

# 2023 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 \(VIT\)](#)
- 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 12 March 2024 at 03:12 PM by Andrea Markham (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 20 March 2024 at 01:14 PM by Julie Winter (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).

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').

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## 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

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## School context

Ardeer South Primary School is situated in West Sunshine and forms part of the South Western Metropolitan Region. First established in 1973 to service the substantial housing development in the area, the school's enrolment quickly increased in the early 1980s. The student numbers have gradually declined due to the changing demographics with 172 students enrolled in 2023.

The school is housed in two main buildings with air-conditioning to all rooms. In addition to classrooms there is a large multipurpose room, fully refurbished library, art/craft room and dedicated wellbeing spaces.

The well maintained grounds have been extensively developed over recent years to include three separate adventure playground areas, three sporting ovals, asphalt surfaced netball, basketball and bat tennis courts, a synthetic grass area and many passive garden settings. School improvements have been designed to provide a safe and stimulating environment for our students.

The student population is drawn from various cultural and socio economic backgrounds. 48% of our students come from families where English is the second language and our community is made up of families representing 20 different languages.

In 2023 Ardeer South Primary School (ASPS) had a staff consisting of 2 Principal class, 1 Learning Specialist, 8 classroom teachers, 0.6 EFT Learning tutor and 3 Specialist teachers (PE, Visual Arts and Italian). A successful integration program is supported by a team of 6 education support staff. Our enthusiastic and dedicated staff are committed to continual professional growth and development to ensure teaching and learning practices are of the highest standard.

Ardeer South Primary School provides a comprehensive curriculum based on the Victorian Curriculum. The curriculum is designed to motivate and challenge students by providing opportunities to engage in differentiated learning tasks. The school provides a curriculum with a strong emphasis on English, Mathematics, Social Emotional Learning and Integrated topic based studies. The core curriculum is complemented by Specialist Programs in Health and Physical Education, Visual Arts, Performing Arts and Auslan.

ASPS recognises the important links between student wellbeing and student learning outcomes. In 2023, ASPS began our journey as a School Wide Positive Behaviour Supports School. Our school values are: • Respect • Responsibility • Effort • Safety. Our values underpin the SWPBS framework and have been the foundation of our work to develop a positive, safe, supportive learning culture. SWPBS has been implemented with fidelity and allows teachers and students to have more time to focus on relationships and classroom instruction. We teach Social and Emotional Learning through the Resilience, Rights and Respectful Relationships Program.

A responsive leadership team effectively manages the school resources with program budgeting and whole school strategic planning procedures being well established. The leadership team is extremely proud of the results in school analysis surveys. Students, staff and parents survey data highlights an ongoing improvement in engagement and wellbeing categories. Staff Opinion Survey results demonstrate outstanding feedback in relation to the 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.

### School Purpose

Our purpose aligning with improving student outcomes is to create a culture of continuous improvement. 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.

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

### Learning

In 2023 Ardeer South Primary School provided a comprehensive program that supports and develops each student's academic, emotional, physical, social and cultural needs in a positive, calm and supportive environment.

Success indicators for 2023 highlighted the work on the learning priority for Literacy and Numeracy from our Annual Implementation Plan. We remained committed to developing teacher capacity through professional learning, coaching and mentoring. ASPS began working with the DSSI Leadership Partners mid 2023. The team has provided school based support for school improvement through working intensively with our school leadership team and teachers. Teachers have undertaken professional learning to deepen their

understanding of our Instructional Model. Classroom observations demonstrated that teachers developed consistency in delivering explicit instruction with a focus on student goal setting. 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 staff. ES staff meet with leadership to discuss teaching and learning for the students and undertake professional development to strengthen their approaches and practices to proactively respond to the needs of students with a disability. Teachers were supported through professional learning 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 worked together each term to plan and support the educational, health, social, cultural and emotional wellbeing of students with diverse learning needs. This work has ensured a supportive, ongoing partnership between the school, parents/carers and relevant agencies.

Our practices in Professional Learning Communities track and monitor individual students, subgroups and whole school progress. Our effective Professional Learning Communities utilise a wide range of data sets to drive improvement. Teachers have high expectations for all students and are inclusive and responsive to student's individual needs. Time was allocated through professional practice days to enable teachers to moderate student work and to establish a consistent approach to reporting on student achievement.

