

# 2023 Annual Report to the School Community

School Name: Balwyn Primary School (1026)



- 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 18 April 2024 at 01:58 PM by Olivia Richards (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 22 April 2024 at 11:33 AM by Chris Williams (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

Balwyn Primary School (BPS) is located 10 kilometres east of Melbourne in the leafy suburb of Balwyn.

At Balwyn Primary, we have a strong commitment to educational excellence through vibrant teaching and stimulating learning programs in an affirming, supportive and inclusive environment. We provide a developmental curriculum within a multi-age structure, one that is differentiated, challenging, authentic and innovative. Our Vision, "Nurturing global citizens for personal success in an ever-changing world", and our motto, "Aim High", articulate our commitment to developing in our students a love of learning, strong communication skills, the ability to be responsible, creative and critical thinkers and to be socially connected and resilient. Our values of Responsibility, Respect, Integrity, Belonging and Empathy form the basis of our learning.

At February census there were 626 student enrolments (including 3 International Students). The school's Student Family Occupation and Education Index (SFOE), which takes into account parents' occupations and education, was 0.0962.

Enjoying a rich multicultural community, Balwyn Primary School is committed to preparing students with the capabilities and attributes to become global citizens. A significant number of students work well beyond their expected level of learning. Enrichment and learning support programs are provided to ensure all students optimise their potential. In 2023 our Staffing profile was: Principal Class: 2.8 Teaching Staff: 33.07 Education Support Staff: 8.74 Total staff: 44.61 full time equivalent (FTE). There were no Aboriginal and Torres Strait Islander staff in 2023.

In 2023 continuous improvement of student and teacher learning is strongly embedded in our school culture, demonstrated by learning and assessment that is informed by data. The strength of our learning organisation is attributed to the outstanding commitment of Balwyn Primary School staff. Building teacher capacity through professional learning is ingrained in school culture and extensive develop covering Writing with Terry Campbell and Student Voice was undertaken with Sue Bryen from the Quaglia Institute. The promotion of collaboration, resilience and student agency and voice will continue as a significant focus in 2024.

Balwyn Primary School's Instrumental Music Program, accessed by 174 students, offered tuition in piano, guitar, violin, woodwind, cello and drums.

Student Leadership including Junior School Council and Year 6 Leaders in diverse roles, played a role in community events and initiatives. At Balwyn Primary School all students are **valued**, and differences are accepted within a supportive school environment.

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

### Learning

School Strategic Plan goals centered on maximising student growth across the curriculum with a targeted focus on student learning and wellbeing. School Improvement priorities for 2023 were articulated through Learning Key Improvement Strategies and a Wellbeing Key Improvement Strategies.

The Key Improvement Strategies were leveraged through a strong differentiated teaching at point of need, supplemented by the Tutor Learning Initiative (TLI), Reading Recovery (RR) and English as an Additional Language (EAL). Balwyn Primary School's Achievement domain performance group for 2023 was in the INFLUENCE domain performance group, showing high, increased results in NAPLAN in English and Numeracy. Furthermore, in the Engagement domain, which focuses on student attendance, Balwyn Primary scored in the INFLUENCE domain performance group.

The measure, based on the 2023 School Performance Report, is as follows:

In 2023 NAPLAN introduced new proficiency levels. These are; Exceeding, Strong, Developing, Needs Additional Support and Except. As proficiency levels have change, the school's ability to make growth comparisons has been removed.

Reading Achievement In Year 3, 87% of students were in Strong or Exceeding and in Year 5, 91.8% of students were in Strong or Exceeding. As a point of reference, in Year 3 Reading Similar School achieved 89.1% and State achieved 69.6% and in Year 5 Reading, Similar School achieved 91.9% and State achieved 76.9%.

Numeracy Achievement In Year 3, 90.6% of students were in Strong or Exceeding and in Year 5, 90.2% of students were in Strong or Exceeding. As a point of reference, in Year 3 Numeracy Similar School achieved 86.8% and State achieved 64.0% and in Year 5 Numeracy, Similar School achieved 82.5% and State achieved 54.2%.

