet passive areas.

The staffing profile of Woodville Primary School in 2022 comprised of x1 Acting/Substantive Principal, x2 Assistant Principal's, 26.7 FTE teaching staff (including x1 Leading Teacher, x2 Learning Specialist Teachers) and 10.8 Education Support staff (6.2 Teaching Support Staff, 4.2 Integration Aides, 0.4 Multi-cultural Teacher Aide). (nil known indigenous staff).

Progress towards strategic goals, student outcomes and student engagement

Learning

Our key focus in 2022 was to improve the learning growth of every student in literacy and numeracy. Supporting students growth also involved extra support as well as providing opportunities for extension.

LEARNING	
ACTIONS	OUTCOMES
<ul style="list-style-type: none"> • Increase focus on literacy/numeracy data analysis at whole school level - reinforced at PLC meetings • Maintain PLC structures to support collaboration and strengthen teacher practice and knowledge • Employ and engage a Numeracy Consultant to continue building the capacity of teaching and Educational Support staff. • Students provided with multiple opportunities to work on newly acquired skills at their level using differentiated curriculum supported by resources, e.g. technology, visual/concrete aides/staff. • Learning Specialist to drive extension/top 2 bands (Semester 1 Yr 3&5, Semester 2 Yr 2&4, and provide Professional Learning for staff. Oversee IEP/VHAP & TLI. 	<ul style="list-style-type: none"> • PLCs meet engaging in reflective practice, evaluate, plan, and learn on a weekly basis • 12 months growth in Literacy and Numeracy • Maintain/increase students in top 2 bands for Literacy/Numeracy against like schools/state • Students successfully achieving goals set in IEP (12 months below and above expected level) • Teacher Judgement - less variance through professional conversation/teachers knowing the curriculum/PLC and data meetings and the triangulation of data. • Students know how lessons are structured, and how this supports their learning • Teachers accurately and confidently identify student learning needs. • Students experience success and show improved number sense.

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| <ul style="list-style-type: none"> • Further program support; Phonological Awareness - P-2, Language Support/EAL - P-2, EAL Specialist Years 1-6. • Continue to ensure IEPs are set for students 12 months above or 12 months below expected level. • Differentiation will continue to be a priority ensuring all students work within their ZPD. • Students co-create SMARTS Goals (displayed on the Visible Learning Wall) with their teacher/tutor. | <ul style="list-style-type: none"> • Teachers know how to create and deliver math content at point of student need. • Teachers write effective and measurable IEPs and make appropriate adjustments for students. • Once students have achieved SMARTS Goals new goals and strategies are set and communicated home. |
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Teacher Judgement data below indicates the percentage of students in Yrs P-6 working at or above expected level in Reading, Writing and Number & Algebra. Included is the comparison to similar schools and the state.

Teacher Judgement Growth, Year Prep – 6, Semester 2, 2022						
	English			Mathematics		
	Reading & Viewing	Speaking & Listening	Writing	Measurement & Geometry	Number & Algebra	Statistics & Probability
Woodville	75%	88%	68%	76%	72%	71%
Similar School	76%	83%	69%	73%	73%	73%
State	87%	92%	82%	86%	86%	86%

Naplan Top 2 Bands			
	Reading	Writing	Numeracy
Year 3	41%	38%	24%
Year 5	40%	23%	19

Key Directions:

- Continually strengthen data literacy/mathematics analysis knowledge of teachers via PLCs.
- Build teacher capacity, knowledge and understandings in the area of Numeracy

Wellbeing

Woodville Primary School actioned numerous strategies with the aim of effectively mobilising available resources to support students' wellbeing and mental health including outcome evidence.

Wellbeing	
ACTIONS	OUTCOMES
<ul style="list-style-type: none"> • Continue to consult with SSS (on a fortnightly basis) and mental health role out. • Continue to fund a Wellbeing Officer x3 days per week capacity across the school. • Maintain Wellbeing Team with representation from across the school: Mental Health Co-ordinator (pilot program), Chaplain, & Leadership team. • Continue to use the Zones of Regulations to understand emotions and to self-regulate. • Maintain resourcing for the implementation of School Wide Positive Behaviour Support (SWPBS), Respectful Relationships (RRR) curriculum and Better Buddie (BB)s. 	<ul style="list-style-type: none"> • Staff support reluctant students' attendance and form plans where appropriate. • Fortnightly meeting with SSS. • All students requiring IEPs explicitly documented and discussed with students and family. • Increased teacher capacity in Mental Health and Wellbeing initiatives - identify student wellbeing needs - act accordingly to support students. • Students own ability to recognise their personal wellbeing needs and use learnt strategies to self-regulate and employ strategies learnt. • SWPBS, RRR and BB documented in planning and implemented on a need's basis.

