

# 2022 Annual Report to the School Community

School Name: Ardeer South Primary School (5064)



- 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 03 April 2023 at 11:51 AM by Andrea Markham (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 04 April 2023 at 08:45 AM by Tina Muja (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

Ardeer South Primary School was opened on 16th November 1973 and is situated in Sunshine West, approximately 20km west of Melbourne within the City of Brimbank. The school is located within the South Western Victoria Region and is an active member of the Deer Park/Sunshine School Network. Ardeer South Primary School has a vision to create a friendly, welcoming and inclusive learning environment. We aim to develop happy, engaged, life-long learners who enjoy coming to school. Our school values are respect, effort, responsibility and safety. Families are welcomed to our school community and in partnership with the staff and the wider Ardeer South community they make a significant and authentic contribution to student learning and wellbeing.

In 2022 our enrolment was 192 students drawn from a diverse range of cultural and socio economic backgrounds with 99 enrolments having English as an Additional Language. During 2022 we had 1 enrolled overseas student and 2 students of Aboriginal descent. The SFO (Student Family Occupation) is currently 0.6750 and the number of equity funded students in 2022 was 103. We had no students in Out of Home Care. The Program for Students with Disabilities supported 11 of our students.

A mix of straight and composite classes are taught across the school, dependent on cohort sizes and the needs of students. We offer specialist programs in Physical Education, Italian, Visual Arts and Library. The school is housed in two main buildings with air-conditioning to all rooms. In addition to classrooms there is a large multipurpose room, Italian room, Library, Art/craft room, Literacy Intervention room, and a dedicated space for teachers to collaborate in Professional Learning Communities. The school grounds are spacious and attractive with an oval, soccer field, three separate playground areas, sand pits and asphalt and synthetic areas offering many opportunities for students to be active. The playground environment includes passive garden spaces. In 2022 we were supported by the Brimbank Council Urban Forest Strategy to plant trees along the fence line of our oval creating a greener perimeter for future years.

Our purpose, aligning with improving student outcomes, is to create a culture of continuous improvement, operating within the Professional Learning Communities structures. Our dedicated staff are committed to providing for the holistic needs of our students, characterised by the belief that academic and social learning are interconnected. Current teaching and learning practices are being continually refined and enriched through participation in relevant professional development. Leadership is committed to ensuring staff collaboration that supports continuous improvement in order to embed outstanding teaching and learning practices within the school. Students are at the heart of every decision with a belief that all students can progress and achieve.

Our staff in 2022, none of whom have an indigenous background, comprises of two Principal Class Officers, 1 Learning Specialist (Teaching and Learning focus), 11 teachers, 5 Education Support Staff (EFT 4.0), 2 Administration Staff (2.0EFT), Intervention / Tutor (0.6) and a Chaplain (.6). The school is supported one day a week by a computer technician for 4.8 hours. Ardeer South has an active School Council and a strong student leadership program.

An After School care program is operated by 'Community OSH' to provide support for working parents, in addition to this we run a Breakfast Club for all students and provide access to a school canteen to support students and families with onsite food and snacks.

The school strongly encourages positive partnerships between home and school and 2022 has allowed us to reconnect more regularly after the pandemic with our parent community. Effective, regular communications is achieved by way of Compass, Class Dojo, newsletters, information bulletins, parent teacher interviews, written reports and parent education programs. We prioritised nurturing community connections to develop a sense of community, connection and belonging. The response from our staff returning to school following remote and flexible learning was outstanding and teams worked effectively together to support students to transition back to a full time classroom learning environment.

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

### Learning

We are committed to providing a high-quality education that is challenging and enables all students to achieve personal success. Ardeer South Primary School provides a comprehensive program that supports and develops each student's academic, emotional, physical, social and cultural needs in a positive, calm and supportive environment. The school has an ongoing commitment to the development and refinement of curriculum and policy through a process of cyclic evaluation.

We prioritise developing skills and building capacity in Literacy and Numeracy to ensure that each child has every opportunity to achieve their greatest potential. Students are encouraged to develop and demonstrate their understanding of concepts and content through regular assessments and monitoring of student learning. The use of information computer technologies support student learning with all classrooms having Apple TV desktop computers and access to school 1:1 iPad program. Student Leadership roles including School Captains and House Captains provide opportunities for students to have voice in school decision making processes.

Success indicators for 2022 highlighted the work on the learning priority for Literacy and Numeracy from our Annual Implementation Plan. We were committed to the priority of developing teacher capacity through professional learning and coaching and mentoring. Teachers undertook professional learning deepening understanding of our Instructional Model with the goal to embed the use of a consistent approach to pedagogical practices in all literacy and numeracy lessons. Classroom observations demonstrated that teachers developed consistency in the use of our approach upon Instructional Model. Student learning is supported in a range of ways including aligning our practices with the High Impact Teaching Strategies. Students on the Program for Students with Disabilities are supported by Educational Support (ES) staff and are provided with necessary adjustments that respond to their specific learning needs and goals. Teachers worked collaboratively to establish Smart goals to create Individual Education Plans, and professional learning was undertaken to support this work. ES staff meet with leadership weekly as a team to discuss teaching and learning for the students that they work with and undertake professional development to strengthen their approaches and practices.