Writing Achievement In Year 3, 92% of students in Writing are exceeding or strong and in Year 5, 91% of students in Writing are exceeding or strong. As a point of reference, in Year 3 Writing, Network Schools achieved 93% and State achieved 78% and in Year 5 Writing, Network Schools achieved 92% and State achieved 75%.

The school percentage of students (from Foundation to Year 6) achieving at or above age expected standards in English was 98.2%.

The school percentage of students (from Foundation to Year 6) achieving at or above age expected standards in Mathematics was 97.4%.

The Parent Opinion Survey reflected positive endorsement for Confident and Resilience Skills and Student Agency and Voice at 87%, a growth from 84% in 2022.

A culture of high expectations was evident with personalised teaching and learning, informed by data, has positively impacted school culture, teaching and learning. Balwyn Primary School teachers continued to encourage the development of high self-efficacy in their students through a diverse range of strategies and the provision of a stimulating, enriching and inclusive learning environment. Team Leaders led team collaborations and high-quality curriculum instruction targeted at student point of need. School Improvement Team (SIT) meetings chaired by the Curriculum Leaders ensured sustained improvement and consistency across the school with data informed discussions. Curriculum Leaders facilitated professional learning with staff on the school Instructional Model.

With a focus on Writing, Learning Specialists and Curriculum Leaders will continue their work in coaching and developing teacher capacity across the school, and the BPS Peer Learning program will be re-established in 2024. Strategies employed during 2023 included consolidating curriculum and pedagogical practices using learnings from educational consultants, Terry Campbell in writing and Sue Bryen from Quaglia Institute in Student Voice.

Teachers continued to cater for High-Ability students within their classrooms by ensuring their planning reflected where the student was achieving on the learning continue. Teachers use multiple sources of data to identify students displaying high potential in their learning and this process is led by the High-Abilities Practice Leader (HAPL). Balwyn Primary School facilitated student engagement in the Victorian High-Ability Program through Virtual Schools Victoria and provided participating students with the opportunity to learn together in a quiet, supervised space. Programs covering a range of curriculum areas including Mathematics, Science and Writing were offered to students. High-Ability students also took part in several school-facilitated enrichments, Science Talent Search and Tournament of Minds.

Ten students accessed the Program for Students with Disabilities (PSD). Integration Aides continued to support PSD students, regular Student Support group (SSG) meetings were held and Individual Education Plans (IEP), Behaviour Management Plans (BMP) and/or Safety Plans were in place.

Specialist programs - Visual Arts, LOTE (Mandarin), Health and Physical Education (HPE), Music, Reading Recovery in Term 1 and 2, EAL, the Tutor Learning Initiative and Enrichment programs - continued to be provided. 2023 trialed a specialist teacher in Digital Learning, providing both instruction to students and class teachers with teachers partaking in the digital learning lessons with students.

The Year 5/6 Bring Your Own Tablet BYOT program, successfully implemented in 2016, continued to run effectively throughout 2023.

BPS has partnerships with Melbourne University and Deakin University, with pre-service teacher mentoring being provided by BPS teachers.

## Wellbeing

Student wellbeing has taken priority in our Learning Organisation. The priority in 2023 to evaluate the wellbeing approach and programs. Zones of Regulation was introduced in 2023 in addition to the established Positive Environment Plan. The school applied to take part in School Wide Positive Behaviour Support SWPBS in 2024 and was offered a place. This SWPBS program promotes and builds a holistic approach to wellbeing.

Balwyn Primary School's Health and Wellbeing target on the 2023 Annual Implementation Plan (AIP) was to improve our Student Attitudes to School Survey data to show positive endorsement a Sense of Connectedness and Managing Bullying, with both areas showing an increase in positive endorsement from 2022. The overall 2023 Attitudes to School Survey (Year 4-6) positive endorsement on Sense of Connectedness at 83.6%, an increase from 2022 at 75%. The overall 2023 Attitudes to School Survey (Year 4-6) positive endorsement on Managing Bullying at 75%, an increase from 2022 at 74%.

Cyber Safety lessons continued to be provided across the school in addition to a parent information session delivered by Vic Police and the Federal Police.

Delivery of whole staff professional learning on Zones of Regulation was conducted strengthening a common language around self-regulation.

