

2023 Annual Report to the School Community

School Name: Ashley Park Primary School (5569)



- 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 26 March 2024 at 11:05 AM by Keren Barro (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 06:34 PM by Clinton Fullgrabe (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

Ashley Park Primary School is located at 105 Orchard Road, in a well-established pocket of Doreen. The surrounding area includes the Plenty Gorge, local parklands and an abundance of walking and cycling tracks that are utilised by many of our students to get to and from school. Another 89 Foundation students were welcomed in 2023 as well as new local families in other year levels which saw our enrolments grow to 423 students by the end of the year.

Our school values are Be kind, Be ambitious, Be responsible and Be all we can be. They lay the foundation for our vision which is to be a collaborative school community formed through strong partnerships that contribute to the engagement, wellbeing and achievement of all. Our mission is to provide a comprehensive education that empowers our students to contribute to their world and shape their desired future. By working collaboratively as a school community, we focus on our students developing the understandings, skills, capabilities and dispositions that will enable them to be the best that they can be.

Of our 423 enrolments, 202 were female and 221 male, 20% had English as an additional language and 4% identified as Aboriginal or Torres Strait Islander. The school was structured into five learning communities Foundation (Prep), Junior 1 (Yr 1), Junior 2 (Yr 2), Middle (Yr 3) and Senior (Yr 4/5/6). All communities were housed in our open plan learning spaces in the two main buildings while our Senior Community were the first community to use the brand new double storey portable that was installed on our grounds to increase our built capacity to 500 students. These new fully air conditioned spaces are as modern and bright as the Eucalypt and Wattle buildings and contain moveable partitions that enable our consistent teaching approaches to be maintained across the school.

Each learning community had four groups with four community teachers except Middle that had three given the slightly smaller size of this cohort. All group numbers were kept to a minimum with the Learning Specialist - Teaching and Learning supporting groups in reading, maths and writing in the Senior Community and another teacher being appointed to back fill leave replacements in Term 3 and then support the groups in the Foundation Community during Term 4. These additional teaching staff ensured that group sizes were kept to a minimum to enable more targeted teaching and learning and additional student needs to be met.

Our staffing profile increased again in 2023 and consisted of two principal class officers, two learning specialists, nineteen community teachers that increased to twenty during the year. There were four full time and six part time Education Support (ES) staff who supported Admin, First Aid, learning, behaviour and maintenance and grounds. Our specialist team was made up of four full time, specialist teachers who were responsible for the Physical Education, Spanish/Drama, Creative Arts and the first Music and Dance program at our school. The two tutors worked in the Junior, Middle and Senior community providing small group targeted support to identified students throughout the year. We were again part of the Transforming the Early Years of the Teaching Career pilot program which providing funding to employ an additional two part time teachers. These teachers supported five graduate teachers in either their first or second year and their mentors, releasing them from face to face duties each week to provide additional time for them to manage their workload.

Progress towards strategic goals, student outcomes and student engagement

Learning

The two learning focussed goals in our School Strategic Plan are to maximise the learning growth of every student in Literacy and Numeracy. In 2023 in line with the statewide priorities goal we chose to target and implement key improvement strategies for numeracy. These were to

- Develop and embed a model of teaching and learning practice in numeracy.
- Refine and further develop school capacity to record, monitor, interpret and analyse student assessment data to inform differentiated teaching practice.
- Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

A Numeracy focussed Curriculum Day was held in April that drew on the Department of Education's *Numeracy Improvement Guide for School Leaders* which referenced the work of Emeritus Professor, Peter Sullivan and his book *Leading improvement in Mathematics Teaching and Learning*. During the day we introduced a new instructional model for Numeracy, one designed to enable productive struggle and embed opportunities to develop the mathematics proficiencies of understanding, fluency, problem solving, reasoning and language. Staff were familiarised with four lesson types that make up a balanced numeracy program. Active Teaching, Imagined Representations, Purposeful Games and Puzzles and What If? lessons. Time was then provided to plan tasks that could be implement in their teaching and learning programs that now reflected this new knowledge..