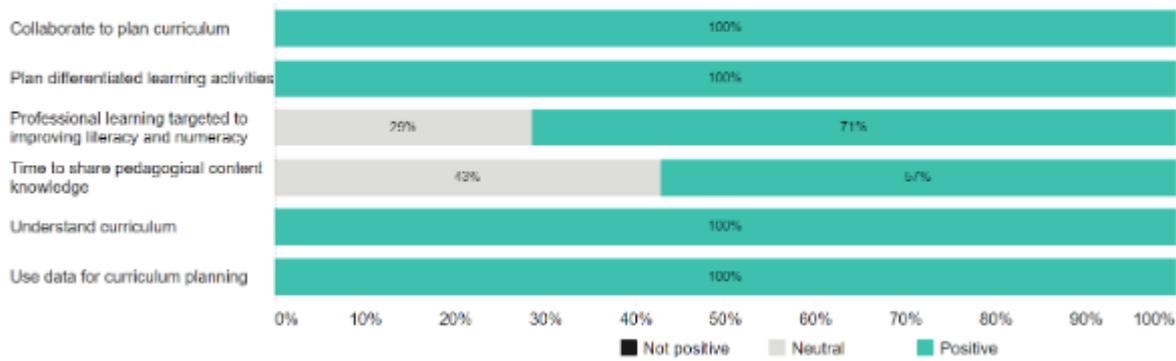
In 2023, teachers were supported through professional learning to further develop their understanding and knowledge of the Victorian Curriculum. As a whole school we worked collaboratively to develop consistent documentation of growth points that are in line with learning continuums, this work has been instrumental in deepening curriculum content knowledge. In Term 4 we initiated work that explored the Mathematics V2 curriculum, developing units of work to inform classroom instruction.

The Tutoring Learning Initiative enabled us to continue intervention programs that plan for differentiated individual and small group instruction. Student data was analysed to identify students for the program. Students worked on targeted explicit learning goals and post program data reflected growth for all students.

100% positive feedback in the categories of Collaborate to plan curriculum, Plan differentiated learning activities, understand Curriculum and use data for curriculum planning demonstrate that staff believe that the work undertaken in the area of curriculum planning and development has been embedded.

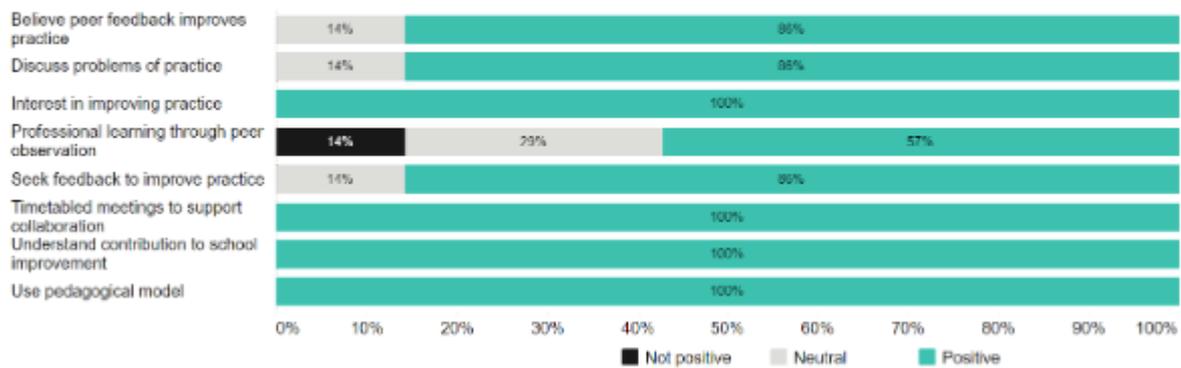
### Responses by category in 2023 (%) ⓘ

Teaching and Learning - Planning for all respondents



### Responses by category in 2023 (%) ⓘ

Teaching and Learning - Practice Improvement for all respondents



We were fortunate to engage with the Variety Club’s Shine program operating in our school during 2023 for a term. This program delivers free speech and early literacy intervention to students requiring additional support that for a range of reasons they may not be able to access from external sources. We had 25 students attend this program, seeing a pre-service speech pathologist (with a trained and experienced speech pathologist present at all times). At the end of the period of intervention, teachers and parents received a report outlining what was achieved in the sessions and goals and strategies for Semester 2.

