

2022 Annual Report to the School Community

School Name: Brentwood Park Primary School (5308)



- 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 21 March 2023 at 10:00 AM by James Bell (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 21 March 2023 at 08:52 PM by Lindy Penrose (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

Brentwood Park Primary School aims to develop socially well-adjusted children within a safe, supportive and enriched learning environment where self-esteem and the attainment of personal best are promoted and enhanced through differentiated, high quality and, when possible, parent involved educational programs.

This is supported, in part, by the following beliefs about learning:

- All students can learn
- Teachers make a difference
- Parents, teachers and students work together to assist learning
- Assessment is essential to directing our student learning

The core values of the school and the student derived definitions are:

- Respect: "A respectful person treats others in a caring and valued way."
 Responsibility: "A responsible person is someone who can be counted on by others to do the right thing at all times."
 Teamwork: "A person who displays good teamwork, works positively with others to achieve a goal."
 Excellence: "A person who shows excellence is someone who tries to be the best they can in everything they do."

The school's purpose statement, beliefs about learning and values are displayed throughout the school and in each classroom, and form the basis of our social and work interactions; whether they are student to student, student to staff member or staff member to parent. They are embedded in our everyday practices and interactions within our community and remain the guiding principles to that which we believe and value in the school.

Brentwood Park Primary School provides a quality education, delivered in a positive, supportive and challenging learning environment. We appreciate learning occurs along a developmental continuum and that adjustments need to be made to cater for the learning needs of students at varying points along the continuum.

Collectively, our school's purpose statement, beliefs about learning and values have been reflective of our past and are reflective of our current status. They are an integral part of Brentwood Park's existence and daily operations and will continue to be so into the future.

Brentwood Park Primary School is situated in the City of Casey in the residential suburb of Berwick. The school is well placed within the community with a local pre-school and secondary college on its northern and southern borders, respectively. Brentwood Park's 2022 enrolment was 964 students, inclusive of two international students. Brentwood Park holds a level 1 accreditation as a school authorised to accept international students. Such students are not funded through the Student Resource Package [SRP] but pay tuition fees through the international schools' division of the Department of Education and Training with payment then disbursed to the school.

Thirty-five languages are represented in our enrolment with approximately 56.78% of our students speaking a language other than English at home; of these, approximately 40.86% were born in Australia. Aboriginal or Torres Strait Islander status is approximately 0.59%. The top ten countries of birth for our parents are India 30.06%, Australia 18.72%, Sri Lanka 14.07%, China 9.87%, Pakistan 2.58%, Malaysia 1.97%, Korea 1.97%, Bangladesh 1.77%, United Kingdom 1.62% and Afghanistan 1.62%.

Our Student Family Occupation and Education [SFOE] Index places the school in a 'low' band representing

a low level of socio-educational disadvantage. In 2022, the school was serviced by 55.3 equivalent full-time teaching staff; inclusive of 3 principal class officers, 1 leading teacher and 4 learning specialists, and 16.12 educational support staff, of which 9.3 are integration teacher aides. In 2022, the school operated thirty-nine classrooms and five specialist classes. The staff and community's preference is to operate straight classes at year levels.

As a school, Brentwood Park Primary aims to maximise the educational opportunities and learning outcomes of our students, promoting positive self-esteem and the attainment of personal best, through the delivery of quality, differentiated educational programs. Within our learning and teaching programs, we maintain a strong focus on literacy and numeracy, complemented by an inquiry-based curriculum and a comprehensive specialist program which encompasses Visual Arts, Performing Arts, Chinese [Mandarin] Language and Culture, Health and Physical Education, and Digital Learning.

A rigorous benchmarking assessment schedule and analysis informs our teaching and learning programs in the two key learning areas of literacy and numeracy and, along with teacher observation and teacher judgement, ensures the teaching is targeted towards student learning needs. The teaching and learning programs are structured on researched-based "best practice" educational programs and recognize that learning progresses along a developmental continuum. The programs cater to the cognitive, physical, social and emotional domains of the children.

The School Council, in its commitment to assisting staff to deliver the best learning opportunities, continues to ensure the school was well resourced and student learning is supported in a technologically rich environment.

