

2023 Annual Report to the School Community

School Name: Tucker Road Bentleigh Primary School (4687)



- 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 17 April 2024 at 11:15 AM by Robyn Farnell (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 17 April 2024 at 11:24 AM by Liz Runting (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).

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').

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

School context

Tucker Road Bentleigh Primary School is committed to continuous improvement and provision of quality teaching and learning. The school's vision is, at Tucker Road Bentleigh PS, we provide opportunities for all students to acquire the skills that will enable them to become life-long learners and have a positive impact in their world. Students are supported to achieve their academic personal best and build upon their emotional, social, and physical wellbeing. Our school culture and practices ensure everyone is valued and has the opportunity to thrive and be successful.

The school values are Respect: we respect one another's values, opinions and right to be part of a safe and supported learning environment. Empathy: we treat others with care and compassion. Inclusion: all students are welcome in our school and their uniqueness is celebrated. Perseverance: we recognise that learning is hard, but we can reach our learning goals with the guidance of our teachers and support of family and friends. Resilience: we have the strength to manage stress and hardship and the ability to rebound and recover from setbacks and adversity. Accountability: we hold ourselves accountable for our own actions and always strive to be our best selves.

We have large grounds with extensive play facilities, a full-sized oval, and a separate Out of School Hours Care facility (Rainbow House). The school received a BER (Building the Education Revolution Project 2009), which has 6 classrooms, a central shared space and withdrawal offices. In 2019, another government building project grant assisted with the development of a large gymnasium and sports office. In 2021, we undertook a further government building project, which included the development of a new administration building and a classroom building (4 classrooms and central area, toilets, and teacher workspace). TRBPS has a central block of 8 classrooms with specialist classrooms, STEM room and a refurbished Library with a courtyard garden. Our school grounds provide a safe and secure environment, where students are nurtured in their intellectual, physical, social, and emotional development. Creativity, enthusiasm, passion, and cooperation are encouraged through a concerted focus on Health/PE/Sport and the Arts (music, performance, and visual arts) as well as fostering the importance of learning a Language Other Than English (Italian). Our learning programs and instruction are differentiated to cater for the needs of all students. A variety of student interest activities are in operation such as, lunchtime activity clubs and after school extra-curricular activities such as Karate, Hebrew (UJEB) language and religious studies, instrumental program, coding, Lego, and basketball (all private providers).

We develop rich curriculum programs that are differentiated to meet individual students needs and provide co-curricular specialist area programs such as, the Music and Visual Arts, LOTE (Italian) and PE/Sport. Emphasis is placed on inquiry learning for the development of critical thinking, problem solving, IT and collaborative skills to ensure provision of comprehensive and engaging learning programs for students. The Student Family Occupation Education (SFOE) index is 0.16. The staff consists of 1 Principal, 1 Assistant Principal, 3 Learning Specialists (Literacy, Numeracy and Data Literacy), 1 Disability and Inclusion Wellbeing Leader (0.6), 27 classroom teachers and 10 Educational Support Staff. There is a strong collaborative partnership between parents/carers and staff, with high levels of parent/guardian and carers participation in school life. Tucker Road Bentleigh Primary School in 2023 offers a caring, inclusive, supportive, and inspiring learning environment and in 2023 we had 449 students.

The School Improvement Team (SIT) and the School Council work in partnership to provide a considered focus on improving educational opportunities and learning outcomes for all children. We strive for excellence in academic achievement and promote the development of the whole child. The school's vision and values underpin our school community culture and spirit. The School Vision and Values drive the management of student wellbeing including the development of individual goals, behaviour expectations and a positive classroom learning environment. We utilise a Restorative Practice approach when assisting students to manage their behaviour and when dealing with social and emotional issues or concerns.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 the school commenced work on the new four-year School Strategic Plan. The 3 goals the school is working towards are maximising learning growth for every student, enhancing students social and emotional wellbeing and to strengthen student voice and agency. Our priorities for 2023 were to continue to focus on student learning with an increased focus on numeracy. Teaching teams continued to work as Professional Learning Communities (PLCs) and utilised Guttman Charts at the start of the cycle to identify the precise area of the topic misunderstood by students. The Guttman Charts were also used at the end of the school to measure growth and the effectiveness of the teaching and learning program.