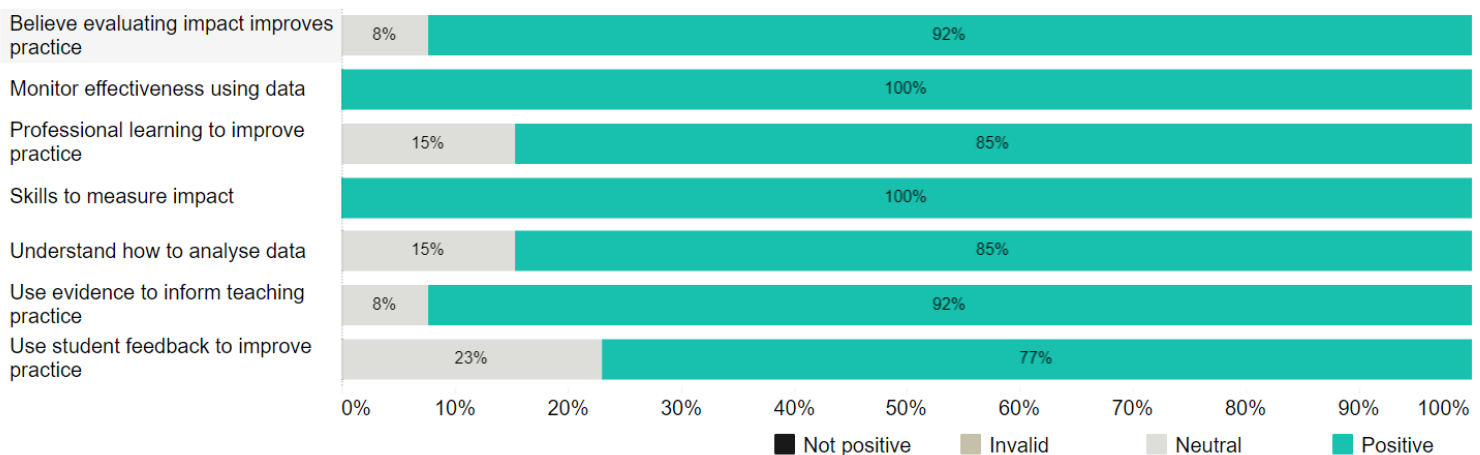
Our practices in Professional Learning Communities continued to evolve in 2022. Teachers formally met and used a range of data to jointly diagnose strengths and weaknesses in teaching and students' learning. Student data is used to identify students for the tutor program and post program data reflected growth for all students on the program. We worked on embedding the use of the ASPS PLC handbook to guide PLC processes and consistency across the school with agreed norms and protocols. A structured and disciplined cycle of improvement is adhered to. Teachers consider student data, context, engagement and prior learning and deliver the Victorian Curriculum. Curriculum plans and common assessment tasks are in place and teachers are supported and expected to follow these. Time was allocated through professional practice days to enable teachers to moderate student work to ensure that learning has occurred and that judgements were consistent.

In 2022, teachers were supported through professional learning to further develop their understanding and knowledge of the Victorian Curriculum. As a whole school we worked collaboratively to develop consistent documentation of growth points that are in line with learning continuums, this work has been instrumental in deepening curriculum content knowledge. Staff participated in cycles of collaborative inquiry to identify and support students in need of targeted interventions. Response to intervention and the Tutoring Learning Initiative enabled us to employ a learning tutor to develop plans for differentiated individual and small group instruction. These students worked on targeted learning goals that are explicit and articulated. Tutor learning initiative data demonstrates growth for all students undertaking the program.

The most evident impact was demonstrated through our staff opinion survey results with positive responses to teaching and learning categories highlighting that the work we have put into curriculum planning and improving teaching practices is having an impact.

