

2023 Annual Report to the School Community

School Name: Croydon Primary School (2900)



- 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 20 March 2024 at 02:50 PM by Julie Gilbert (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 26 March 2024 at 09:31 AM by Cameron Matthews (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

Established in 1888, the school is located in central Croydon on a bushland site of 4 hectares. The school merged with Croydon North P S in 2010. Our community is made up of a diversity of cultural and linguistic backgrounds and we value and celebrate our inclusive culture. Croydon Primary School is dedicated to the academic and personal growth of every student and we strive to create a stimulating and motivating environment that promotes a love of learning. We encourage every student to reach their potential by providing a range of programs designed to develop and extend their skills. Great emphasis is placed on the core foundations for learning – Literacy and Numeracy. Our aim is to challenge students to be the very best that they can be. Our strong foundation in Literacy and Numeracy is complemented by an extensive curriculum including Literacy and Numeracy Support, EAL (English as an Additional Language), Physical Education, Perceptual Motor Program, Finger Gym, Performing Arts, Visual Arts, Indonesian and Multi-media. Our wide range of extra curricula activities includes Inter-school Sport, Bike Education, Choir, School Production, State Schools' Spectacular, Just Brass Music and Junior Rockers instrumental lessons, Camping Program, Maths, Science and History Talent Quest. In 2023 there were a total of 230 students enrolled, catered for in 12 classes. The school is steadily growing year on year. The student cohort was 109 female and 121 male with 47 percent EAL (English as an Additional language) students and small number of ATSI (Aboriginal and Torres Strait Islander) students. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). The school's band value is high. The school has a staffing profile of 25.01 EFT We are incredibly proud of our Parent Satisfaction Survey data. Each year we score all areas in the high 90% to 100%. In 2023, the data shows Parent Satisfaction at 100% compared to the state 82.8% . The School Staff survey is also well above the state with School Climate endorsed at 87.8% compared to the state of 78.1% Student wellbeing and achievement are inextricably linked – we build respectful relationships and resilience into every aspect of school life. Our extensive academic program is the solid base that helps students develop and explore their abilities and interests. Our positive school culture gives them the support and confidence they need to flourish. The values of respect, responsibility and resilience, underpin all that we do as a school community. We have been proud to be a Respectful Relationships Lead School twice and deliver dedicated weekly wellbeing lessons through the Resilience, Rights and Respectful Relationships curriculum, to support the health and wellbeing of our community. Croydon Primary School is committed to implementing a whole school approach to Respectful Relationships Education. Respectful Relationships Education focuses on building and promoting gender equity in relationships and challenging of gender stereotypes. Teaching and learning about respectful relationships is an essential part of a whole school approach to the prevention of gender-based violence. We recognise that our school is more than a space for young people to learn. Our school is a workplace where all staff deserve to feel respected, safe and valued. Schools, like ours, are also important hubs in the community and we have the opportunity to lead, influence and contribute to healthy community culture. Croydon Primary School is part of the Maroondah Plus 10 schools and teaches the language and skills of Positive Education. All classes speak the language of a Growth Mindset and students understand the power of “yet”. Students are encouraged to demonstrate the school values throughout their time at the school and are supported with building their voice and agency in how our students treat each other. We are a learning community; large enough to offer students choice and opportunity and small enough to know and care for each individual student. The school has a very strong relationship with Murrundindi – Wurundjeri leader- and students take part in cultural classes and activities each term. There is plenty of room for our students to learn, grow and play within our extensive grounds. Students enjoy a huge oval, four full size basketball/ netball courts, junior tennis courts and two adventure playgrounds, protected with shade sails. Our Covered Outdoor Learning Area, spanning two basketball courts, allows for protection from sun and rain. The students are able to build cubbies under the mature trees, play in the sand pit and borrow outdoor games at breaks, all contributing to their negotiation and cooperative skills. Vegetable and sensory gardens help the students interact and connect with the natural environment. The Arts are supported with a varied and extensive program. The newly built spacious art room allows students to explore all mediums. Student art works provide vibrant displays inside and outside the school. Our huge Performing Arts space allows students to learn dance, drama and instruments. All Year 3-6 students learn ukulele and utilize a set of keyboards. They also have the opportunity to learn brass instruments and experience playing in a large brass band at no cost through the "Just Brass" program. Private music lessons are also available during school time. Alternate years see students perform in a whole school dance and drama production and the State Schools' Spectacular. The school choir performs regularly inside and outside school including council remembrance services and the whole school carols concert. All students have a weekly Physical Education class taken by a specialist teacher. In conjunction with this all students P – 2 have a weekly PMP (Perceptual Motor Program) session and finger gym where necessary. Year 5 and 6 students are involved in Interschool Sport, playing other schools in our district during Term 1 and 2. Bike Education is also part of the school program along with an athletics program that culminates in a whole school Cross Country event and Athletics day. We are fortunate to have a supportive school community who work closely with our staff and participate in School Council, Parents Association, classroom helpers, mentors, library volunteers, camps and excursions and maintenance of the school environment. Our Parent Satisfaction with the school is higher than the median of all Victorian Government Primary schools. Our school is further enriched by the tradition of partnerships we have with our local secondary college, hall hiring groups, community service groups and community