Our ability to meet our 12-month AIP NAPLAN targets was difficult to gauge, due to the changes in test delivery, as well as how the tests were assessed. Certain NAPLAN targets are no longer relevant or able to be achieved due to these changes, including increasing the number of students in the Top 2 Bands for Numeracy. Data relating to the percentage of students from P-6 working above the expected level in Numeracy remained steady at 35%, the same as the previous year (2022).

Our 2023 Teacher Judgement data for Mathematics shows:

- 97% of students in P-6 are working at or above age expected standards, which is slightly above similar schools and above state average.

Our 2023 NAPLAN Numeracy data shows:

- The percentage of students in year 3 in the strong or exceeding proficiency level is slightly lower than similar schools and above the state average.
- The percentage of students in year 5 in the strong or exceeding proficiency level is on par with that of similar schools and well above the state average.
- Our 2023 Teacher Judgement data for English shows:
- 96% percentage of students in P-6 are working at or above age expected standards, which is above similar schools and above the state average.

Our 2023 Reading NAPLAN data shows:

- The percentage of students in year 3 in the strong or exceeding proficiency level is slightly lower to that of similar schools and above the state average.
- The percentage of students in year 5 in the strong or exceeding proficiency level is above that of similar schools and well above the state average.

We continued to offer a Levelled Literacy Intervention (LLI) Program as part of the Tutor Learning Initiative for students in years P-2, and a year 3-6 Tutor Program for students who required extra support or extension. Teachers provided Individual Education Plans for students with special needs or requiring additional support or extension in their learning. We utilised Tier 2 funding to allocate a teacher (out of the classroom) to lead and oversee the Disability and Inclusion Program as part of our tiered response approach to intervention. We had 13 students who attended the DET online Victorian High Ability Program (VHAP) working on literacy and numeracy. We also continued to embed our TRBPS Instructional Practice model for Literacy and Numeracy.

The whole school Professional Learning (PL) was presented by the Learning Specialists (Literacy, Numeracy and Data Literacy) and the AP which focussed on the school Instructional Model, best teaching practice of writing and speaking and listening. PL was also provided on strengthening student voice and agency, best practice in mathematics as well as looking at the new Mathematics 2.0 Curriculum. Both the Literacy and Numeracy Learning Specialists led moderation sessions for writing and number to ensure consistency of Victorian Curriculum progression point marking across the school.

In 2024 we are committed to the DET mandated goal (which encompasses Goal 2 of the new school strategic plan 2022-2026) which focusses on student learning, with an increased focus on numeracy. As well as continuing to maximise the learning growth of every student, we will work on new Key Improvement Strategies for numeracy and continue to embed the PLC structures already in place.

Wellbeing

During 2023, teachers placed priority on student wellbeing and social skills as well as Literacy and Numeracy and inquiry learning areas. The 'Hit the Road Running' program at the commencement of the year incorporated Rights, Resilience and Respectful Relationships (RRRR) activities. To ensure consistency the whole school scope and sequence for RRRR was followed. During Term 1, Peacemaker training was provided to the Year 6 students who applied to be part of this peer mediation program. These Year 6 Peacemakers have a visible presence in the yard and work with students in Prep to Year 4 to help solve minor disputes that might occur outside. This creates a sense of community across the school as it allows the older students to get to know the younger students, build connections, and put faces to names. The 'Restorative Practice' taught to the Peacemakers is also used by all staff throughout the school when dealing with issues that may arise between students.

