

2023 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 \(VIT\)](#)
- 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 29 April 2024 at 04:15 PM by Gabrielle Zorko (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 03 May 2024 at 10:12 AM by Susan Attard (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

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 2023, the school had 819.2 students at Census in February, climbing to 882.0 confirmed enrolment at the August Census, with 426 female and 429 male students. The Student Family Occupation [SFO] category was Medium at 0.5501 and the Student Family Occupation Education [SFOE] index was 0.3980 in 2023. The staffing profile of Springside Primary School included a principal and two assistant principals, 102.26 full-time equivalents [FTE] teachers, 36.98 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 (0.4), 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 2023, we had eight international students and seven students (1%) who identify as Aboriginal at Springside (one in Prep; two in Year 1; one in Year 2; one in Year 4; two in Year 5). We had two students identifying as Aboriginal in 2023 who participated in NAPLAN in 2023, the Exceeding and Strong scores were higher than Similar Schools, Network Schools and State in Reading, Spelling, Grammar and Punctuation and Numeracy with Writing achieving higher than Network and State and 4% below Similar Schools. The principal and the Aboriginal Connection Group Co-ordinator for Springside Primary continued with regular meetings and student-voice projects with Aboriginal students and their families to build genuine connections to culture and country. Springside 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 decreased to 213 students in 2023 and we maintained Explicit Direct Instructional Practices to meet the needs of all learners. Our Year 5 EAL student achieved Exceeding and Strong scores higher than Similar Schools, Network Schools and State in all areas of the NAPLAN assessment and our Year 3 EAL student achieved Exceeding and Strong scores higher than Similar Schools, Network Schools and State in all areas but Writing and Numeracy. Some students were also supported via our Learning Enhancement Program, named Master Classes (funded by the Tutor Learning Initiative). Our PSD profile continued to climb to 42 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. The school provided an approved curriculum framework differentiated to meet individual student needs and added AUSLAN as an additional language. The success of Science in the Science Lab expanded as we opened a second Science Lab joining 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, Numeracy and Spelling data 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). We continued to invest in building staff capacity in 2023 purchasing 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 2023 than we could have ever anticipated, polishing and refining our practices in Literacy and exploring evidence-informed practices in Mathematics such as Daily Reviews, Engagement Norms and Guided Practice. Our Parents Satisfaction climbed to above state 86.7 scores for the first time in years. celebrating 84% positive scores for managing bullying and school connectedness at 88%. We etched closer to state average staff school climate as we celebrated our highest staff

opinion survey results surpassing strategic plan targets in Guaranteed and Viable Curriculum at 77%, Understand Formative Assessment at 74% and Use High Impact Teaching Strategies 88%. 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 2023, we need to ensure we maintain momentum with our Literacy and Writing practices in 2024. 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 and numeracy. 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 maintain Gold Recognition 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 implementation of Engagement Norms in 2023. In addition to this, the regular Continuum of Responses to Behaviour scenarios continued 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 was consistent at 94% in 2023 validating confirming our purposeful push for improved, proactive responses to behaviour and increase student-parent-staff connectedness and relationships. The introduction of Persuade the Principal proved a big success with enhancing student voice, choice and agency.

Progress towards strategic goals, student outcomes and student engagement

Learning

The inaugural group of students, who were introduced to structured synthetic phonics, reached NAPLAN assessment age in 2023. The notable enhancement observed in Grade 3 mathematics is likely attributed to their augmented reading proficiency. While the NAPLAN data reveals improvements in literacy, the alteration in NAPLAN bands in 2023 rendered the monitoring of AIP numerical goals unfeasible, making them incomparable. However, the data suggests advancements in literacy and highlights mathematics as an area for concentrated efforts in 2024.

In terms of reading proficiency, there was a significant improvement noted in both Year 3 and Year 5 students. In 2023, both grade levels surpassed similar schools in reading, with Year 3 students also exceeding state achievement levels.

Concerning numeracy, Year 3 students exhibited a noteworthy transformation, progressing from being approximately 10% below similar schools and 20% below state achievement levels in 2022 to surpassing both similar schools and state benchmarks in 2023. However, Year 5 students, who were previously slightly above similar schools and below the state in 2022, saw a decline in 2023, falling 4% below similar schools and 11% below the state.