sporting groups who use our oval and facilities. The open plan design of our school facilities provides a secure learning environment and promotes a sense of belonging and identification with our school culture. All areas have an extra “flow out” space allowing for collaborative group work and large scale investigations. Students at our school are taught the skills to work collaboratively with others, behave respectfully and to value diversity.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school's priorities and initiatives as stated in the 2023 Annual Implementation Plan were DET PRIORITIES

GOAL 1 – **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing

GOAL 2 – To Maximise student learning outcomes in Literacy and Numeracy.

GOAL 3 Amplify student voice and agency.

KIS 1 a . Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy Staff prioritised identifying all students' individual needs and planned a differentiated curriculum to cater for all. A number of data sources were utilised including, teacher observational notes, running records, Maths On Line PAT Maths test and NAPLAN. Teams worked collaboratively to develop viable strategies that best suited the needs of each learner. The tutoring program continued with tutors and class teachers developing strategies to monitor and assess student growth specific to the funding provided for this initiative. They worked collaboratively to develop individual plans for each student's learning and build on the student's improvement. Students were able to articulate their personal goals, as they progressed through the program ensuring they were confident in their progress. Most students demonstrated expected growth in the targeted area and utilised these skills back in the classroom. All teams plan together and use data to develop differentiated programs for all students. A variety of groupings and strategies are used to ensure all students achieve their best. With the change in NAPLAN for 2023, earlier timing and proficiency based data, it is not possible to compare outcomes and growth to previous years. Staff have analysed the new data to support student achievement. Most students have shown growth in Teacher Judgements.

KIS 1.b Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. There has always been a focus on wellbeing at the school. The school philosophy of social, emotional, physical and academic progress being equally important drive our work. Staff felt validated that the new FISO model has wellbeing as a priority. Respectful Relationships continued to be a focus. All students continued to have weekly lessons in RRRR curriculum. The emphasis on this has been a success across the school. Staff are committed to the importance of these programs and see the benefit in the outcomes for students. All staff completed professional learning with Andrew Fuller concentrating on student resilience, staff wellbeing and Neuro-developmental differentiation. Movement has been incorporated in lessons as guided by Andrew. The student survey was again extremely positive- Connectedness 97.9%, and Management of Bullying 98%. The school provides a social worker, psychologist and chaplain across the week to support students and families. The school wellbeing dog has also been a wonderful addition, particularly to support students with anxiety. Kis 2.To improve Literacy and numeracy outcomes for all students The focus was on building teacher capacity to evaluate students' learning needs, with a major focus on Numeracy. The school again engaged Associate Professor Catherine Attard UNWS to conduct a curriculum day focussing on 1. Improving student engagement in mathematics. 2. Essential elements for primary mathematics programs. 3. Implementing problem solving and investigations in primary mathematics classrooms. The day was engaging and informative and staff implemented the strategies immediately. Action research was conducted at all levels around "How can we have a differentiated Maths program that incorporates a balance of fact fluency, explicit teaching and problem solving." The school has continued its emphasis concentrating on the Big Ideas in number and ensuring deeper levels of understanding in major concepts. Staff undertook regular quality PD from the school Learning Specialist. Regular reading and staff discussions were undertaken using “Mathematical Mindsets “ by Jo Boaler.

