

2022 Annual Report to the School Community

School Name: Langwarrin Park Primary School (5257)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 26 April 2023 at 10:21 AM by Richard Barren (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 26 April 2023 at 11:35 AM by Mel Schmidt (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

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)

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.

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.

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

School context

At Langwarrin Park Primary, our vision is supporting our students to be curious, confident and caring learners, who are able to work to their full potential. We foster life-long learners who are inquisitive, open to challenge and able to achieve to their highest potential. Staff nurture an inclusive and supportive learning environment, so students develop the ability to show empathy for others and respect their surroundings. This supports each student to lead a happy and fulfilling life. This is underpinned with our school values of respect, resilience and citizenship. At the commencement of 2022 the school structure consisted of 626 students organised into 27 classes, an average of 23 students per class. The school's SFOE (Students' Family Occupation and Education) was 0.4084 with the School Level Band at Low-Medium. Most students live in the immediate Langwarrin area. Our school had 50.03 equivalent full-time staff: 3 Principal class, 2 Learning Specialists, 33.3 teachers (8 classroom teacher level 1 and 20.4 classroom teacher level 2) and 10.6 Education Support staff. There were 24 staff members who worked part time. The school enjoys an excellent reputation of developing close links and processes with neighbouring primary and secondary schools and kindergartens to support student transition. The curriculum assessment and reporting are directly linked to the Victorian Curriculum. Time is privileged in the whole school timetable for teachers to take a highly collaborative and team based approach with the planning of their curriculum. All teaching teams engage with the inquiry based Professional Learning Communities (PLC) approach. Additionally, all students are given the opportunity to participate in a wide range of curriculum programs that enhance and enrich the learning experiences and engagement for our students. These include exemplary PE, Music, LOTE (Indonesian) and Visual & Performing Arts programs. Our focus for 2022 was based around the system priority of improving student outcomes in Numeracy and meeting the point of need for all students. There was also a whole school priority on ensuring the wellbeing of all students was supported. Langwarrin Park PS is a foundational member of the Langwarrin Positive Education Network. We have a commitment as a school to ensure the health, safety and wellbeing of every member of our community, by using best practice teaching and the science of Positive Psychology. In 2022, all staff were involved in the first two days (of four) of Berry St training, a trauma based educational model.

Progress towards strategic goals, student outcomes and student engagement

Learning

A number of actions were implemented to positively impact on teacher practice and student learning outcomes. Teachers planned in their PLC, differentiated sessions in some areas- particularly maths in a workshop type intervention model; through building an understanding of curriculum (Booker Readings). The PLC determined who would take each group due to data results (expert practice)- this in turn built relational trust in their colleagues. Maths 'check ins' across the workshop model were shared between the team allowing for deeper data conversations. The PLC takes responsibility of the cohort and their outcomes and work together to determine which students partake in the TLI program with a focus on specific goals.

A core priority was to ensure consistency of practice between classrooms. To monitor teacher engagement with the agreed upon school instructional model, Principal Class learning walks and teacher observations were regularly timetabled and staff given feedback to enable them to develop areas for improvement within the instructional model (particularly with Numeracy).

The whole school assessment schedule was followed to gather both formative and summative assessment to enable teachers to meet the needs of individual students, particularly in the area of Mathematics. Pre and post assessment tasks were engaged with through the PLC inquiry cycle process. Formative assessment such as exit slips were used in the triangulation of data sets. Teachers have developed their data literacy skills through the use of ongoing pre and post assessments tasks in a number of areas, which has led to a deeper understanding of the curriculum and the knowledge and skills students must acquire. Teaching teams continued to use Essential Assessment, PM Benchmarking, LPPS writing spreadsheet and observational data to monitor student needs and their next steps in learning. A whole school tracking sheet and data walls are part of the monitoring and goal setting process. A NAPLAN 20 week plan was also devised in order to identify students by band and plan necessary interventions based on the different NAPLAN data sets available. This data was analysed to identify areas of misconception and then to place the necessary structures in place to support these students.

Teachers have also provided different opportunities for students to have greater levels of agency in their learning. This has also led to a greater improvement in the use of student goals and differentiation particularly in writing. Bump it up walls and student goals were used to identify next point in learning with student's beginning to self assess their work. Building the leadership capabilities of our middle leaders was a priority- with a particular focus on developing their instructional and human leadership capabilities. PLC leaders have been involved in working with a DET regional PLC Practice Instructor and observing best practice at local network schools. This has built the skill and knowledge of the middle leadership group and has allowed them to drive deeper conversations and build data literacy within teams. From this, a new PLC agenda has been developed as part of the PLC inquiry cycle, and with a focus on student learning. Our team of middle leaders also the professional learning opportunities of working with a leadership consultant to build their human leadership capabilities.

