2022 Annual Report to the School Community

School Name: Oakleigh Primary School (1601)

- 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 16 March 2023 at 07:38 AM by Michele Nolan (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 17 March 2023 at 12:46 PM by David Woodgate (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

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

Oakleigh PS and Kindergarten has a history of over 130 years and is part of a thriving, bustling, multicultural community. Over the last few years we have experienced rapid growth in student numbers. Our 2022 enrolment was 476 students. The school population reflects our cultural diversity with approximately 32 different nationalities. 41% of students come from a language background other than English (LBOTE). A kindergarten is located on the premises with a consistent enrolment of over 100 children. Our SFO (Student Family Occupation) profile is low. We received an additional $4 million in funding to complete Stage 2 of the school refurbishment, which was completed In December and included the upgrading of the Heritage Building and grounds.

Our commitment to Health and Wellbeing, including Positive Education and Respectful Relationships, underpins every aspect of our school. We believe that an individual's wellbeing is the foundation on which success in life is built. If students are able to develop healthy levels of personal wellbeing they will be more likely to achieve academic potential; more likely to establish supportive relationships; more likely to make a meaningful contribution to their community and more likely to lead a fulfilling life. We are committed to maximising each child's academic potential complemented by a holistic approach to their individual needs.

The school provides a stimulating and broad based education program to a student body that is socially, economically and culturally diverse: a facet valued and celebrated by the community. The Victorian Curriculum is used to develop an integrated approach to curriculum planning, teaching and assessment. The school has a strong focus on Literacy and Numeracy. Specialist subjects include Visual Arts, Performing Arts, Japanese, Physical Education and EAL (English as an Additional Language). Support and enrichment programs are offered.

Our staffing profile includes a broad balance of teaching experience, knowledge, skills and gender. The school currently has 38 EFT staff including the Principal, Assistant Principal, 3 Learning Specialists (with classroom teaching roles), 28 teaching staff and 8 education support staff. In 2022 we also had 2 teachers who implemented the Tutor Learning Initiative. We do not have an Aboriginal and Torres Strait Islander staff member but have a teacher appointed as our Marrung Lead.

Our teaching and support staff pride themselves on their commitment to the school community and the academic, social and emotional wellbeing of each child. There are high levels of engagement in and support for school events.

We recognise the importance of performance and development, including balancing the needs of the individual and the school's goals. There is a strong link between our staff's Professional Development Plans and the Key Improvement Strategies articulated in the Annual Implementation Plan (AIP) and Strategic Plan. Time is allocated for Professional Learning Teams to meet weekly. Underpinning this structure is building a culture of collaboration and collective responsibility for teaching and learning programs.

Vision: Our aim is for each child to become happy, healthy and resilient, well equipped for the challenges of lifelong learning, contributing to the society in which they live and able to achieve their full academic, creative and social potential. At the heart of Oakleigh Primary School and Kindergarten's educational philosophy is the firm belief that all students can become successful learners and that there are no predetermined limits to what students can accomplish at any age. We will achieve this by providing a welcoming, positive, safe and inclusive learning environment in which everyone is treated equitably, individual strengths are recognised and all achievements are celebrated.

Values: The values that form the basis of the actions in our learning community are:
Positive Emotion: Train your mind to focus on the positives rather than the negatives; be resilient. Positive people look back on the past with gladness; look into the future with hope; and enjoy and cherish the present. Having the ability to recover strength, confidence and good humour. When things go wrong, we are able to 'bounce back' or 'bounce forward'.

Engagement: Use and improve your character strengths to carry out each task to the best of your ability. When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and become immersed in a task.

Relationships: Create and maintain authentic and fulfilling relationships. We develop a culture of respectful relationships and gender equality for all. Everyone needs someone. We enhance our wellbeing and share it with others by building strong relationships with the people around us – family, friends, classmates and neighbours.

Meaning: Lead a purposeful existence. We are at our best when we have a sense of purpose and use that purpose to contribute to the community and help others - our family and friends, at school and in the local and broader community.