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| <ul style="list-style-type: none"> Wellbeing Team to investigate opportunities in the Mental Health Menu that may be suitable for our students and staff. Invite Understanding Poverty Trainer to provide a whole staff PL session refresher. Develop processes and practices linking wellbeing, disability inclusion reforms and the Resilience Project at a whole school Professional Learning level and components of Berry Street. X2 day per week Chaplain supports students. Koorie Education Support for targeted students in both literacy and numeracy. Revisit the Be You Tracker, termly. Students access to engage in the Tutoring Learning Initiative for vulnerable students. Engage with charities, such as Food Bank and The One Box to support students (breakfast and lunch) at school and families in need. Engaging with State Schools Relief. Provide after school clubs to support and extend students (homework, STEM and Japanese club). PL and preparation for staff In IEP development and for the Disability Inclusion changes for 2023 | <ul style="list-style-type: none"> All staff provide students the opportunity for greeting circles and brain breaks daily. Staff consolidate and embrace the implementation and practices of Understanding Poverty through daily practice and conversations amending where circumstances present. Staff implement and model consistent routines and processes using SWPBS model. Provide staff Wellbeing Professional Learning. (PL). Staff continue to consolidate their knowledge with support of Understanding Poverty text. Chaplain to continue supporting vulnerable students. Funding used to support Koorie students. Students access wellbeing centre or library during second lunch when required. Teacher uses the 'Be You' tracker to monitor students wellbeing and seek support/advice. Investigate, Mental Health Menu preparing for launch of school mental health fund and Menu. MHWC attend local Network Community of Practice regularly. Providing vulnerable students with uniform items or other material needs. |
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Woodville Primary School has positively progressed in student wellbeing over the past two years, and this is reflected specifically in our Attitudes to School Survey (AToSS) results.

Effective teaching practice for cognitive engagement			
AToSS Area	Woodville	Similar School	State
Differentiated Learning Challenge	98%	84%	84%
Effective Classroom Behaviour	95%	75%	77%
Effective Teaching Time	95%	84%	83%
Stimulated Learning	95%	77%	78%

Woodville's Wellbeing Report 2022, indicated that Woodville's overall progress is identified as excelling.

Wellbeing Supplementary Report, % of Positive Endorsement (Year 4-6)			
	Woodville	Similar School	State
Advocate of school	98%	86%	86%
Attitudes to attendance	95%	87%	84%
Emotional awareness and regulation	86%	71%	71%
Managing bullying	91%	75%	76%
Respect for diversity	95%	78%	79%
Sense of confidence	91%	73%	76%
Sense of connectedness	93%	78%	78%
Stimulated learning	95%	77%	78%
Student voice and agency	89%	65%	65%
Experiencing Bullying	94%	83%	82%
High resilience	26%	9%	9%

We are consolidating the School Wide Positive Behaviour system (SWPBS) effectively at a whole school level. Documents in relation to SWPBS are predominantly visible across the school. Positive interactions are reinforced celebrating students via purple (outstanding behaviour) and gold (remarkable effort) slips. These slips are sent home and shared with families.

Parent/carer satisfaction, according to the Parent Opinion Survey (POS), indicated pleasing results, performing well above similar schools and state schools.

Parent Opinion Survey			
	Woodville	Similar School	State
Parent community engagement	83%	79%	76%
Connection and progression	90%	87%	86%
Safety	86%	83%	81%
School ethos and environment	84%	81%	79%
Student cognitive engagement	86%	80%	78%
Student development	84%	82%	80%

The staff satisfaction, according to the School Staff Survey (SSS), in the area of school climate and school leadership both above similar schools and state levels.

School Staff Survey			
	Woodville	Similar School	State
School climate	75%	68%	73%
Professional Learning	73%	72%	72%
School Leadership	79%	78%	74%
School staff safety and wellbeing	69%	66%	69%

Key Directions:

- School Wide Positive Behaviour Program continued and refined.
- To increase participation rate of families in the Parent Opinion Survey.
- To increase participation rate of staff in the School Staff Survey.

