

# 2022 Annual Report to the School Community

School Name: Springside Primary School (8911)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 06 April 2023 at 03:03 PM by Gabrielle Zorko (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 06 April 2023 at 03:37 PM by Susan Attard (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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## School context

### Our School Vision Statement

At Springside we deliver excellence. Our community works in harmony to develop creative learners who think, act and contribute positively to an ever-changing world.

### Our School Values

Respect – Optimism – Responsibility – Excellence

### At Springside we R.O.R.E!

Our School Motto: Learning Today - Leading Tomorrow

### Our School Mission Statement

To embed a Professional Learning Community culture at Springside Primary School, where we work collaboratively and interdependently using evidence-based practice to significantly improve the outcomes of every child at our school.

In 2022, the school had 816.2 confirmed enrolments (406 female and 410 male) at the February Census, a number that had steadily increased to over 840 enrolments by the end of 2022. The Student Family Occupation [SFO] category was Low-Medium at 0.4015 and the Student Family Occupation Education [SFOE] index was 0.5478 in 2022. The staffing profile of Springside Primary School included a principal and two assistant principals, 48.2 full-time equivalents [FTE] teachers (including 1 Aboriginal and Torres Strait Islander staff member), 20.4 FTE Education Support [ES] staff, 3.0 FTE office administration staff, a student welfare and child safety standards officer, IT technician (0.4), DE Tech (0.2), librarian and a school nurse. Springside Primary School is located in the City of Caroline Springs in the western suburbs of Melbourne approximately 34 kilometres from the Melbourne Central Business District.

The school was originally founded in 2009 as a campus of Caroline Springs College before establishing itself as Springside P-9 College in 2012. In 2017 a further transition occurred with the opening of a local secondary college. In 2020, the school opened as the newly named Springside Primary School. School facilities include the Springside Kindergarten complex, over 40 air-conditioned classrooms, full-size gymnasium and performing arts learning area, library, canteen, food and materials technology spaces, a science room, two art rooms and the administration area. Outside students have open synthetic grass spaces, two playground areas, two basketball courts and many passive playing areas. Information Technology is available throughout the school, with all children having access to mobile computing via wireless internet. There are interactive whiteboards/TV installed across all learning areas and in Years Prep – 6 there is a range of ICT devices and resources allocated to each year level. The school's classrooms are flexible, open design featuring external glass walls that open into common learning areas. Environmentally sustainable, the school's design features cathedral ceilings and louvre windows that provide natural ventilation throughout the campus. The school also has an impressive Stephanie Alexander Kitchen-Garden program and provides an accredited Out of School Hours Care Program.

In 2022, we had three international students and seven students (1%) who identify as Aboriginal at Springside (two in Prep; one in Year 1; one in Year 3; two in Year 4; one in Year 6). We had one student identifying as Aboriginal in 2022 who participated in NAPLAN in 2022, he achieved in the middle or two top bands for all NAPLAN tests. The principal and the Korrie Co-ordinator for Springside Primary completed the SPPIKE training and introduced regular meetings and projects with Aboriginal students and their families to build genuine connections to culture and country. We have a staged plan and collective responsibility with the families moving into 2023. We had two students in Out of Home Care who had a wraparound model of support with home-school-external services partnerships and regular Student Support Group Meetings (SSGs). Our EAL population had risen to 556 students in 2022 and so too did the need for a transformation of our Tier 1 Universal Instructional Practices to meet the needs of all learners. We did meet the needs of our 34% EAL learners through our implementation of synthetic, systematic phonics instruction and explicit direct instruction. Some students were also supported via our Learning Enhancement Program. Our PSD profile continued to climb to 35 PSD funded students and 78 students with a diagnosis but not eligible for funding. These students all experienced adjustments to their learning environment, curriculum, instruction and assessment options. They have termly SSGs, comprehensive Individual Education Plans and staff were given time for planning, special education professional learning and alternative assessments such as the ABLES assessment. We had raised the profile of our High Abilities Program at both the PLC level and via countless opportunities of students to participate in extension incursions and excursions.

In 2022, we had 9 Preps; 23 Year Ones; 20 Year Twos; 30 Year Threes; 31 Year Fours; 36 Year Fives and 44 Year Sixes participate in our Student Excellence Program led by the HAPL and Student Excellence Learning Specialist. The school provided an approved curriculum framework differentiated to meet individual student needs and added Science in the Science Lab to the Specialist with specialist subjects in Performing Arts, Physical Education, Visual Arts, Indonesian, Food Technology, Garden, Science and Information and Communications Technology [ICT].