Accomplishment: Have a growth mindset. Strive for and achieve success. Everyone needs to experience a sense of achievement and success. Considering what you want to achieve and setting personal goals, no matter how small, is an effective way to focus on what is important. Putting effort into reaching these goals builds self-esteem and a sense of accomplishment.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teacher assessments against the Victorian Curriculum indicate that our results (students at or above the expected level) are comparative to similar schools for Numeracy (95%) and English (93%). The MSL approach was introduced in Years 3 and 4 and continued to be a focus in Prep-2. Data continues to indicate the success of the MSL Program with 78% of our students being in the top two bands for Reading in NAPLAN in Year 3 compared with 62% in 2019. Additional staff were trained in the MSL approach, including our Year 5/6 teachers in preparation for implementation in Year 5 and 6 in 2023.

Our NAPLAN numeracy results in 2022, were higher than previous years in Year 3 at 86.8% (top 3 bands), but lower in Year 5 at 67.7% (top 3 bands). For Year 5 this was lower than similar schools. However, the School Performance Report indicates that the percentage of students in the top two bands in Year 5 was 51.6% and considered very high and better than like schools. Staff identified that providing a differentiated program in Numeracy for the strand of Measurement and Geometry should be an action for 2023 as this was the lowest variable when we conducted a detailed item analysis of our NAPLAN results. A focus of our 2022 TLI Program was supporting students working below level in Numeracy. Enrichment programs were also provided for students who were working above level.

Our 2022 NAPLAN Writing results (students in the top 2 bands) were higher than similar schools in both Year 3 (78% compared to 73%) and Year 5 (53% compared to 48%). The Year 5 results were also significantly higher than results for the last five years e.g. 26% in 2018 and 36% in 2021.

The Tutor Learning Initiative (TLI) was very successful and implemented in 2022 by two learning tutors. Students' individual education goals were created collaboratively by teachers and tutors and data and anecdotal evidence, including work samples, showed high levels of growth and success.

The school utilised the PAT Reading and Numeracy tests to assist in diagnosing student achievement, analysing strengths and areas for improvement and identifying students needing enrichment or support. We identified a need to provide more opportunities for our high achievers in Numeracy with targeted learning opportunities to extend their thinking. This included the provision of Enrichment Programs for students at all year levels e.g. participation in the Maths Olympiad.

In 2022 the school had seven PSD students (Program for Students with Disabilities) including one dual enrolment with a local specialist school. The resumption of onsite learning allowed us to set targeted IEPs and differentiate the learning programs based on the individual needs.

As for 2022, the learning improvement priority for 2023 has been determined by the Department of Education. This Priority Goal is to: S*upport both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.*

The following actions have been identified as the focus of our 2023 AIP Priority for learning:
- Further build staff understanding of the proficiencies and ability to embed them into numeracy sessions, including identifying them in LI and SC
- Review our approach to the teaching of the Measurement and Geometry strand, including the use of resources, real life application and task differentiation.
- Embed the use of Number Talks into teaching practice.

Wellbeing

Data from the Attitudes to School Survey indicates that our Year 4 to 6 students' sense of connectedness to the school at 85.1% continues to improve and was higher than for similar schools. This can in part be attributed to the return to onsite learning and our school wide focus on wellbeing.

In 2022 we implemented our new Wellbeing framework - the Wellbeing and Positive Education Whole School Scope and Sequence. This followed a review in 2021 of our approach to student wellbeing. Using the Respectful Relationships Program overview, each year level audited their current Wellbeing Program and made modifications to the yearly planner to ensure that the principles of the RR Program were embedded into teaching practices. The new scope and sequence was fully implemented and positively received by staff. We believe that these practices, programs and a focus on educating the whole child is facilitating progress to achieving the Education State goal of 'Happy, Healthy and Resilient Kids'. The AIP Wellbeing Coordinator and the Assistant Principal, who had been trained in the Respectful Relationships Program supported staff in its implementation through staff Professional Development and provision of supporting resources. Further PD was provided for staff by the Region Leader for Respectful Relationships to develop classroom teachers' capacity and confidence to specifically teach topics 7 and 8 around *Gender and Identity, and Positive Gender Relations*.