The school has been constructed with its central core accommodated in six distinct buildings, connected by covered walkways. The core comprises an administration area; a multi-media centre inclusive of computer laboratory; sixteen modern carpeted classrooms each with their own teacher resource room, wet area, and shared withdrawal room; two Chinese Language and Culture classrooms; two art/craft facilities; a performing arts centre and music room, a canteen and multi-purpose centre; inclusive of a school gymnasium. An Outside of School Care program operated by Camp Australia is conducted from this facility. A notable feature of the classroom design is the flexibility in allowing a connecting wall to be opened to facilitate team teaching approaches, if desired. Modern re-locatable units provide additional classrooms. The permanent core design and the location of additional classrooms lend itself to the cluster arrangement of year levels, promoting close planning and teaching amongst the staff. All facilities have an abundance of natural light integrated within the overall design and, as a result of an active fund-raising team over the years, the school is fully air-conditioned and its SunSmart status enhanced with shade structures erected across all three of our outdoor playgrounds and across our hardcourt.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Annual Implementation Plan 2022, in support of our current School Strategic Plan 2021 - 2025, highlighted that although many of the literacy and key improvement strategies would not feature as a priority in 2022, a knowledge of the four-year targets would remain prevalent, and the strategies employed towards their achievement would still be implemented with professional development and support for staff provided by middle leaders.

The priority for 2022, focused on our support for the DET priorities of **learning catch-up** and **student wellbeing**. Within the DET priority of learning catch-up, it remained the full implementation, monitoring and achievement of targets within our tutoring and classroom programs. Our mathematics tutoring program was implemented for Years 3 – 6 and our literacy tutoring/additional assistance program was implemented for Years 1 – 2. Differentiation continued to be featured strongly in classroom programs and in each of the

tutoring programs. The collective targets set were reducing the number of identified students achieving below the expected level by 20%, and class teachers increasing the number of students achieving above the expected level also by 20%.

The Three Tier Model was the framework applied:

Tier 1: whole class best-practice instruction inclusive of task differentiation with the expectation that the majority of students would be catered for and succeed.

Tier 2: small group additional instruction incorporating 5 -8 students per group / 3 x 50 minutes of instruction per week over a duration of 10 – 20 weeks.

Tier 3: 1-2 students with individualized / targeted instruction. These were often students on the Program for Disabilities with individualized learning improvement plans working with integration aides within the classroom.

Given the successful implementation of our tutoring program and differentiated classroom programs for numeracy, we achieved our targets by the conclusion of the year with an overall Year 3 - 6 achievement of 25.25% of students previously identified as achieving "below level" progressing to "at level" and an overall Year 3 - 6 achievement of 23.25% of students previously identified as being "at level" progressing to "above level".

Our "best practice" programs continued to be implemented in classrooms through the continued provision of staff professional development and the monitoring of program implementation. This was carried out by school leadership. New staff were supported in their development of program knowledge and its implementation into classroom practice through mentor support. Our culture of collaboration and collective responsibility to develop effective and consistent teaching practices to improve student achievement was a strong focus. Teaching staff were well supported in the implementation of the curriculum through modelling and classroom observations undertaken by the school's leading teacher and learning specialists.

Students and their needs remained at the centre of curriculum planning and delivery with assessment informing the learning and teaching program of respective year levels. Benchmarking data, teacher derived assessments and student application to daily learning activities were triangulated to inform teacher judgements.

Accordingly, through teacher judgment of student achievement, the percentage of students assessed as working at or above age expected standards in English and Mathematics were:

- English - Year Prep to Year 6: 93.2%. Similar Schools and State averages were 92.2% and 87% respectively.
- Mathematics - Year Prep to Year 6: 94.3%. Similar Schools and State averages were 91.7% and 85.9% respectively.

A review of the data from the National Assessment Program - Literacy and Numeracy [NAPLAN] also revealed very positive results.

In NAPLAN reading assessments at Year 3 in 2022, we achieved 87.7% of our students in the top three bands compared to Similar Schools' achievement of 85.1% and State achievement of 76.6% respectively. Although NAPLAN assessments were not conducted in 2020, the "four-year average" conveyed, is the average of 2019, 2021 and 2022 over which we achieved a school average of 87.7% of students in the top three bands for reading. This is an outcome higher than that of Similar Schools and State, with "four-year averages" of 85.1% and 76.6% of students in the top three bands for reading, respectively.