At Springside we had collectively achieved a transformation of our curriculum, instruction and assessment practices to align with research and evidence. Our Reading, Writing and Spelling data (and student confidence in learning) are on an upward trajectory due largely to our whole-school focus on these areas (after a staged implementation transformation in early years that commenced in 2020). Fittingly, our Year 5 Reading result for NAPLAN was 6% higher than our School Strategic Plan target. We invested in

excess of \$95,000 for student resources, teacher resources, professional learning, professional reading, coaching, TLI and staff to ensure success as we managed complex change.

We grew more professionally in 2022 than we could have ever anticipated, polishing and refining our practices in Literacy and exploring evidence-informed practices in Mathematics such as Daily Reviews and Guided Practice. Our relentless focus on high-quality PLCs saw a combined total increase of 53% for Guaranteed and Viable Curriculum, Teacher Collaboration and Understand Formative Assessment on the 2022 Staff Opinion Survey. Furthermore, HITS experienced a 26% jump. In addition, our TLI program improved the numeracy outcomes for 97% participants.

We remain inspired by the commitment of our staff and look forward to maintaining the momentum with the way we teach decoding and encoding in 2023, while expanding our writing and conventions evidence-informed instruction as the whole school build their capacity and confidence in evidence-informed Mathematics practices.

Reflecting upon highlights of 2022, we need to ensure we maintain momentum with our Literacy practices in 2023. Regular observations of teaching practice across Prep-Year 6 will enable feedback on fidelity with the implementation of structured literacy practices. Beyond decoding and encoding instruction, we will deepen our understanding and teaching of writing using The Writing Revolution professional reading to guide our practice in PLCs. Our whole-school Mathematics Focus aims to bridge the gap in our Numeracy data as we build the content knowledge of staff and guided practice in Mathematics along with Daily Reviews that provide Spaced, Interleaved and Retrieval Practice. Furthermore, we will continue to align our School Instructional Model (SIM) to Explicit - Direct - Instruction as we build on the feedback gained from Learning Specialists who trialled our improved SIM.

In order to continue minimising variations in Professional Learning Community practices across the school, the principal team will continue to observe and prioritise collective improvement strategies, supported by Regional Staff when needed. As we work towards Gold for SWPBS, we will provide staff with professional learning and feedback on their implementation of the Effective Teaching and Learning Practices (ETLPs). This work commenced with the whole-staff learning about Engagement Norms in 2022. In addition to this, the regular Continuum of Responses to Behaviour scenarios will continue in 2023 to ensure our wellbeing practices align with the SWPBS framework as we commence our active supervision focus and acknowledgment systems outside. Our inclusive (including extension) practices will expand as we re-focus on STEAM with weekly Science Lesson in the Science Lab; Technology (coaching by Technology Learning Specialist and Year 3/4 BYOD iPad implementation); Food Tech twice-termly classes; Stephanie-Alexander Garden Program and Masterclasses (formerly Learning Enhancement).

Our School-wide Positive Behaviour Support Self Assessment Survey and Tiered Fidelity Inventory increased from 73%-94% in 2022 comparison data confirming our purposeful push for improved, proactive responses to behaviour and increase student-parent-staff connectedness and relationships. Validating this work, we saw a steady increase in all areas of the Parent Opinion Survey data and we celebrated achieving our SSP target 90% for School Connectedness.

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

### Learning

Springside Primary School had made significant gains with its academic achievement data over the last three years. The school's 2022 NAPLAN Year 3 Top Three Bands in Reading data showed an improvement of 2.5% performing higher than State and Similar Schools (7% higher) and climbing 7.4% higher than the four-year average. The Year 5 Students in the Top Two Bands increased to a whopping 41% (8% higher than the previous year). We are looking forward to the return of growth data in 2023 as the Year 3 Top Three Bands in Reading showed a slight decline of 0.8% compared to the four year average despite growing the Top Two Bands by 3%. The Year 5 Top Three Bands in Numeracy data showed an above Similar Schools score by 2.4% while the data for the Year 3 Top Three Bands for Numeracy performed above Network but under Similar Schools and State calling for further investigation and action despite shrinking the bottom Two Bands by 2%. The Year 5 Top Two Bands Writing achieved higher than Network Schools but lower than State and Similar despite growing the Top Two Bands score by 8%. The Top Two Bands Spelling data demonstrated higher than Network Schools and 1% off Similar Schools as we grew the Top Two Bands by an additional 4% since 2021. The Year 3 Top Two Bands Writing achieved the same score as Network Schools and the Top Two Bands Spelling data demonstrated higher than Similar and Network Schools and broke even with the State Average at 49%.