The comprehensive student cohort wellbeing tracker, managed by our Assistant Principal, proved to be an effective tool for identifying students and recording actions taken for those needing support. This coupled with fortnightly meetings with our Regional School Wellbeing Key Contact were valuable resources in ensuring that we could deliver or recommend external health and wellbeing supports to children and their families. An Evening Forum titled Mission Respect was also organized and provided to parents through Monash University, educating families about preventing gender-based violence.

The 'Check In – Check Out' Mentor Program continued to provide support for our 'vulnerable' students, including those with compromised wellbeing. Targeted students were linked with a teacher/ES staff member who met with them regularly to give them a significant adult they could trust and maintain an emotional connection with the school.

In 2022, as a consequence of the extended lockdowns, it was noted that students were finding it more challenging to 'be a good friend' or navigate social situations e.g. differences of opinions. This was particularly noticeable for our Foundation students who had missed many of the social milestones that regular attendance at kindergarten facilitates. Social Skill programs were undertaken to assist students and explicitly teach strategies such as *can everyone play?,* and how to be an upstander rather than a bystander. A workshop in Term 1 was also facilitated by the RR Regional Leader with our Year 56 students around how they were speaking and treating each other due to a deterioration in respectful social interactions.

Our students' emotional regulation including resilience has also been negatively impacted by the prolonged period at home. These skills were particularly supported through the RR units on Positive Coping which was a school wide focus in Term 2, as well as the Bounce Back Program in Years 3 and 4.

As for 2022, the Wellbeing improvement priority for 2023 has been determined by the Department of Education. This Priority Goal is to: *Effectively mobilise available resources to support student wellbeing and mental health, especially the most vulnerable*.

The following actions have been identified as a focus for our 2023 wellbeing priority:

- Identify, monitor and support students with poor attendance records, including implementing strategies and processes to increase their attendance rate.
- Deliver whole school Professional Development Programs which support positive mental health, including supporting students with anxiety.
- Review our processes to ensure a whole school approach to mental health, including supporting and managing students with mental health, behavioural or social issues.
- Students with emerging or acute wellbeing needs will be identified, referred and supported appropriately.
- Communication and education provided to parent community around our School Wellbeing program, including supporting children with compromised wellbeing.

Engagement

The Performance Report data indicates that the average number of days absent, of 20.3, is higher than our four year average of 14.5, but correlates with similar schools. Our attendance rate is similar across year levels. The most common reasons for non-attendance were illness and extended family holidays. A significant number of our families visited their relatives, still living in their country of origin, after two years of lockdowns. COVID also had an impact on the number of students absent due to this and other illnesses.

Despite this rationale, there is a small percentage of students who have been identified with high levels of absenteeism and school refusal. These students, in particular, have found it difficult to reengage with school after two years of disrupted learning. A number of support processes were put in place to improve their attendance, including creating Individual Attendance Support Plans and discussions with the Department's Health and Well Being Key Contact for the school. Reengaging these students will be a continued focus in 2023. Data analysis also showed that there are a few students in Foundation who had a high number of absences. This will be addressed by communicating with parents about the importance of regular attendance and the impact of repeated absences on achievement.

Oakleigh Primary School continues to offer a program to support the various transitions our students make. Strong communication links with our feeder preschools, in particular our own kindergarten, have been maintained and enhanced, including our current Foundation staff going to our kindergarten to meet and observe our 2023 students. Foundation teachers also visited external feeder premises to deliver prepared transition 'kits' to the Pre-foundation students to undertake shared activities as part of our Foundation Orientation Program. A key focus was also to engage with students and build relationships. Following the success of offering online webinars, rather than face to face due to COVID, we used this platform again in 2022. The Parent Opinion Survey indicated that parent satisfaction with transitions was 86% and student connectedness was 91%. The school also actively facilitated several transitional SSGs with parents and secondary schools to ensure that a handover of individual student needs and strengths were communicated to help ensure a smooth transition.