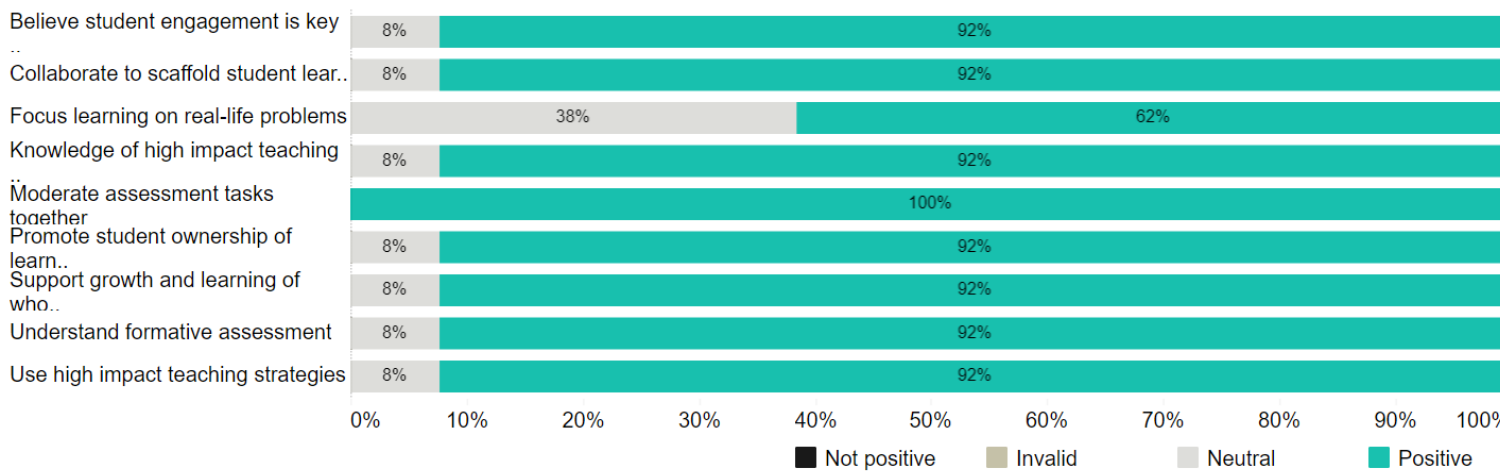
### Responses by category in 2022 (%) i

Teaching and Learning - Evaluation for all respondents



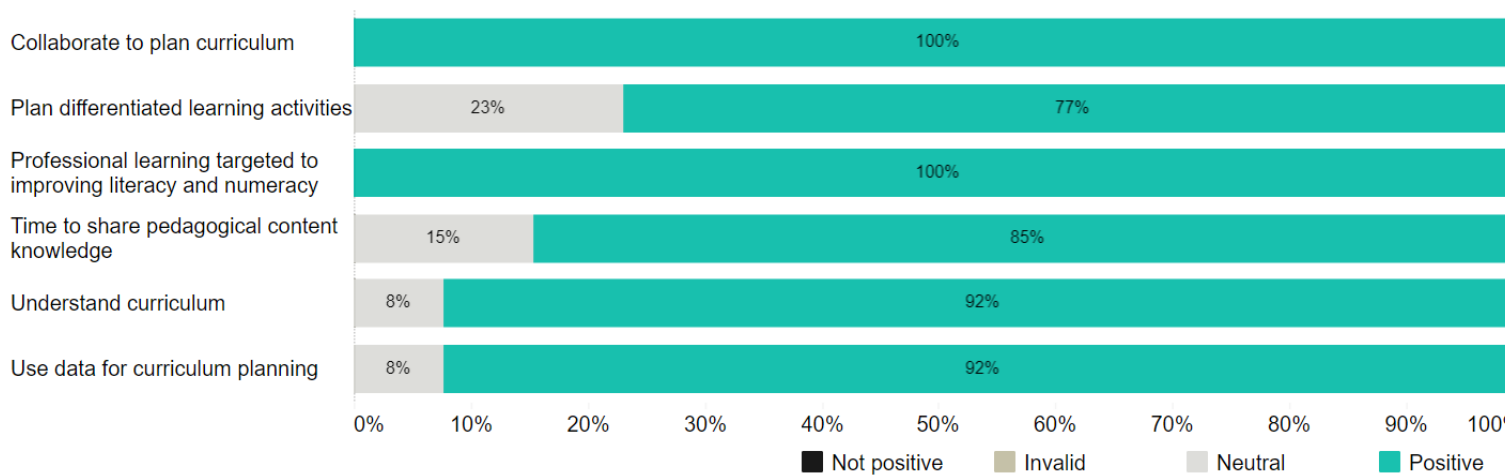
### Responses by category in 2022 (%) ⓘ

#### Teaching and Learning - Implementation for all respondents



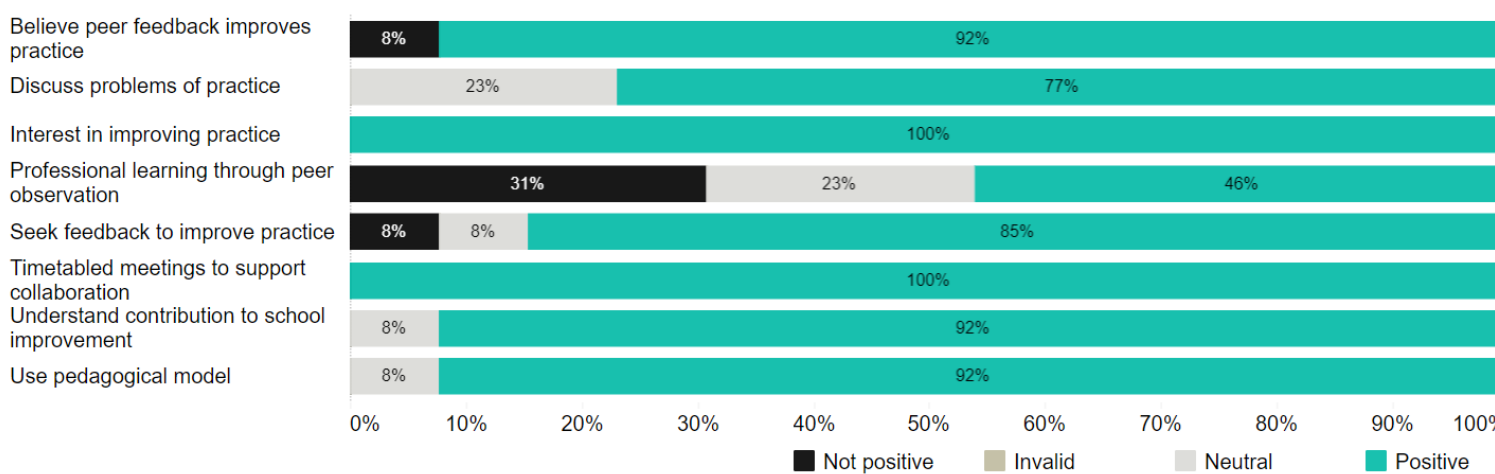
### Responses by category in 2022 (%) ⓘ

#### Teaching and Learning - Planning for all respondents



### Responses by category in 2022 (%) ⓘ

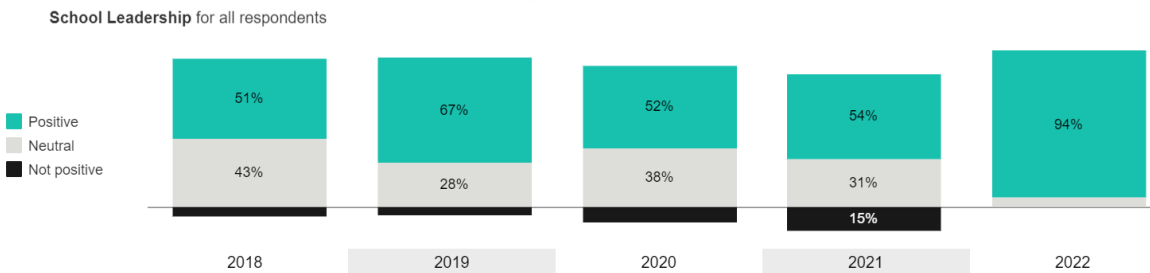
#### Teaching and Learning - Practice Improvement for all respondents



We strengthened our practices in writing targeted Individual Education Plans (IEPs) through professional learning and adapting the use of the IEP Rubric. Teachers were supported to develop IEP's for students which were meaningful, targeted and included evidence based strategies for supporting learning goals for students with disabilities, Indigenous students, those working considerably above or below grade level. Student Support Groups happened each Term of 2022 with almost all students' families attending.