The school had identified Writing as a PLC priority area in 2022, with NAPLAN benchmark growth data showing a decline. In 2022 the school continued work on its AIP goal: To ensure high levels of learning growth for every student in all curriculum areas. Students across the primary school years continued to improve in both literacy and numeracy although some progress has been somewhat slower than expected in some areas. Additionally, the school had seen an increase in student learning growth against the Victorian Curriculum, with 86.4% in English and 86.4% in Mathematics of students working 'at or above' the expected standards in English and Mathematics. The comparison of the NAPLAN Data and Teacher Judgement Data outlines a need to review the administration and interrogation of data at Springside. The 2022 AIP targets set against school-based Tier 2 and Tier 3 assessments were accurately measured in the Literacy Space showing significant improvement in data and student/teacher

confidence. A range of additional literacy and numeracy support in the classrooms and Tier Two Intervention groups were trialled in Years 1-6 in 2022 with significant success as part of our Learning Enhancement Program (TLI). In 2023, additional classes and students will access the program to further enhance student literacy and numeracy outcomes known as Masterclasses. Some students were identified as suitable for the acceleration of their learning and were provided with access to higher-level learning in selected subjects via our Student Excellence Program. In 2023, additional staff will lead the Student Excellence initiative increasing access and engagement across the school. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans and ABELS assessments.

## Wellbeing

We have continued to maintain above-average scores to Similar Schools and some State with our student wellbeing data, and this is reflected in ongoing improvements in our Parent/ Carer Opinion survey data that aligns with our Attitudes to School survey results. In 2022, results in most areas of AToSS remained in the 4th quartile, consistent with the improvements over the past two years. Although we experienced consistent high outcomes, the data had declined in some areas particularly with our Year 6 male cohort. Springside Primary School remains with 'above' average comparison to Similar Schools and State when measuring Sense of Connectedness, and Management of Bullying was higher than Similar Schools and 1.9% lower than State. Despite the Curriculum being the significant priority area, student wellbeing continues to be a focus. If students are not feeling safe, learning can often be difficult. In 2022 the school continued to promote a positive learning environment for all students through SWPBS leaping past Bronze status to gain Silver status in 2022 with Gold status as a 2023 goal. The school continued to employ a Student Welfare Officer and School Nurse to provide additional mental health and wellbeing support. Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results considering the turbulent years we had, increasing in all areas referenced in the strategic plan. Notably, the biggest growth of 8% was shown in the Stimulating Learning Environment area.

The overall Parent Satisfaction Summary score increased 2% from 2021 falling 1.2% short from State average. It is important to note, in 2021 we were 5.6% lower than State average bridging the gap by 4.4%. Parent/ Carer focus groups were set up to enact a better understanding of how to boost parent satisfaction data in 2022. We had an active SWPBS Parent Group, Parent Ongoing Reporting Group, Parents' Association and surveys that informed our future work. The gap between State average score for the School Staff Survey (staff satisfaction) score decreased significantly from 20.1%-10.6% in 2022 as we continued to be below the state average of all Victorian schools despite noticeable gains in all of the focus areas: Guaranteed and Viable Curriculum (increased 13%), Use High Impact Teaching Strategies (increased 26%), Use Student Feedback to improve practice (increased 28%), Understand Formative Assessment (increased 22%) and Teacher Collaboration (increased 18%). An action plan is underway to identify priority areas in addition to school's strategic plan goals of understanding how to use Differentiated Learning Activities (decrease 10%). Last year our students completed many projects enacted through our student-led Persuade the Principal, our gardening program with Jayne and the talented Mr B and the Arts Student Action Team. Here is a recap of some of our 2022 projects: new seating and tables in the year 3-6 area, basketball rings in the P-2 area, outdoor gym-side area redesign, exterior School Values stencilling and 5A's outdoor Sustainable Sanctuary. A highlight of 2022 for our Year 3, 4, 5 and 6 students was attending school camp while our Grade Twos experienced sleeping over at school, our Year Ones stayed 'late' and our Preps came early for breakfast. We were thrilled to re-engage external agencies in 2022 and re-launch Breakfast Club.