In Term 3, all staff received professional learning from DET Student Support Services on the Zones of Regulation. The 'Zones of Regulation' is a social and emotional framework, which is designed to help students gain skills in regulating their emotions. It also helps students recognise when they are in different emotional states called 'zones'. The professional learning provided staff with a strong understanding of how to implement these strategies in their classrooms.

The Student Attitudes to School Survey data showed an increase for the variable 'sense of connectedness' with the percentage of positive responses increasing from 79% (2022) to 89%. There was also an increase in the variable for Student voice and agency as the percentage of positive responses were 77%, up from 71% in 2022. The percentage of positive responses for student motivation and interest increased from 77% in 2022 to 80% and the percentage of positive responses for the variable sense of confidence also

increased from 79% to 86%. The management of bullying positive endorsement percentage was 87.5% which was above similar schools and above the state average.

In the 2023 Parent Opinion Survey 68% of parents positively responded to having school pride and confidence, up 3% from 2022. Parents/carers also positively responded to the variable for Student Voice and Agency which increased from 68% in 2022 to 80% in 2023.

During 2024, we are fortunate to be partnering with 'The Resilience Project' and as a staff will implement this program which focuses on Gratitude, Empathy and Mindfulness across Prep to Year 6.

Engagement

Absence data for 2023 indicated that the school is below the state mean and level with similar schools for the average number of absence days across a year. The 2023 data showed that students had an average of 17.5 absent days for all students in Prep to Year 6 with an overall attendance rate of 91.1%. This was an improvement of 1.4% on the attendance rate for 2022 which was 89.7%.

All school staff continued to focus on engaging positively with families, offering support with any students experiencing hardship or wellbeing issues. Teachers held Student Support Group meetings where required and maintained open communication with parents via the See Saw and Compass platforms. These platforms were utilised to provide them with regular updates. We continued to focus on assisting staff to use the correct codes to record student absences to increase data accuracy and we made sure to highlight through community messages the effect of student attendance on student learning growth.

We received department Disability and Inclusion Funding (Tier 2), which was used to support children (not funded through the Program for Students with Disabilities) to have adequately tailored programs and extra support to help them to access the curriculum more effectively, as well as to be engaged and successful with their learning. The TLI program funding was also provided to support students who had not shown the expected learning growth during the remote learning period.

A big highlight for 2023 was the school concert. Unfortunately, due to Covid, the whole school concert had not taken place since 2019. A competition was held for students to produce a theme for the concert and one of our Year 4 students won this and chose 'Back to the 80's'. All students learnt songs and dance moves to tracks from the 80's. Students were able to perform these routines on a professional stage at The Robert Blackwood Hall. For many students, this was their very first school concert performance.

We were also extremely fortunate to have cyber safety expert, Susan McLean provide information sessions to students across Year 3 to 6 about how to be safe online. She also presented to our parent/carer community. Staff, parents, and students received all her sessions very well.

In 2024, we will continue to refine and modify all our school communication processes where possible, in line with feedback from the school community during the School Review Process and targets listed in the new School Strategic Plan (2022-2026).

Other highlights from the school year

Throughout 2024, PLC meetings had a Mathematics focus. Teams looked closely at data and planned for how they take targeted groups of students to their next stages of learning. Improvements were shown on data tables such as a Gutman Chart. Data collected on school learning walks indicated that teachers in every area are using learning intentions in their teaching practice and students can generally articulate what their goals are. It was also noted that classrooms displayed students' work in Mathematics.

The Maths LS refocused staff attention on the instructional model and the importance of including a lesson plenary or share time and ways in which this can be done.

We celebrated Education Week with an 'Open Afternoon' for parents and the community that incorporated 'hands-on' Maths tasks and STEM challenges. The STEM centre was launched, with many classes using the Bee-bots and Ozo-bots to integrate the maths curriculum on location. PFA were instrumental in resourcing this curriculum initiative. We trialed an innovative writing assessment program called 'Scriibi' and staff who were part of this trial reported back on progress and it was then presented to School Council. Staff voted unanimously for this assessment tool to be adopted into practice across the school for 2024. Literacy workshops on reading and writing continued to be a focus during professional learning sessions throughout the year.