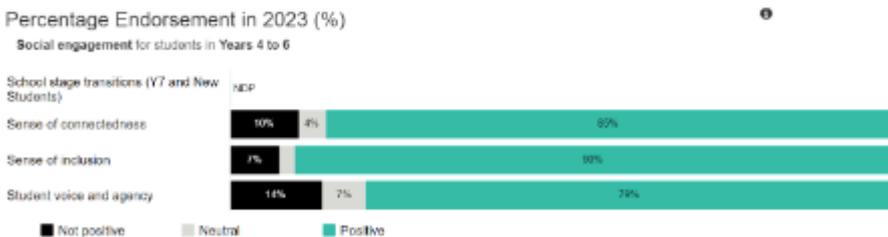
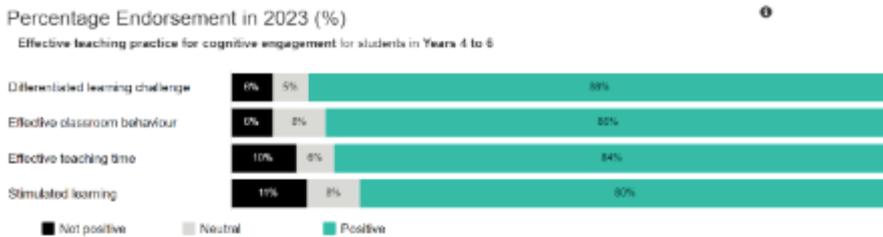
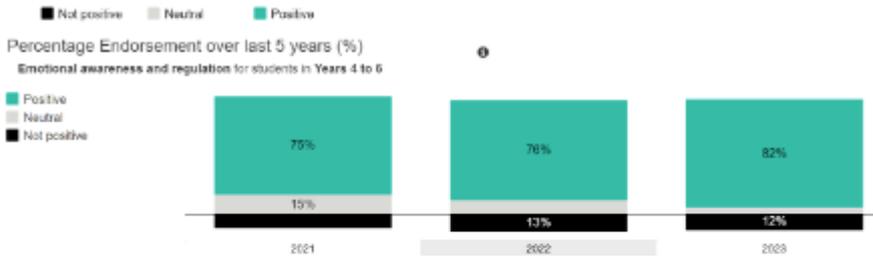
We were delighted to be selected to be a part of the Music In Schools program in 2023. Our Arts Education programs enhance children’s education, wellbeing and community involvement. We developed a vision and purpose for the program working on the framework that music in our school will improve connection, creativity, collaboration and confidence. Teachers engaged in professional learning sessions to strengthen whole school curriculum planning and to deliver a highly effective, evidence based Music learning program. The initiative has provided our school with \$4000 to purchase musical instruments and classroom music resources.

## 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 the local community. We are a small school community which gives us the opportunity to know each student, their families and build mutual respect and trust. We promote Inclusive education ensuring all students are supported to fully participate, learn, develop and succeed within an inclusive school culture. Dedicated, caring staff work together with families to encourage students to develop to their full potential, physically, academically, and socially.

Our School values are Respect, Effort, Responsibility and Safety. We reinforce the school values in all aspects of School Wide Positive Behaviour Support and our social and emotional learning which is taught through the Resilience, Rights and Respectful Relationships program.

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 82% which was above state, similar and network schools. The survey also reflected “Effective Classroom Behaviour” and “Sense of connectedness” for students at positive endorsement being above the state, similar schools and network schools.



Transition programs have been established with local Kindergartens and Secondary Colleges. Our Foundation ‘Preparing for School’ sessions in Term 4 enabled new foundation students and parents to build familiarity with our school setting and make links with the teachers prior to commencement of their first school year.

In 2023 we have formally introduced School-Wide Positive Behaviour Support (SWPBS) as a framework to develop a positive, safe, supportive learning culture. We established a SWPBS team to implement evidence-based whole-school practices in behavioural management with the aim of increased respectful and positive behaviour. The initial formal part of this program involved training key staff members. The team has the lead implementation of SWPBS by creating, reviewing and monitoring an action plan. This work was done in collaboration by the whole staff with input from parents, students and the community. Staff have undertaken professional learning in effective classroom practices that adopt elements of the framework associated with reductions in inappropriate behaviour.

With an emphasis on prevention, positive rewarding of expected behaviours and restorative practices and re-education for students who present with challenging behaviours.