## Engagement

Springside Primary School students are engaged and connected to their school as evidenced in their Attitudes to School Survey data showing forth quartile scores across most areas including School Connectedness and we are proud of the programs which support students in building resilience, motivation and interest, effective classroom behaviour, managing bullying and stimulated learning. Confidence and Resilience were our lowest scoring areas and are focus areas for 2022 as we continue to move back to normality after turbulent times. The SWPBS work in this area is ongoing, intentional and, in 2022 included programs such as consistency of our Acknowledgement System - Success Slips, purposefully planned Start Up and Social and Emotional Learning Program (Respectful Relationships), Continuum of Responses to Behaviour, Zones of Regulation, School Leaders Program, Step Up / Transition Program along with attendance and analysis of Compass chronicle data to inform explicit teaching of pro-social and expected behaviours. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school and the addition of more targeted SATs (Student Action Teams) and the student driven Persuade the Principal projects. Students were authentically engaged as stakeholders in Student Action Teams focussed on school improvement in 2022. The school had a focus on improving students' engagement and learning as evidenced in the Parent/ Carer Opinion Survey showing noticeable increases in managing bullying (81%), student voice and agency (increased 2%) and school connectedness (increased 3%), stimulating learning environment (increased 8%), effective teaching (stayed the

same), confidence and resiliency skills (increased 5%), student motivation and support (increased 3%). In 2022, Springside Primary School continued to work with families to ensure students were at school and learning during on-site instruction.

The appointed Attendance Officer for each year level and the school continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. The school worked closely with the Wellbeing Team and Head of Welfare to support chronic absences and return to school processes. It is important to note, the impact of quarantine rules and the rapid rate Covid-19 spread through our school saw our school's Student Absence Years Prep-6 attendance data decrease to 87% in all year level except Year 5 which had 89% resulting in higher than Similar schools and State averages. In 2022 we made every attempt to engage our community and run whole-school events such as Colour Run, Tabloid Sports, Kaboom Sports, Stomp, weekly assemblies and also introduced Open Classrooms. This provided our families with several opportunities to visit their child's classroom so their child could show off their work and where all the learning happens. Importantly, after two years of restrictions, our students were able to engage in various incursions and excursions in 2022, Interschool Sports, Swimming and entry into offsite competitions like the Stephanie Alexander Kitchen Garden Awards.

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## Financial performance

Springside Primary School fought to maintain a sound financial position throughout 2022. The 2021-2024 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Although the 2022 SRP showed a surplus of \$670,372 the Financial Performance and Position report shows an Net Operating end-of-year deficit of \$236,399. Springside Primary School spent \$877,544.50 on CRTs in 2022 to cover staff absences (Covid quarantine rules). The carried forward surplus was \$670,372 deducting a credit allocation of \$61,380 to contribute to the 2023 Tutor Learning Initiative funding. This surplus occurred through careful and considerate staffing, reducing the time fractions of Education Support (admin & library) profile, understaffing with the staff shortages being covered through cash bank account not SRP in 2022, a steady climb in enrolment numbers over the year resulting in higher class numbers in some cohorts and targeted teaching areas in 2022.

In 2022 the school invested \$95,438.34 into evidence-informed Literacy Instruction providing professional learning, coaching and resources to support our work.

The equity funding was spent on staffing the school's Head of Welfare and school nurse. Within the Financial Commitments section of this report, the School-Based Programs refers Spade and Spoon \$5,500, Parents' Association cumulative commitment of \$45,495, Kinder \$662,577.84, Swimming & Water Safety \$19,247.

# 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 816 students were enrolled at this school in 2022, 406 female and 410 male.

34 percent of students had English as an additional language and 1 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).