Student Voice in 2023 focused on professional learning with the Quaglia Institute for whole staff and the Student Voice Team on building a common language, understandings, and practices, developing and embedding a holistic approach to wellbeing across the school.

Teams continued to work collaboratively, strengthening practices in developing student strategies for successfully working and playing with each other, and building teacher strategies to support student wellbeing. This included the introduction and implementation of Zones of Regulation. This has now been implemented across the school with staff receiving professional learning sessions across our learning organisation. Processes and protocols for students with emerging or acute wellbeing needs have

been reviewed and documentation of referrals/communication processes to support students with wellbeing needs was in place promoting home/school partnership.

The Student Opinion Survey results were reviewed, discussed and analysed, at a leadership, teacher and School Council level to inform areas for improvement in 2024. As a result, a school-based Student Wellbeing Survey was developed and trialed, and subsequently will be implemented in 2024. This ongoing real time data from students will support the school in modifying supports and practices relating to student wellbeing.

## Engagement

Student attendance shows an average rate that is consistent with the majority of Victorian government schools. Ongoing newsletter entries highlighting the importance of regular attendance will continue to be published. In the Engagement domain which focuses on student attendance, Balwyn Primary scored in the INFLUENCE domain performance group.

Follow up on absenteeism in 2023 was conducted by the Principal, Assistant Principals, Wellbeing Officer, Office Personnel and Teachers. This follow up was viewed as an early intervention approach that could potentially pinpoint an underlying issue affecting attendance which could differ from the original reason provided by the parent. Furthermore, identifying an issue with absenteeism allowed for support to be rendered by the school.

The average Student Absences - Days Per Full Time Equivalent across the school P-Year 6 in 2023 was 15.6 days which is a reduction from 2022 16.21 days. The school strongly encourages student attendance as this is positively correlated to student outcomes.

High-Ability students also took part in a number of school-facilitated enrichments, including Tournament of Minds (T.O.M.) and Science Talent Search. Teachers continued to cater for High-Ability students within their classrooms, both virtually and on-site. A staff member served as our High-Abilities Practice Leader (HAPL). Mathematics Enrichment through the Australian Mathematics Trust was offered to students from Years 3-6.

After school opportunities in Coding, Drama and Sport were offered. Coding was introduced to the school in 2023.

Our Student Code of Conduct continues to underpin the curriculum and school values and supports high levels of student engagement, exemplary conduct and positive student wellbeing.

The Year 6 Leader program across all domains, including the Principal Advisory Leaders (PAL) and the Foundation-Year 6 Junior School Council, allowed for leadership opportunities.

The Attitudes to School Survey shows that the percentage of positive endorsement for students from Year 4-6 in Sense of Inclusion yielded a positive endorsement of 86%. Student Agency and Voice showed a 65% positive endorsement. These areas show growth and will continue to be a focus in 2024.

During 2023, learning support at Balwyn Primary included learning intervention such as Reading Recovery and the Tutor Learning Initiative support programs for students at risk, as well as enrichment opportunities for high potential students.

Student engagement was facilitated through the Victorian High-Ability Program (Virtual Schools Victoria) which provided participating students with the opportunity to learn together in a supervised space. High-Ability students within the school were also provided with the opportunity to attend the Victorian Challenge Enrichment Series virtually.

## Other highlights from the school year

### Whole school events

In Term 2, the school introduced outdoor whole school assemblies, providing a wonderful opportunity for the whole school community to come together and celebrate student learning. Outdoor speakers were trialed and then purchased with funds from fundraising.

A highlight of the year was introduction to termly Open Afternoons, where students shared their learning with their parents in every classroom.

Community events such as the Mother's Day and Father's Day breakfasts were revamped and increase attendance reflected community support. The Junior School building hosted some event providing families to picnic indoors with families and friends. The Father's Day morning had father's and children paying down ball after breakfast with a rich atmosphere of community.