Wellbeing

In 2022 we continued to have a focus on the THRIVE Curriculum and also held training on Berry Street Education to help build an awareness of how to support so many of our students living in and through trauma. COVID and the lockdowns, have also shown added trauma for our students. We completed 2 days of training for Berry St. Day 1 educated staff in how to identify stress in students, how to be proactive in understanding triggers and how to help them de-escalate. The second day of training was focussed on building positive relational classroom management strategies to promote learning. Staff had full days of training, and were given manuals.

Additional Wellbeing staff were employed in 2022 to help manage the increased stress and resultant behaviours we were seeing in our students. We employed a Network Inclusion Leader (1 day per week), A School Inclusion Leader (1 day per week), a speech therapist and gave time to an Inclusion Mentor at each year level. This was in addition to the School Support Officer and counsellor we already had.

The Network Inclusion Leader worked with complex cases, particularly in senior school. This was to help build relationships with the students, as he also works at the secondary school where most of them transition too. It also was helpful for giving input to IEPs regarding adaptations to be considered. He also ran a Social Skill Intervention Program. We targeted challenging cohorts, then challenging levels. He worked with our Year 5 boys, all of Year 2 and 2 classes in Year 3. He also worked hard to try to get a paediatrician for the area.

The DIP funding profile was a new challenge for our Wellbeing Team. The NIL attended meetings on behalf of the network and fed back to the schools any helpful hints he could uncover. Our fear was that the most vulnerable schools would become more disadvantaged as they would have the resources to build a substantial DIP profile. It has taken the whole year for us to get 4 DIP profiles ready for review.

Other PD undertaken was the Dyslexia course by the School Inclusion Leader. She is committed to the internship, coaching students and completing studies. She will be able to help inform DIP profiles, but also help to write recommendations/adaptations for IEPs for our students diagnosed with Dyslexia.

The ES aide group undertook a terms course understanding ASD and developing strategies to manage it. This has been a very worthwhile experience for the team. They have committed an hour a week to the study. From this we will be able to develop a consistent approach for our ASD students, but also provide more structure to our class teachers about how to set up their classrooms to manage behaviours. This all fits in with the Berry Street Model.

Staff were also offered PDs online and through discussion groups—such as ADHD with our Network Inclusion Leader.

Through our Priority Teams, PD was given on how to use Sentral, including how to document incidences, document notes and also how to find legacy documents including IEPs. Our goal is to build consistency across the staff. These meetings also included revision/discussion of any Respectful Relationships Curriculum and how we would manage it at each level. It's already included in our THRIVE manuals but needed some adaptation.

Our School Inclusion Leader reinvigorated our approach to IEPs and SSGs. She set expectations and gave PD on how to write them, how to write SMART goals and how to run/record SSGs. She follows up with data from Sentral to make sure that every student who needs an IEP has one—including students with academic data 1 or more years above/below expected level.

Berry Street practices such as the Welcoming Circle and Ready to Learn profiles are used daily in most classrooms and specialist classes as observed from walk throughs and discussions with the Priority Team. We consistently use the acronym CPR with staff to remind them that their practices should be Consistent, Predictable

and Reliable for our students. Staff have observed that their literacy routines are now exactly that—routines, and that they could be held at any time of the day as the routine is set. Staff are now building on that practice using the Instructional Model for Maths, but also continuing to have routine wellbeing practices in place. Students comment if a teacher forgets to do the Welcoming Circle. Staff report that having the students come in at 8:45 and have time to settle down and prepare for their learning in a quiet manner has added to a smooth start to the day.

There has been an increased use of documentation for wellbeing incidences on Sentral. Staff now add negative incidences and wellbeing notes. The wellbeing team respond to these promptly. Staff are encouraged to document the issues if they wish to have support from the wellbeing team. We cannot hold meetings or engage with agencies if there is no documented history.

Academic data for each year level is analysed each term. The follow up process includes ensuring there are IEPs for students below expected level—but also for those student showing low growth. SSGs are held, documented and uploaded to students electronic files to build history. This is enabling us to build evidence for our next round of DIP profiles.