Our positive outcomes for reading continued at Year 5 where we achieved 89.2% of our students in the top three bands for reading compared to Similar Schools' achievement of 79.3% and State achievement of 70.2% respectively. For the "four-year average", we achieved 84.6% of students in the top three bands for reading which was again higher than the "four-year averages" for Similar School and State with four-year averages of 77.9% and 69.5% of students in the top three bands for reading, respectively.

In NAPLAN numeracy assessment at Year 3 in 2022, we achieved 81.5% of our students in the top three bands compared to Similar Schools' achievement of 75.3% and State achievement of 64.0% respectively. The "four-year average" of 2019, 2021 and 2022 conveyed that we achieved a school average of 79.3% of students in the top three bands for numeracy. Again, this is an outcome higher than that of Similar Schools and State, with four-year averages of 76.5% and 66.6% of students in the top three bands for numeracy, respectively.

Our positive outcomes for numeracy continued at Year 5 where we achieved 84.1% of our students in the top three bands compared to Similar Schools' achievement of 69.2% and State achievement of 54.2% respectively. For the "four-year average", we achieved 79.6% of students in the top three bands for numeracy which was again higher than the "four-year averages" for Similar School and State with "four-year averages" of 71.4% and 58.8% of students in the top three bands, respectively.

These are highly commendable and gratifying achievements.

Wellbeing

In response to the DET priority of student wellbeing, we strengthened the full implementation of the **Be You Framework** which incorporated the **"You Can Do It!"** and the **"Respectful Relationships"** programs. The implementation of these wellbeing programs continued throughout the duration of the year as integral components of our learning and teaching program. Weekly lessons were planned and implemented with the activities undertaken to promote the importance of student wellbeing featuring in our school newsletters which were published weekly.

Our Annual Implementation Plan 2022 target was to achieve a percentile ranking of 85 or more for the framework factor "Sense of Connectedness" in the 2022 Student Attitudes to School Survey. The Attitudes to School Survey is completed annually by Victorian government school students and indicates the percent of positive responses to questions that contribute to specific framework factors. For the framework factor "Sense of Connectedness" the percentage of positive responses we achieved were 88% at Year 4, 89% at Year 5 and 91% at Year 6. This gave us a Year 4 - 6 school percent endorsement of 89% and a percentile ranking of 85%. Our school percent endorsement of 89% was higher than that of Similar Schools and State with respective averages of 79.7% and 78.1%.

Our school's four-year average for "Sense of Connection" Years 4 - 6 was 89.4% was again higher than the four-year averages for Similar schools at State at 81.1% and 79.5% respectively.

A school's "Management of Bullying" is another framework factor that contributes to the measurement of a school's level of wellbeing. For the framework factor "Management of Bullying" Years 4 - 6, the school percent endorsement was 85.3% which was higher than that of Similar Schools and State with respective averages of 75.0% and 75.8%. Our school's four-year average for "Management of Bullying" Years 4 -6 was 86.4% was again higher than the four-year averages for Similar Schools and State at 77.7% and 78.3% respectively.

These outcomes were gratifying and are testimony to Brentwood Park's continued commitment to the implementation of programs and initiatives in support of student wellbeing. As cited previously, these include the **You Can Do It!** and **Respectful Relationships** programs, enhanced through our Years Prep - 6 Buddy Programs, school chaplaincy program, our student leadership programs, student representative council and peer mediation program. This latter program continues to train students in conflict resolution who are rostered daily for duty during recess and lunch.

Engagement

Student attendance can provide indication of student engagement and can contribute significantly to student outcomes, as absence from school can directly impact on students' learning. Common reasons for absence last year included both illness and extended family holidays. In 2022, our attendance rates ranged from 88% in Year Prep to 92% in Year 6. This gave us an average attendance rate of all students for Years Prep - 6 of 91%. Attendance rate refers to the average proportion of formal school days students attended school.

The school's average number of absence days in 2022 for Year Prep to Year 6 was 17.7 days. This number was lower than the averages of Similar Schools and State which were 21.5 days and 23.3 days respectively. This trend was repeated when the four-year averages were compared. Our school's four-year average number of absence days was 14.3 days which was again lower to that of the four-year averages of Similar Schools and State which were 15.5 days and 17.0 days respectively.

