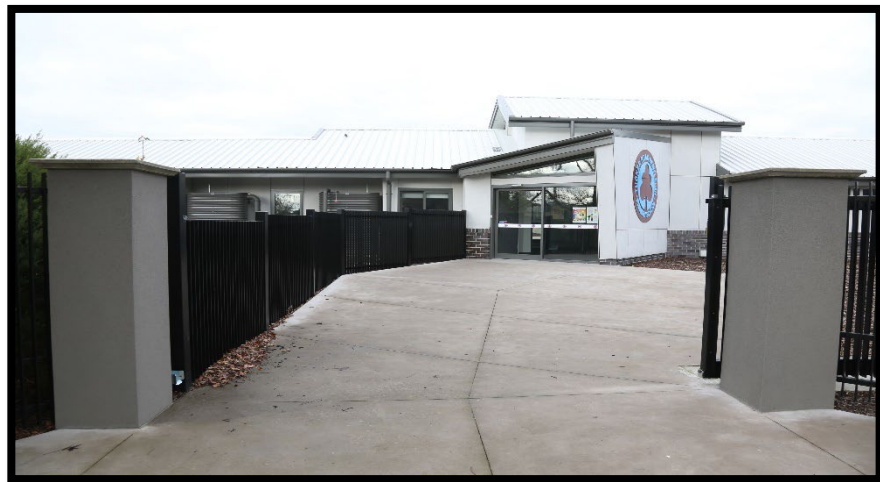


2022 Annual Report to the School Community

School Name: Tucker Road Bentleigh Primary School (4687)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 29 March 2023 at 10:17 AM by Robyn Farnell (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 31 March 2023 at 02:16 PM 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).

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
-

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

Tucker Road Bentleigh Primary School is committed to continuous improvement and provision of quality teaching and learning. 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, a STEAM 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, chess, and basketball (all private providers).

We develop quality 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 collaboration 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, 2 Learning Specialists (Literacy and Numeracy), 1 Disability and Inclusion Wellbeing Leader (0.6), 27 classroom teachers and 11 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 has 444 students and offers a caring, inclusive, supportive, and inspiring learning environment.

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 through a strong co-curricular that values the arts, learning another language and active participation in sport. The school values of Friendliness, Enthusiasm, Co-operation, Respectfulness and Responsibility underpin our school community ethos. School 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. The school's vision is focused on developing students that are literate and numerate, multi-skilled, creative, and life-long learners. We want our students to have confidence and be resilient, to be good communicators, problem solvers and collaborators and to develop a positive mindset to overcome any challenges and to celebrate success in life. The school's vision and values were reviewed as part of creating the new School Strategic Plan (2022-2026). The new school vision and values will be launched at the beginning of 2023, to celebrate and promote them across the TRBPS school community.

Progress towards strategic goals, student outcomes and student engagement

Learning

It was wonderful to see all students back at school focussed and learning in the classroom environment and reconnecting with peers and teachers. We placed high emphasis on student wellbeing, building resilience and establishing relationships after time spent learning remotely. TRBPS continued to develop and implement several key strategies in Literacy (English) with a specific focus on reading fluency and comprehension throughout the year. The School Strategic Plan (SSP 2019 -2022) goals focused on maintaining the emphasis on reading and included a considered focus on the explicit teaching of Writing and Mathematics. We continued to place emphasis on all three areas during 2022. We offered 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. We continued to provide 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 throughout the year. In 2022, we continued to focus on the priorities of our SSP and AIP, as we completed our School Review Process and VRQA (school registration) documentation during semester 2. In, 2023, we will continue the implementation of the VHAP, the tiered approach to student disability and inclusion support programs and resourcing, as well as the TLI program to support and further extend students with their learning. We aim to audit and further refine the TRBPS Instructional Model in line with the new School Strategic Plan.

Over the past 4 years of the School Strategic Plan (SSP), NAPLAN results for Reading, Writing, Spelling, Grammar and Punctuation and Numeracy have all been above state-wide benchmarks for Year 3 and Year 5. Year 3 NAPLAN Reading data for 2022, showed a decrease of 1.1% in the percentage of students performing in the top 3 bands when compared with the 2021 data. Year 5 2022 Reading data showed a decrease of 5.2% of students performing in the top 3 bands when compared with 2021 data. Our Year 5 reading data was however still above the state and similar school's average. Year 3 NAPLAN Numeracy data for 2022 showed an increase of 4% of students performing in the top three bands when compared with the 2021 data. Our Year 3 Numeracy data was also above similar schools and well above state results. Year 3 NAPLAN writing data indicates an increase of 4% of students working in the top two bands in 2022 bringing the total to 74% when compared with 2021. Year 5 Numeracy data showed a decrease of 10.6% please note that both similar schools and state averages all dropped by a similar amount of 10%. Year 5 NAPLAN writing data for 2022 showed an impressive 10% increase when compared to 2021. 41% of students in Grade 5 are now working in the top 2 bands for writing. 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results.