This work was then followed up and built upon through our Professional Learning Community (PLC) schedule that ensured all communities came together weekly for professional learning, assessment and moderation, data analysis and then regrouping of students to meet identified needs. Mathematics professional learning was a focus throughout the year as we built teachers content knowledge in Number along with their numeracy pedagogy.

Concurrent release of teaching teams during non-face to face teaching time was again timetabled to enable teachers to work collaboratively with their teaching team to plan targeted and differentiated learning programs for their community of learners. Our Learning Specialist - Teaching and Learning was the additional teacher in the Senior Community taking groups on a daily basis for reading, maths and writing, reducing groups sizes in these core learning areas. A new approach was implemented in our tutoring program this year which saw the tutors work alongside the teacher with the groups that were most in need in the J1, J2, Middle and Senior communities. This enabled double the focussed teaching groups to occur. Our Maths Online Interview data, gathered at the end of the year, certainly reflected the results of this work with continued improvements in the percentage of Year 3 students who have achieved all points of growth. Counting 7% (2021) to 28% (2023), Place Value 16% (2021) to 26% (2023), Addition and Subtraction 29% (2021) to 43% (2023) and Multiplication and Division 48% (2021) to 61% (2023).

Our Instructional Leaders Team worked throughout the year to review the current and develop new pre and post assessment tasks in Number. These were developed using the Victorian Curriculum and Numeracy Progressions and once implemented enabled all teachers to enter results into a database so that each student's Zone of Proximal Development (ZPD) could be identified and then used to group students according to what they next needed to learn in that particular area of content.

Our NAPLAN data while not as strong as we want shows an improvement in Year 5 Numeracy. In 2023 while we are still below state and similar schools, this gap has narrowed since 2022. Whilst the data sets in these years are not the same, (2022 top 3 bands and 2023 strong and exceeding) comparing our school to similar schools and the state and identifying the gains we have made in closing this gap between our performance and theirs, does show we are continuing in the right direction of our improvement journey.

In Year 5 NAPLAN Numeracy the percentage of students was

- 29.3% lower than similar schools in 2022 improving to 21.1% lower in 2023
- 30.4% lower than state in 2022 improving to 17.9% lower in 2023

The relative growth (interim) measure for Numeracy that identifies the percentage of students that have made HIGH GROWTH since their Year 3 NAPLAN is sound for our school with performance comparable to similar and network schools.

- Our School 22%, Similar Schools 23%, Network Schools 21% and State 25%

showing we are adding comparable value to our students.

Our static Year 3 results have confirmed what our junior years teachers have identified is an opportunity for improvement, the importance of providing open ended tasks and the four lesson types in their Numeracy program while not compromising the development of foundational skill development. The embedding of these proficiencies is an area to continue to be addressed as we understand this is a contributing factor to Numeracy improvement

Our performance in NAPLAN Reading was stronger in Year 3 than Year 5. Our improvement in relation to us and similar schools and state again saw pleasing gains with different data sets (2022 top 3 bands and 2023 strong and exceeding) from 2022 to 2023.

In Year 3 NAPLAN the percentage of students was

- 13.3% lower than similar schools in 2022 improving to 4% lower in 2023
- 8% lower than state in 2022 improving to 0.9% lower in 2023

In Year 5 NAPLAN the percentage of students was

- 39% lower than similar schools in 2022 improving to 17.9% lower in 2023
- 37.1% lower than state in 2022 improving to 15.8% lower in 2023

Our teacher judgement data continues to be strong across Prep - Yr 6 and compares positively to similar schools and state. We believe this endorses the high levels of accountability and responsibility, shared planning and the common and consistent practices we have across all teams.