Engagement

In 2022, Woodville Primary School continued to work with families ensuring students were at school and ready for learning at 8:50am. Parents/carers received an SMS message by 9:30am requesting notification of any absences to be recorded on our Compass platform, reports are available for class teachers identifying unexplained absences to follow up with families and phone calls home for extended periods. Staff also have access to attendance data in a variety of forms, absence reasons, track day of the week, % by class and absence watch list 30%+. Upon the return of onsite learning, students who experienced separation anxiety and/or other mental health and well-being issues were referred to the Acting Principals, the Mental Health and Well-being Coordinator and school Chaplain to follow up and offer support. Woodville has engaged with the re-engagement officer to support chronic absences (absent 20+ days in the school year) unfortunately upon our return from COVID 50% of students had 20 or more absent days during 2022.

Our whole school communication approached has been strengthened with alerts on Compass detailing information of up-and-coming events or general information for parent/carers, as well as communicating information via the school website, newsletter and email. This enabled us to build the capacity of daily interactions and engagement of students.

During 2022 in an effort to re-engage the community after lock-downs, a number of events were held on the school site with families invited to attend the Grade 6 Graduation, community sausage sizzle/Music Performance, the Cheese Toasty Day, Education Week Dress Up, Fun Footy Day and Easter Parade.

Other highlights from the school year

Some highlights for Woodville Primary School during 2022.

We happily welcomed a new staff member to Woodville Primary School. His name is Teddy B and he is our new therapy dog in training. Teddy is a Groodle and attends school three out of five days, working towards full attendance once he is older. Teddy was accredited as a Therapy Dog in School July, 2022.

Woodville students were fortunate from years 2-6 to participate in our school camp program. This begins with our Year 1 students staying after school hours for dinner, Year 2 students have dinner, disco and school sleepover, Year 3/4 were lucky to be part of the Positive Start Program and attended the Doxa Malmsbury Camp, Year 5 attended Cottage by the Sea and our year 6 students participated in a 5-day Positive Start Program attending CITY camp in Melbourne. At Malmsbury Camp students enjoyed activities such as rock climbing and the giant swing, where many faced their fears and triumphed. We also found a few budding Robin Hoods during archery lessons, and a few bush chefs during the damper activity. Bush walks, trampolines, discos, movie nights kept everyone busy. Year Six Doxa City Camp - The grade six students had an exciting week at Doxa City camp, having enjoyed many new and interesting experiences and lots and lots of walking! The week was action-packed full of amazing activities: students had the opportunity to learn about the 'Big Issue', where they discussed homelessness, have an awareness of supporting our community. They learned about the Rail Link Project, and how a new rail connection is being built under the city. They walked a street art tour, where they went to Hoiser Lane to check out the cool graffiti art. The Melbourne Museum where they learnt about prehistoric animals such as the Triceratops. Visited ACMI which is a museum relating to all types of moving images such as tv, movies and video games. They had an hour at the gaming arcade in QV, where students could play all the arcade and video games for free. Students visited the Melbourne Zoo, 88th floor of the Eureka Skydeck and the ten-pin bowling alley. A highlight for many was ice skating at the O'Brien Arena Icehouse. They went for a river cruise along the Yarra River and visited the Art Centre/Music Museum & Hamer Hall where they were a part of a music workshop. They investigated the MCG and Australian Sports Museum, a 3D movie at the IMAX cinema, and searched for some bargains at the Queen Victoria Market.

Year 1/2 students had the opportunity to attend the incursion, 'Ditto's Keep Safe Adventure', run by the Bravehearts Foundation. The performance taught children what to do and how to seek assistance if they ever feel they are in an unsafe situation. Ditto explained to children that there are 3 rules to follow to keep safe:

Rule #1: We all have the right to feel safe with people.

Rule #2: It's ok to say 'NO' if you feel unsafe or unsure.

Rule #3: Nothing is so yucky that you can't tell someone about it.

The students enjoyed the incursion – especially the activity book and stickers and found it thoroughly entertaining!

Softball Champions! On Thursday 6th October our 5/6 Mixed Softball team competed at the Wyndham/Hobsons Bay Division Championship at Greenwich Reserve in Williamstown. The team and teachers travelled by bus to compete against three other schools who had also won their local softball competitions. We are very excited to announce that our team won all three games and were awarded the Division Championship!! What a fantastic achievement!