We streamlined our procedures for record-keeping, decision making and ongoing monitoring.

ASPS participated in the roll out of the Mental Health and Wellbeing Initiative which is supporting the mental health and wellbeing of young people. Staff participated in training in relation to the Mental Health and Wellbeing Initiative to identify mental health concerns in the classroom, improve referral pathways for students requiring further assessment.

Through the Brimbank Council Wellbeing Grant we funded Thriving Thursday activities allowing students to participate in a range of activities designed to strengthen wellbeing. Our commitment to the wellbeing movement included activities engaging students and families in Art, Physical Education, Mindfulness, Tapping, Gardening and Respectful Relationships lessons supporting health and wellness for all.

## 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.

Teachers have developed a clear understanding of the school's health, wellbeing, inclusion and engagement programs and policies and the processes in place for monitoring and reporting escalating wellbeing concerns. Morning circles from the Berry Street Model continue to be an integral part of the morning routine in all classrooms. 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.

Our school website is regularly updated to include developed documentation of frameworks, policies, programs and curriculum plans that support student engagement and 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. (Website Link - <https://www.ardeersths.vic.edu.au>)

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.

In 2023 we continued the Pre Foundation School Readiness Program to promote positive outcomes for transition. The program allowed students to meet new friends and engage in school activities. It also supported parents to connect with the school community. This program was a great success which was evidenced through a smooth and confident transition in the 2024 school year for the children who had attended the program. The transition program also assists us in developing a clear understanding of students' individual needs, including organising the relevant assessments that support the application for funding for students with disabilities.

Our impressive young leadership group attended the GRIP Leadership Conference. The conference motivated students to come forward to share their ideas and gave them skills to work collaboratively to improve our great school and inspire others.

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.

A major focus in 2023 was improving attendance data. In 2022 the average number of days away was 32.5, with the 2023 average being 22. This is a great result but we will continue to work hard to maintain this result into 2024.

At Ardeer South Primary School we continued to pay attention to the needs of children with the commitment to providing a culturally safe environment for all. This includes students with a disability, children from culturally and linguistically diverse backgrounds and Koori students. Students engaged in cross curricular lessons to learn concepts about indigenous history. We showed our respect for Aboriginal heritage and remembered and honoured the stolen generations through National Sorry Day and our Harmony Day celebrations showcased our diversity and cultural traditions.

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. Effective, regular communications is achieved by way of Compass, Class Dojo, newsletters, information bulletins, parent teacher interviews, written reports and parent education programs. We prioritise nurturing community engagement to develop a sense of community, connection and belonging for all stakeholders.

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## Other highlights from the school year

2023 saw our school community continue to enjoy many occasions that engaged the whole community in activities and events. Whole school events were organised to provide opportunities for connection and celebration. Some significant activities and highlights for us were in the areas of Sustainability and Physical Education.

We were the proud winner of the 2023 Emerging School of the Year at the Victorian Sustainability Resource Smart Schools Awards. 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. Our sustainability education program was supported through the Planting Seeds Project. Our students worked with a team from the Planting Seeds Project, Environment Education Victoria and Greater Western Water. The program provided water efficient garden wicking beds, landscaping to assist water retention and education to students on water conservation, native plants and an aligned program on plants and pollinators. This program is an extension of 'Planting Seeds B&B Highway initiative' which was also implemented at ASPS in 2023.

Students proudly welcomed local Western suburbs Members of Parliament and Minister for Environment to plant additional trees in our Urban Forest and include our school grounds in their work in supporting a sustainable and greener west. Another remarkable acknowledgement to our work in the school grounds was being announced 2023 winner of Victorian Schools Garden Awards - Greatest Improvement of School's Green Space Award.

We continued our journey as an Active School with the delivery of Quality physical education. Our PE specialist was shortlisted as an individual finalist for the 2023 Victorian Education Excellence Awards (VEEA) acknowledged for his outstanding contribution to Health and Physical Education at Ardeer South. This was a celebrated recognition of work in the Active Schools Framework.