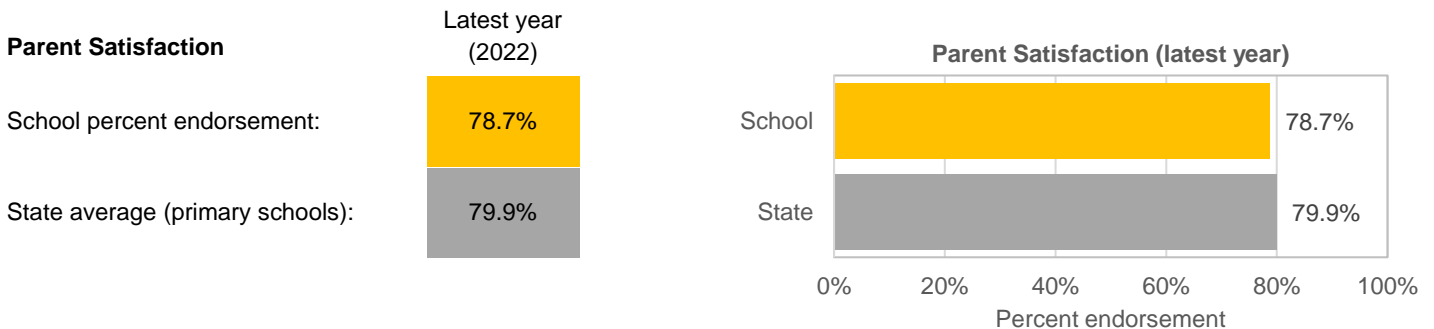
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The 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.

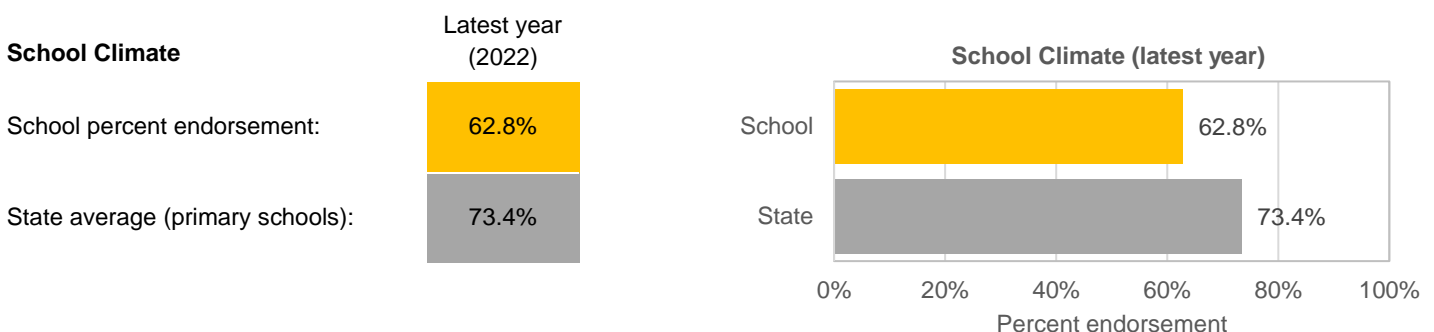


### School Staff Survey

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:

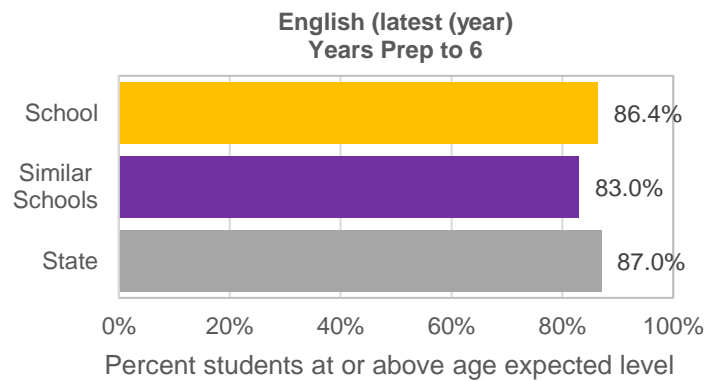
86.4%

Similar Schools average:

83.0%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

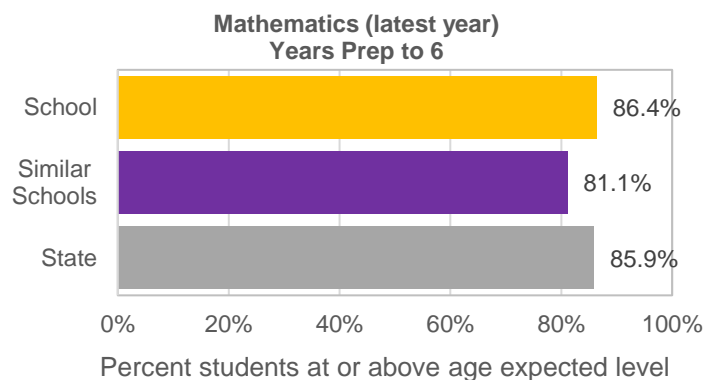
86.4%

Similar Schools average:

81.1%

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.