The average number of absence days in 2022 for our school, Similar Schools and State were all higher than the preceding year and the four-year averages. We believe this is attributed to the requirement of having to isolate at home due to Covid-19 infection without the household. As a school, we continued to implement the Department of Education [DoE] strategies such as **Every Day Counts**. Our monitoring of student absence incorporated the Department of Education's requirement of contacting the parents on the day of absence, via a short messaging system [sms], if parents failed to notify accordingly.

Within the Attitudes to School Survey 2022, student responses in key and subsidiary factors were again a positive indication of engagement. Within the Domain "EFFECTIVE TEACHING PRACTICES FOR COGNITIVE ENGAGEMENT", we achieved the following percentages for the following factors:

- Differentiated Learning Challenge: 94% positive responses.
- Effective Teaching Time: 90% positive responses.
- Stimulated Learning: 88% positive responses.

Within the Domain "LEARNER CHARACTERISTICS AND DISPOSITION", we achieved the following percentages for the following factors:

- Attitudes to Attendance: 94% positive responses.
- Self-Regulation and Goal Setting: 91%.

These results were all higher than that of Similar Schools, Network Schools and schools across the State, and were most gratifying. They served as a positive affirmation of our endeavours to engage our students in their learning, as did the results from the Parent/Caregiver/Guardian Opinion Survey which expressed Parent Satisfaction endorsement of 80.6%.

Other highlights from the school year

With the easing of Covid-19 restrictions in 2022, schools were able to regain a sense of normality. Although the school operated throughout the year onsite, parent access to assist in classrooms was still restricted, however, for Brentwood Park Primary School, we were able to implement numerous complementary co-curricular programs, that proved to be highlights of the year for all concerned, after a hiatus during the lockdown years. Our *excursion / incursion programs* were reinstated with these activities complementing the inquiry units undertaken in respective year levels. Our camping programs for Years 4 to Years 6 were also fully implemented and very well attended by students. Year 4 classes participated in their camp to *Arrabri Lodge* in Warburton East, the Year 5 classes participated in an overnight stay at *Narmbool Camp, Elaine* during their trip to *Sovereign Hill* and Year 6 classes participated in their camp to *Adventure Resort, Phillip Island*.

Within the Performing Arts, the senior school production titled "**The Adventures of Super Stan**" was performed in front of a sell-out audience at Bunjil Place where the students enjoyed performing on stage with the support of professional sound and lighting technicians. Although our school productions were

maintained during the lockdown years of the pandemic, they were not performed in front of a live audience of parents and friends, but video recorded to be viewed later, once edited.

Within the Visual Arts, was the recognition of the artistic talents of select students with entries into the City of Casey's **"Young Archie Art Competition"** which was run in conjunction with the well-known **Archibald Prize** and the City of Casey's **Casey Creations Art Competition** with entries in the *Junior Visual Arts* and *Junior Photography* categories.

Notable sporting achievements were our school's progression through to **Regional Play-Offs** in *Netball* and *Hot Shot Tennis*, in *swimming* with select students participating in the **Region Swimming Carnival** and in *athletics* with four students progressing through to the **State Athletics Carnival** where we achieved **third** place in the *4x100 Under 12 Boys Relay* and **first** place in the *80 metres Boys Under 12 Hurdles*. Our school also had a participant play admirably in the **State Cricket Team**. All students proved to be outstanding young ambassadors of Brentwood Park Primary School.

A whole school celebratory event enjoyed by all was a full costume day in recognition of **Education Week 2022**. The theme was *"150 years of Public Education"* during which staff and students dressed in costumes that reflected the decades and characters that had emerged from **1872** to **2022** and into the **future**. The theme provided lots of scope for costumes and a highly entertaining and enjoyable day with an assortment of associated classroom activities undertaken by all concerned.

Finally, our school's inclusion in a forthcoming capital works program was welcomed by the community. The year was occupied with online meetings which were inclusive of representatives from our secured architectural firm, regional office, and numerous technical / engineering consultants to reach the stage of contract tendering. Our works set to commence at the beginning of 2023. The project will see the removal of old relocatable classroom units, the provision of a new modular classroom unit and the construction of a new facility inclusive of three classrooms and landscaping for a productive garden.