KIs 3 a. Build teacher capacity to embed student voice and agency. Developing work around student goal setting and tracking their own progress is developing student agency and voice in their choices of work and setting their goals. Particular emphasis was placed on student choice in activity, groups and conference structure to emphasise process not always the correct answer. Staff used "Scaffolding Numeracy" resources to look at processes and zones for differentiated teaching. Staff professional development was undertaken in development of rubrics for teacher assessment and student self assessments. All levels undertook enhanced work on goal setting and student agency in learning. Students demonstrate an improved capability to be able to articulate their thinking during problem solving and open ended tasks. They are able to articulate their numeracy goals, why they are focused on that goal and how they will know when they have been successful. Students utilised self and peer assessment against rubrics.

Teacher Judgement of student achievement results indicate that we are performing exceptionally well in English and Maths. Years Prep – 6 results are higher than schools with similar background characteristics and above the state average. English - Years Prep

– 6 School percent of students at or above age expected standards 89.7% Similar schools average ; 78.5% State average ; 87.2 %
 Maths - Years Prep – 6 School percent of students at or above age expected standards : 94.6% Similar schools average : 74.7%
 State average : 86.4 % . The Year 3 NAPLAN Reading data was incredibly strong. Year 3 Reading (percent of students strong or exceeding) was 74.2% higher than the state at 69.6% and similar schools at 55.1% . Year 3 Numeracy (percent of students strong or exceeding) was 53.6% compared to state 67.4%, higher than similar schools at 47.7%. Year 5 Reading (percent of students strong or exceeding) was 70% compared to state 76.9%, higher than similar schools 66.4% Year 5 Numeracy (percent of students strong or exceeding) was 47.6% compared to state 67.9%, close to similar schools 52%.

Wellbeing

Student wellbeing and achievement are inextricably linked – we build respectful relationships and resilience into every aspect of school life. We believe that educating the whole child socially, emotionally, physically and academically gives our students the best chance for success. Our Student Opinion Survey rates all areas in the high 90 %- 100% . Our 4 year average has maintained this strong result, 99% sense of connectedness and 98.8% management of bullying, data we are incredibly proud of. In 2023 Sense of connectedness School endorsement 98% Similar schools : 75.6% State average: 75.1% Management of Bullying School endorsement : 100% Similar schools : 77.1% State average : 75.8% We have strong programs in place that address prevention, early intervention and restoring relationships. All classes use Restorative Practices to build positive relationships and create collaborative and safe classrooms. There is plenty of room for our students to learn, grow and play within our extensive grounds. Students enjoy a huge oval, four full size basketball/ netball courts, junior tennis courts and two adventure playgrounds, protected with shade sails. They are able to build cubbies under the mature trees, play in the sand pit and borrow outdoor games at breaks, all contributing to their negotiation and cooperative skills. Vegetable and sensory gardens help the students interact and connect with the natural environment. All of these options contribute to the calm and gentle feel of the school. Weekly lessons are delivered using the Rights, Resilience and Respectful Relationships Curriculum. Staff from Croydon have trained as trainers in this curriculum to build further expertise. The school was selected as a Lead Respectful Relationships twice and has supported another group of partner schools to develop policies and a whole school approach to Respectful Relationships. We have continued to be a part of the Better Buddies program and implement positive strategies and activities to promote wellbeing. The Friendology program has also been used to support groups of students. To promote personal growth, we offer many pathways and programs for students to strive and achieve success including our Biennial Production, and interschool sport. We have formed strong partnerships with local community organisations which allow us to offer a range of extra – curricular activities such as a Breakfast Club, Just Brass program, tennis and soccer clinics organised at lunchtimes and after school and Kids Hope Mentors. We have strong transition programs in place for students moving across levels, into the school at the start of the year and during the year and for Preps and Year 6. We value feedback from our parents and will strive to improve communication and collaboration. We have implemented COMPASS to more efficiently and effectively communicate with our parents both for emergency alerts and curriculum activity alerts. The Compass system was improved by individual classes in each language, to ensure all parents had downloaded the app and could log on. This is an invaluable tool to stay connected to the community. Translated information is uploaded to keep all of our families informed. Multi -cultural Aids ensure important notices are interpreted in each of the 4 main languages (Karen, Hakha Chin, Falam and Zomi). The school provides additional support through a weekly visits of a social worker and psychologist as well as twice weekly Chaplain. The school also has a wellbeing dog on site that has supported students through anxiety and daily challenges.