In 2023, we are committed to the following DET mandated goal (which encompasses Goal 2 and 3 of the new school strategic plan 2022-2026) as well as working on Goal 4, strengthening student voice and agency. We will work on our new Key Improvement Strategies for literacy, numeracy, wellbeing and student voice and agency as part of student engagement.

Teachers utilise the whole school data tracking sheet to monitor children's progress each year and across their schooling. During 2022, Professional Learning Communities (PLC) utilised Guttman Charts as a way of tracking student learning growth data using an inquiry cycle, to focus intensely on a particular curriculum area to enhance teaching practice. Teaching teams (PLCs) conducted data discussions prior to planning a unit of work. Data from Essential Assessment, Fountas & Pinnell, PM benchmark and teacher designed Mathematics pre-tests determine students point of need to plan accordingly. The pre-test work is set prior to planning so that the needs of the cohort are catered for. The PLC team leaders along with the Principal and AP continue to lead the implementation of teams using the Inquiry cycle to forward plan for student learning. This work commenced in the area of writing and after meeting with the BPA lead for PLC's, we were encouraged as a school to move away from writing and focus the PLC work on Numeracy. This work will continue in 2023 and will form part of the Department of Education (DE) mandated goal across the state.

Whole school Professional Learning (PL) was presented by the Learning Specialists (Literacy and Numeracy) and the AP which focussed on assessment and best teaching practice of speaking and listening. PL was also provided to staff about how to strengthen their learning intentions and success criteria to ensure students have a strong understanding of what they are learning and can articulate this. Our Numeracy Specialist provided PL around the Department's Numeracy Portal and led staff through whole school Mathematics moderation. The Literacy Learning Specialist also led whole school writing moderation, to ensure consistency of Victorian Curriculum progression point marking across the school.

The Tutor Learning Program (TLI) continued throughout the year, and we had two learning tutors both part-time: a year 3-6 tutor and P-2 Levelled Literacy Intervention teacher. Students continued to show growth in their learning across the year and we were able to have many students participate in both programs, which were only hampered by some periods of COVID isolation that students and staff experienced throughout the year. Many students showed results of 12 to 18 months growth. We are pleased to say that our tutor program was able to run for the whole year, and we have been able to support a great number of students across all year levels using the Tutor Learning Initiative grant and school Student Resource Package (SRP) funds.

Wellbeing

Teachers placed priority on student wellbeing and social skills as well as Literacy and Numeracy and inquiry learning areas. Teachers continued to follow the DET operations guide regarding ventilation, hand sanitization and mask wearing, whilst prioritising health, safety, and wellbeing of their students.

The Hit the Road Running program at the commencement of the year incorporated RRRR activities. To ensure consistency a whole school scope and sequence for RRRR that was refined in 2022. This document helps teachers to know what to teach and when and

makes it easier for teachers to fully implement this in their classrooms. Staff participated in whole school Professional Learning with Kristy Lang, the regional BPA lead for RRRR on topics 7 & 8. This information was shared with parents/carers, and guardians at an information evening held via Webex.

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 and 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.

The Kitchen Garden Program was provided to each class throughout the year and gave students the opportunity to have some time outside of the classroom and build their knowledge of sustainability. The students learn about how to plant and grow vegetables and different types of plants. This time in the garden allows students to connect with nature and have a small break from their usual classroom routines. It was great to have this back in action for the whole year throughout 2022.

Gradually our assemblies returned to full capacity throughout the second half of the year. This provided the school community with a form of continuity and gave students something to look forward to at the end of the week. It kept us connected to each other and provided a sense of normality. Teachers provided students with values awards and the recipients were recognised for their efforts during the assembly. Performances from students learning instruments across the school were also showcased and each class had a particular assembly where they could perform.

The Student Attitudes to School Survey variable for 'sense of connectedness' percentage of positive responses indicates that 82.1% of children across Year 4-6 which is above similar schools and above the state average. This was an increase of 4.4% when compared to 2021. The Student Attitudes to School Survey variable for 'management of bullying' the percentage of positive responses of 82.2% which was above similar schools and above state. Compared to 2021 this was an increase of 8.7%. The data from the 2022 Student Attitudes to School Survey confirmed that students in Years 4-6 felt teachers set high expectations for success and there was a true sense of inclusion with these results scoring between 91-93%. This has shown an increase from 2021.

After the completion of the 2022 School Review process, it was identified that an area for school improvement over the next four years would be student voice and agency. Student Attitudes to School Survey (AtoSS) 2022 data results (students in years 4-6) indicated that our TRBPS children believe that they need more student voice and agency in the classroom. The 2022 (AtoSS) data for the variable of 'Voice and Agency' showed an overall result of 68%, which was a slight decrease when compared with 69% in 2021, however this result was still above both similar schools 61% and the state average of 65%. In the 2022 Parent Survey responses, 70% of parents and carers indicated that they believed that their child has student voice and agency at school, compared with the overall 69% data result for 2021.