As part of student wellbeing, we maintained a focus on respectful relationships (RRRR) program and restorative practices throughout the year. The school continues to promote Waste Warriors, a gardening club and library club as part of our weekly activities that children can participate in at lunchtimes.

The school excursions were back in full swing and supported by the community. School camps to Marysville (Year 6) and Sovereign Hill (Year 5) were a remarkable success and supported well by the community and immensely enjoyed by the students and staff who attended. The School Community Picnic at the start of the year was well attended and enjoyed by the community and the PFA have added this to their schedule as an annual event for the future.

Financial performance

Tucker Road Bentleigh PS completed 2023 in a financially sound position. The School Strategic Plan, along with the 2023 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows a surplus of \$108,119 and this has been factored into 2024 as part of the school's financial management. The School Council closely monitored the school's commitments.

Significant expenditure during 2023 related to laptop & leases, LCD TVs for classrooms replacing old overhead projector screens. IT equipment and extra IT local technician support and security upgrades. The school purchased literacy resources Guided Reading Classroom Kits, decodable books, library furnishings and books. Funds supported professional learning and staffing and the 'Scribi' writing assessment tool trial. TRBPS created a STEM centre and purchased resources to support the implementation of programs. Other expenditure was used for playground and building maintenance, and equipment replacement. The school funds were used to support student welfare, school concert/production, and the 'Shine' OT and Speech Program. Disability and Inclusion funding was used for educational support staffing and student resources. Equity money was used to support student support programs and the Tutor Learning Initiative. Locally raised funds were used to support the buying of many of the resources.

The Sporting Schools Grant was used for new sporting equipment and specialized activities such as various sport clinics and gymnastics across the year levels. The Commonwealth Queen's Jubilee Grant was used to purchase trees, hoses, garden stakes and the rest of the money will be expended in 2024 through landscape/garden maintenance and care for the trees. Phase 3 of building works will see the final spending expended from State Government funding received in 2020, these funds will be utilised to build a pergola/ cover way between the administration building and the early years classroom building in 2024. The funds will also be used to resurface and reline the asphalt on the basketball courts. We also received money from a grant sourced through the Department of education (the disability and inclusion unit) for internal classroom blinds in the early year's classroom block and relocatable portables. The Federal Wellbeing Boost Funding was used to partner with 'Real Schools' and support Cybersafety professional learning for the entire school community. Maintenance of buildings and grounds, the cost of leased computer equipment and innovative curriculum continue to be significant items of expenditure. TRBPS is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities and resources at the current high standard.

For more detailed information regarding our school please visit our website at www.tucker-road.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 443 students were enrolled at this school in 2023, 217 females and 225 males.

20 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).

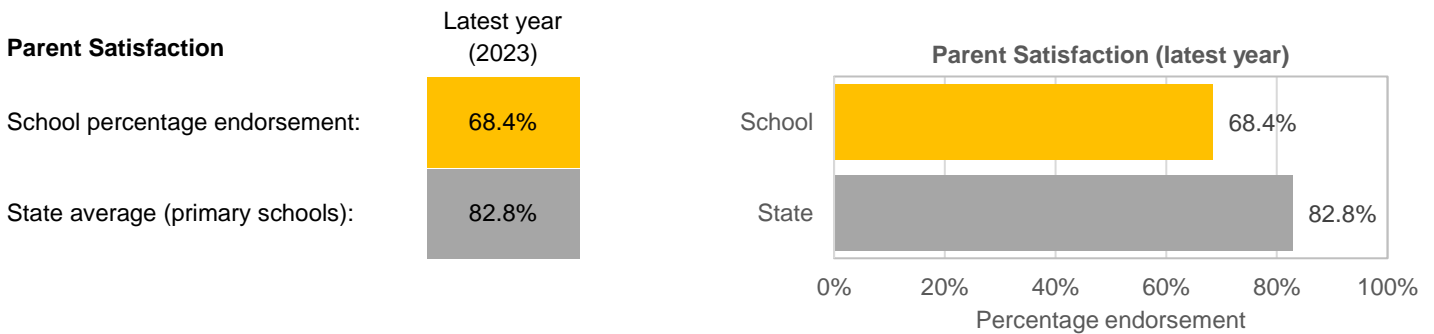
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