Financial performance

Our 2022 total operating revenue was \$11,061,813 with \$376,635 of the sum being from locally raised funds which was inclusive of voluntary contributions, donations, commissions, hire of school facilities, receipted excursions and camps, and fundraising. The Government Provided DET Grants totalling \$1,623,334 was inclusive of the cash component within the Student Resource Package which financed all program budgets, and targeted student learning initiatives such as, Tutor Initiative Program, Student Excellence Program and Swimming in Schools Program. These funds were expended accordingly.

Our total operating expenditure was \$9,210,215 and this resulted in a net operating surplus of \$1,851,599. This net operating surplus was accumulated over the successive years of 2020, 2021 and 2022. Lower than normal operational costs in 2020 and 2021, resultant of school closures for remote learning in response to the COVID-19 pandemic, meant our operating costs were reduced. The surplus was also reflective of our staffing profile, and a successful application for a credit to cash transfer. In 2021, we were notified of our inclusion in a State funded infrastructure project which had committed \$3,464,000 to update and modernise the school. These funds were disbursed to the Victorian Schools Building Authority [VSBA]. During site investigations and due to the condition of existing facilities, authorised scope changes redirected those funds to the demolition of the existing Year 4 relocatable buildings and to replace them with a new Year 4 Learning Centre and STEM [science, technology, engineering and mathematics] building with productive garden and landscaping. Cost estimates revealed that the DET allocated funds for the capital works was insufficient due to escalating construction costs, however, all tender options could be achieved with a notable school contribution. We therefore lodged a successful request to access \$750,000 of our surplus through a credit to cash transfer and to allocate this as a school contribution to this infrastructure project. This \$750,000 is included within the \$795,000 as a financial commitment under the program *Capital - Buildings/Grounds less than 12 months*. Another financial commitment of \$271,669 under the

program *Maintenance - Buildings/Grounds less than 12 months* will be expended on external and internal painting of buildings, and worn carpet replacement, and will give the school a refreshed appearance within the community. These two commitments alone account for \$1,066,669 of the total financial commitments of \$1,406,650.

School expenditure, throughout 2022, was always kept well within program budgets and was readily approved by the school council with the finance committee monitoring the spending accordingly at its finance meetings which were held twice per term. As of 31 December 2022, funds immediately available to the school in both its **High Yield Investment Account** and **Official Account** totalled \$1,640, 923. With total financial commitments of \$1,406,650 our school accounts' surplus was \$234,273.

For more detailed information regarding our school please visit our website at
<https://www.brentwoodparkps.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 964 students were enrolled at this school in 2022, 480 female and 484 male.

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

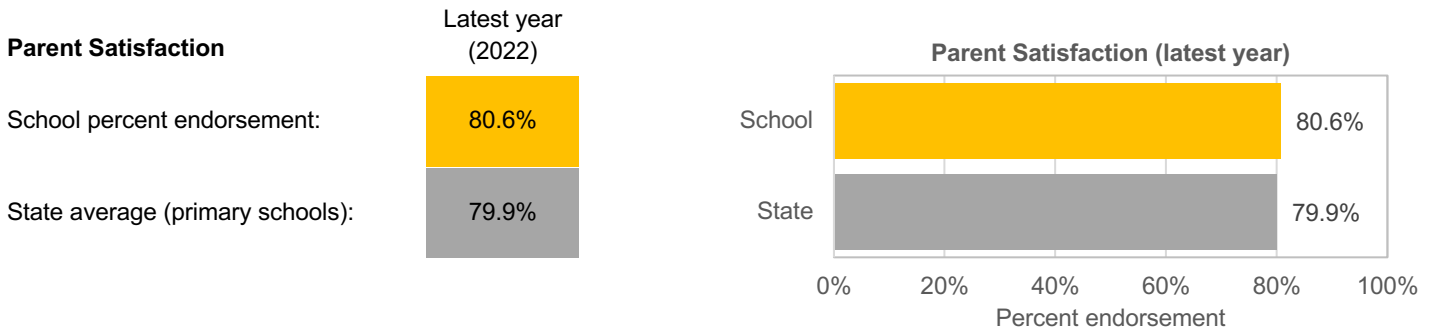
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