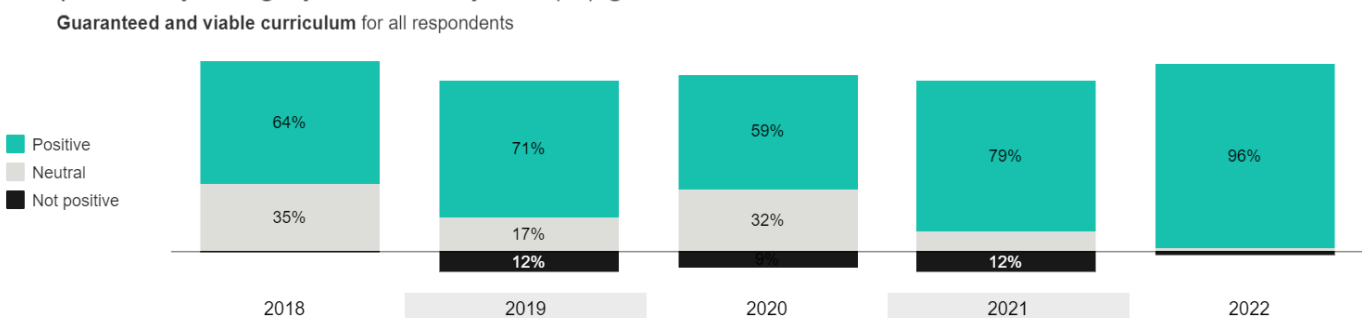
In 2022 the school re-established a leadership team with the employment of a substantive Assistant Principal and Learning Specialist with a clear strength based in curriculum and Instructional Leadership. The Assistant Principal managed all wellbeing initiatives and student welfare and the Learning Specialist was instrumental in implementing coaching and mentoring that supports instructional practices, planning and assessment of student learning. The leadership team participated in Brimbank Melton Numeracy leaders professional learning to engage in a series of workshops to build their leadership expertise through the lens of implementing and monitoring effective numeracy practice. As a team we have at all times prioritised school improvement that develops teacher knowledge and capacity to improve pedagogical practices in line with the agreed upon Instructional Model and High Impact Teaching Strategies with the ultimate aim of having impact on student learning outcomes. As per the image below staff showed 94% positive endorsement to School Leadership in 2022 a significant improvement to previous years.

Responses by category over last 5 years (%) ⓘ



Results from our Staff Survey have indicated that the work undertaken to embed a Guaranteed and Viable Curriculum has been successful. Positive feedback was an outstanding 96% positive response in 2022. Another outstanding result was in the category of Collective Responsibility. Teachers recorded 98% positive feedback in 2022.

Responses by category over last 5 years (%) ⓘ



## Wellbeing

Ardeer South Primary School has a very strong staff, student and family wellbeing focus at its core. We pride ourselves on our connections with parents / carers and local community. We are a small school community which gives us the opportunity to know each student, their families and individual strengths and weaknesses. Through regular communication we engage parents/carers in their child's learning and in the priorities of the school. Inclusive school policies, programs and practices are developed to build mutual trust and respect between school and families. We promote inclusive education ensuring all students are supported to fully participate, learn, develop and succeed within an inclusive school culture.

Our School values of Respect, Effort, Responsibility and Safety are reinforced in all aspects of our social and emotional learning which is taught through the Resilience, Rights and Respectful Relationships program. Dedicated, caring staff work together with families to encourage students to develop to their full potential, physically, academically, and socially. We continue to make significant progress in student wellbeing and this is reflected in ongoing improvements in our Attitudes to School Survey results. The Attitudes to School Survey demonstrated that positive endorsement for "Emotional awareness and regulation" increased to 76% which was above state, similar and network schools. The survey also reflected "Sense of connectedness for students at 87% positive being above the state (78%), similar schools (81%) and network schools (82%)".

Transition programs have been established with local kindergartens and secondary colleges. We introduced the Foundation Preparing for School sessions for Term 4 which enabled new foundation students and parents to build familiarity with our school setting and make links with the teaching staff.

and school community.

Ardeer South Primary School is focused on and committed to a continued positive learning environment for all students, families and staff. The most pleasing results were improvement in the School Staff Survey. Positive endorsement for School Climate was 82% with a 5 year trend being 2018 (53%), 2019 (62%), 2020 (60%), 2021 (67%). This is reflective of the work the leadership team have invested in developing positive climate and culture.

An additional reflection of this is that the staff opinion survey indicated positive endorsement of Instructional Leadership has also achieved a five year high, 2018 (51%), 2019 (67%), 2020 (52%), 2021 (54%) and 2022 a pleasing 94% positive feedback.

We identified areas for improvement in culture and collaboration and endeavoured to build trust and confidence in staff and parents. Our work in this area has had a significant impact and we are hoping that this influences student outcomes in the future. Staff trust in colleagues has increased in 2022 to a 5 year high, 2018 (49%), 2019 (47%), 2020 (46%), 2021 (44%) and an pleasing 89% positive responses in 2022.

In line with a Tiered response to intervention we have put in place whole school measures to address behaviour and wellbeing such as the use of Dojo points to encourage good behaviour. We also created a small, weekly class for students identified by teachers in Prep - G2 who needed further explicit instruction on social skills such as, taking turns, sharing and making new friends. In addition, for a small number of students who required it, we created Behaviour Support Plans which included a range of evidence based strategies, such as the use of social stories, reward charts and differentiated time-tables.