During Science Week our students took part in numerous science experiments, for example, Year 3/4 students explored friction by participating in Balloon Rocket Experiments. Students explored choices they could make that might reduce the friction they saw in the original experiment. The students worked hard to make simple machines that use the forces of push and pull. Using Rube Goldberg machines for inspiration, they used objects found in the classroom to make chain reaction machines. The students tested and refined their machines and used their problem-solving skills to see which designs made the best chain reactions.

Woodville students participated in swimming programs, for example, the Prep students absolutely loved the swimming program learning a variety of skills such as how to float on their backs, kick their legs and blow bubbles underwater. They also learnt general water safety skills and enjoyed time at the water park during their final lesson on 'Friday Funday'. Exciting times for the 3/4 students having the opportunity to practise their pool safety at Aqua-Pulse. During these lessons students were able to practise the skills needed to be safe and confident in the water.

Theatrical performance - The 3/4 team took a bus to Alameda Secondary College in Point Cook to watch an enthralling production of Roald Dahl's 'Matilda'. The 5/6 team took advantage of the winter sun, and walked to Suzanne Cory High School where they watched a theatre production of 'Professionals – To Be or Not Be?'

The 3-6 STEM group have worked hard in preparation for the First Lego League Competition. Students have a variety of tasks to work on, from coding the EV3 robot to perform missions, to designing a wind powered drone to improve the freight industry and creating an app to coordinate volunteers in emergency situations.

Year 1/2 IMAX Excursion, students had an amazing experience when they went on a bus to Melbourne to see 'Dinosaurs of Antarctica 3D' at the IMAX Theatre. They particularly enjoyed wearing the 3D glasses!

Financial performance

In 2022, the financial performance and position at Woodville Primary School concluded the school year with a surplus of \$291,911. This was achieved by multiple facets;

- Term 1 x2APs undertaking Acting Principal role.
 - Leading teacher x1 on TAC compensation and relocated Semester 2 and not replaced.
 - Extended medical leave x1 classroom teacher.
 - Various staffing absences outside of the credit budget.
 - Extended Long Service and Family Leave.

Out of School Hours Care operates before and after school and is managed via an external provider - Camp Australia.

Grants received;

- Safe trees x2 removal compromising trees/branches and tree problematic to neighbours.
- Shade Sail Grant outdoor learning space.

Expenditure items;

- previous fund raising accumulated from 2019 - 2021, shade sail over Gaga Pit.
- student laptops for year 3/4 students.

Sources of funding the school received under the following categories;

- A total of \$8,016 was raised via fundraising incorporating a variety of sources, such as, Easter raffle, Mother's/Father's Day Stall, Cheer Toastie Truck, Christmas raffle, Sausage Sizzle, Christmas socks, Zooper Dooper sales.
- Equity funding was utilised to cover our wellbeing initiatives, education support programs/intervention/extension, student incursions, coaching/staff professional learning, for example, Bravehearts Program, and resources across the school.
- Grants accessed by Woodville, Sporting in Schools funds received each term towards equipment and sporting activities.
- Donations \$2,500 in total, breakdown; Tigerclub \$500 towards community sausage sizzle, \$2,000 Cottage by the Sea (\$500 x4 students year 6 contributions towards secondary school).
- School council engaged with Marlo Balchan Canteen contract for the duration of x3 Terms \$4,136.
- Camp Australia's contract for the year is \$10,000.

For more detailed information regarding our school please visit our website at
<https://www.woodvilleps.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 400 students were enrolled at this school in 2022, 196 female and 204 male.