The Attitudes to School Survey positive response for differentiated learning challenge was 90% (86% 2021). Our students' sense of connectedness (85.1%) was higher than our four year average (83%) and higher than for similar schools (81.9%).

The return to learning onsite for all students saw teachers maximising opportunities to rebuild peer relationships and re-engage students in their learning through a variety of experiences including incursions and excursions and the Camping Program. This also included a Year 5/6 Production, Aladdin. This was the first time our students had had the opportunity to participate in the performance process since 2017.

Over 2021 we audited, identified and purchased equipment to support STEAM teaching including iPads and programming equipment e.g. Spheros (using the Digital Technologies component of the School Refurbishment Grant). Again, last year, there was minimal use of the STEAM Centre as six classes needed to be relocated into available spaces due to the refurbishment. It has been decided that in 2023 we will introduce STEAM as part of our Specialist Program and students will attend fortnightly STEAM sessions.

The Engagement focus in 2022 was to build staff and student capacity in Goal Setting. Staff Professional Development on goal setting included creating consistency of templates and a deeper understanding of what a SMART goal is. Progress was reviewed regularly. Students used data, anecdotal or through conferencing, to set SMART goals, including in our Specialist Programs. Positive responses to self-regulation and goal setting in the Student Opinion Survey was 84% and for the Student Voice and Agency factor increased from 59% in 2021 to 69% in 2022.

In 2023 there will be a continued focus on providing more opportunities for student voice and learner agency in curriculum development, goal setting, learning experiences and assessment. The actions identified in our 2023 Annual Implementation Plan include to:
- Plan and deliver whole school Professional Development on Student Voice and Agency.
- Audit our current Student Voice, Agency and Leadership Scope and Sequence Chart to ensure that it meets school and student needs.
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- Increase the opportunities we provide students to exercise agency in their own learning e.g. codesigning open-ended learning experiences/investigations.
- Continue to increase opportunities for one-to-one student feedback which stimulates their thinking about learning and provides opportunities to ask questions and provide input.
- Increase opportunities for students to have a voice, both in the classroom and through student forums e.g. Oakleigh Matters.

Other highlights from the school year

After 6 years of refurbishment of the school buildings, kindergarten and school grounds, Stage 2 works were completed in December 2022. Whist this process, over the years, has involved a lot of forward planning, flexibility, ongoing relocation of learning spaces and the administration building, and loss of play space the transformation is something to be very proud of. This significant Capital Works funding has enhanced the visual appeal, functionality and use of both our indoor and outdoor learning spaces. The success of this transformation is supported by the Parent Opinion Survey where satisfaction with the School Environment in 2022 was 93% (despite works still being undertaken) compared with 65% satisfaction in 2018.

Financial performance

The administration of Oakleigh PS has used funds to support the teaching and learning programs of students. Our School Council and Finance Sub Committee works diligently to ensure internal controls are stringently applied.

The school's Out of School Hours Program continued to operate in a financially sound manner, despite reduced attendance due to post COVID ramifications and the financial cost of the retirement of our OSHC Coordinator after over 20 years of service.

Another major source of revenue was through the hiring of the school's facilities, in particular a Community Greek School. This revenue supported the school's ability to operate in a financially sound way. The Capital Works funding grant of over $4 million for the Refurbishment of the Heritage Building and external grounds also benefited our financial position. We used funds from the upgrade to supplement the purchase of iPads for the Prep and Year 1 students and upgrade the furniture in the Junior School. In 2022 School Council were pleased to note that the school still operated a cash surplus at the end of the year.

Equity funding money was used to contribute to the staffing of a 0.4 Learning Support Teacher.