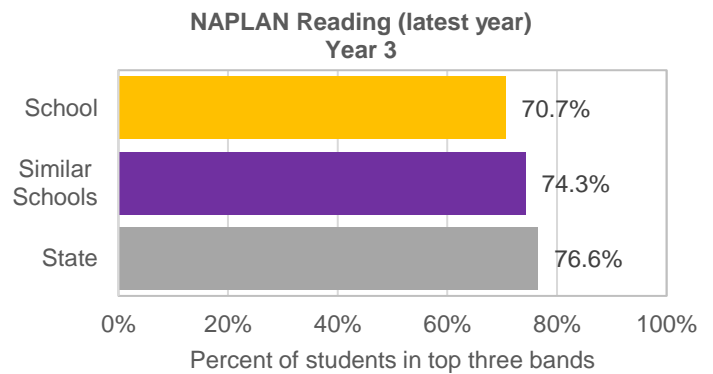
### NAPLAN

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.

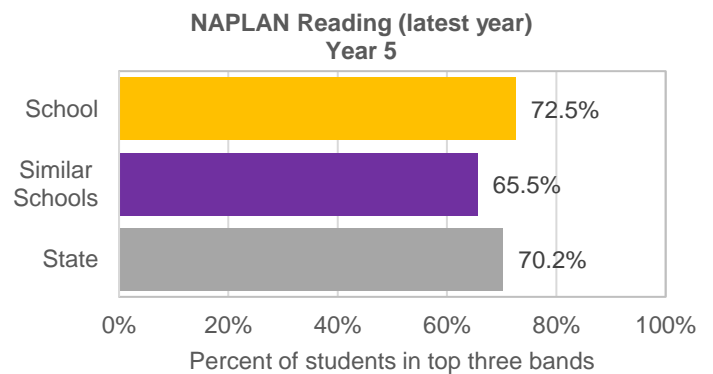
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.7%	71.5%
Similar Schools average:	74.3%	73.7%
State average:	76.6%	76.6%



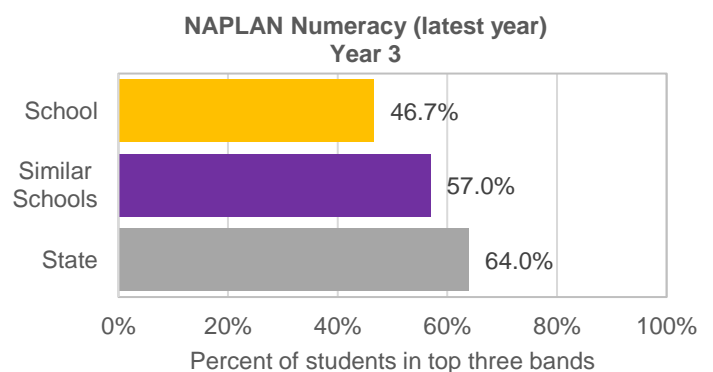
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.5%	65.1%
Similar Schools average:	65.5%	63.7%
State average:	70.2%	69.5%



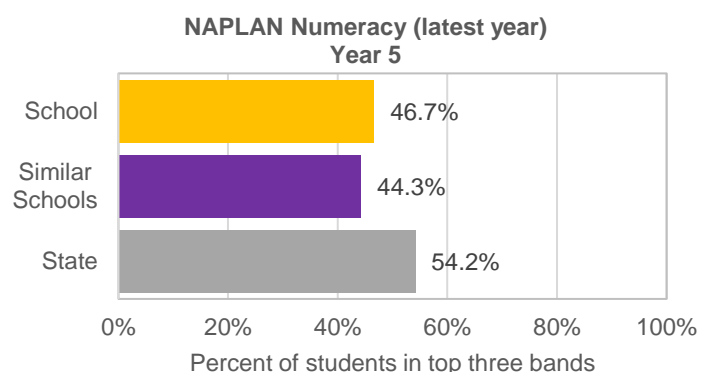
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.7%	52.4%
Similar Schools average:	57.0%	59.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.7%	49.2%
Similar Schools average:	44.3%	50.6%
State average:	54.2%	58.8%