Our main goal is to work with families and agencies as a team to provide supports to our students. The Wellbeing Team triages the most critical cases each week and shares the load to get supports in place in as timely a manner as is practically possible. Our language to our families is that we are here to support you and your child, never to judge. We have built solid working relationships with even our most difficult families by having a strong focus on communication. This may be in the form of Dojos or phone calls from the class teacher or calls/emails or meetings with the wellbeing team. We feel we have a very comprehensive wellbeing program.

Another important member of our wellbeing team in 2022 was the introduction of Bella our school therapy dog. She works with the PCOs in the mornings to meet and greet students. She assists students to class if it looks like they are having struggles. She works with students in the art room and goes out to say hello to students on break times. She has given so much joy, and promoted so much calmness—to students, parents and staff. We are very fortunate to have her.

Engagement

By the end of 2022 teachers have a depth of knowledge that allows them to actively involve all students in their learning.

Highlights

1. Building the capacity of our Middle Leaders was a priority in 2022. With the engagement of Tim Harper, he worked closely with all our PLC leaders, particularly in the human leadership area. Building the leadership capabilities of our PLC leaders better abled them to run data and planning meetings with their team. There was ongoing refinement of our PLC planning documentation and how all teams engaged with the PLC inquiry cycle.
2. The Tutor Learning Initiative (TLI) continued to have considerable impact with a large number of students across all year levels of the school. Our two TLI teachers worked very closely with each of the PLC teams to identify student groups and the focus for each TLI cycle. There was also very close engagement with parents regarding student progress during the five week cycle. This engagement was focused around the implementation of a modified student IEP.

Data Analysis

1. The 2022 Student Attitude to School Survey AIP target (Sense of Inclusion) was to achieve a 93% positive attitude (up from 90% in 2021). Our actual achievement was maintained at a 90% positive attitude. This result can be attributed to our comprehensive wellbeing framework. Having an explicit THRIVE curriculum, which incorporates the Respectful Relationships program into it and with the introduction of the Berry St training for all staff, has ensured that a safe and inclusive school environment is created and maintained.
2. It was pleasing to achieve a 5% improvement with parent endorsement in the Parent Community Engagement module of the 2022 Parent Survey (70-76%). A considerable amount of effort was spent engaging our parent community across 2022, particularly with our communication processes and how we involve parents with their child's education. A number of platforms (email, dojo, Facebook) were used to communicate with parents about what was happening at a classroom and school level.

Attendance

Returning to full time onsite learning in 2022 impacted on our student attendance data. Between 2021 and 2022, there was an increase in the average number of days students were absent from school (16.2 days to 22.0 days.) There was a very strategic and targeted approach to supporting families where student absences were high. In exceptional situations, where student absences were extremely high, regional attendance officers were contacted for further advice and school support. At a local level the school sent out daily SMS notifications to parents when the child was absent from school and all classroom teachers would make prompt contact to ensure it was an approved absence and if any supports needed to be put in place.

Other highlights from the school year

DET Minor Capital Works Grant

With a minor capital works grant, we were able to re-develop a space adjoining our Grade 3-4 playground. A multi-tiered synthetic space was constructed that can be used by students for quiet play and/or as an outside classroom space for teachers. With this multi-tiered space, a shade sailed area with tables was incorporated into this space which could also be used as an outdoor classroom space for teachers.

Grade 6 Production- Movie Premiere

In 2022, a new approach was taken for our school's annual Grade 6 production. The school hired a filming production company to professionally record the production. All Grade 6 families were then invited to a Movie Premiere night to watch the show. A massive blow up movie screen was hired to watch the show, which made it a very special event for all students and families.

Camps from Grade 3-6

It was great for all our students in Grade 3-6 to have a camp experience in 2022. Our Grade 3s had an overnight camp at Merricks. This was a great introduction to a school camp and students were involved in a range of fun activities. Our Grade 4s headed into the City for two nights and were able to experience everything the city has to offer- The MCG, Melbourne Aquarium and the Sky Deck at Eureka Tower. Our Grade 5s spent two days at Sovereign Hill learning more about the Gold Rush period. Our Grade 6s headed to, 'The Summit', where the focus was on team building and moving outside personal comfort zones.