It should be noted that the school's financial position of $1.223.664 includes a carry over of $80,000 from the Kindergarten. Now the refurbishment has been completed funds available from our investments will be used to enhance and upgrade facilities that did not form part of the scope of works e.g. the upgrading of the school amphitheatre to make it more suitable for operation as an outdoor learning space and the installation of solar panels on the gymnasium roof which will provide enough power to make the school self-sufficient, environmentally sustainable and in the long term benefit us financially.

**For more detailed information regarding our school please visit our website at
https://www.oakleighps.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 476 students were enrolled at this school in 2022, 226 female and 250 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
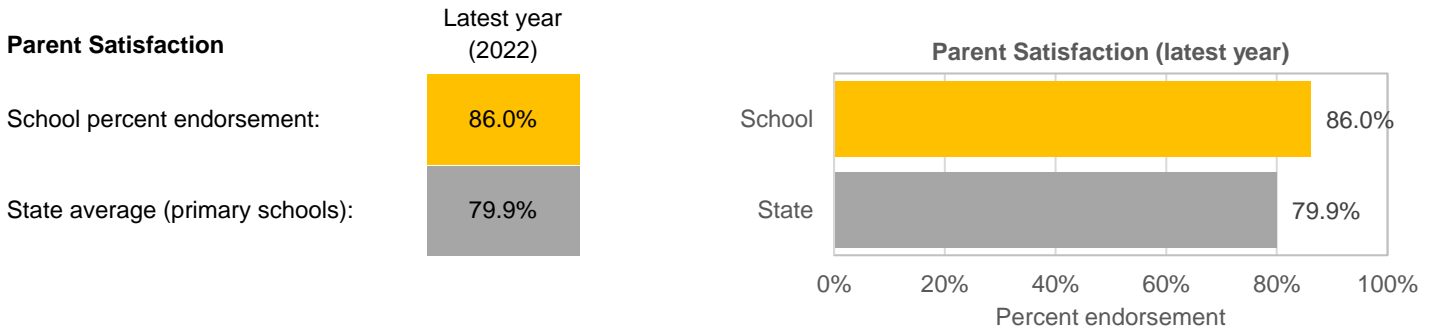
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.
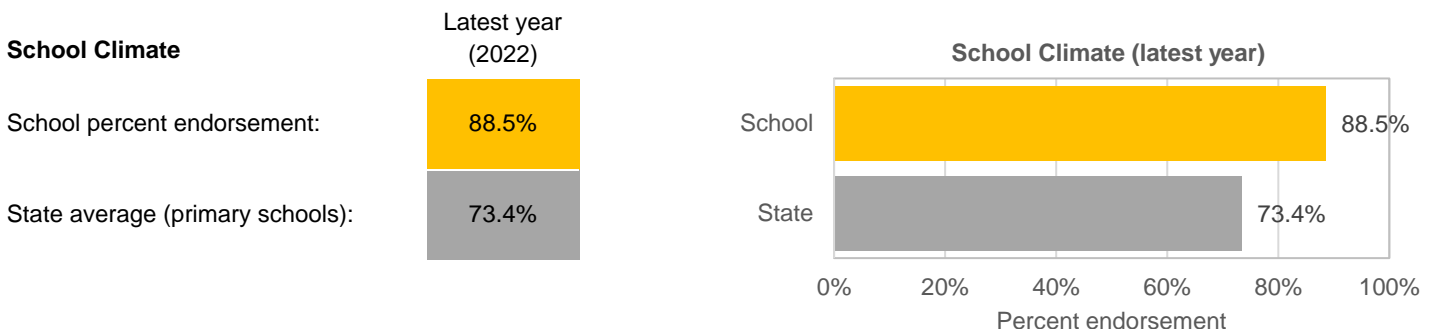
Parent Satisfaction	Latest year (2022)
School percent endorsement:	86.0%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

School	86.0%
State	79.9%

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.