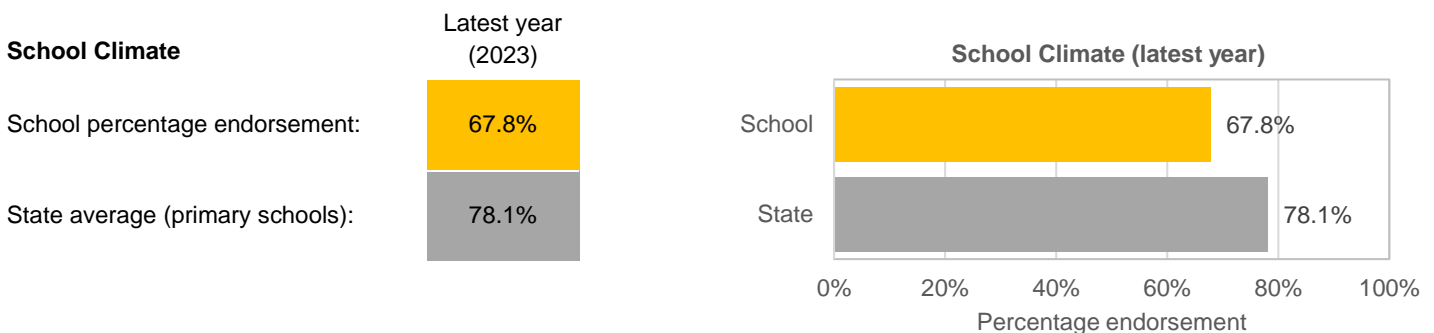


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percentage 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:

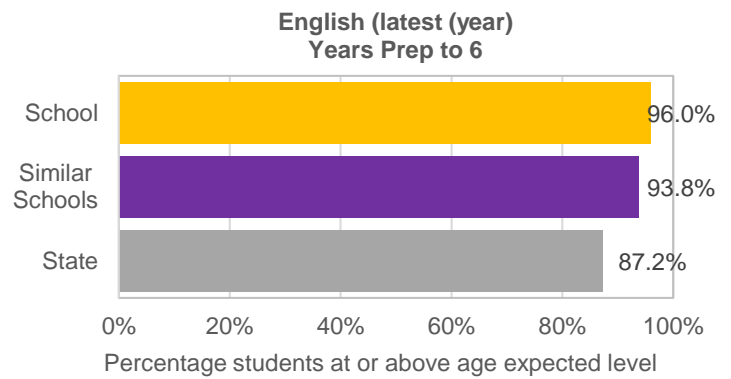
96.0%

Similar Schools average:

93.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

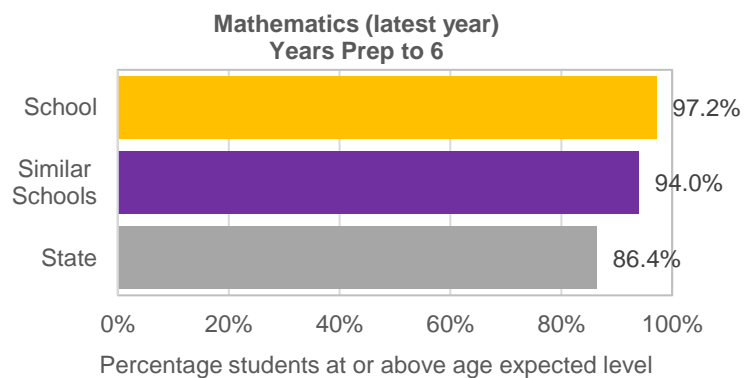
97.2%

Similar Schools average:

94.0%

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:

79.3%

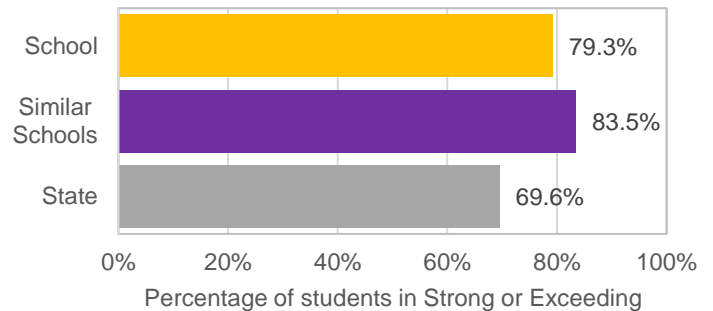
Similar Schools average:

83.5%

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%

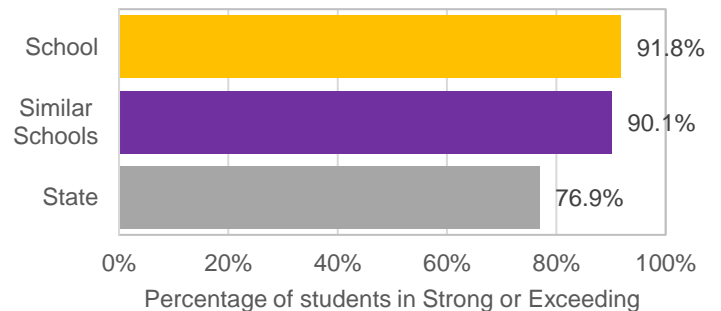
Similar Schools average:

90.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.6%

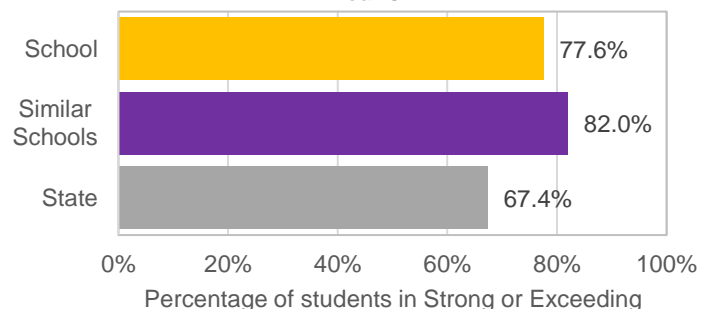
Similar Schools average:

82.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.9%

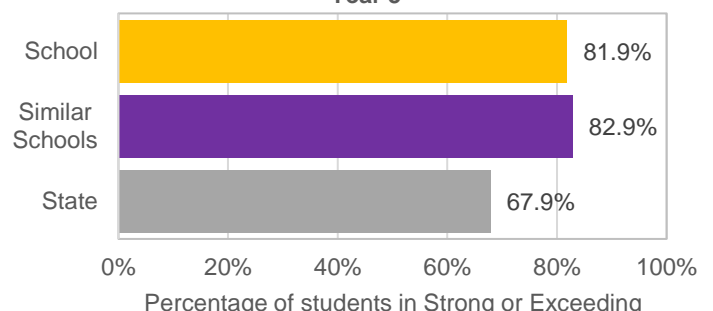
Similar Schools average:

82.9%

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:

87.9%

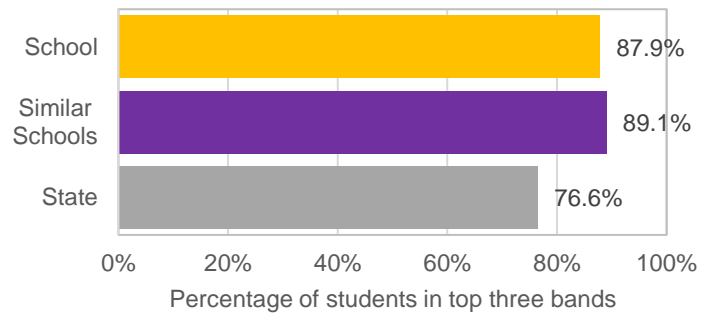
Similar Schools average:

89.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

84.1%

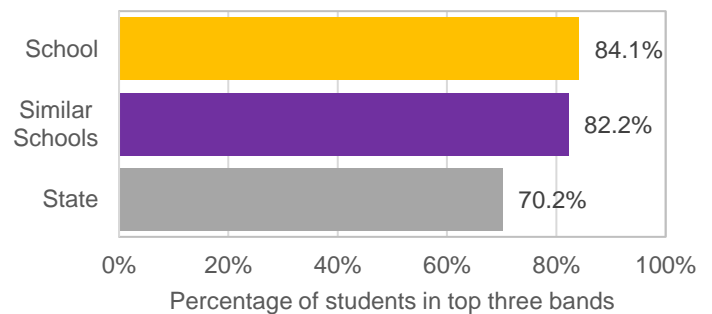
Similar Schools average:

82.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

79.3%

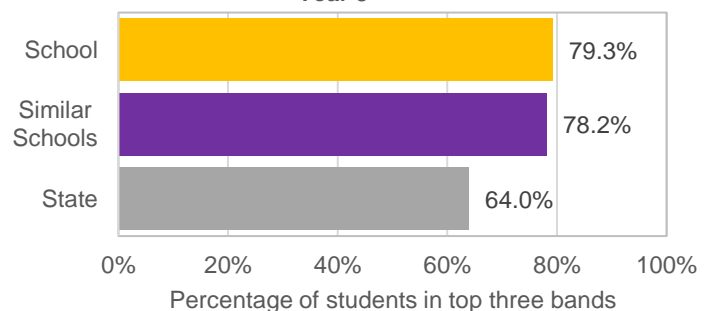
Similar Schools average:

78.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

65.1%

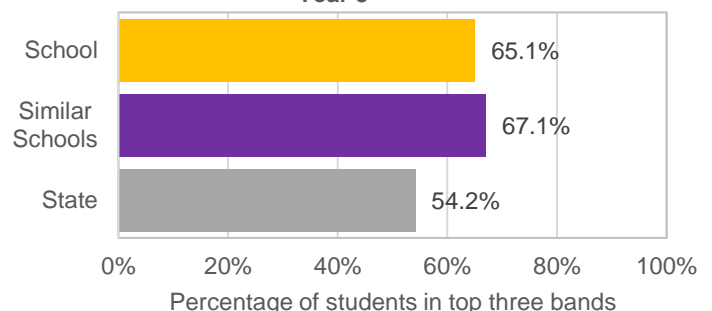
Similar Schools average:

67.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

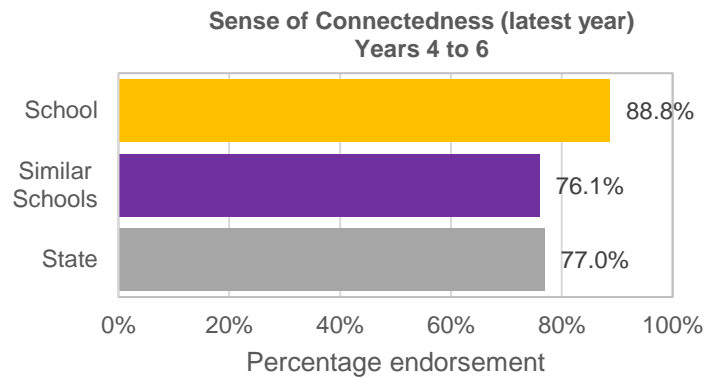
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	88.8%	80.5%
Similar Schools average:	76.1%	76.9%
State average:	77.0%	78.5%