We are grateful for the work of the School Chaplain who has been instrumental in increasing access to extra curricular clubs that have supported student engagement and wellbeing during lunch times. The Chaplain regularly engages with families and has taught small group social skills lessons for identified students. Our families have access to foodbank, state school relief and a breakfast club that has high attendance every morning promoting a safe and inclusive space for students to eat breakfast.

## Engagement

Our school prioritised engagement to support department priorities. We have worked extensively on supporting students' wellbeing and mental health, especially the most vulnerable. Actions undertaken and achievements in this Key Improvement Strategy included the introduction of approaches to improve engagement, attendance and attitudes and behaviours in line with our values. Encouraging student voice and agency in learning has provided students with opportunities to actively shape their own learning and contribute to school decision making through Junior School Council and the School Captains program.

Professional Learning was undertaken that reinforced the expectation for consistent use of agreed upon behaviour management strategies - including Classroom Choice Banners, Responsible Thinking Process, Class Dojo/Yard Dojo. Our Assistant Principal adopted a tiered level response to behaviour in line with School Wide Positive Behaviour Supports. Morning circles from the Berry Street Model have now become an integral part of the morning routine in all classrooms.

We have built on our foundations to implement consistent approaches to student wellbeing and management of behaviour in preparation for embarking on our School Wide Positive Behaviour journey in 2023. With an emphasis on prevention, positive rewarding of expected behaviours and restorative practices and re-education for students who present with challenging behaviours. Our Wellbeing Leader (Assistant Principal) has facilitated work that supports student mental health and wellbeing. This has seen teachers develop a clear understanding of the school's health and wellbeing, inclusion and engagement programs and policies and the processes in place for monitoring and reporting escalating wellbeing concerns. At risk students identified with requiring additional support are linked with external allied health professionals and agencies to offer support such as referrals to SSS, engagement of visiting teachers, Child Protection, Child First, links with charities. We work closely with allied health professionals and Student Support Services psychologists and speech pathologists to support the health and wellbeing of students.

Leadership developed documentation of frameworks, policies, programs and curriculum plans to support student engagement and wellbeing. We updated the school website to communicate frameworks and policies that support student wellbeing. Our induction process for Child Safe Standards was refined to reflect government changes and we developed a handbook and webpage to communicate our commitment to the standards.

Our teaching of the Resilience, Rights and Respectful Relationships program was further embedded with the development of curriculum documentation that supports a guaranteed and viable approach to the teaching of social and emotional learning.

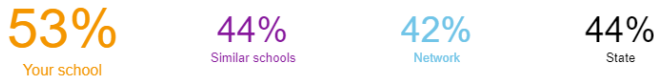


Student agency was promoted with daily reinforcement of school values and behaviours aligned with these values. Student of the week awards aligned with school values and a weekly value focus with visible acknowledgement and celebration of students actively demonstrating the school values, such as awards each week in line with the values ongoing value education occurring and Class/Yard Dojo.

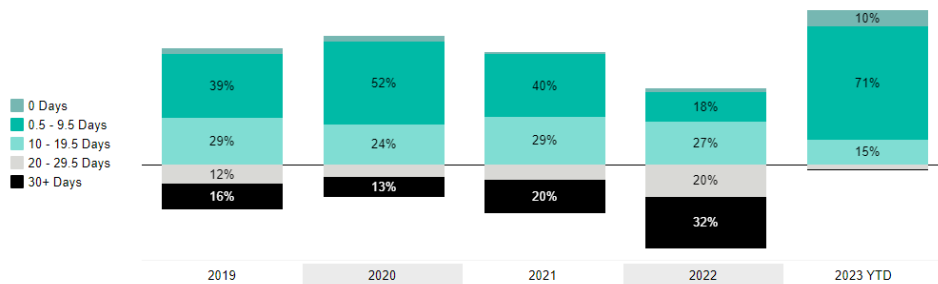
In 2022 we introduced the Pre Foundation School Readiness Program to promote positive outcomes for transition. Future Foundation students could attend a session with the Foundation team leader weekly with a goal to equip students with the confidence and skills that will help them settle into school smoothly in the new year. The program allowed students to meet new friends and engage in school activities. It also supported parents to connect with the school community, meet other parents, staff and teachers. This program was a great success which was evidenced through a smooth and confident transition in the 2023 school year for the children who had attended the program. As evidenced by the image below school attendance data in 2022 was an area that required addressing. The data showed that 32% of our students had more than 30 days off school in the year. We have identified this as a priority area for 2023.

Absences ⓘ

20 or more absent days students in 2022 (%) ⓘ  
For students in Prep - 6



Absent day breakdown (5 years) ⓘ  
For students in Prep - 6



### Other highlights from the school year

As a school community we flourished in 2022 after the past few years of limited parent engagement due to the pandemic. The staff were committed to providing as many opportunities as possible for parents to be present and engaged in school activities. Whole school events were organised to provide opportunities for connection and celebration. Some significant activities and highlights for us were:

- Whole school events included team building activity 'Whole School A Hunt' (orientation, team building, working bees, class groups)
- Bee Day - acknowledgement of Bee Day, whole school dress up, linked to curriculum studies on environmental sciences
- Working Bees - Friday afternoon working bees, parent involvement to build school pride through community events.

Outdoor learning and play spaces were enhanced by the installation of Shade Sails for outdoor classroom and purchase of new sand and sand toys for P-2 play area through fundraising efforts to increase engagement in language developmental play and social and emotional learning.

Special occasions were acknowledged including an Easter raffle, Italian Day, Multicultural Day, Book Week, 100 days School, Italian Pantomime, Special lunches and weekly assemblies celebrating student achievement and success. We had a fundraising day in Term 1 to support communities in Tonga in the aftermath of the volcanic eruption, called Love for Tonga as a gesture to our Tongan families.