School Climate	Latest year (2022)
School percent endorsement:	88.5%
State average (primary schools):	73.4%

School Climate (latest year)

School	88.5%
State	73.4%

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)

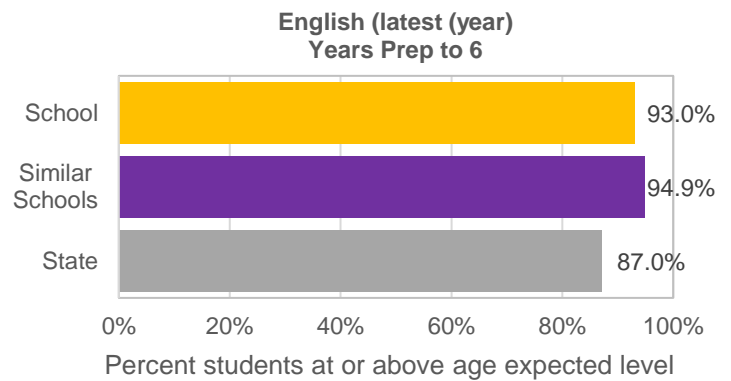School percent of students at or above age expected standards: | 93.0%

Similar Schools average: | 94.9%

State average: | 87.0%

English (latest (year)
Years Prep to 6

School — 93.0%
Similar Schools — 94.9%
State — 87.0%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards: | 94.9%

Similar Schools average: | 94.6%

State average: | 85.9%

Mathematics (latest year)
Years Prep to 6

School — 94.9%
Similar Schools — 94.6%
State — 85.9%

0% 20% 40% 60% 80% 100%

Percent students at or above age expected level
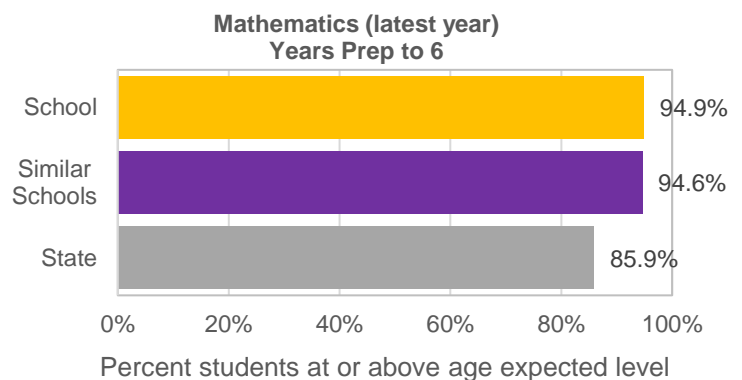
LEARNING (continued)

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.
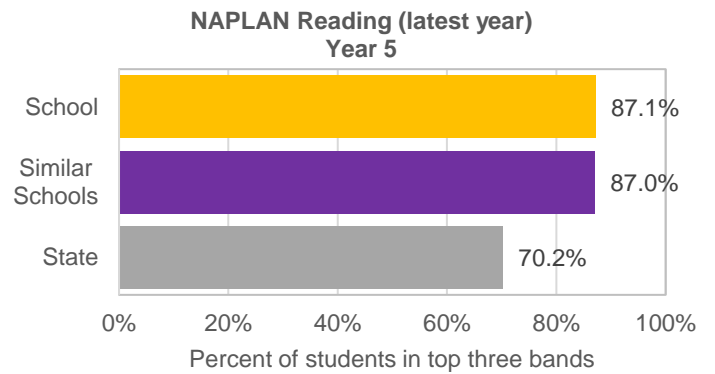
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	87.0%	89.6%
Similar Schools average:	90.7%	90.1%
State average:	76.6%	76.6%

NAPLAN Reading (latest year) Year 3

School 87.0%
Similar Schools 90.7%
State 76.6%

Percent of students in top three bands
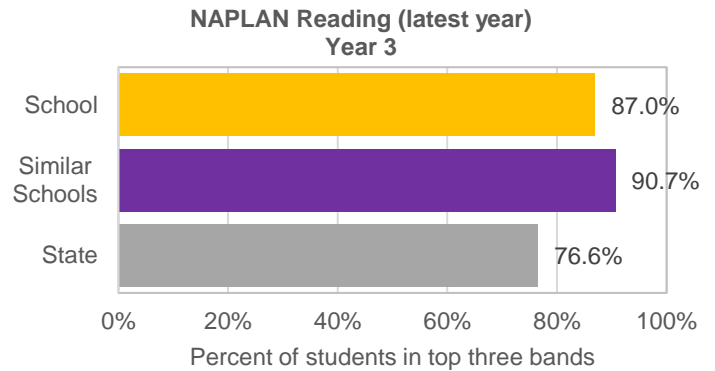
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	87.1%	83.9%
Similar Schools average:	87.0%	85.7%
State average:	70.2%	69.5%