Engagement

We are extremely proud of our engagement data for 2023. Our student absence days Year Prep – 6 average at : 17.9 days, a continuing improvement year on year. This favourably compares to similar schools : 23.2%, and the state average of 20.5%. This increase speaks to the strong connection to the school all students have. Student tracking remained a focus. High engagement strategies and differentiated work were maintained throughout 2023. All classes have attendance rate of 90% or above. In 2023 we continued to implement a range of programs to build positive social skills and behaviours, including the restructuring of our 'spotted' awards in line with the positive education strengths and continuation of Resilience, Rights and Respectful Relationships. The school has worked extensively with Andrew Fuller to understand neuro- differentiation and to develop students learning strengths. Disability and Inclusion funding for Tier 2 & 3 students has also allowed us to employ ES staff who can assist with individual students in all classes and in the yard. The wellbeing team continue to work together and with class teachers to support and 'triage' student needs.

Other highlights from the school year

In 2023 it was wonderful to conduct all whole school events to pre-pandemic levels. We ran our whole school cross country on site with parents able to attend. All students participated with points for their house and older students were selected to go further in district and regional competitions. We were able to attend Ringwood Athletics track for our whole school athletics carnival, which was also really well supported by parents. All students participated in a variety of track and field events, again winning points for their house. Students from this event also went on to compete at higher levels.

Interschool sport was undertaken in terms 1 and 2, including students from Year 3 /4 to make up numbers when necessary. We had many successful matches reaching the finals in Volleyball.

All students took part in our ‘camping’ program in 2023. Year 5/6 went to Toolangi to take part in outdoor activities including, archery, ropes courses, bushwalking and flying fox. Year 3 /4 went to Burnside in Anglesea and were able to enjoy beach activities as well as initiative skills, volleyball, bush cooking and climbing wall. In term 4 the Year 2 students slept over at school. Year 1 stayed for dinner and games on the sleepover night and Preps arrived for breakfast the next day with the year 2’s. Everyone developed independent skills that build on each year.

We were very excited to complete our new art room and student toilet block in November. The art room, with its natural light, allows for the excellent and varied program to be undertaken in new purpose built facilities.

The year was completed with a wonderful whole school carols night. All students took part singing songs with their grade, playing drums, ukuleles and a solo keyboard performance from one student.

Financial performance

In 2023 the school continued to consolidate its financial position and achieved a strong surplus. During 2023 we received Social Equity funding to be used for the best possible effect to support improved student outcomes and achieve our goals and targets. The funds were used in a variety of ways, including: Staffing: to employ staff to provide reduced class sizes including Prep classes of 15 students, and reduced sizes in all other areas, literacy and numeracy support (tutoring), EAL support, 4 specialist teachers (Physical Education, Performing Arts, Visual Arts and LOTE), extra student support hours, a school chaplain and social worker and additional multi-cultural aides. Two Learning Specialists (Literacy and Numeracy) continue to support the staffs' professional learning. An Assistant Principal was appointed 0.8 for 2023 to further enhance student tracking and data analysis, student wellbeing and Disability Inclusion. This position will become full time in 2024. Staff Professional Development: All staff completed professional learning with Andrew Fuller concentrating on student resilience, staff well being and Neuro-developmental differentiation. Staff also continued to develop their maths pedagogical content knowledge with Catherine Attard. The focus was on engagement, problem solving and open ended tasks. Student Support Programs: Literacy and numeracy tutoring, Finger Gym, PMP and EAL support (2 teachers) and, leadership team release. Resources: Continuing to develop Coding equipment – BeeBots and Sphero, Specialised support for 3D printers, green screen background and applications for filming, developmental play resources and updated reading materials. The school also purchased a class set of Virtual Reality goggles. The school was required to contribute \$170,000 to complete the new art room and toilets. This facility is an outstanding addition to the school. The school also built a timber play space around native planting and outdoor learning area for Year 3/4s outside the new art room. Vegetable gardens and the orchard were reinstated once the building site was handed over. Mud kitchens from the men's shed have added to imaginative play. SRP funds were used to purchase further new furniture and resources to enable the effective implementation of programs and to improve facilities around the school. Pets in the classrooms are also supported with local funds. Students learn to care for and live with rabbits, guinea pigs, a frog and fish and a chicken coop provides learning initiatives and fresh eggs!. The marine tank in the foyer provides great joy and calm to all who visit. Further work for 2024 will be the building of a new gymnasium. The school will need to possibly contribute tender options to the project as well as provide equipment for the facility. The Kent Ave entrance will need to be remodelled due to different spacing and access to the site. A new bike shed will also need to be established.