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. In 2023 we were fortunate enough to receive a further \$30,000. The funds in 2022 were 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. 2023 saw the installation of our new recreation path providing an enhancement to our open spaces and our commitment to continually providing opportunities for our students to engage in activity. The funding enabled us to run a comprehensive Bike Education program and the installation of an artificial turf cricket pitch. In addition to this through the Sporting Schools Grant we have offered students clinics for rugby and soccer, softball and basketball. Weekly interschool sports has been a positive way to connect with neighbouring schools. We have also been able to share our facilities with neighbouring schools. Our most memorable community event was the school's 50th Birthday Celebration in November. Events included a school assembly with VIP guests including the local Member for Parliament, ex principals and assistant principals and many members of the Ardeer South community from years past. Events included, whole school disco, official opening assembly ceremony, open school, BBQ, popcorn machine, drinks and lolly stand, ice-cream van and activities for students and families to participate in. This event was a great success.

We continued to build school pride through the improvement of our Buildings and Grounds. A successful grant application using the Schools Upgrade Fund for \$25,000 saw the installation of Outdoor Classroom Furniture at the front of the school under our shade sail area. Our major improvement came with a Toilet Upgrade through the funding of \$474,127.00 for Ardeer South Primary School through the Minor Capital Works Fund (MCWF).

Our run of successful applications continued with Ardeer South Primary School one of thirty-seven schools to receive a funding boost to build inclusive play areas, sensory gardens and outdoor learning areas to support students with disabilities and additional needs through the Inclusive Schools Fund. As part of this program, our school will receive a grant of \$276,492.00 to go towards creating a brand new Inclusive Sensory Playground.

All of this work is symbolic of ongoing progress and a commitment to providing a safe, comfortable and inclusive environment for all students. Well maintained facilities promote a positive atmosphere, contributing to healthier, happier, and more productive students.

## Financial performance

Our 2023 financial performance resulted in an annual surplus of \$106,585 and a projected credit balance of \$490,601. At the end of December our High Yield Account contained \$179,974.48 and Official Account 42,871.05. Our 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 \$143,973 which supported the commitment to improving literacy and numeracy outcomes. \$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.

Our Mental Health in Primary Schools funding of \$85,843 contributed to staffing to support wellbeing programs and the work in School Wide Positive Behaviour Supports.

**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 170 students were enrolled at this school in 2023, 81 female and 89 male.

49 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).

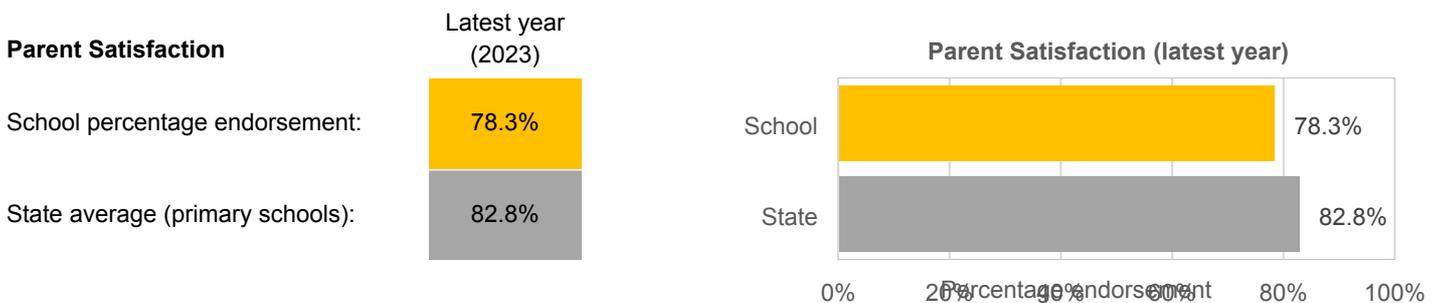
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