NAPLAN Reading (latest year) Year 5

School 87.1%
Similar Schools 87.0%
State 70.2%

Percent of students in top three bands

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	86.8%	84.8%
Similar Schools average:	83.8%	85.0%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

School 86.8%
Similar Schools 83.8%
State 64.0%

Percent of students in top three bands
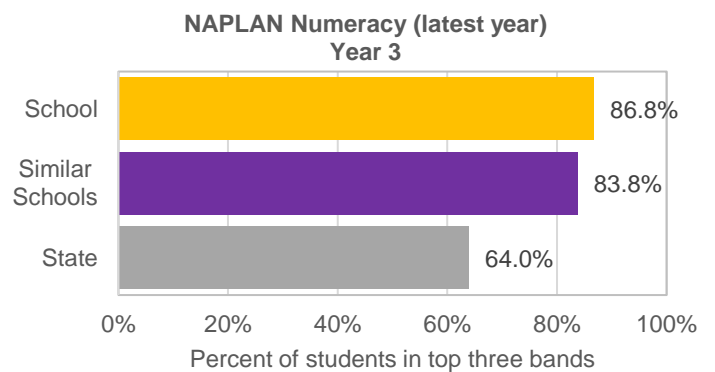
Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	67.7%	74.3%
Similar Schools average:	79.0%	81.1%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

School 67.7%
Similar Schools 79.0%
State 54.2%

Percent of students in top three bands
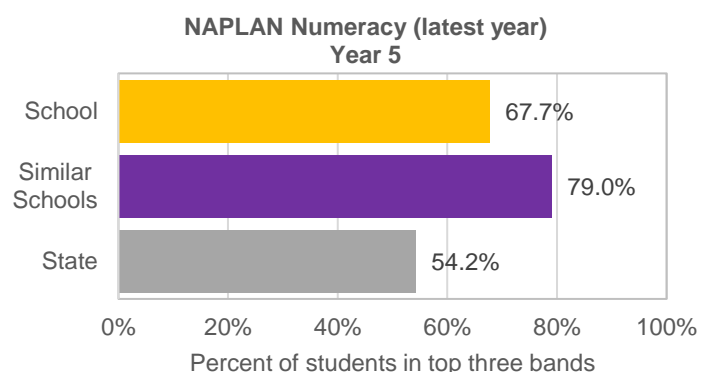
WELLBEING

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:	85.1%	83.0%
Similar Schools average:	81.1%	81.9%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6

|	
School	85.1%
Similar Schools	81.1%
State	78.1%

Percent endorsement
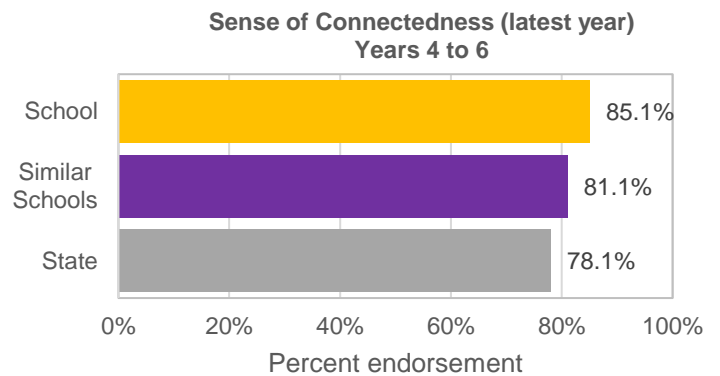
Student Attitudes to School – Management of Bullying