Whole School Transition Program

A considerable amount of time and effort was placed into re-engaging with all our local kinder and Early Childhood centres in the Langwarrin area. Across the year a coordinated transition program was put into place. This consisted of Principal Class Team members visiting local kinders and inviting local kinder teachers to our school. Local kinders were invited to our annual Foundation Easter Bonnet parade. A number of school tours were set up across the year, which were very well attended. These initiatives were highly successful in raising the profile of our school within the Langwarrin network.

Our network Inclusion leader also did a considerable amount of work to improve the transition processes from Grade 6 into Year 7 at EMC. In particular a focus was on the student documentation that was provided to EMC to support the transition process.

Financial performance

Returning to full time onsite for the first time in a couple of years, a very strategic approach was put in place with the allocation of financial resources (in addition to human and physical resources as well). There was a continued priority given to maintaining organisational structures to support the Professional Learning Communities approach and key improvement strategies particularly in the learning areas of English and Mathematics. This was achieved through privileging common time in our whole school timetable for PLC teams and utilising our specialist teaching team to provide support time to our Learning Specialists and Middle Leaders, so they could effectively undertake their leadership responsibilities.

Our school's main revenue stream were from the school pool (YMCA), school gym (local basketball club), school canteen (Hungry Hamper) and Camp Australia Out of School Hours Care. The revenue collected from these agreements allowed us to ensure they were properly maintained.

Across 2022 we had a higher than usual expenditure with the hiring of casual replacement teachers (both school local payroll and agency). The CRT budget expenditure was considerably higher than previous years to cover staff

who were on extended personal leave and to broaden our school's intervention program. On the credit (staffing) side of the school budget, in 2022 we were able to maintain a small surplus. We continued to have stable and experienced staffing profile. Across 2022 a number of teaching staff began family leave, which slightly altered this profile.

Equity funding continued to support the employment of a Student Welfare Officer, a Positive Education Leader and teachers aides. The cash allocation of our equity funding was used for middle leadership professional learning sessions and to purchase curriculum resources across the school. The cash component of our Equity Funding was used for professional learning purposes (SIT team and Middle Leadership development).

The continuation of funding for the Tutor Learning Initiative (TLI), was of major benefit to our school. The funding allowed us to have two intervention teachers out of the classroom full time. It had a considerable positive impact on students who required urgent intervention as a result of returning from the extended lockdown periods. With this funding we were able to employ 2 full time teachers to run a Literacy and Numeracy Intervention program across the school. In the second half of the year we hired an additional Literacy and Numeracy intervention teacher 3 days per week in the Grade 4-6 area. This teacher did a combination of small group and cohort intervention.

A considerable amount of DET funding was allocated for Tier 2 Disability Inclusion. This highly important financial resource was allocated to employing a range of staff across the 2022 school year. Staffing expenditure included a Network Inclusion leader, a school inclusion leader (Learning Specialist higher duties), subsidising a Numeracy intervention teacher to be full time out of the classroom and subsidising the employment of teacher aides. The Tier 2 cash funding was used for whole staff Berry St training and for the purchasing of any curriculum inclusion resources.

Funding was provided to all year levels for the purchase of materials to support the curriculum programs that they had planned. There was also strategic allocation of school funds to maintain and enhance our broad curriculum programs.

A considerable amount of school funds was spent on the maintenance of the school facilities continued throughout the year and issues were dealt with in a timely manner. In early 2022, the school employed a maintenance person to complete smaller jobs around the school. Our Facilities Manager continued to work closely with our Buildings and Grounds Committee to ensure there was a coordinated and strategic approach to identifying and undertaking facilities and grounds projects. During 2022 the projects that were completed included:

- Minor capital works project
- Repainting of school toilets
- Painting in school office foyer and wellbeing hub
- New school signage around the school

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

<https://langwarrinparkps.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 628 students were enrolled at this school in 2022, 297 female and 331 male.

1 percent of students had English as an additional language and 2 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).