For more detailed information regarding our school please visit our website at

<https://croydonps.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 230 students were enrolled at this school in 2023, 109 female and 121 male.

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

Overall Socio-Economic Profile

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

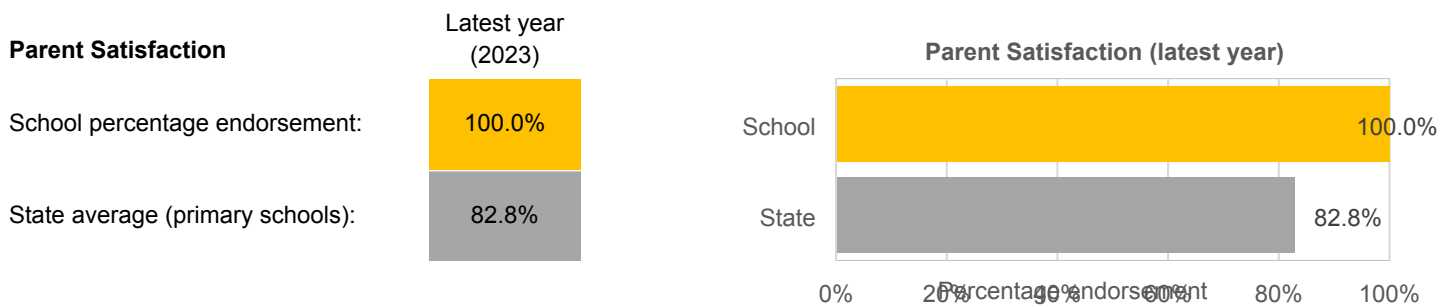
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