Wellbeing

In 2023 all staff completed the final two days of the Berry Street Education Model (BSEM) - trauma informed practice Professional Learning that we commenced in 2022. All staff new to our school in 2023 undertook two catch up days so they could then participated along with the rest of the staff in Day 3 and 4. A small group who had previously completed all training prior to 2022 became our implementation team who developed resources to support implementation across our school. Our Welcome Morning Circle, Positive Primers, Brain Breaks and many other strategies that are utilised throughout our school are all the result of this learning and meeting the wellbeing needs of all students across our school.

At the end of 2022 we were notified that our school had been successful in being selected for the School Wide Positive Behaviour Support (SWPBS) initiative. This led to the appointment of a second Learning Specialist - Wellbeing and Inclusion whose role was to provide support and mentoring to build capacity of teachers and ES to cater for the needs of our neuro-diverse students. They would also lead the implementation of SWPBS across the school. The school structure was reviewed and all teaching teams and our

learning support ES team had a representative on the Wellbeing Leader team. This team met regularly across the year first undertaking professional learning in SWPBS and then beginning along with staff the development of processes and procedures related to expected behaviours and the management of them across our school.

The Wellbeing Leaders Team were responsible for overseeing the planning and implementation of our two weekly wellbeing sessions in each learning community. These enable the delivery of the Resilience, Rights and Respectful Relationships curriculum, the Cyber Safety Project, The Berry Street Education Model and now School Wide Positive Behaviour Support. We also utilise anecdotal information to identify patterns of behaviour or incidents, that are then addressed as part of this learning program, assisting students to better manage these when outside in the yard. Our approach is proactive and restorative as we understand that all children are learning how to navigate social situations. Their ability to do so, with growing confidence, resilience and expertise, makes a significant contribution to their wellbeing and wellbeing across our school.

We continued to utilise the Zones of Regulation to build the emotional literacy of our students. De-escalation plans and ready to learn scales support this work and all staff ensure that the goals and strategies that are recorded in students' Individual Education Plans are utilised on a daily basis to support the social, emotional, wellbeing and academic needs of identified students across the school.

We implement these programs and practices as we strive to meet the wellbeing goal of our School Strategic Plan - To enhance students' social and emotional capabilities, the success of which is reflected in the positive responses we receive from our Year 4-6 students through the Attitudes to School Survey. The data in 2023 for Sense of Connectedness indicates that our students in Year 4-6 feel positive about our school, their wellbeing and their learning. Our results differed by 1% from similar schools and were 2% above state.

Engagement

The Parent Opinion Survey for 2023 indicates our parents are satisfied with 87.5% positively endorsing our school which is above the state average for primary schools of 82.8%. It is a strong improvement from our 2022 result which saw parent satisfaction with our school at 81.2%. Our Staff Opinion Survey results showed that 74.7% positively endorsed a Positive School Climate compared with 78.1% across the state. This was a decrease for our school from 79.0% in 2022 and is an area that we will delve into, to better understand and improve in the future.

Attendance data showed improvement from 2022 where our students on average had 2 - 3 more days absent than similar schools and the state. In 2023 the average number of days absent for students Prep - Yr 6 was 19.7 days which is below similar schools and state. The improvements were also seen in the percentage of students Prep - Yr 6 with

- 30 or more days absent reducing from 27% to 16%
- 20 - 29.5 days absent reducing from 23% to 17%

The reductions in the more than 20 day ranges meant that the less than 10 day ranges showed improvement with in the percentage of students Prep - Year 6 with

- 10 - 19.5 days absent increasing from 31% to 37%
- 0.5 - 9.5 days absent increasing to 17% to 29%

All of these improvements can be attributed to the strong messaging to our community that all children need to be at school every day that they are well. The Admin team ensured that every unaccounted absence was followed up by phone call every day and teachers contacted families whenever an absence extended past two days. We continued to monitor high absenteeism for particular students across our school and contacted families offering support in all instances, to improve the attendance of their child. This will be an area of continued focus for our school, given the average absence is still equivalent to four weeks of the school year per student. We also want to increase the percentage of students with 0 days absent from the very low 1% in 2023.