The improvement in student learning outcomes can be attributed to various factors, including the upskilling of teachers in evidence-based instructional methods such as Explicit Direct Instruction, the Big Six, and structured synthetic phonics. Additionally, the implementation of a Guaranteed and Viable Curriculum (GVC) likely contributed to the overall progress observed. Notably, there was a dramatic improvement in Year 3 mathematics, with a 22-percentage point increase from 2022 to 2023, alongside a 10-percentage point increase for Year 5.

Wellbeing

Springside Primary School achieved the GOLD Award Recognition for School-Wide Positive Behaviour Support (SWPBS) in 2023. This was an outstanding achievement that validated the work staff have implemented in this space. The introduction of Effective Teaching and Learning Practices further enhanced the outcomes for all students. Springside updated the Continuum of Response to Behaviour to support staff and students' management of minor and major behaviours. Students have created a 'choice board' with rewards they can choose from when they have earned a certain number of success slips. Each class also developed a Class Matrix in 2023 as part of the Start Up Program and termly restart programs. The decrease in our Attitudes to School Data in the areas of School Connectedness and Manging Bullying was due to a significant decrease in male responses in

Year 5. Staff reviewed the data with their cohorts and implemented change ideas to better meet the needs of our Year 5 male cohort. Also, as a result, our Wellbeing Team is expanded in 2024 with the inclusion of the MHiPS and Mental Health School Funding. This expansion is a crucial step as we address the growing mental health concerns among our staff, students, and families. Additionally, the appointment of a Disability Inclusion Coordinator is a pivotal move, working closely with the principal team to ensure that we meet the diverse needs of all students. This includes honouring the rollout of educational reforms and making further adjustments to facilitate growth for all while readily engaging external supports. Moreover, we will transition our approach to align with the Universal Design for Learning, providing tier two interventions (Masterclasses and TLI) in classes, with an increase in educational support (ES) not specifically tied to individual students but rather allocated to the entire year level and expand the Inclusion Leadership Team to develop consistent expectations for teachers and ES.

Engagement

Attendance data has improved since 2023 despite families obeying the five day isolation rules and an increase in families returning to overseas travel. These students were provided with a Student Absence Plan to ensure continuity of learning. We noticed an increase in attendance with the promotion of Student Leadership opportunities including School Captains and Student Action Teams, having impacts beyond the school community. Our attendance data is starting to improve with our student survey data and parent opinion data remaining positive. In 2024, Springside expanded their mental health and wellbeing team (Wellbeing and Inclusion Network) with our additional school nurse playing a pivotal role in support families to get their children to school, and on time. Lateness had been a growing concern with multiple families that will be addressed strategically in 2024. Our dedicated Mental Health Nurse meets with students who are chronically late and their families to provide additional supports and the Wellbeing team work with students that the Attendance Improvement Team, lead by the Assistant Principal and Mental Health Nurse, identifies as having declining attendance rates. The Attendance Improvement Team also follow up unexplained absences, create attendance improvement plans and communicate the importance of attendance with the school community.

Other highlights from the school year

In 2023, all national data surveys revealed scores above the network and similar school levels in most areas, representing the first time in four years that we achieved scores either above or competitive with state averages. The school culture has undergone a significant shift, emphasising connectedness and transparency, with every decision centred around student and staff growth. Our flourishing partnership with Springside Kindergarten has further enriched the transition to school, contributing to a positive and collaborative educational environment. In 2023, we sought feedback from students, families and staff about connection ideas and introduced regular Open Classrooms, whole-school fun events including Specialist Showcase, Arts Community Fair and Student-led Conferences. The Aboriginal Connection Group worked alongside the gardening students and Jayne to create an Indigenous Garden after being awarded a Landcare Grant. Persuade the Principal took off in 2023 with funds raised through projects for school and community charities and we introduced a student created 'choice board' to compliment our Success Slip Acknowledgement System.