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

Overall Socio-Economic Profile

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

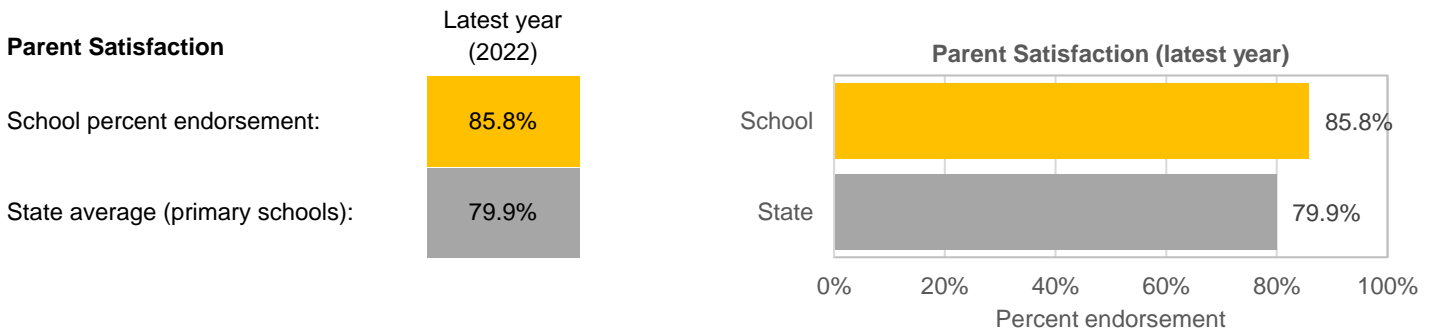
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

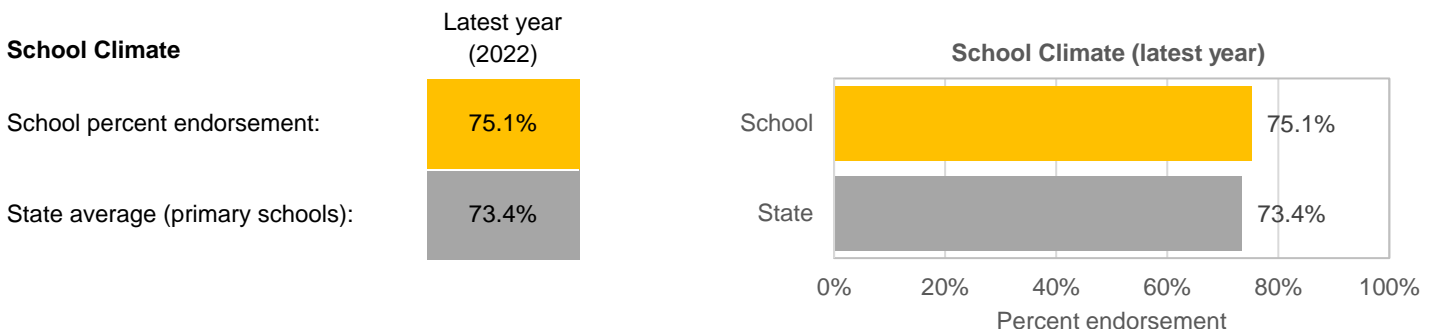


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

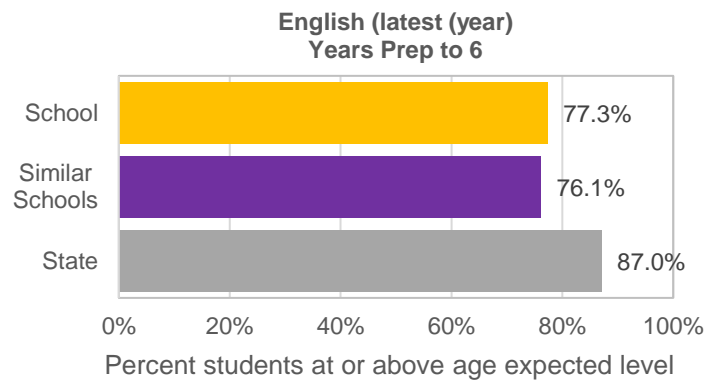
77.3%

Similar Schools average:

76.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

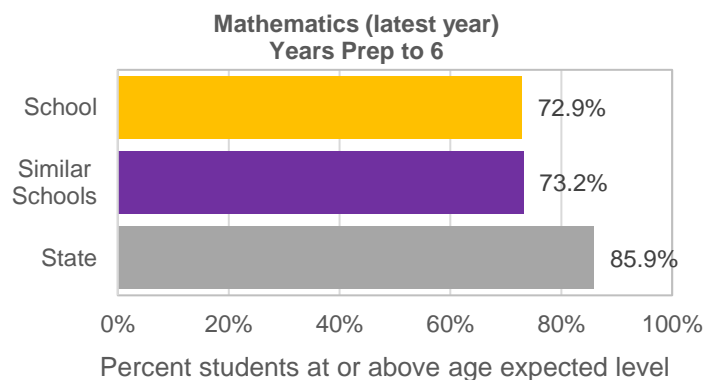
72.9%

Similar Schools average:

73.2%

State average:

85.9%



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.