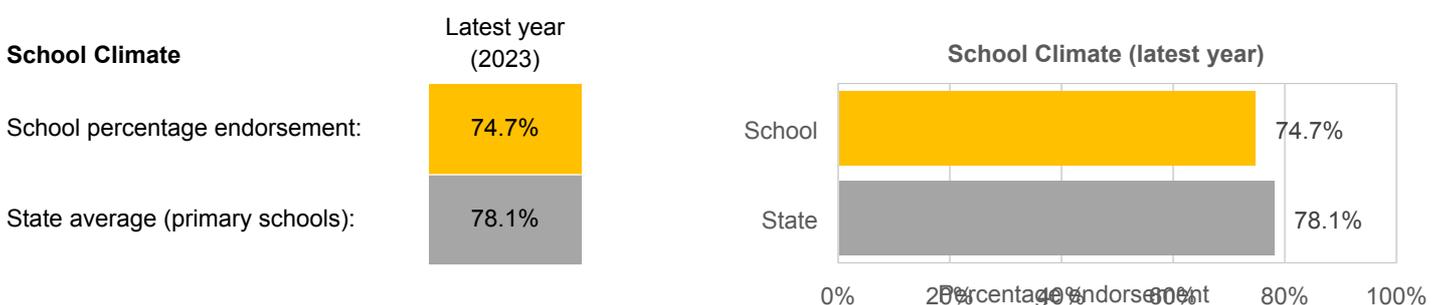


### School Staff Survey

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:

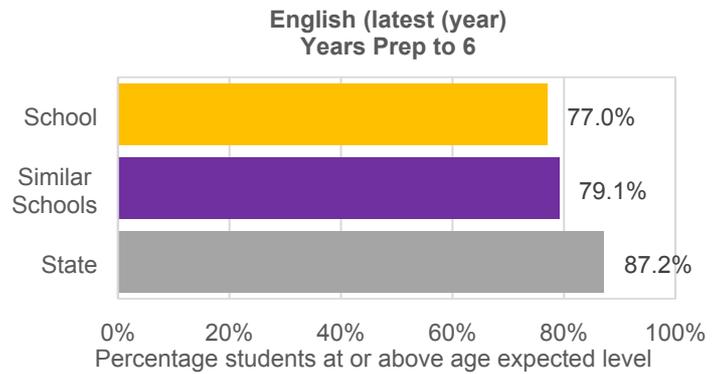
77.0%

Similar Schools average:

79.1%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

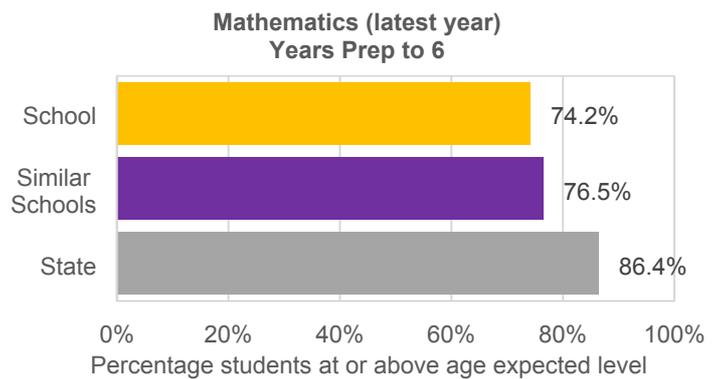
74.2%

Similar Schools average:

76.5%

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:

55.0%

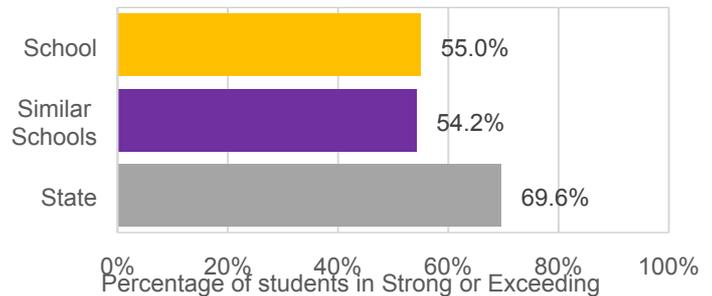
Similar Schools average:

54.2%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

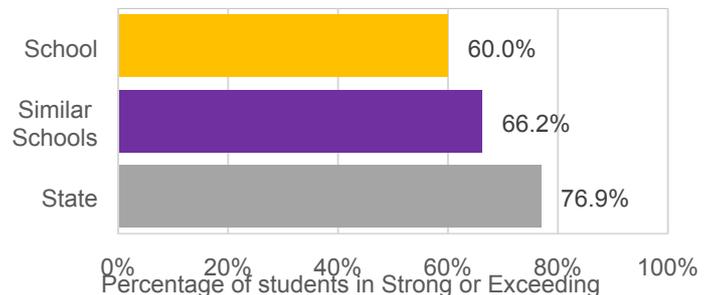
Similar Schools average:

66.2%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

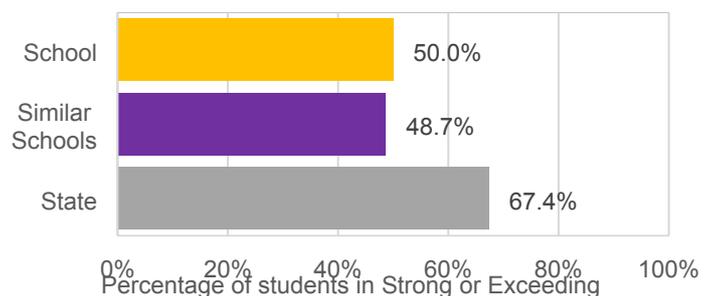
Similar Schools average:

48.7%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.2%

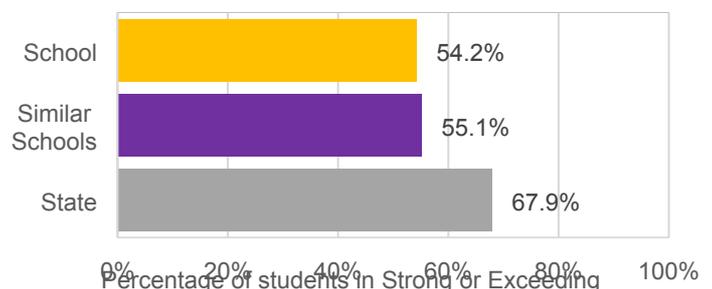
Similar Schools average:

55.1%

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:

75.0%

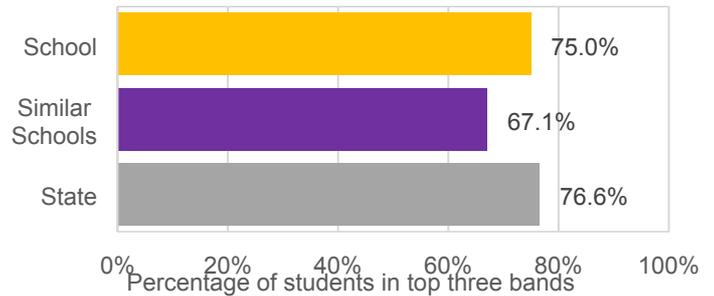
Similar Schools average:

67.1%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

44.4%

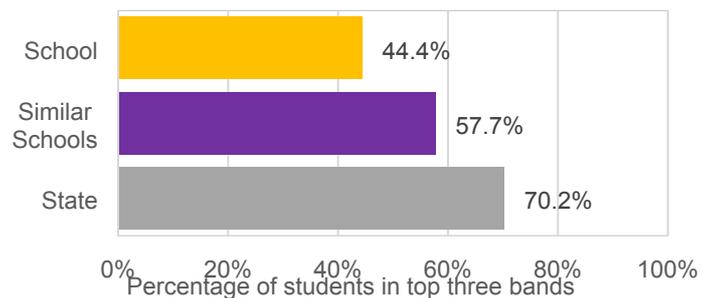
Similar Schools average:

57.7%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

29.2%

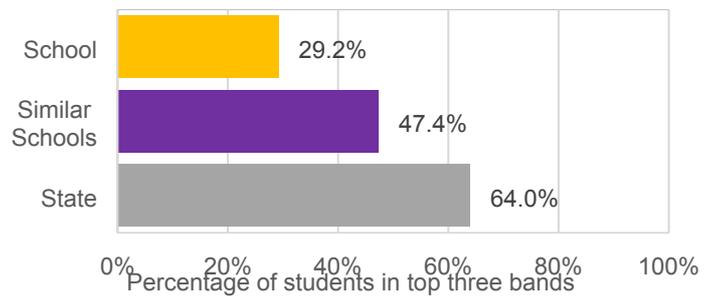
Similar Schools average:

47.4%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

29.6%

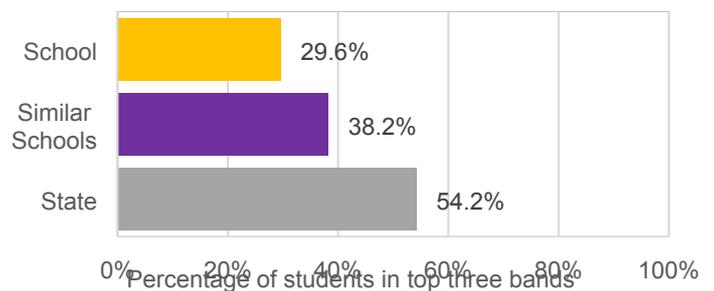
Similar Schools average:

38.2%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

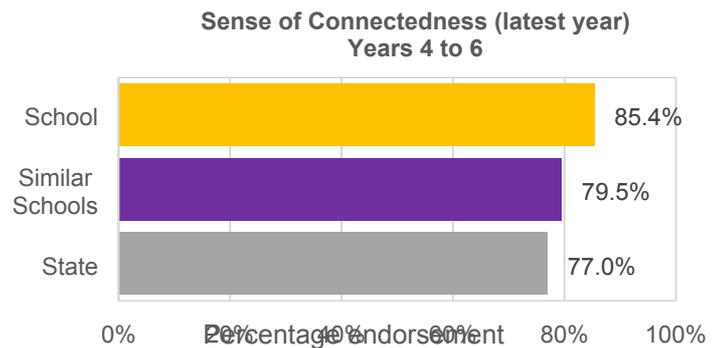
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	85.4%	84.9%
Similar Schools average:	79.5%	81.1%
State average:	77.0%	78.5%

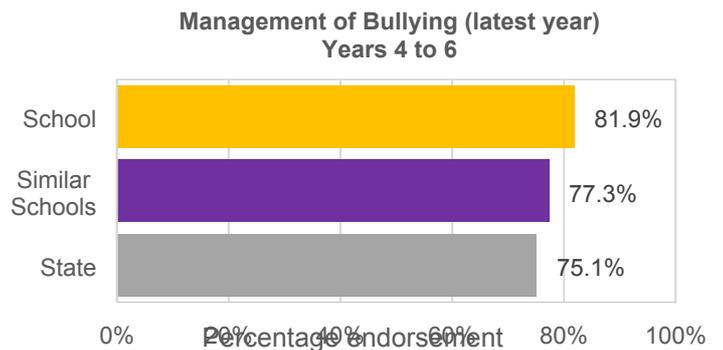


### Student Attitudes to School – Management of Bullying

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:	81.9%	79.5%
Similar Schools average:	77.3%	79.3%
State average:	75.1%	76.9%



## ENGAGEMENT

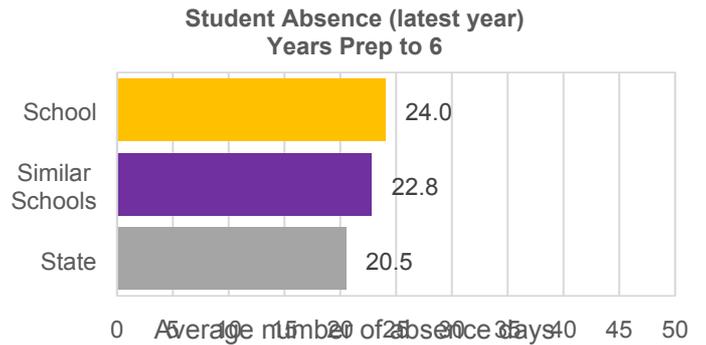
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	24.0	23.5
Similar Schools average:	22.8	21.3
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):	82%	89%	89%	88%	90%	88%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,604,106
Government Provided DET Grants	\$435,738
Government Grants Commonwealth	\$9,534
Government Grants State	\$1,535
Revenue Other	\$30,508
Locally Raised Funds	\$27,958
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,109,380</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$283,232
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$283,232</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,102,116
Adjustments	\$0
Books & Publications	\$630
Camps/Excursions/Activities	\$45,665
Communication Costs	\$1,602
Consumables	\$118,942
Miscellaneous Expense <sup>3</sup>	\$13,328
Professional Development	\$8,137
Equipment/Maintenance/Hire	\$42,762
Property Services	\$64,597
Salaries & Allowances <sup>4</sup>	\$83,029
Support Services	\$82,623
Trading & Fundraising	\$18,974
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,208
<b>Total Operating Expenditure</b>	<b>\$2,606,613</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$502,767</b>
<b>Asset Acquisitions</b>	<b>\$22,315</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$179,974
Official Account	\$42,871
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$222,846</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$75,724
Other Recurrent Expenditure	\$13,537
Provision Accounts	\$0
Funds Received in Advance	\$34,940
School Based Programs	\$63,645
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	\$35,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$222,845</b>

*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.*