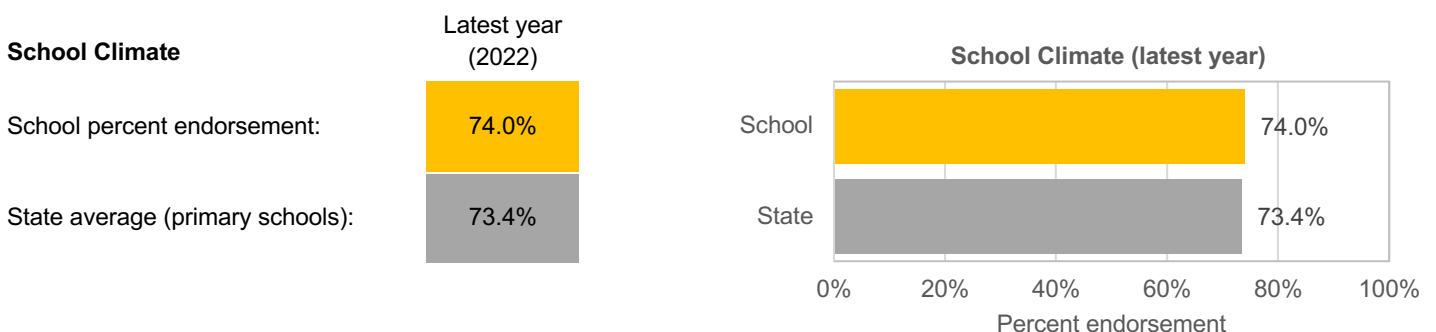


School Staff Survey

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:

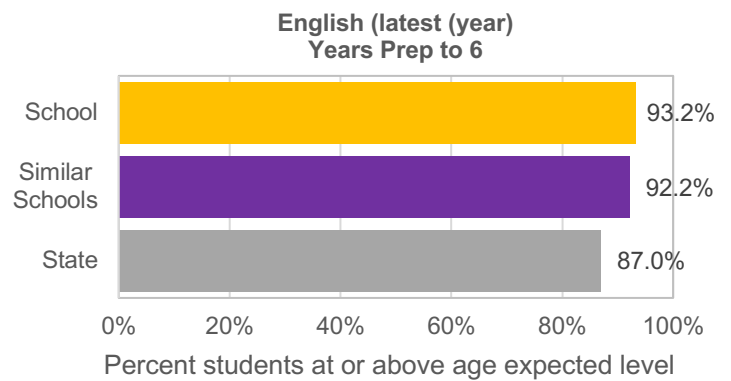
93.2%

Similar Schools average:

92.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

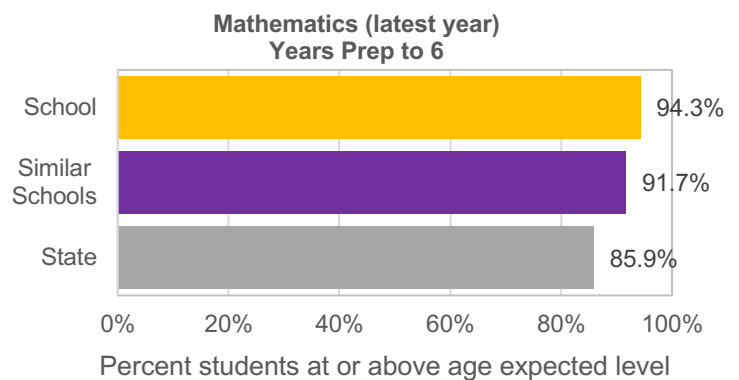
94.3%

Similar Schools average:

91.7%

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.