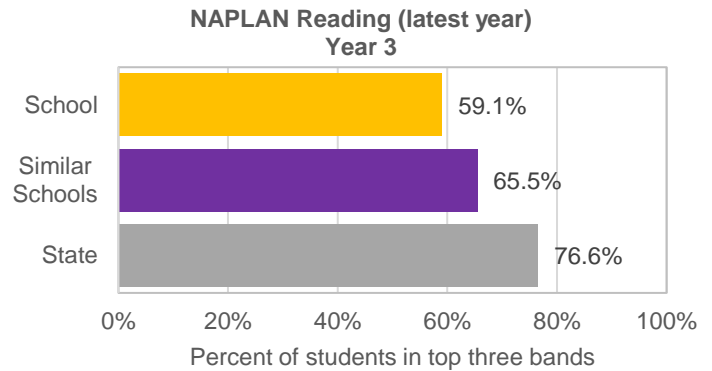
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

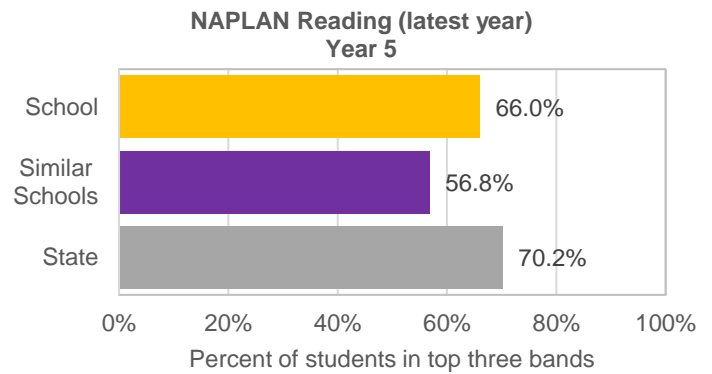
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.1%	65.7%
Similar Schools average:	65.5%	66.0%
State average:	76.6%	76.6%



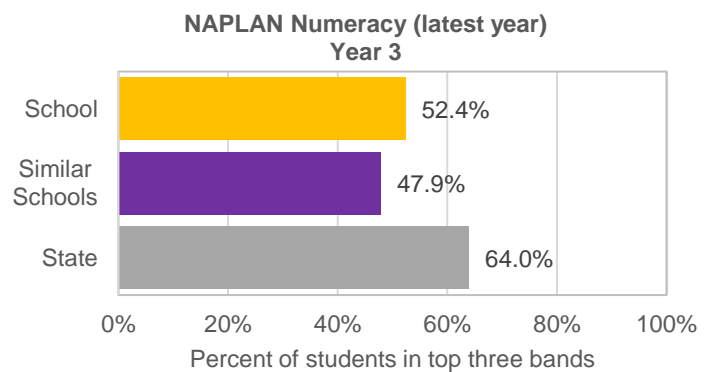
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.0%	63.2%
Similar Schools average:	56.8%	56.3%
State average:	70.2%	69.5%



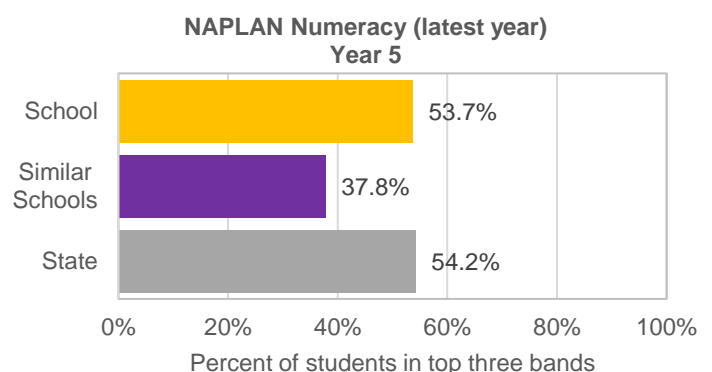
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.4%	55.6%
Similar Schools average:	47.9%	51.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.7%	54.9%
Similar Schools average:	37.8%	43.0%
State average:	54.2%	58.8%