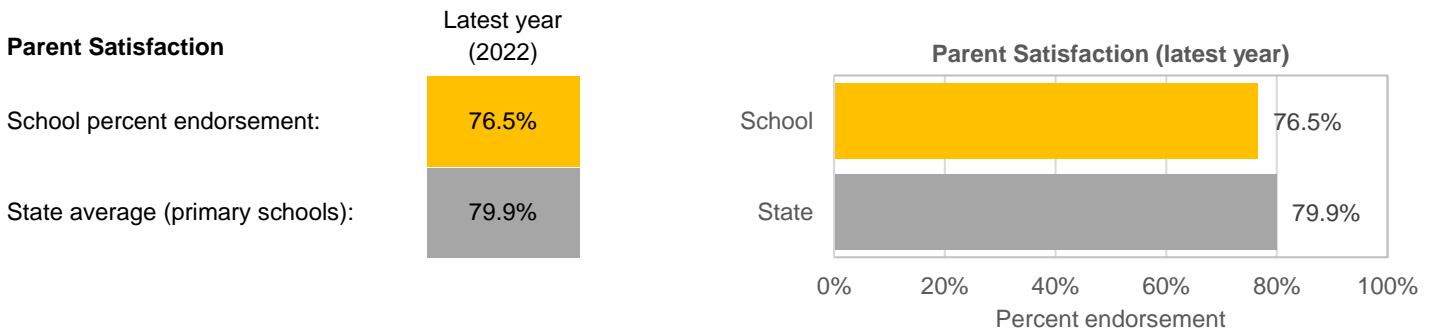
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

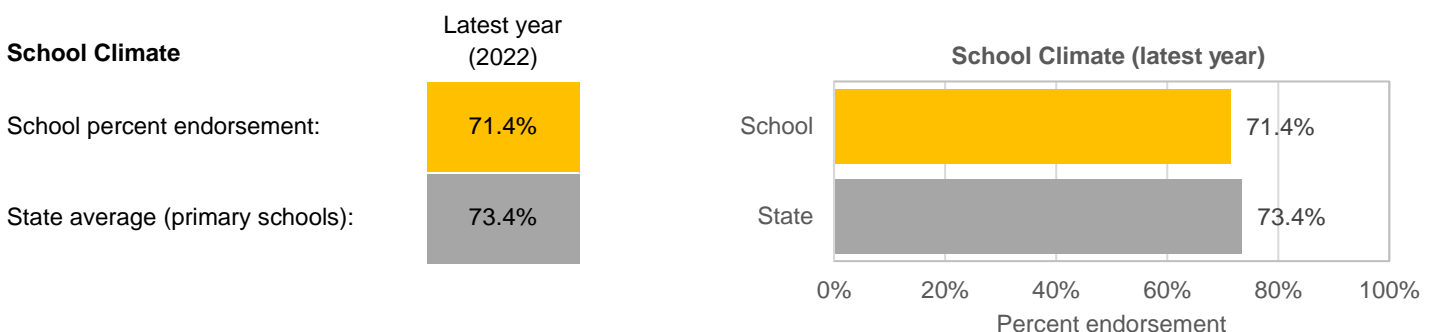


School Staff Survey

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:

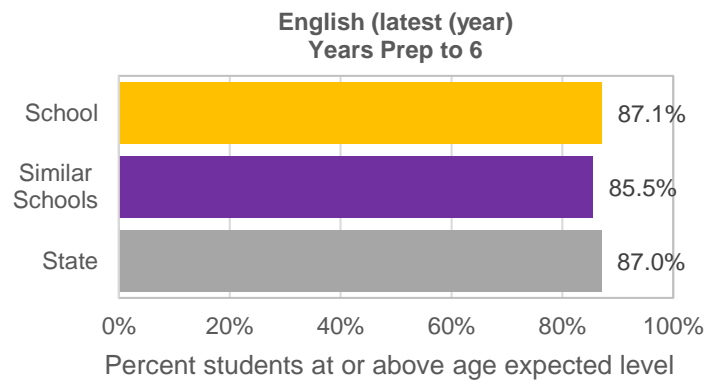
87.1%

Similar Schools average:

85.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

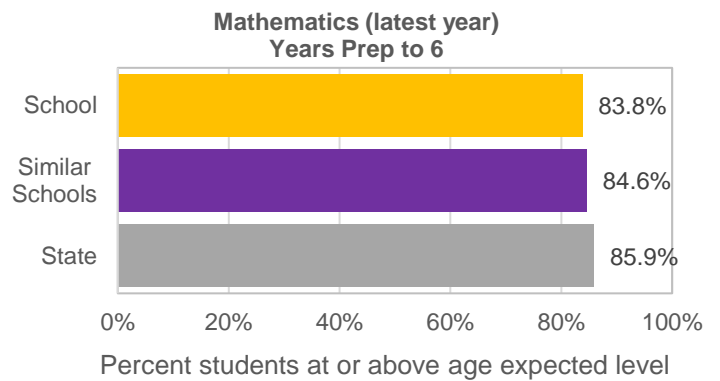
83.8%

Similar Schools average:

84.6%

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.