Our Performing Arts program was enhanced by whole school fully funded excursions to the Melbourne Arts Centre for performances (The Magic Beach, The Selfish Giant, Baker Boys). Our students participated in Wakakirri at the Moon Ponds Clocktower and also an end of year concert and performance to our parent community.

A highlight was our work in sustainability which saw the installation of food producing pods funded through Woolworths Junior Landcare Grants, the pods have involved students in active hands-on gardening experiences. As a result of our work in conjunction with Brimbank Council planting an urban forest around the perimeter of the school we were selected as a finalist for the Premier's Sustainability Awards 2022 in the category of Thriving Environment. The awards were a unique opportunity for us to showcase, celebrate and recognise the innovative work we have done to lead the way towards a sustainable future.

It was pleasing that we could resume camping activities with two camps being held later in the year. Our Grade 3/4 Camp to Bacchus Marsh in Term 4 was free as part of the DET Positive Start program and our Year 5/6 cohort enjoyed a three day camp to Mt Evelyn. As always our whole school swimming program was supported by Equity funding.

We were successful in our application for an Active Schools Grant of \$30,000 to be used to facilitate and promote community involvement in activity. These funds have been used to upgrade our sporting oval and install AFL goal posts and involve our students in ongoing sports clinics for cricket, AFL, basketball and soccer. In addition to this through Sporting Schools Grant we have engaged students in clinics for rugby and soccer. Weekly interschool sports has been a positive way to re-engage with neighbouring schools.

We take great pride in being an Active School and the delivery of Quality physical education – our specialist physical education teacher is experienced in the high-quality implementation of PE and Sports programs. Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. As an Active School we work hard to ensure we provide students opportunities to be active through the six priority areas outlined in the Active Schools Framework.

A highlight for ASPS in 2022 was a visit from The Hon Natalie Hutchins MP, Minister for Education and AFL Carlton star Darcy Vescio. Our work in this area has received recognition from ACHPER (The Australian Council for Health, Physical Education and Recreation) as an Active School in Focus. We have been fortunate enough to receive a further \$30,000 from this initiative for the coming year.

The leadership team is extremely proud of the results in school analysis surveys. Students, staff and parents survey results demonstrating improvement in engagement and wellbeing categories. Staff Opinion Survey results demonstrating improvement in all areas but notably School Climate, School Leadership and all Teaching and Learning categories. We

are confident and assured that these results will have a positive impact on student learning outcomes moving into the future.

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## Financial performance

Our 2022 financial performance resulted in an annual surplus with our High Yield Account containing \$194,328,89 and Official Account 34,117. Student Resource Package provided our core funding allocation with additional funding received for EAL students, Program for Students with Disabilities and Equity (Social Disadvantage) funding.

The school received Equity Funding of \$347,707 which supported the commitment to wellbeing following the pandemic. A major part of this funding was put towards literacy learning and library resources. We were able to purchase quality resources for our library to support the literacy program. \$50,000 contributed to the leasing of technology to support our ongoing iPad 1:1 program. We used \$20,000 to establish enrichment programs and programs focussed on the arts, drama, dance and music. We contributed \$20,000 to our swimming in schools program to deliver swimming and water safety education to all students.

As mentioned in our highlights we had also received a \$30,000 Active School Grant. This amount went towards the full upgrade of our oval with installation of football goals. We were thrilled to receive confirmation that we had approval through the Minor Capital Works Fund for \$474,127.00 for the upgrade of toilet facilities to begin in 2023.

**For more detailed information regarding our school please visit our website at**  
<https://www.ardeersths.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 190 students were enrolled at this school in 2022, 90 female and 100 male.

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

### Overall Socio-Economic Profile

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

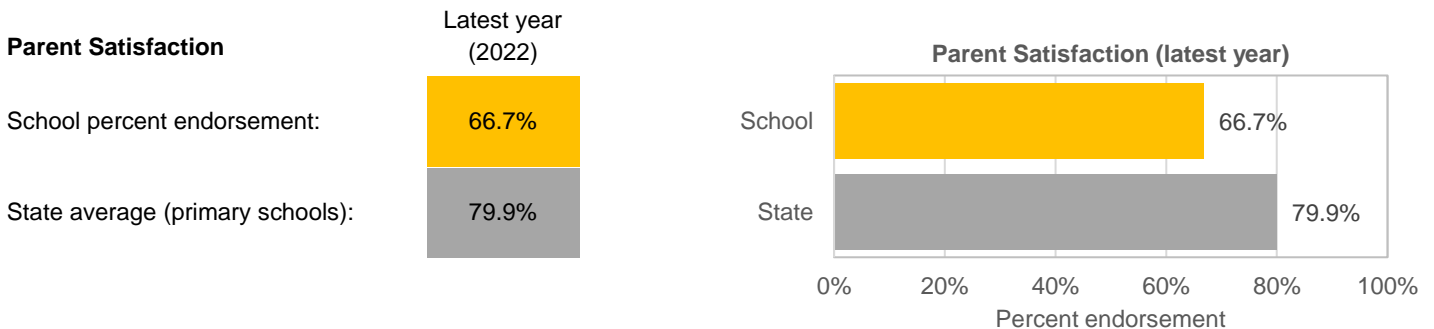
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