### Camping Program

In Term 4, the Year 5/6 students attended Camp at Sovereign Hill, located in Ballarat. This magnificent camp links closely to 5/6 learning and a great experience learning about the Australian gold rush. In Term 3, the Year 3/4 students attended Phillip Island

Camp, a beautiful mix of adventure camp and opportunity for students to experience a Victorian icon, The Fairy Penguins. A new look 1/2 camp program was introduced, with the first 1/2 Camp Day. Students ventured to Werribee Zoo for an extended day returning late to a picnic dinner and an ice cream sundae bar. Year 1 students concluded their day at 5:30pm with Year 2 students remaining until 7:30pm for a movie night with PJs and popcorn.

The annual Prep breakfast provided an exciting start to the day for the youngest members of our learning organisation. The communal breakfast was enjoyed by students and teachers alike and showcased prep students' increasing independence and responsibility.

### Transition

Education Week in Term 2 reinstated the Grandparents morning and student tours. Bright Beginnings a program for Kinder students was conducted in addition to the Open Afternoon in Education Week.

In Term 4 Prep Transition sessions were conducted providing a wonderful opportunity for students to experience school life, make new friends and get to know their teachers. Sessions were successful and productive.

### Extra-Curricular Programs

The Year 5/6 Music celebrated BPS talents and the Christmas Concert showcased students' singing so joyously.

Selected students took part in enrichment programs such as Science Talent Search (STS) and Tournament of the Minds. The school took part in its first Down Ball competition with Down Ball Australia, linking the BPS students love of Down Ball and strengthening our sporting profile.

Great participation and competition were displayed at the annual BPS Athletics Carnival at Bill Sewart Athletics Track. Sunny weather and excellent organisation contributed to the success of this annual event.

### Professional Learning

Professional Learning was planned to specifically target AIP goals as included in Learning, Wellbeing and Engagement. The Assistant Principal completed the Victorian Aspiring Principal Assessment and Unlocking Potential Principal Preparation PD.

In May, Principal Class attended The Riversdale Network Conference with a focus on trauma informed strategies for student engagement with Dr Tom Brunzell, numeracy learning with Professor Di Siemen, at Cape Schanck, relishing the opportunity to engage in professional dialogue with colleagues and attend a diverse range of presentations. Principal Class attended the Region Principal Forum which focused on deepening understandings of the new Mental Health Funding and priorities and strengthening collaboration and shared learning regarding the implementation of school improvement initiatives in learning and wellbeing.

Two staff members made application for the Teaching Excellence Program (TEP) and were awarded places in 2023.

Garden areas along the front of the school by Balwyn Road and back of the school along Rochester Road underwent garden work including a clean up, new garden beds and mulching. This new space has improved the ambiance of the school entry promoting school pride.

2023 was certainly a year of many significant highlights, growth, and celebrations.

School Council acknowledges the seamless transition in school leadership and would like to thank and show gratitude to the Acting Principal Olivia Richards appointed in Term 2, 3, and 4. Olivia Richards was appointed as the substantive Principal starting in 2024.

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## Financial performance

Rigorous financial management allowed Balwyn Primary School to complete the 2023 year in a favourable financial position with a net operating surplus of \$227,938. Balwyn Primary School successfully met the financial compliance requirements and ratified all required documents at regular School Council and Finance Sub-Committee meetings.

In 2023, with a complete return to most major school events such as camps and whole school excursions, some challenges from the pandemic remained. As in 2022, the continuance of the Department of Education recommended 5 days of leave for staff with a positive COVID-19 result, affected our CRT (Casual Relief Teacher) expenditure greatly. Additionally, insurance costs for camps and off-site excursions experienced a 1700% increase. This, coupled with the institution of the VGSA 2022 (Victorian Government Schools Agreement) and time in lieu (TIL) for teachers on camp, resulted in large expenditure on these budget lines.

The reported surplus from 2022 that was carried forward, in combination with the Confirmed Cash Budget, was used to complete significant priority projects that were deferred from 2022 and purchase some of the following items for 2023:

- Two new soccer goals (\$6,045)
- Coding robots for use in digital learning specialist lessons (\$15,400)

- New and improved classroom furniture (\$17,600)
- Maintained and increased Accelerated Reader collections (\$7,000)
- Curriculum consumables provided for student use in classrooms (\$57,000)
- Renewed investment in multiple digital curriculum resources, programs and subscriptions (for example; Essential Assessment, Mathletics, Sunshine Online, Literacy Planet and vocab, writing and numeracy applications)

As in previous years, the school continued to invest in the professional development of staff in wellbeing and curriculum areas and funds were also dedicated to the provision of Professional Practice Days and Curriculum Days. The Quaglia Student Voice Institute (\$17,629) and Terri Campbell (\$22,000) provided extended and high-quality PD in student voice and agency, and reading and writing.