Other highlights from the school year

We held some notable school events throughout the year one of which was swimming and water safety. Lifesaving Victoria ran a session to educate our Foundation students about water safety and all J1, J2 and Middle students were provided the opportunity to participate in an intensive week-long swimming program at the Eltham Leisure Centre. Our Senior Community had the same opportunity but went to the Whittlesea outdoor pool each day for a full week prior to attending their end of year celebration at Funfields. This meant we were able to ensure that the new guidelines for both swimming and excursions with water activities had been met.

Our Senior Community attended school camp to Adanac. The three day, two night camp was a fantastic opportunity for the students to experience outdoor, adventure activities and have time away from home. Our Middle Community participated in day camp at school where they undertook many camp like activities and then enjoyed a sausage sizzle before heading home in the early evening

from school.

We utilised our house groupings for a number of whole school cross age activities throughout the year. These included our Mothers and Fathers Day afternoons that saw children work in the same group as their siblings making the afternoons more enjoyable for their parents, as they did not need to move throughout the school to enjoy some time with each child but rather we brought all of their children to them. We hosted our second Grandparents Day which was well attended and a wonderful return to something we had started in our first year, 2019, but had sadly had to stop due to lockdowns and the impacts of COVID. To see all of the students spending time with their grandparents at school made this a very special occasion indeed.

Our Ganbu Mob continued to develop, with timetabled sessions that saw all of our Aboriginal and Torres Strait Islander students come together on a regular basis. We also began community gatherings with our First Nations' families to strengthen relationships and develop deeper understanding of their aspirations for their children and our school. Our program was featured in an article and visited by officers from the Australian Education Union (AEU) and our Koorie Education Support Officer (KESO).

We held our first sporting carnival at Ashley Park and again our house groups Waa, Marram, Gurnmil and Gawarn were a feature, with all students participating in sporting activities along with designing house flags and chants that were shared during the celebrations at the end of the day.

Our Year 6 leadership program was a real stand out in 2023 and ably led by the Senior Community Instructional Leader. Along with the rest of the Senior teaching team they set about establishing a stronger Buddy Program for Foundation and Year 6 students and strengthened the leadership profile we had. This saw our Year 6 really rise to the occasion demonstrating our school values and the associated behaviours. They set an excellent example for our Foundation students and planned buddy sessions that they implemented with them on a fortnightly basis. This work culminated in the development of leadership roles with clear responsibilities that all of our Year 5s applied for at the end of 2023 in readiness for their final year of primary school. This work contributed to the achievement of one of the key improvement strategies from our School Strategic Plan, to build student leadership capacity across the school.

Financial performance

Our school ended 2023 in a sound financial position. We utilised our equity funding to support smaller group sizes and lower student to teacher ratio to maximise learning for all. It was also utilised to fund four hours of non-face to face sessions for each teacher (VGSA required 3.5hrs per teacher) to enable collaborative planning for differentiated teaching.

Our voluntary curriculum contributions, camp payments and excursions also contributed to our locally raised funds. Our school facilities were hired throughout the year by our Out of School Hours Care provider TeamKids for use in their before and after school care and the programs they provided during school holidays and curriculum days. The Yarrambat Phantoms local basketball club hired our school stadium every Monday to Thursday evening and Basketball Victoria hired the facility on Saturdays for training sessions for their State teams. Ashley Eats hired the canteen facility to provide lunch orders and counter sales to our students on a Tuesday and Friday. The entire Ironbark Sports and Arts Centre was utilised for a Blue light Disco in the latter part of the year that was run by Mernda Police. Our School Events and Fundraising Team capitalised on this opportunity to provide a sausage sizzle and glow bands to the disco goers. The takings from the ticket sales combined with the sausage sizzle contributed to our strong fundraising efforts for the year.

A new sandpit was installed under an existing shade sail providing a bigger space for our growing school enrolment. We also saw the first of our double storey portables house our Senior Community and then installation of the second ready for 2024. This installation again saw us need to outlay funds to furnish and equip the spaces and to provide sufficient learning resources for our growing school.