WELLBEING

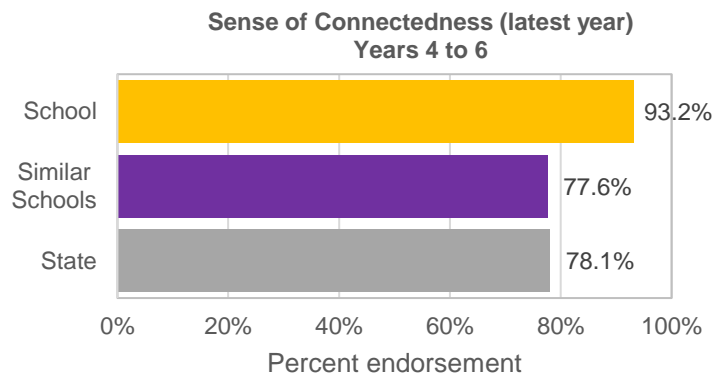
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	93.2%	94.2%
Similar Schools average:	77.6%	79.8%
State average:	78.1%	79.5%

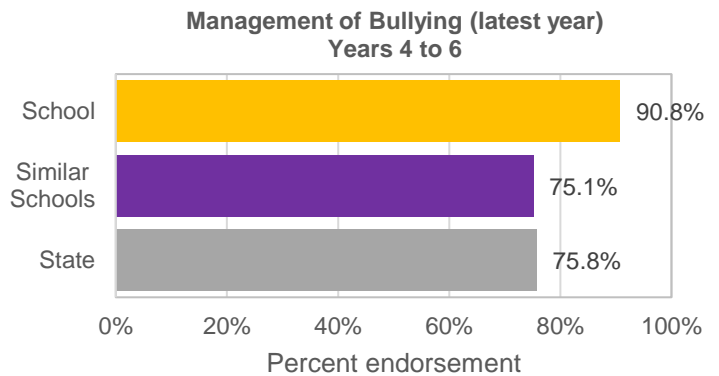


Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	90.8%	93.9%
Similar Schools average:	75.1%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

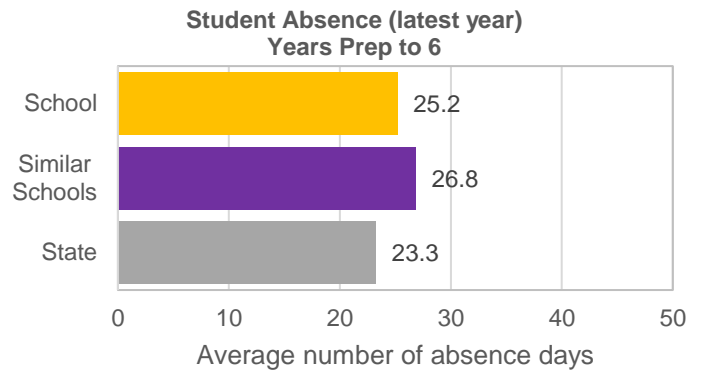
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	25.2	17.2
Similar Schools average:	26.8	21.2
State average:	23.3	17.0



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 (2022):	87%	89%	87%	88%	88%	83%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,437,980
Government Provided DET Grants	\$684,766
Government Grants Commonwealth	\$36,415
Government Grants State	\$0
Revenue Other	\$24,879
Locally Raised Funds	\$83,784
Capital Grants	\$0
Total Operating Revenue	\$5,267,823

Equity ¹	Actual
Equity (Social Disadvantage)	\$628,960
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$628,960

Expenditure	Actual
Student Resource Package ²	\$4,146,067
Adjustments	\$4
Books & Publications	\$4,760
Camps/Excursions/Activities	\$45,830
Communication Costs	\$6,079
Consumables	\$115,750
Miscellaneous Expense ³	\$21,598
Professional Development	\$8,822
Equipment/Maintenance/Hire	\$96,293
Property Services	\$131,047
Salaries & Allowances ⁴	\$96,905
Support Services	\$182,086
Trading & Fundraising	\$20,688
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,342
Total Operating Expenditure	\$4,915,271
Net Operating Surplus/-Deficit	\$352,552
Asset Acquisitions	\$22,712

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$746,255
Official Account	\$19,465
Other Accounts	\$0
Total Funds Available	\$765,719

Financial Commitments	Actual
Operating Reserve	\$109,247
Other Recurrent Expenditure	\$16,962
Provision Accounts	\$1,111
Funds Received in Advance	\$55,644
School Based Programs	\$169,375
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$19,295
Capital - Buildings/Grounds < 12 months	\$51,225
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$427,859

All funds received from the Department, 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.