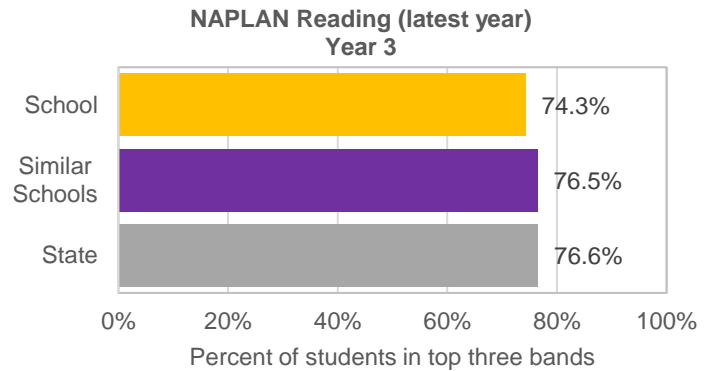
NAPLAN

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.

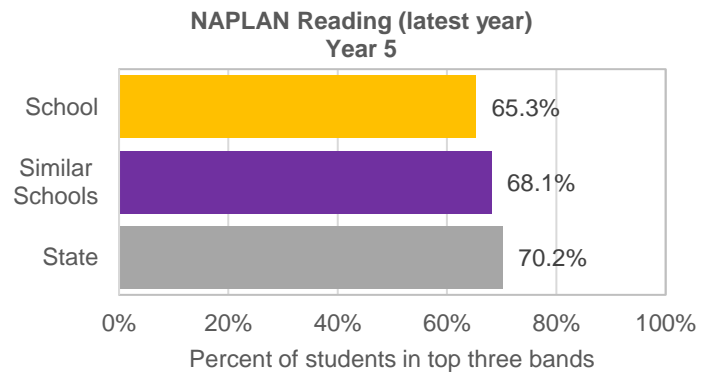
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.3%	74.0%
Similar Schools average:	76.5%	76.0%
State average:	76.6%	76.6%



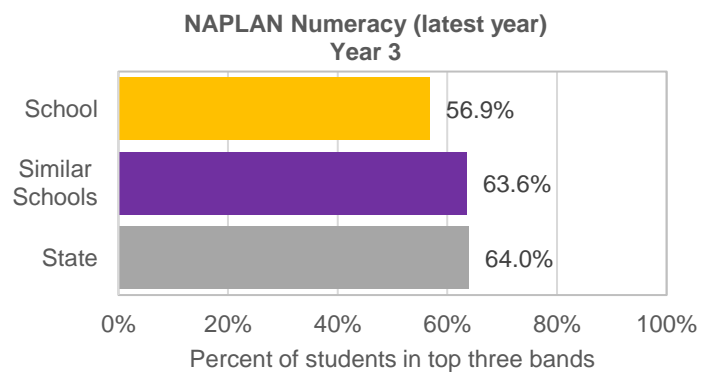
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.3%	67.0%
Similar Schools average:	68.1%	68.5%
State average:	70.2%	69.5%



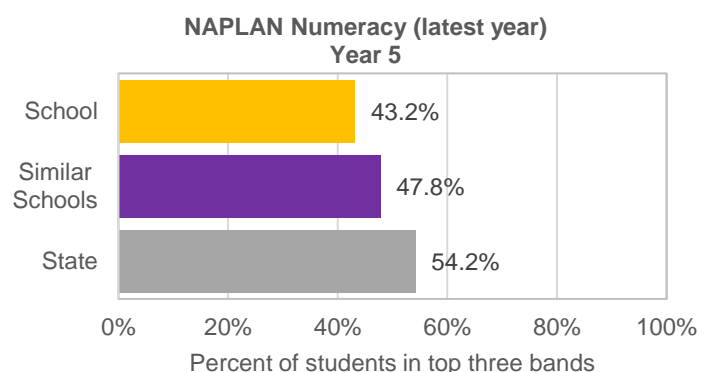
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.9%	61.9%
Similar Schools average:	63.6%	65.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	43.2%	53.0%
Similar Schools average:	47.8%	54.3%
State average:	54.2%	58.8%