## WELLBEING

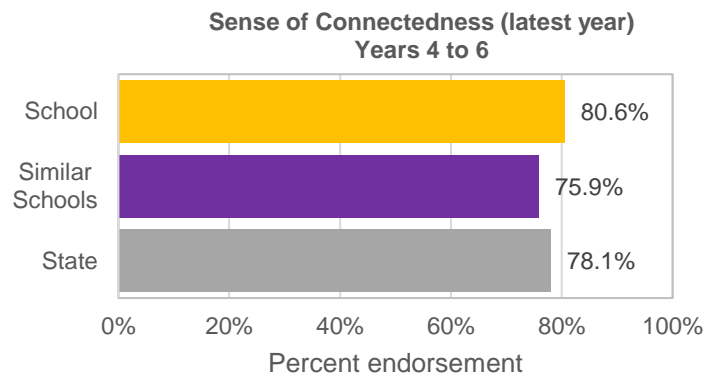
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	80.6%	85.0%
Similar Schools average:	75.9%	77.6%
State average:	78.1%	79.5%

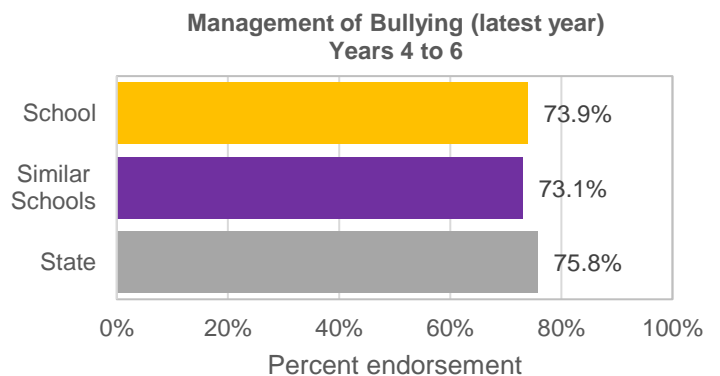


### Student Attitudes to School – Management of Bullying

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:	73.9%	82.5%
Similar Schools average:	73.1%	76.0%
State average:	75.8%	78.3%



## ENGAGEMENT

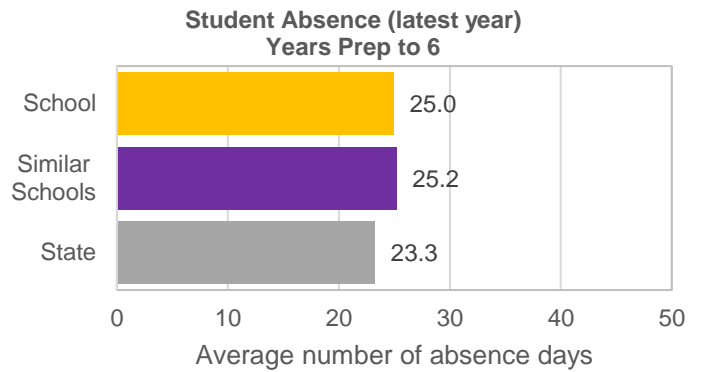
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	25.0	18.1
Similar Schools average:	25.2	18.7
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%	87%	87%	87%	87%	89%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,987,765
Government Provided DET Grants	\$1,532,339
Government Grants Commonwealth	\$34,846
Government Grants State	\$0
Revenue Other	\$25,777
Locally Raised Funds	\$494,288
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$10,075,014</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$213,410
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$213,410</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,317,393
Adjustments	\$0
Books & Publications	\$11,859
Camps/Excursions/Activities	\$150,928
Communication Costs	\$6,054
Consumables	\$199,886
Miscellaneous Expense <sup>3</sup>	\$99,815
Professional Development	\$54,155
Equipment/Maintenance/Hire	\$155,812
Property Services	\$260,625
Salaries & Allowances <sup>4</sup>	\$1,394,251
Support Services	\$536,020
Trading & Fundraising	\$27,484
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$97,131
<b>Total Operating Expenditure</b>	<b>\$10,311,413</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$236,399)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$841,705
Official Account	\$143,895
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$985,599</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$474,165
Other Recurrent Expenditure	\$20,273
Provision Accounts	\$130,548
Funds Received in Advance	\$0
School Based Programs	\$71,242
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$763,347
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$14,150
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,473,725</b>

*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.*