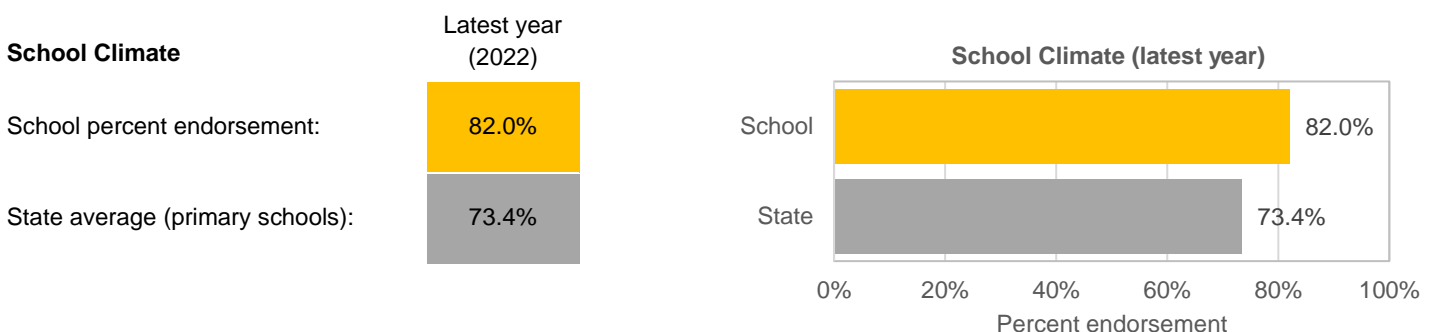


### School Staff Survey

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:

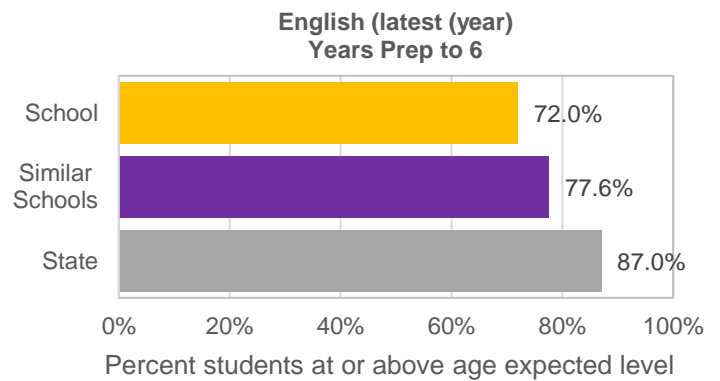
72.0%

Similar Schools average:

77.6%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

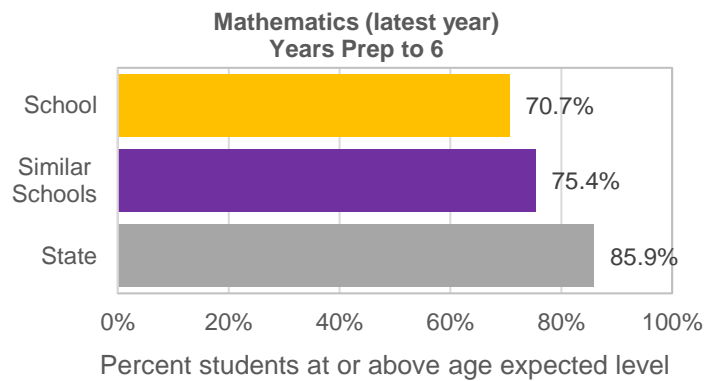
70.7%

Similar Schools average:

75.4%

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.

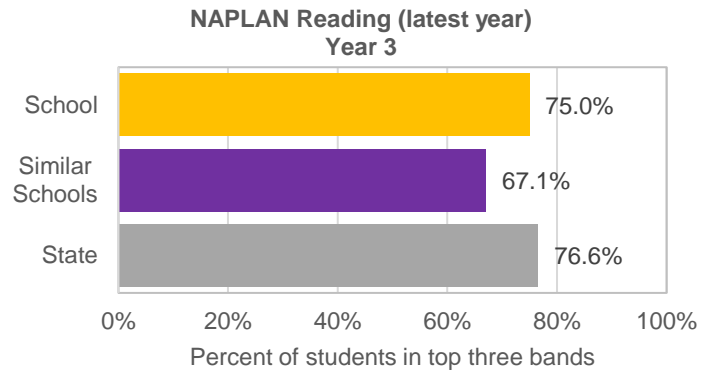
### NAPLAN

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.

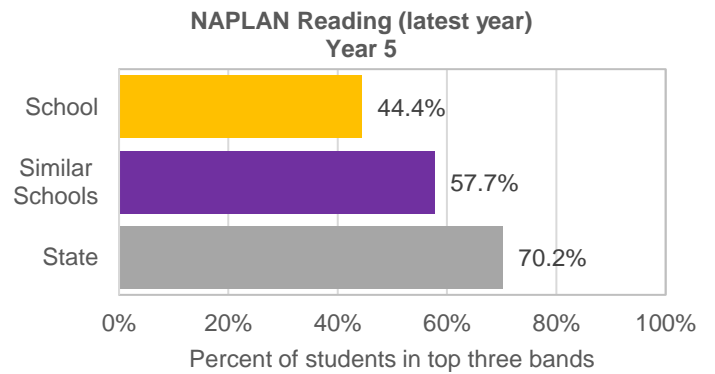
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	68.6%
Similar Schools average:	67.1%	65.8%
State average:	76.6%	76.6%



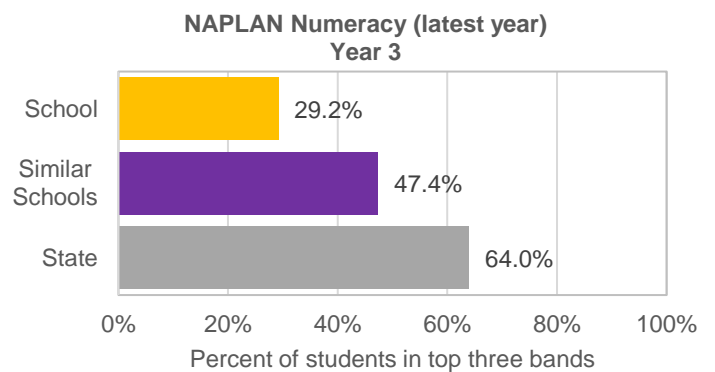
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.4%	48.9%
Similar Schools average:	57.7%	57.4%
State average:	70.2%	69.5%