WELLBEING

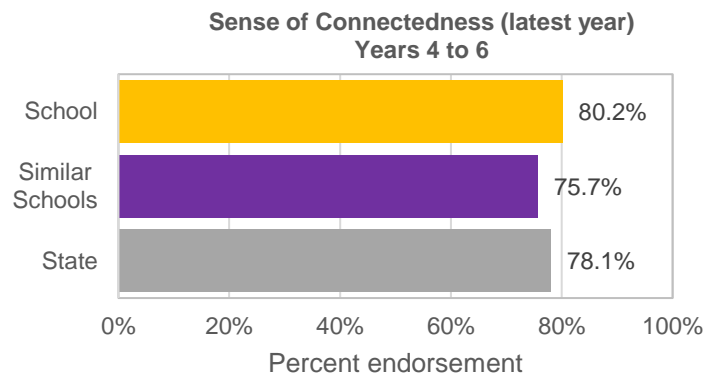
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	80.2%	77.7%
Similar Schools average:	75.7%	77.9%
State average:	78.1%	79.5%

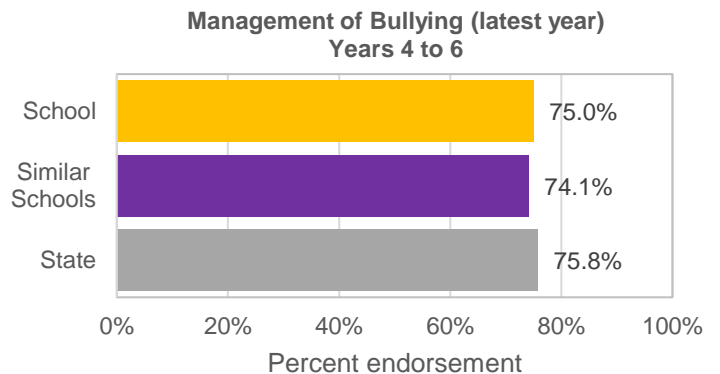


Student Attitudes to School – Management of Bullying

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:	75.0%	76.0%
Similar Schools average:	74.1%	77.2%
State average:	75.8%	78.3%



ENGAGEMENT

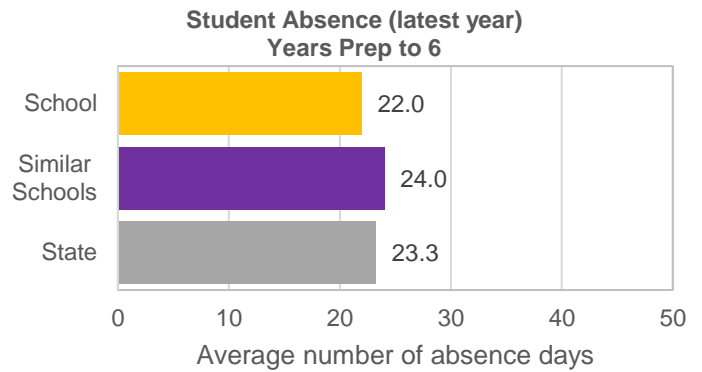
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.0	16.3
Similar Schools average:	24.0	17.3
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):	91%	90%	90%	89%	90%	86%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,582,004
Government Provided DET Grants	\$627,645
Government Grants Commonwealth	\$36,379
Government Grants State	\$31,130
Revenue Other	\$140,888
Locally Raised Funds	\$487,955
Capital Grants	\$0
Total Operating Revenue	\$6,906,000

Equity ¹	Actual
Equity (Social Disadvantage)	\$140,116
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$140,116

Expenditure	Actual
Student Resource Package ²	\$5,448,749
Adjustments	\$0
Books & Publications	\$3,911
Camps/Excursions/Activities	\$200,438
Communication Costs	\$7,569
Consumables	\$135,473
Miscellaneous Expense ³	\$57,300
Professional Development	\$43,896
Equipment/Maintenance/Hire	\$184,200
Property Services	\$186,147
Salaries & Allowances ⁴	\$246,462
Support Services	\$354,273
Trading & Fundraising	\$50,073
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$141,121
Total Operating Expenditure	\$7,059,612
Net Operating Surplus/-Deficit	(\$153,611)
Asset Acquisitions	\$119,326

- (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

Funds available	Actual
High Yield Investment Account	\$274,830
Official Account	\$21,761
Other Accounts	\$99,388
Total Funds Available	\$395,979

Financial Commitments	Actual
Operating Reserve	\$248,208
Other Recurrent Expenditure	\$10,079
Provision Accounts	\$30,000
Funds Received in Advance	\$37,658
School Based Programs	\$40,043
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,386
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$16,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$407,375

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.