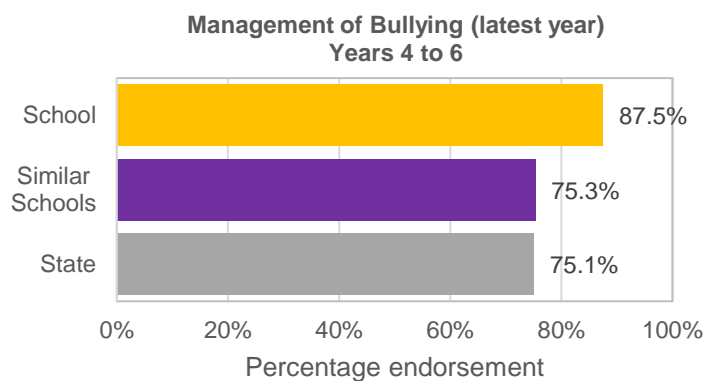


Student Attitudes to School – Management of Bullying

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:	87.5%	81.8%
Similar Schools average:	75.3%	75.7%
State average:	75.1%	76.9%



ENGAGEMENT

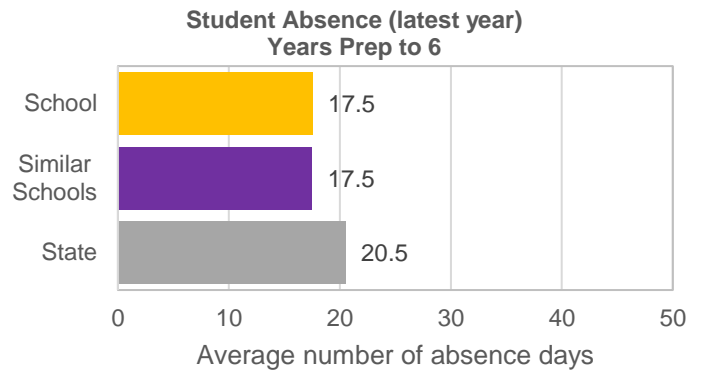
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	17.5	13.8
Similar Schools average:	17.5	14.9
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):	91%	91%	91%	93%	92%	91%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,296,345
Government Provided DET Grants	\$466,912
Government Grants Commonwealth	\$2,900
Government Grants State	\$2,700
Revenue Other	\$42,794
Locally Raised Funds	\$611,098
Capital Grants	\$0
Total Operating Revenue	\$5,422,749

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,655
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,655

Expenditure	Actual
Student Resource Package ²	\$4,180,016
Adjustments	\$0
Books & Publications	\$18,384
Camps/Excursions/Activities	\$225,941
Communication Costs	\$4,840
Consumables	\$63,869
Miscellaneous Expense ³	\$23,655
Professional Development	\$12,197
Equipment/Maintenance/Hire	\$112,292
Property Services	\$95,249
Salaries & Allowances ⁴	\$244,093
Support Services	\$265,061
Trading & Fundraising	\$27,849
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,185
Total Operating Expenditure	\$5,314,631
Net Operating Surplus/-Deficit	\$108,119
Asset Acquisitions	\$0

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$633,823
Official Account	\$12,455
Other Accounts	\$17,142
Total Funds Available	\$663,420

Financial Commitments	Actual
Operating Reserve	\$180,724
Other Recurrent Expenditure	\$6,245
Provision Accounts	\$0
Funds Received in Advance	\$100
School Based Programs	\$48,893
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$61,353
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$33,504
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$330,820

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.