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:	77.2%	79.4%
Similar Schools average:	76.4%	79.1%
State average:	75.8%	78.3%

Management of Bullying (latest year) Years 4 to 6

|	
School	77.2%
Similar Schools	76.4%
State	75.8%

Percent endorsement
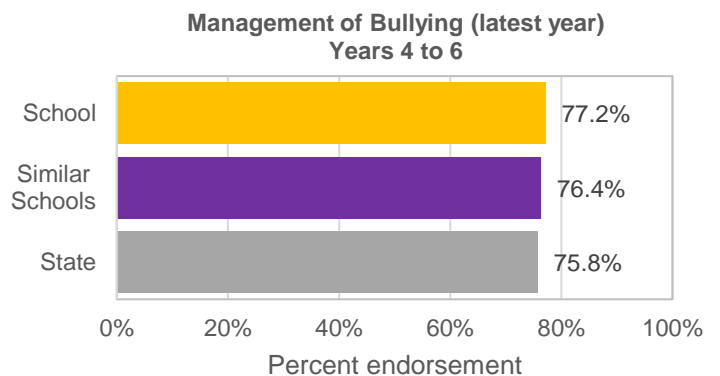
ENGAGEMENT

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:	20.3	14.5
Similar Schools average:	18.7	13.3
State average:	23.3	17.0

Student Absence (latest year)
Years Prep to 6

School	20.3
Similar Schools	18.7
State	23.3

Average number of absence days
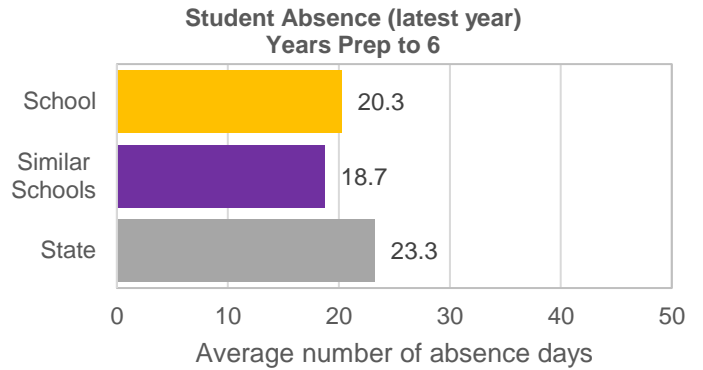
Attendance Rate (latest year)

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):	91%	90%	91%	92%	91%	89%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$4,163,437
Government Provided DET Grants	$850,923
Government Grants Commonwealth	$178,909
Government Grants State	$0
Revenue Other	$49,593
Locally Raised Funds	$580,539
Capital Grants	$0
Total Operating Revenue	**$5,823,401**

Equity [1]	Actual
Equity (Social Disadvantage)	$27,791
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$27,791**

Expenditure	Actual
Student Resource Package [2]	$4,059,423
Adjustments	$0
Books & Publications	$5,708
Camps/Excursions/Activities	$173,924
Communication Costs	$4,669
Consumables	$111,235
Miscellaneous Expense [3]	$49,319
Professional Development	$16,013
Equipment/Maintenance/Hire	$90,793
Property Services	$39,643
Salaries & Allowances [4]	$1,011,608
Support Services	$31,686
Trading & Fundraising	$16,344
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$44,905
Total Operating Expenditure	**$5,655,271**
Net Operating Surplus/-Deficit	**$168,130**
Asset Acquisitions	**$47,072**

(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	$1,170,537
Official Account	$53,061
Other Accounts	$67
Total Funds Available	**$1,223,664**

Financial Commitments	Actual
Operating Reserve	$263,283
Other Recurrent Expenditure	$6,546
Provision Accounts	$66,862
Funds Received in Advance	$0
School Based Programs	$130,992
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$90,000
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$60,000
Capital - Buildings/Grounds < 12 months	$198,000
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$100,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$915,683**

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.