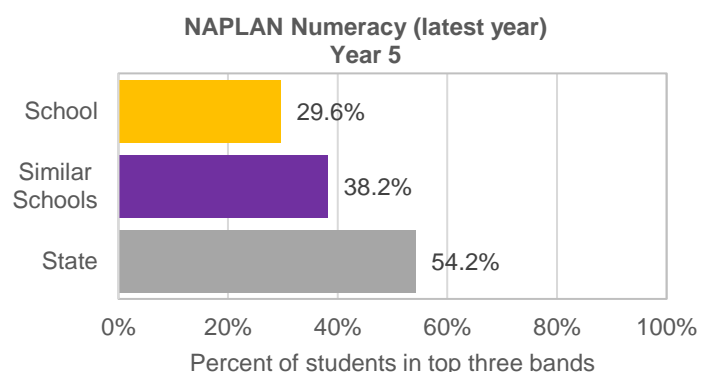
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.2%	45.1%
Similar Schools average:	47.4%	50.2%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	29.6%	36.3%
Similar Schools average:	38.2%	43.0%
State average:	54.2%	58.8%



## WELLBEING

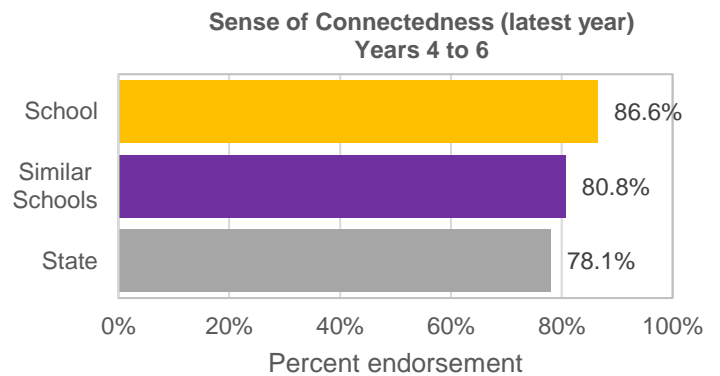
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	86.6%	85.1%
Similar Schools average:	80.8%	81.7%
State average:	78.1%	79.5%

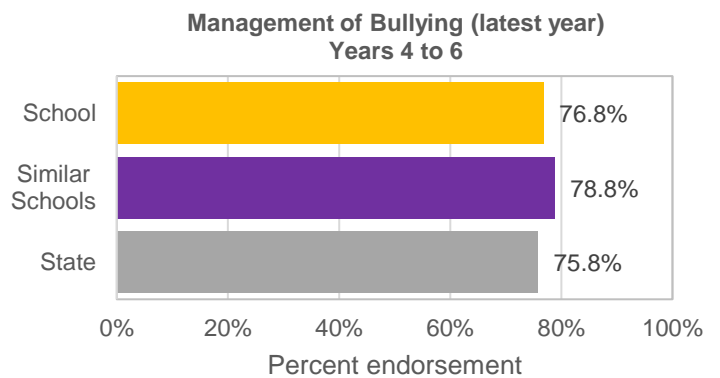


### Student Attitudes to School – Management of Bullying

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:	76.8%	79.1%
Similar Schools average:	78.8%	80.2%
State average:	75.8%	78.3%



## ENGAGEMENT

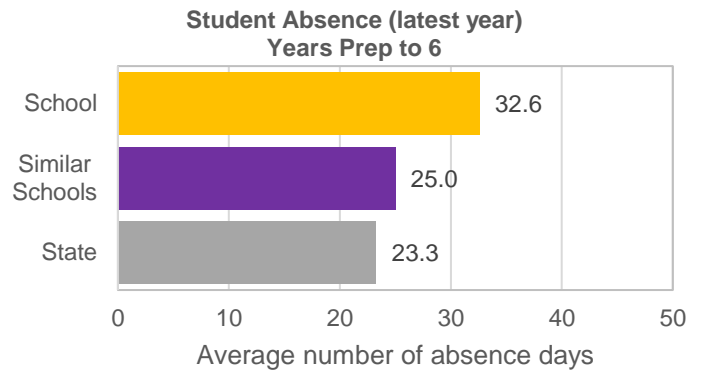
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	32.6	21.9
Similar Schools average:	25.0	20.1
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):	83%	87%	87%	83%	82%	82%	82%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,562,535
Government Provided DET Grants	\$439,694
Government Grants Commonwealth	\$15,800
Government Grants State	\$25,000
Revenue Other	\$17,237
Locally Raised Funds	\$41,942
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,102,208</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$347,707
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$347,707</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,181,832
Adjustments	\$0
Books & Publications	\$22,332
Camps/Excursions/Activities	\$61,762
Communication Costs	\$5,410
Consumables	\$59,053
Miscellaneous Expense <sup>3</sup>	\$14,787
Professional Development	\$8,620
Equipment/Maintenance/Hire	\$97,834
Property Services	\$141,483
Salaries & Allowances <sup>4</sup>	\$72,915
Support Services	\$85,915
Trading & Fundraising	\$10,230
Motor Vehicle Expenses	(\$3,375)
Travel & Subsistence	\$0
Utilities	\$23,447
<b>Total Operating Expenditure</b>	<b>\$2,782,245</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$319,963</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	\$194,383
Official Account	\$34,117
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$228,500</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$78,565
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$34,187
School Based Programs	\$26,553
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$16,712
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,895
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$166,911</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.*