We again experienced significant illness due to COVID and many staff members were unfortunately unable to attend work on many occasions across the year. This required the employment of Casual Relief Teachers and casual Education Support staff which again saw salaries and allowances and support services become the largest expenditure items across the year. \$20,971.80 was withdrawn from the Building Fund and put towards the installation of air conditioning in the Silver Gum Centre (admin and office), something we have been wanting to do since the school opened, without any, in 2019.

For more detailed information regarding our school please visit our website at
www.ashley.park.ps@education.vic.gov.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 423 students were enrolled at this school in 2023, 202 female and 221 male.

20 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).

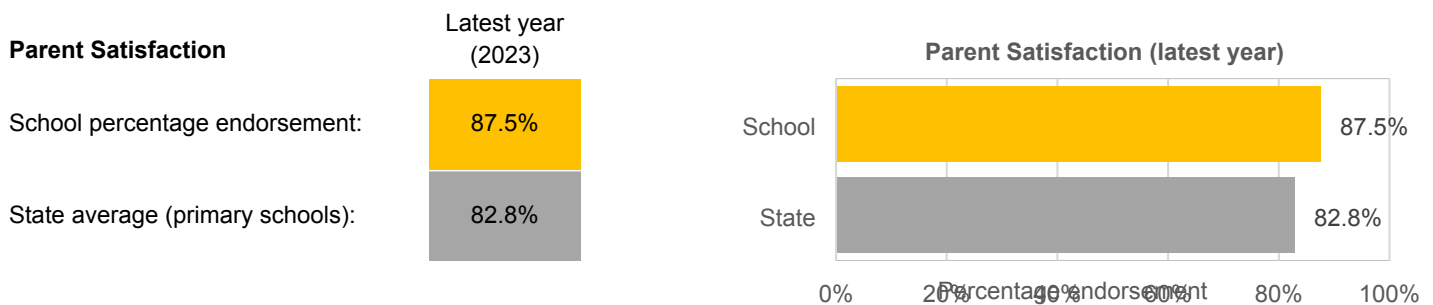
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

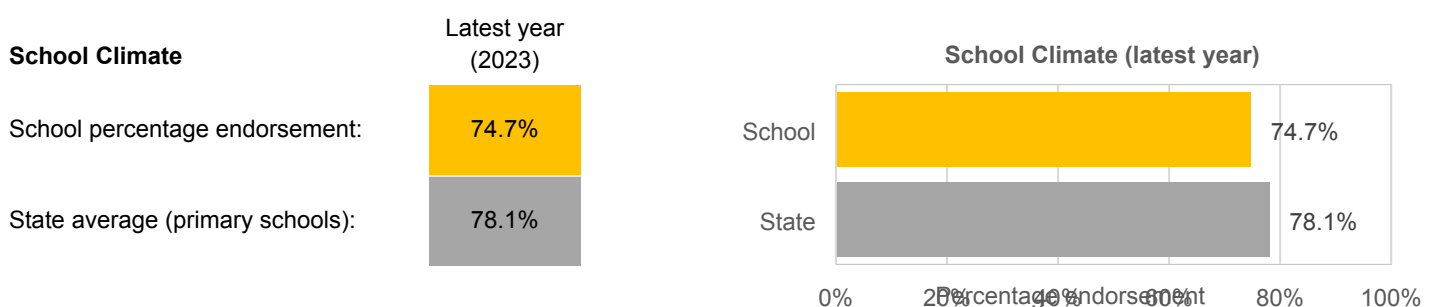


School Staff Survey

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:

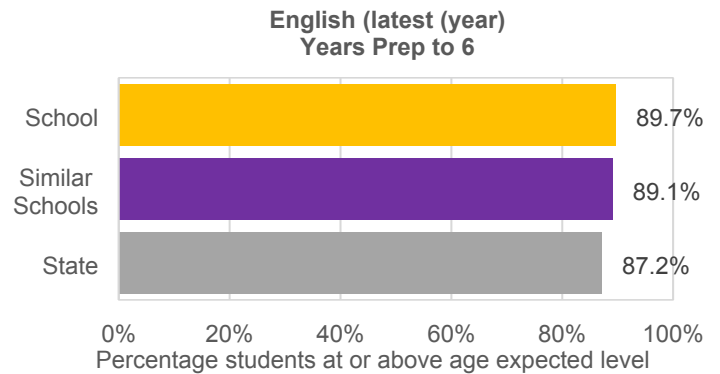
89.7%

Similar Schools average:

89.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

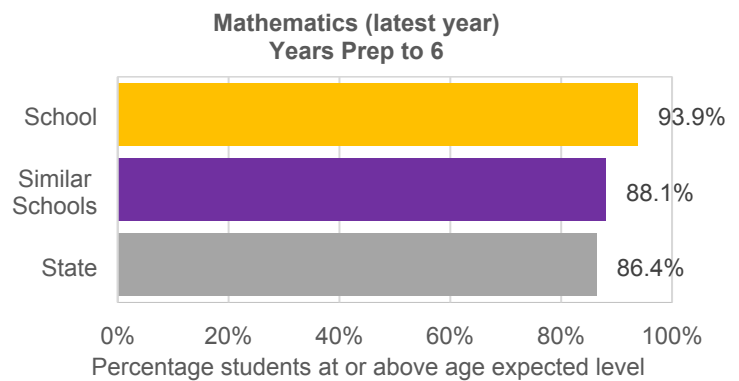
93.9%

Similar Schools average:

88.1%

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:

68.7%

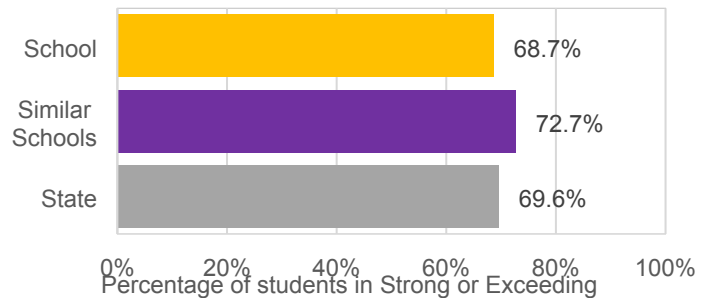
Similar Schools average:

72.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.1%

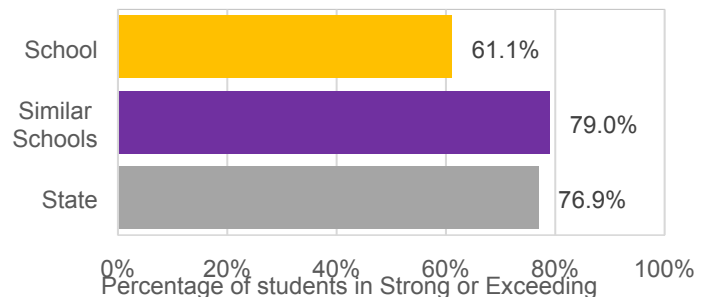
Similar Schools average:

79.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.5%

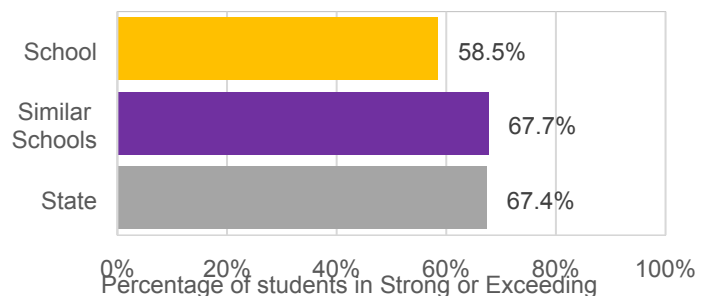
Similar Schools average:

67.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

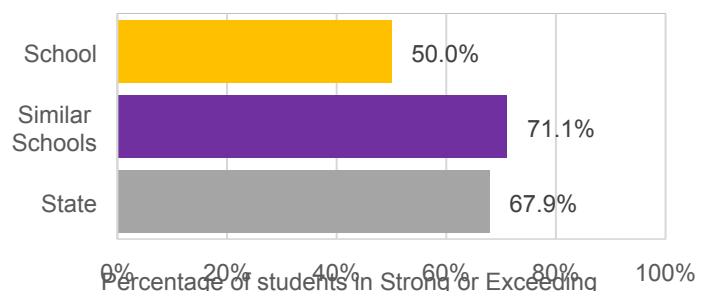
Similar Schools average:

71.1%

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:

68.6%

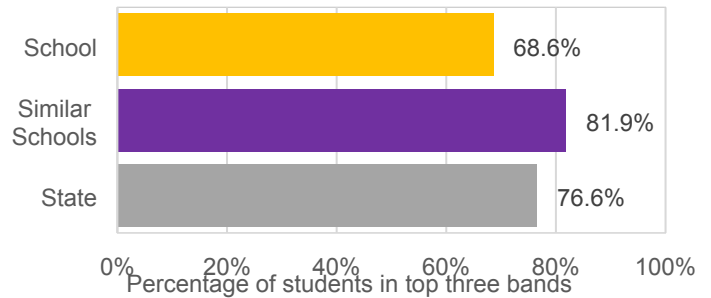
Similar Schools average:

81.9%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

33.3%

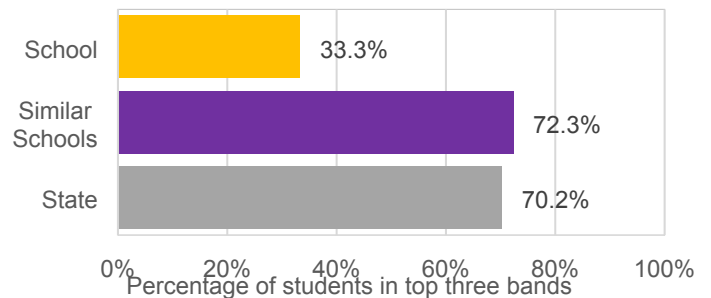
Similar Schools average:

72.3%

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%

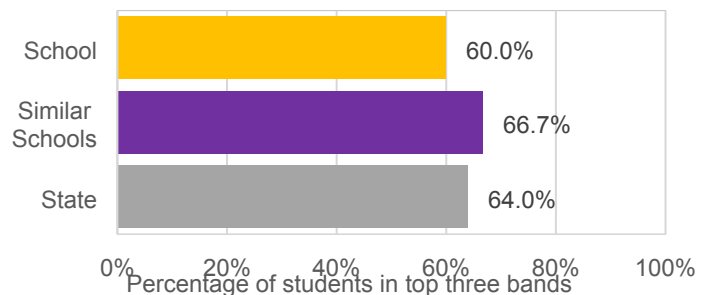
Similar Schools average:

66.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

23.8%

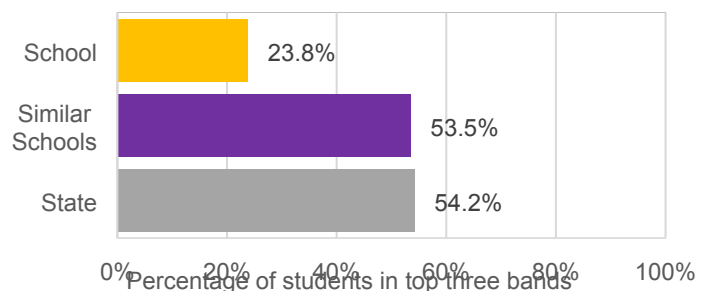
Similar Schools average:

53.5%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

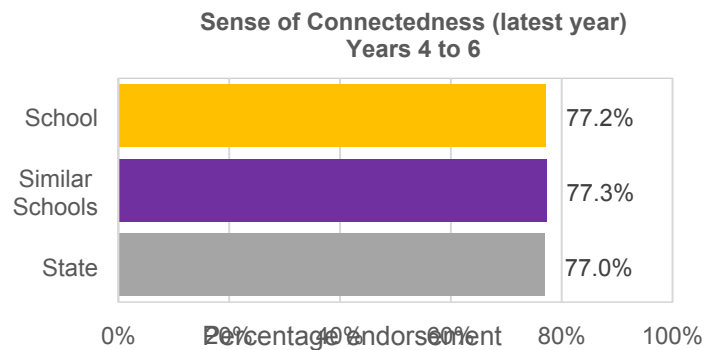
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	77.2%	83.6%
Similar Schools average:	77.3%	79.1%
State average:	77.0%	78.5%

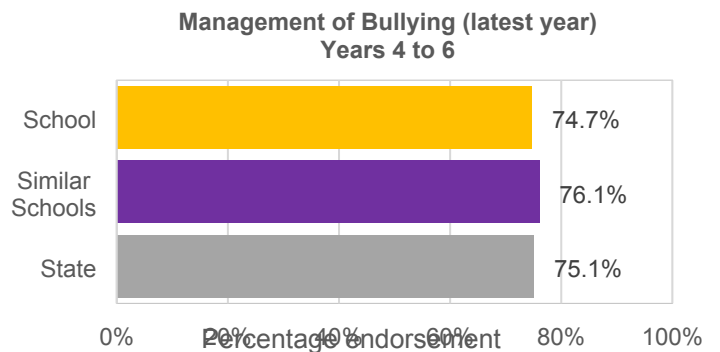


Student Attitudes to School – Management of Bullying

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:	74.7%	80.7%
Similar Schools average:	76.1%	77.6%
State average:	75.1%	76.9%



ENGAGEMENT

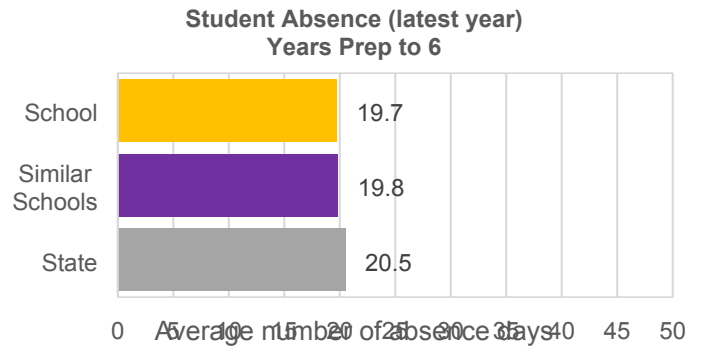
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.7	19.8
Similar Schools average:	19.8	17.1
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	91%	91%	90%	90%	87%	90%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,157,567
Government Provided DET Grants	\$564,221
Government Grants Commonwealth	\$8,226
Government Grants State	\$0
Revenue Other	\$9,649
Locally Raised Funds	\$274,518
Capital Grants	\$0
Total Operating Revenue	\$5,014,182

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,012
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,012

Expenditure	Actual
Student Resource Package ²	\$3,967,083
Adjustments	\$18,838
Books & Publications	\$123
Camps/Excursions/Activities	\$80,163
Communication Costs	\$2,521
Consumables	\$109,210
Miscellaneous Expense ³	\$11,845
Professional Development	\$13,159
Equipment/Maintenance/Hire	\$115,256
Property Services	\$52,890
Salaries & Allowances ⁴	\$201,641
Support Services	\$160,630
Trading & Fundraising	\$25,047
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$76,853
Total Operating Expenditure	\$4,835,258
Net Operating Surplus/-Deficit	\$178,924
Asset Acquisitions	\$19,065

- (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	\$47,743
Official Account	\$38,599
Other Accounts	\$5,552
Total Funds Available	\$91,893

Financial Commitments	Actual
Operating Reserve	\$135,160
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$13,618
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$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	\$148,778

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.