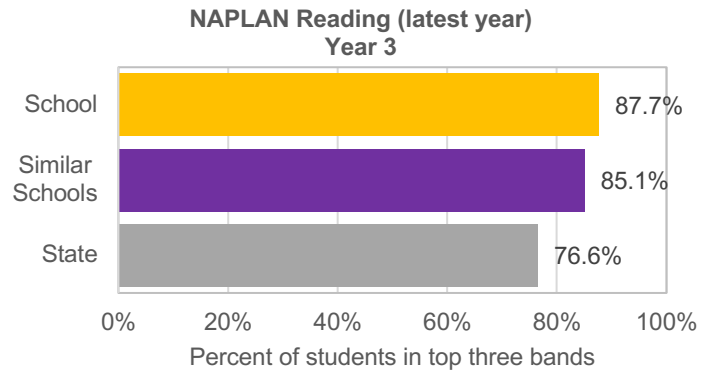
NAPLAN

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.

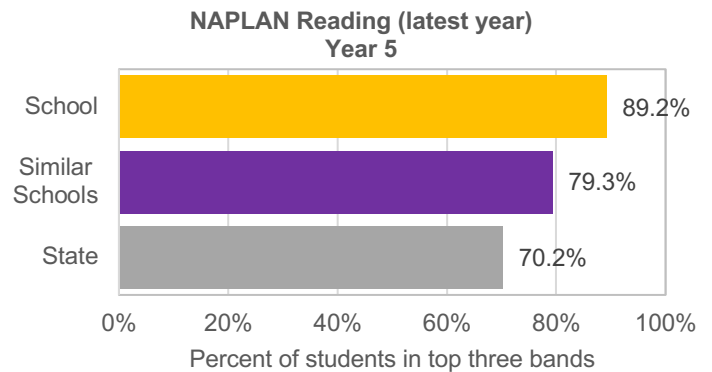
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.7%	88.3%
Similar Schools average:	85.1%	84.8%
State average:	76.6%	76.6%



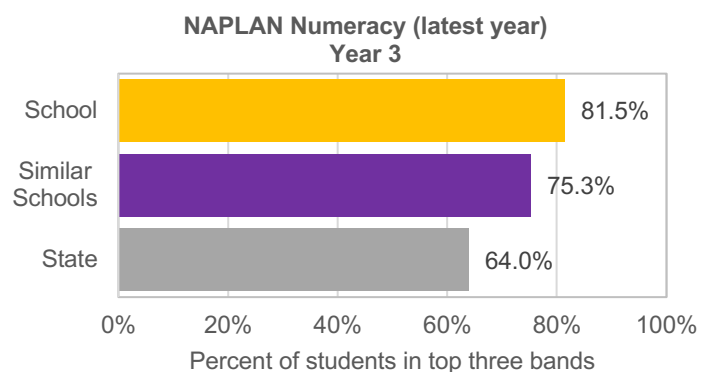
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.2%	84.6%
Similar Schools average:	79.3%	77.9%
State average:	70.2%	69.5%



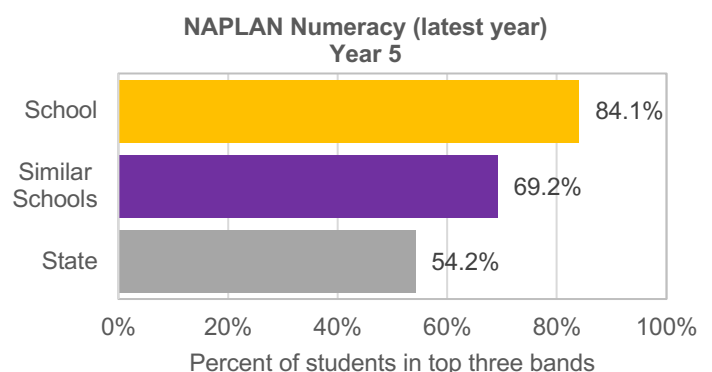
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.5%	79.3%
Similar Schools average:	75.3%	76.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.1%	79.6%
Similar Schools average:	69.2%	71.4%
State average:	54.2%	58.8%