A number of community events organised by our Parents', Friends' and Teachers' Association resulted in fundraising opportunities, and raised funds for items in 2023 and will continue to assist with the Amphitheatre revamp and purchase of new portable outdoor PA systems in 2024.

The reported surplus will be carried forward to 2024 and this amount, in collaboration with fundraising efforts, cash grants and Commonwealth grants, will be used to contribute towards major renewal projects such as the Amphitheatre and front of school garden revitalisation, new hall stage and carpet, as well as the Top Flats resurfacing.



# 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 626 students were enrolled at this school in 2023, 275 female and 351 male.

58 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).

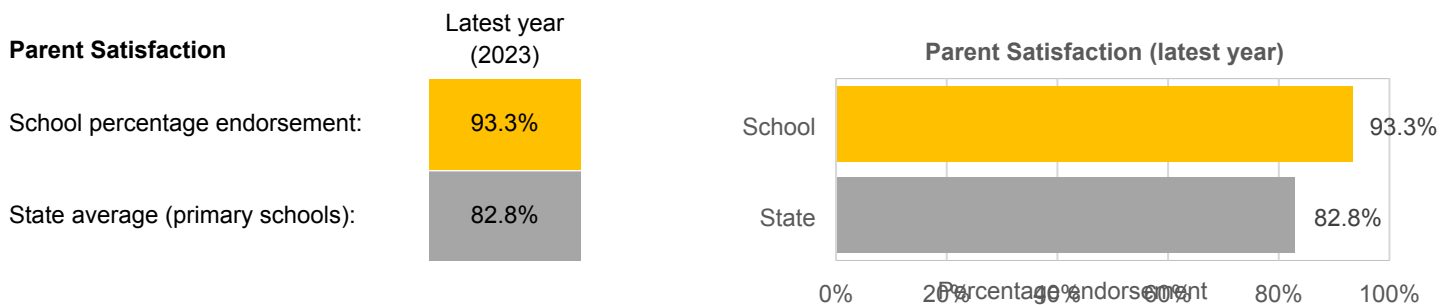
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

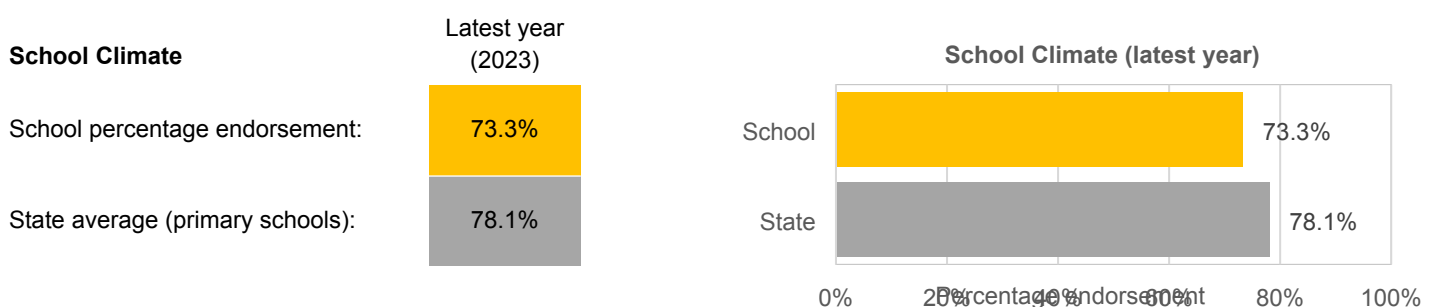


### School Staff Survey

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:

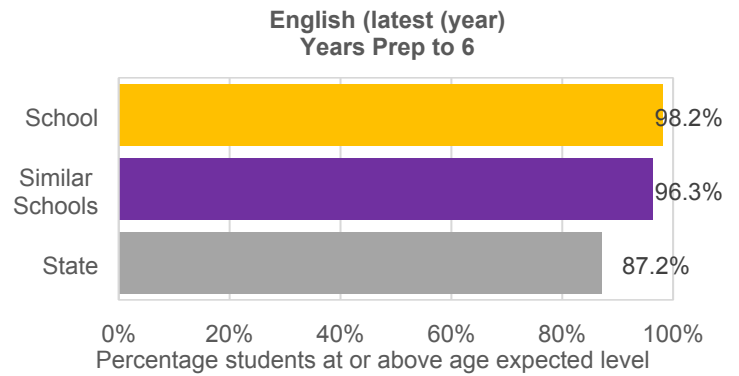
98.2%

Similar Schools average:

96.3%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

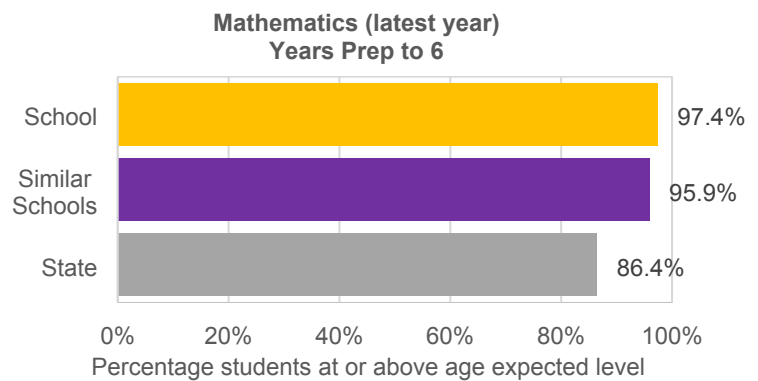
97.4%

Similar Schools average:

95.9%

State average:

86.4%



## LEARNING (continued)

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

### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.0%

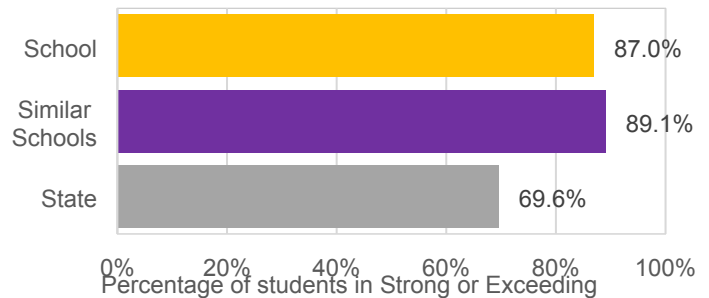
Similar Schools average:

89.1%

State average:

69.6%

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



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.8%

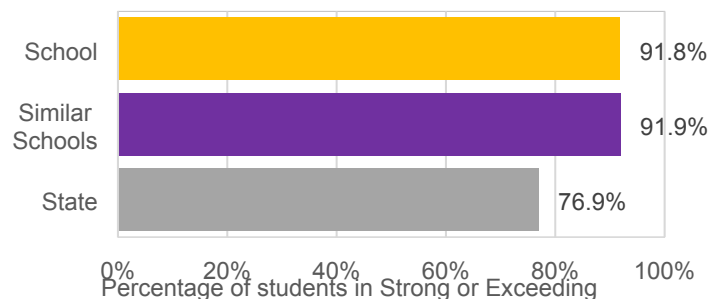
Similar Schools average:

91.9%

State average:

76.9%

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



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.9%

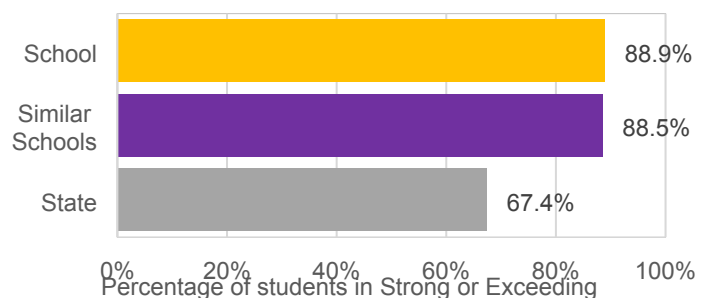
Similar Schools average:

88.5%

State average:

67.4%

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



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

96.5%

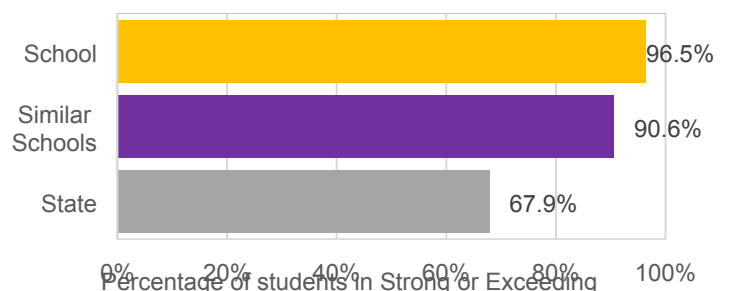
Similar Schools average:

90.6%

State average:

67.9%

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



## LEARNING (continued)

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

### NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

94.1%

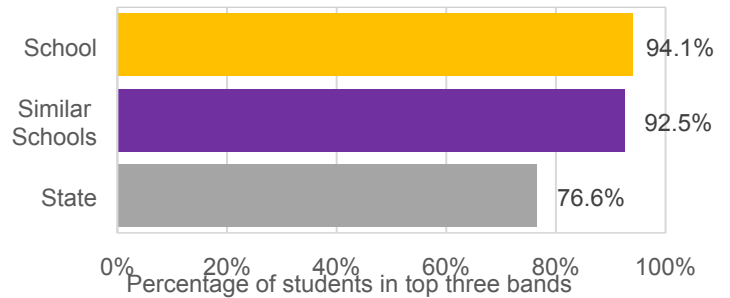
Similar Schools average:

92.5%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

92.4%

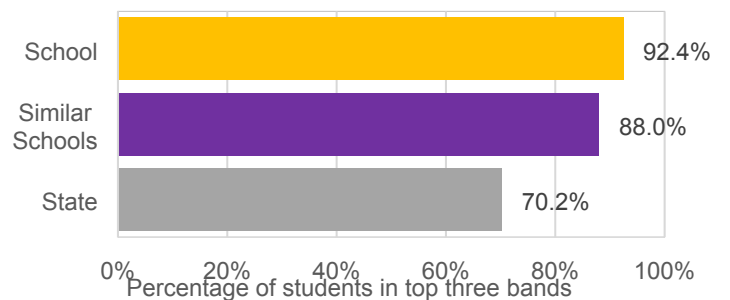
Similar Schools average:

88.0%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

90.6%

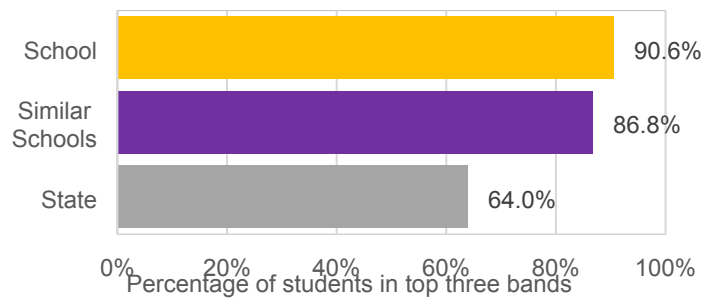
Similar Schools average:

86.8%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

90.2%

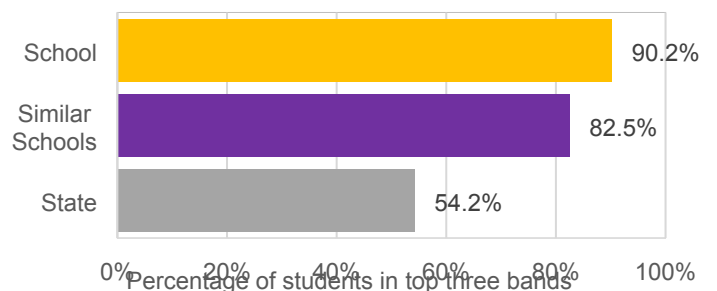
Similar Schools average:

82.5%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

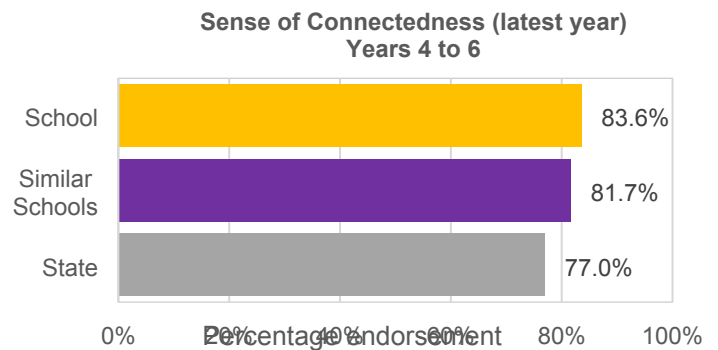
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	83.6%	81.1%
Similar Schools average:	81.7%	82.4%
State average:	77.0%	78.5%

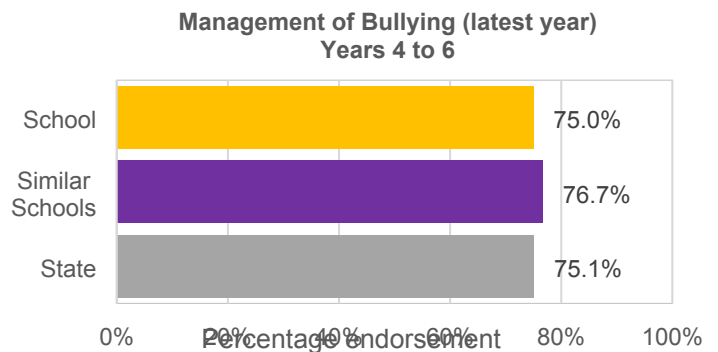


### Student Attitudes to School – Management of Bullying

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:	75.0%	72.7%
Similar Schools average:	76.7%	77.9%
State average:	75.1%	76.9%



## ENGAGEMENT

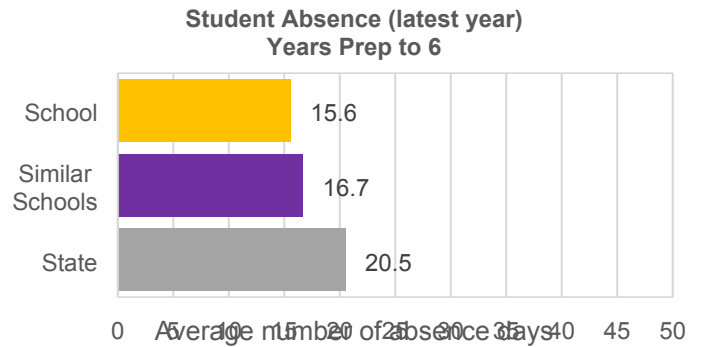
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	15.6	13.5
Similar Schools average:	16.7	13.9
State average:	20.5	18.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	92%	93%	92%	92%	93%	92%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,700,625
Government Provided DET Grants	\$487,388
Government Grants Commonwealth	\$2,200
Government Grants State	\$0
Revenue Other	\$16,957
Locally Raised Funds	\$955,631
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,162,800</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$11,979
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$11,979</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,230,322
Adjustments	\$0
Books & Publications	\$11,271
Camps/Excursions/Activities	\$254,217
Communication Costs	\$31,208
Consumables	\$167,990
Miscellaneous Expense <sup>3</sup>	\$60,026
Professional Development	\$51,224
Equipment/Maintenance/Hire	\$194,537
Property Services	\$68,452
Salaries & Allowances <sup>4</sup>	\$524,618
Support Services	\$271,586
Trading & Fundraising	\$31,545
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$409
Utilities	\$37,458
<b>Total Operating Expenditure</b>	<b>\$6,934,862</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$227,938</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 16 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	\$145,557
Official Account	\$145,976
Other Accounts	\$18,463
<b>Total Funds Available</b>	<b>\$309,995</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$276,594
Other Recurrent Expenditure	\$78,633
Provision Accounts	\$24,008
Funds Received in Advance	\$86,918
School Based Programs	\$13,716
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$18,148
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$508,017</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.*