Financial performance

In the school year ending 31 December 2023, the school demonstrated strong financial performance, with total operating revenue amounting to \$11,947,919, primarily sourced from the Student Resource Package, government grants, and locally raised funds thanks to our Parents' Association who raised \$47,343.90, contributing \$30,000.00 to the gym cooling installed over the summer break. Despite significant expenditures, notably in salaries and allowances, totalling \$10,761,961, the school achieved a net operating surplus of \$1,185,958. One million dollars of surplus was transferred from credit in the SRP to cash in the bank to reimburse excessing Casual Relief Teacher and Local Payroll costs accumulated that year covering staff vacancies. As of the same date, the school's financial position showed robust liquidity, with total funds available reaching \$1,983,869, including substantial amounts held in high-yield investment and official accounts. However, the school also had financial commitments totalling \$1,417,971, covering operating reserves, recurrent expenditure, and maintenance, underscoring prudent financial planning and management practices. Furthermore, School Council approved Camp Australia as the successful OHSC service after a rigorous tenure process.

For more detailed information regarding our school please visit our website at
<https://springside.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 855 students were enrolled at this school in 2023, 426 female and 429 male.

33 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).

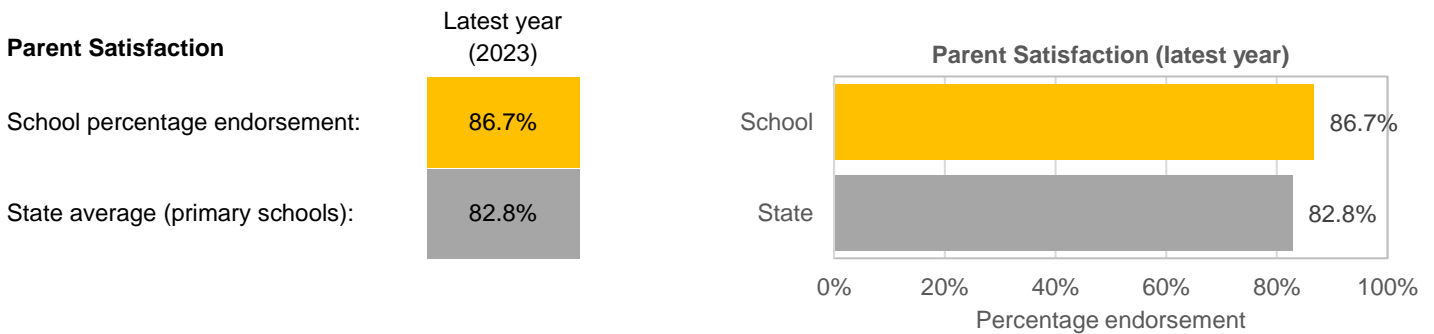
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

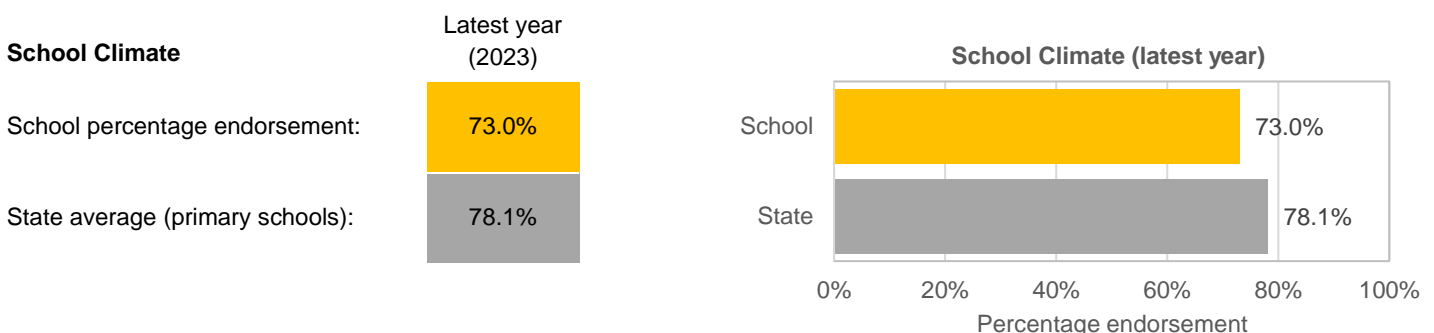


School Staff Survey

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:

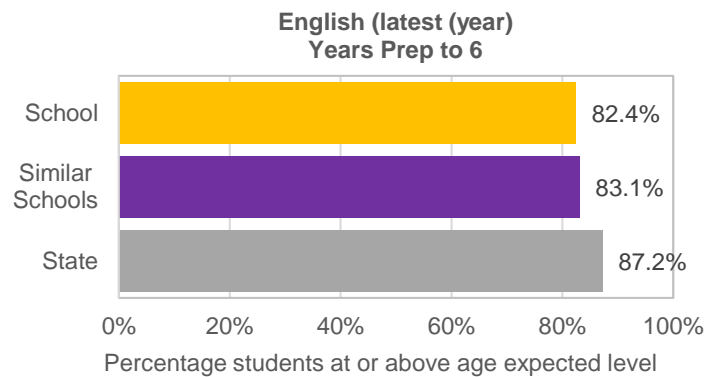
82.4%

Similar Schools average:

83.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

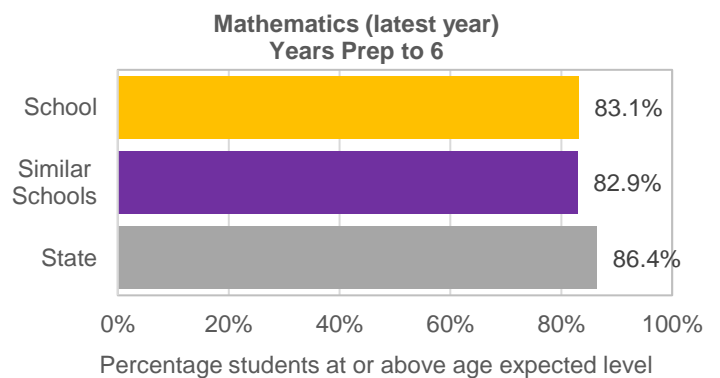
83.1%

Similar Schools average:

82.9%

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:

72.4%

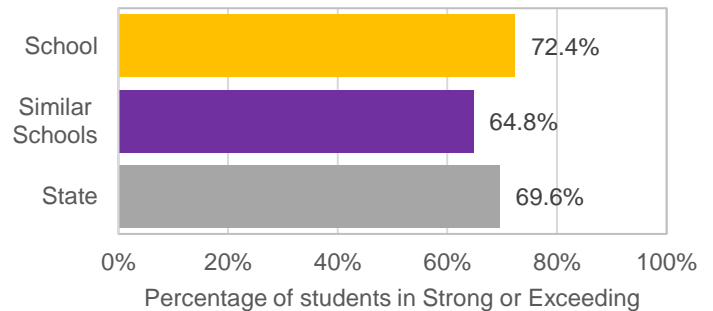
Similar Schools average:

64.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.1%

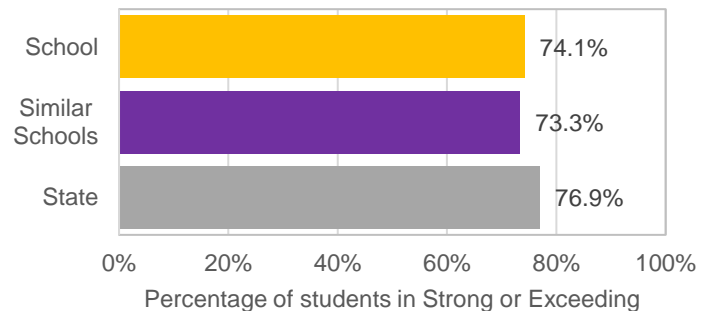
Similar Schools average:

73.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.4%

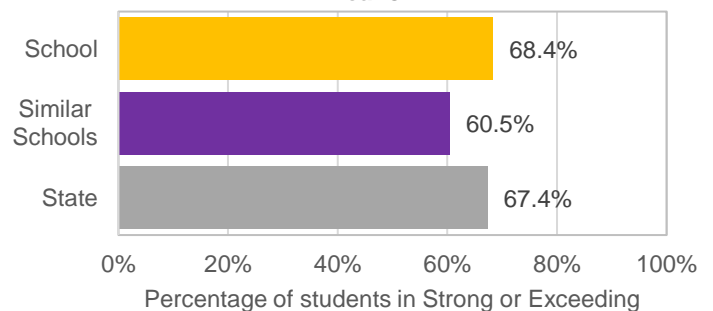
Similar Schools average:

60.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.9%

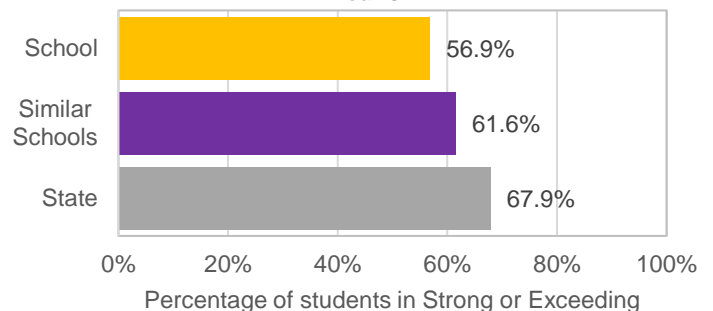
Similar Schools average:

61.6%

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:

70.7%

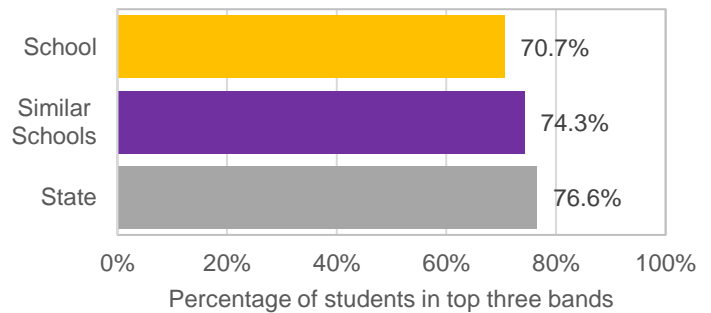
Similar Schools average:

74.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

72.5%

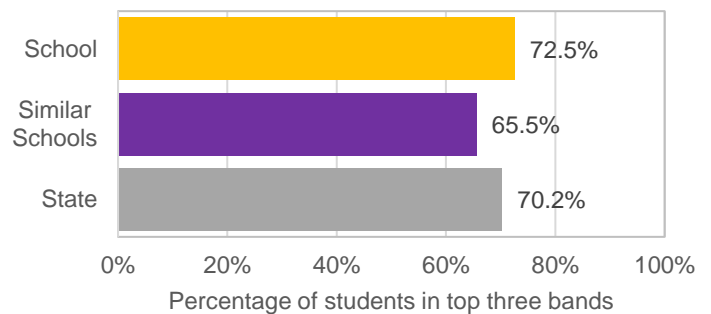
Similar Schools average:

65.5%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

46.7%

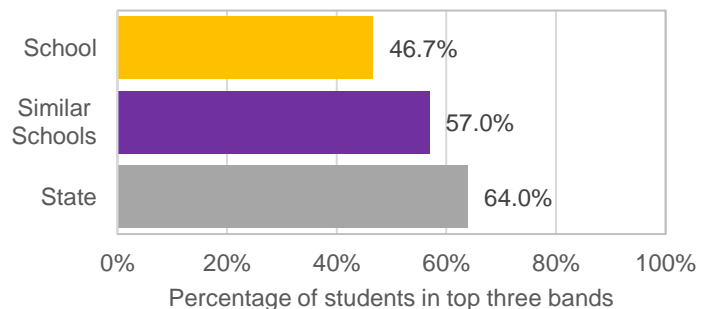
Similar Schools average:

57.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

46.7%

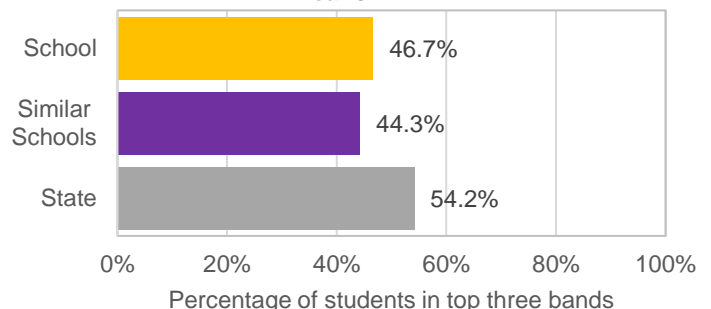
Similar Schools average:

44.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

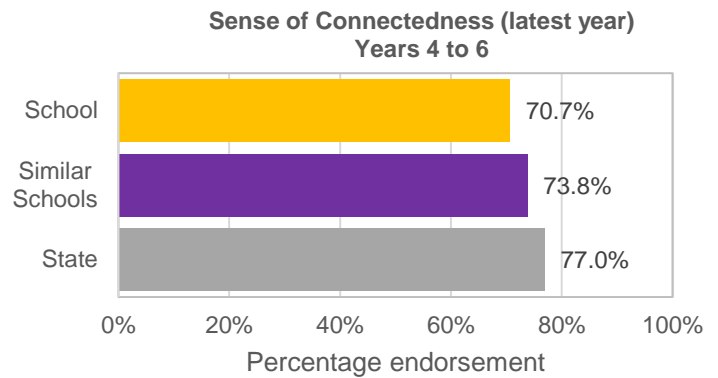
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	70.7%	79.8%
Similar Schools average:	73.8%	76.5%
State average:	77.0%	78.5%

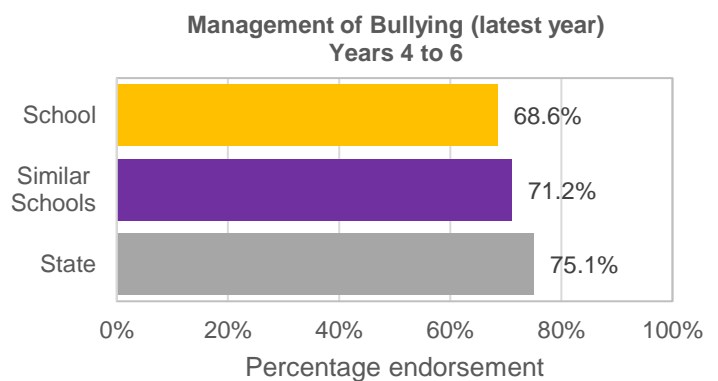


Student Attitudes to School – Management of Bullying

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:	68.6%	76.5%
Similar Schools average:	71.2%	74.3%
State average:	75.1%	76.9%



ENGAGEMENT

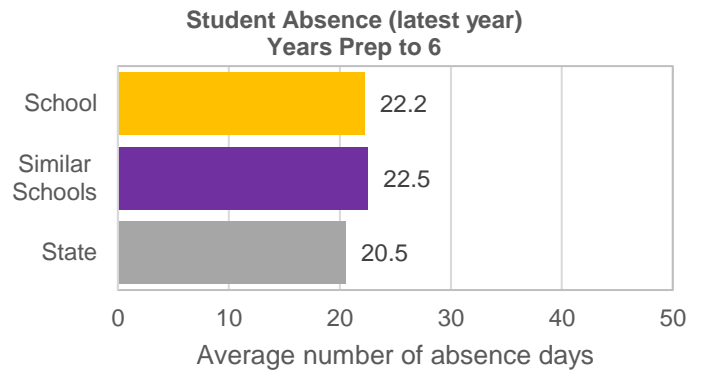
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	22.2	19.7
Similar Schools average:	22.5	19.9
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):	90%	90%	89%	88%	88%	87%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,561,999
Government Provided DET Grants	\$2,914,604
Government Grants Commonwealth	\$19,194
Government Grants State	\$2,107
Revenue Other	\$72,448
Locally Raised Funds	\$377,569
Capital Grants	\$0
Total Operating Revenue	\$11,947,919

Equity ¹	Actual
Equity (Social Disadvantage)	\$231,473
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$231,473

Expenditure	Actual
Student Resource Package ²	\$8,394,626
Adjustments	\$0
Books & Publications	\$1,651
Camps/Excursions/Activities	\$115,282
Communication Costs	\$11,872
Consumables	\$144,752
Miscellaneous Expense ³	\$54,251
Professional Development	\$26,273
Equipment/Maintenance/Hire	\$80,340
Property Services	\$209,634
Salaries & Allowances ⁴	\$1,325,336
Support Services	\$252,490
Trading & Fundraising	\$44,884
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$81
Utilities	\$100,489
Total Operating Expenditure	\$10,761,961
Net Operating Surplus/-Deficit	\$1,185,958
Asset Acquisitions	\$24,100

- (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	\$1,774,464
Official Account	\$209,404
Other Accounts	\$0
Total Funds Available	\$1,983,869

Financial Commitments	Actual
Operating Reserve	\$366,214
Other Recurrent Expenditure	\$17,746
Provision Accounts	\$130,548
Funds Received in Advance	\$0
School Based Programs	\$86,969
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$616,494
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,417,971

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.