WELLBEING

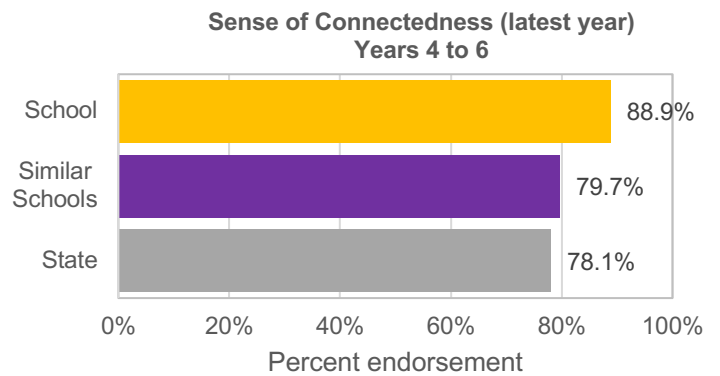
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	88.9%	89.4%
Similar Schools average:	79.7%	81.1%
State average:	78.1%	79.5%

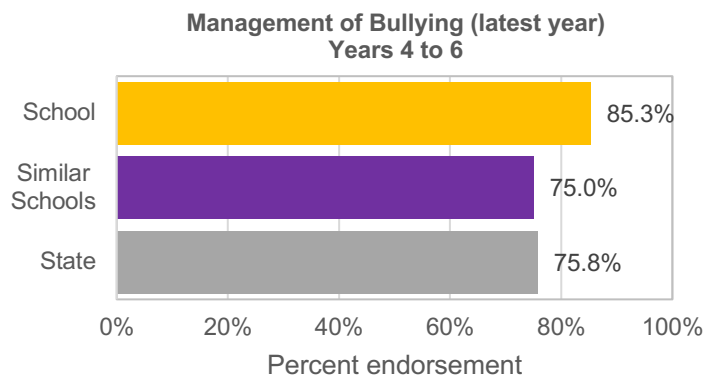


Student Attitudes to School – Management of Bullying

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:	85.3%	86.4%
Similar Schools average:	75.0%	77.7%
State average:	75.8%	78.3%



ENGAGEMENT

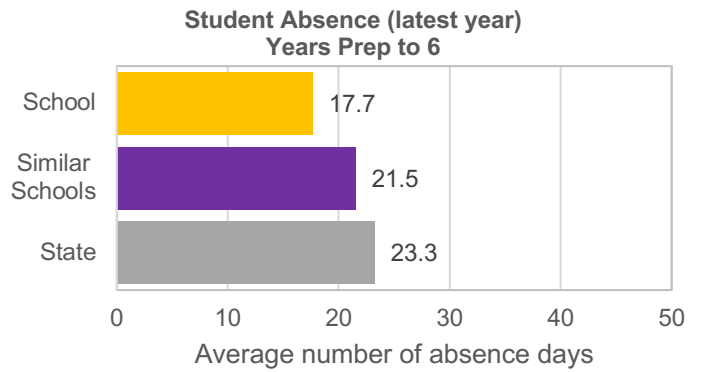
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.7	14.3
Similar Schools average:	21.5	15.5
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):	88%	91%	91%	92%	91%	91%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,980,192
Government Provided DET Grants	\$1,623,334
Government Grants Commonwealth	\$8,304
Government Grants State	\$25,413
Revenue Other	\$47,936
Locally Raised Funds	\$376,635
Capital Grants	\$0
Total Operating Revenue	\$11,061,813

Equity ¹	Actual
Equity (Social Disadvantage)	\$70,545
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$70,545

Expenditure	Actual
Student Resource Package ²	\$7,984,072
Adjustments	\$0
Books & Publications	\$10,192
Camps/Excursions/Activities	\$179,209
Communication Costs	\$2,950
Consumables	\$119,041
Miscellaneous Expense ³	\$9,692
Professional Development	\$23,354
Equipment/Maintenance/Hire	\$113,791
Property Services	\$222,020
Salaries & Allowances ⁴	\$369,605
Support Services	\$76,740
Trading & Fundraising	\$29,539
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$70,011
Total Operating Expenditure	\$9,210,215
Net Operating Surplus/-Deficit	\$1,851,599
Asset Acquisitions	\$78,536

- (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	\$1,620,062
Official Account	\$20,861
Other Accounts	\$0
Total Funds Available	\$1,640,923

Financial Commitments	Actual
Operating Reserve	\$172,542
Other Recurrent Expenditure	\$3,219
Provision Accounts	\$0
Funds Received in Advance	\$13,851
School Based Programs	\$135,045
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,324
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$795,000
Maintenance - Buildings/Grounds < 12 months	\$271,669
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,406,650

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.