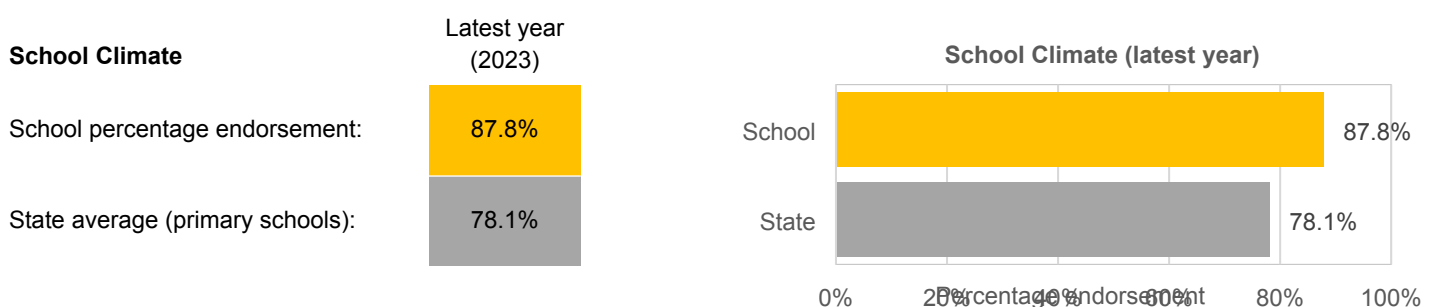


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

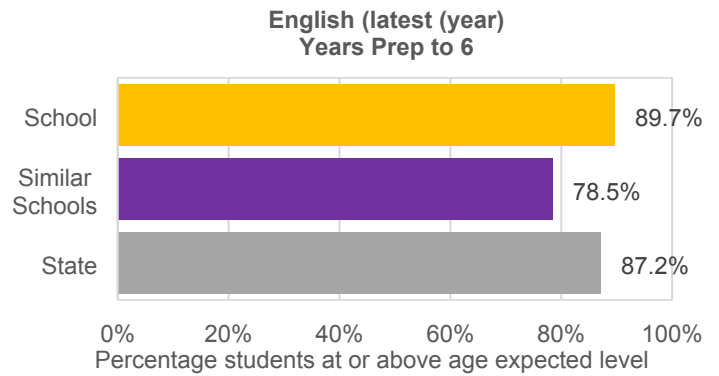
89.7%

Similar Schools average:

78.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

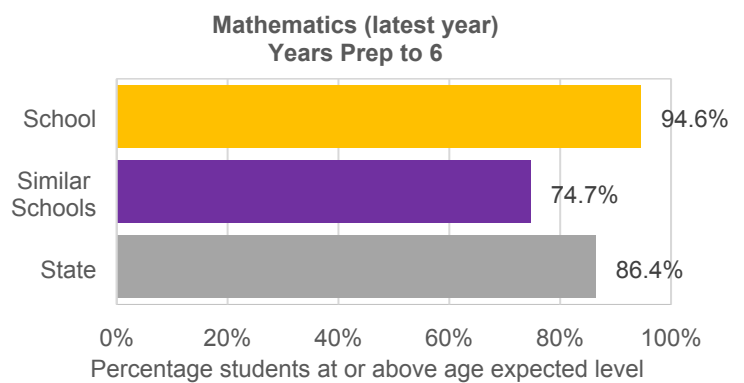
94.6%

Similar Schools average:

74.7%

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:

74.2%

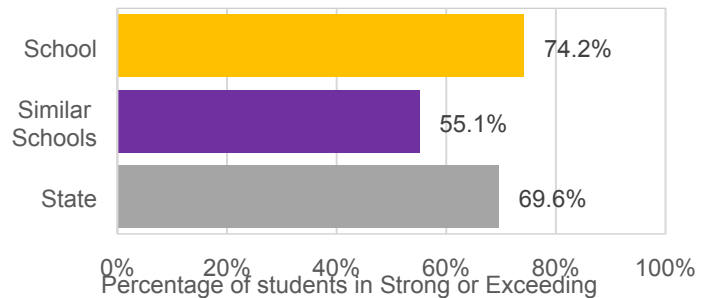
Similar Schools average:

55.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.0%

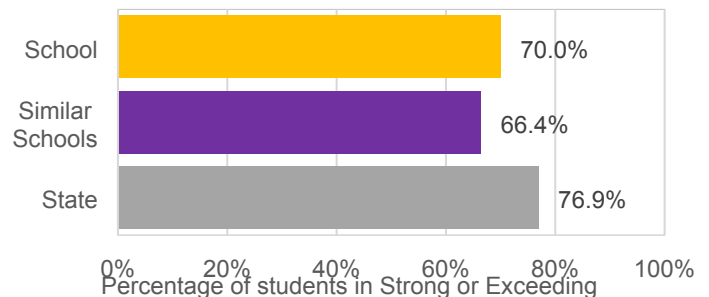
Similar Schools average:

66.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

53.6%

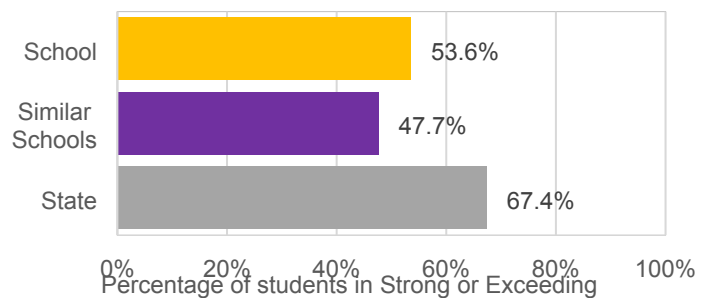
Similar Schools average:

47.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.6%

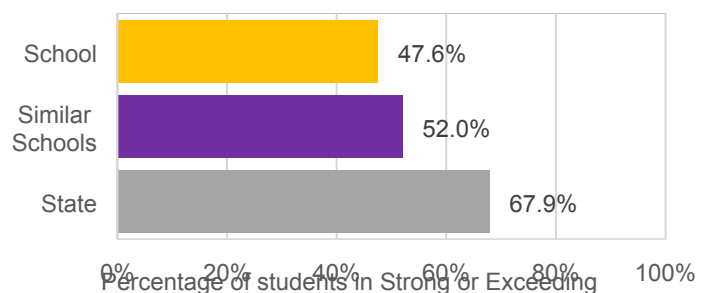
Similar Schools average:

52.0%

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:

81.0%

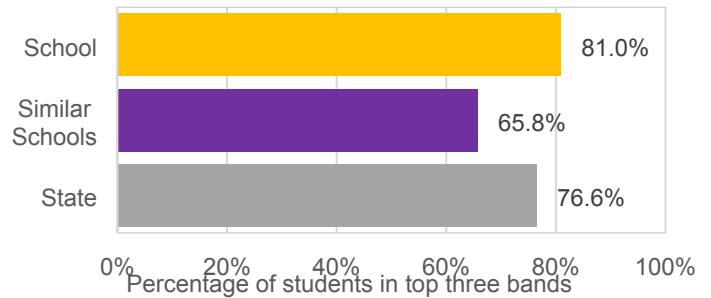
Similar Schools average:

65.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

69.2%

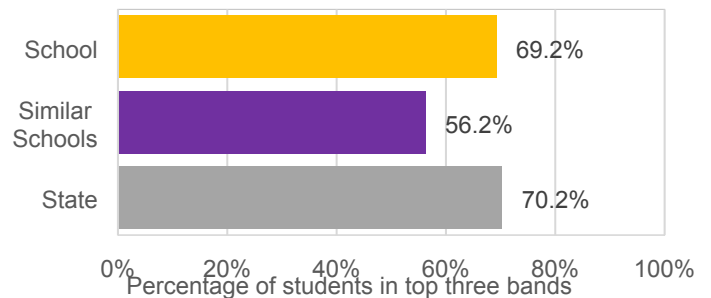
Similar Schools average:

56.2%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

45.0%

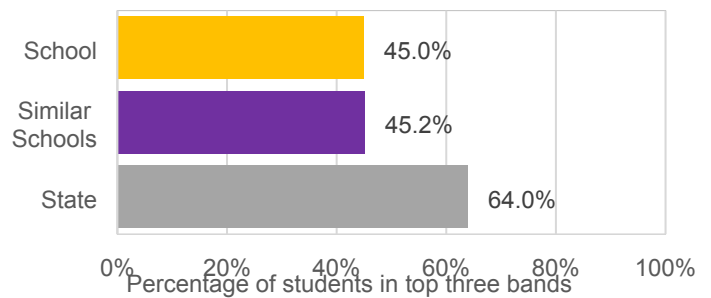
Similar Schools average:

45.2%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

38.5%

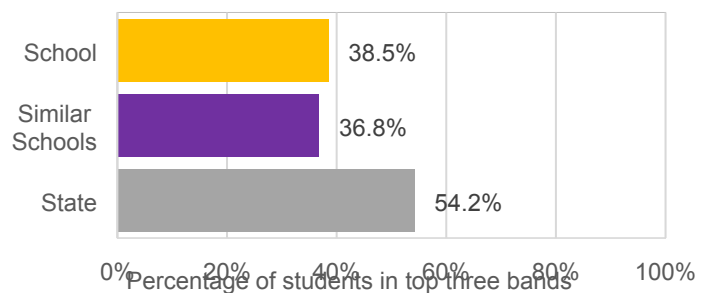
Similar Schools average:

36.8%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

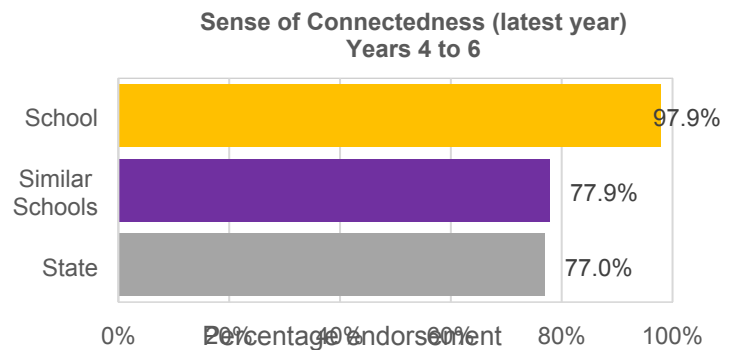
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	97.9%	99.0%
Similar Schools average:	77.9%	80.3%
State average:	77.0%	78.5%

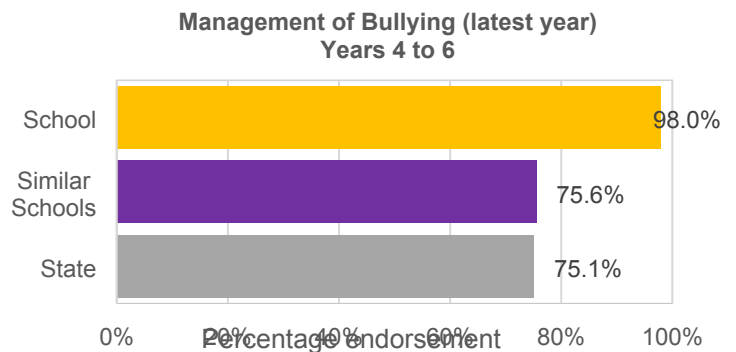


Student Attitudes to School – Management of Bullying

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:	98.0%	98.8%
Similar Schools average:	75.6%	78.3%
State average:	75.1%	76.9%



ENGAGEMENT

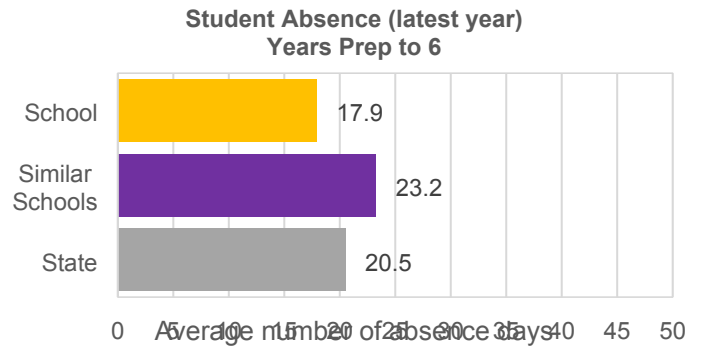
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.9	15.4
Similar Schools average:	23.2	21.7
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):	92%	90%	91%	91%	90%	91%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,755,108
Government Provided DET Grants	\$525,224
Government Grants Commonwealth	\$11,252
Government Grants State	\$0
Revenue Other	\$32,956
Locally Raised Funds	\$129,022
Capital Grants	\$34,000
Total Operating Revenue	\$4,487,561

Equity ¹	Actual
Equity (Social Disadvantage)	\$385,375
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$385,375

Expenditure	Actual
Student Resource Package ²	\$2,891,770
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$75,803
Communication Costs	\$3,984
Consumables	\$52,333
Miscellaneous Expense ³	\$38,215
Professional Development	\$22,394
Equipment/Maintenance/Hire	\$65,220
Property Services	\$68,840
Salaries & Allowances ⁴	\$179,102
Support Services	\$50,137
Trading & Fundraising	\$27,835
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,167
Total Operating Expenditure	\$3,492,801
Net Operating Surplus/-Deficit	\$960,761
Asset Acquisitions	\$86,057

- (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	\$272,372
Official Account	\$21,819
Other Accounts	\$0
Total Funds Available	\$294,191

Financial Commitments	Actual
Operating Reserve	\$90,675
Other Recurrent Expenditure	(\$204)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$90,471

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.