During 2023, we have committed to focus more on the aspect of student voice and agency as part of the Annual Implementation Plan goals, priorities, and targets. As a staff, we will participate in more Professional Learning around 'Student Voice and Agency', to create greater opportunities for students to be more actively involved in their learning journey. We aim to devote more time to student goal setting, success criteria, assessment discussions and especially the area of feedback and the incorporation of more student learning conferences. During 2023, we intend to further extend our teacher's understanding of voice and agency and build their capacity to utilise many of the Department's resources, such as AMPLIFY, Practice Principles and HITS when teaching. Our aim is to increase the percentage of positive responses in the 'Student Voice and Agency' variable of the Attitudes to School Survey and the Parent/Carer Survey data.

Engagement

Attendance data for 2022 indicated that the school is below the state mean and below primary schools with similar characteristics for the average number of absence days across a year. The 2022 data showed that students had an average of 20.3 absent days, for all students in years P-6, the state average was 23.3 days, and we were on-par with similar schools' group of 20.4. High attendance rates have been maintained across the school during 2022. The average percentage of student attendance rate across the school was an average of 90% (years P-6) in 2022.

The school wellbeing team continued to focus proactively on engaging with families, offering support with any students experiencing hardship or wellbeing issues during the return to school phase. We maintained regular phone contact with parents/guardians of children that were absent for more than two days (without a call from a parent or carer) or regularly missed school. We had a Disability

and Inclusion Leader (non-classroom based) working 0.6 to support this attendance initiative and to devise return to school plans. We linked families with community agencies as well as DET and Government organisations, who can support them with their children, financial hardship, counselling, and assessment of mental health and/or medical issues. 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 some 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.

In 2022, we continued to focus on engagement and attendance and increase communication to parents about the educational, social and emotional progression of their child throughout the year. Each year level continued to use communication processes established in 2021, such as Compass, year level updates, Seesaw or Google Classroom messaging, to keep in touch more regularly with parents, guardians, and carers. We continued with whole school Compass messages sent out to families throughout the term regarding what is happening at school. We continued to disperse relevant information on important school and family topics, such as Cybersafety, Family Wellbeing zoom meetings with Psychologist Carly McGowan, the Child Safe Standards, First Aid, school events. The DET or school policies and procedures are also presented through our 'Office Update' each fortnight and on the website, which includes special events, important dates to remember, as well as office procedures and processes. In 2023, 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).

Financial performance

The overall financial position of the school for 2022 resulted in a \$5,907 surplus in a post COVID recovery. Revenue was in-line with the prior year resulting in an operating revenue of \$1,091,419 offset by operating expenditure of \$1,085,512.

State equity funding was consistent from the prior year with \$497,493 received in 2022 (2% increase). Local revenue was supported with a 32% increase in voluntary and curriculum contributions during 2022. Locally raised funds were up by \$34,224 on the prior year due to the return to on-site learning for the entire year enabling more fundraising activities to occur. This was the same for our school incursions and excursions throughout 2022.

There was a return to sporting activities and the Out of School Hours Care (OSHC) program throughout 2022 which allowed us to improve our hire facility income by \$66,139 on the previous year. Commonwealth Grants received were for Active Schools Program \$5,300 and for planting of trees to commemorate the Queen's Jubilee for \$11,320. A State Government Grant was received for shade sails to enhance outdoor learning spaces of \$19,390, which will be utilised in 2023.

Expenditure was higher when compared to 2021, with an overall increase of \$278,580 (35%) consistent with the increase in revenue. There was more expenditure on Casual Relief Teachers and Education Support Staff of \$147,385 due to the return to onsite learning as compared to the disruptions in 2021. There were also many staff who were supported through CRT budget during COVID isolation requirements which also contributed to the higher staffing cost in 2022.

Overall expenditure was consistent with prior year spending, apart from an expected increase of \$12,229 for curriculum consumables and a guided reading program from Fountas & Pinnell (\$20,899) supported through PFA funds representing the overall increase of \$8,156 on 2021. The school was able to complete the library refurbishment, which included painting (\$14,400), new portable shelving (\$27,167) and recarpeting (\$7,855) through family contributions to our Building Fund. Other improvements to our OSHC facility were made including painting, carpeting and replacement of windows to meet safety requirements. Future renovation designs for our OSHC were also arranged (\$4,800) which has provided a roadmap for future improvements. Fundraising by the PFA saw the commitment of funds to resourcing the STEAM classroom (\$15,000) for 2023.

The school continued to fund a Disability and Inclusion Teacher Leader (without classroom duties) who was assigned to support school funding applications, oversee ES Integration Aide Staff, conduct SSG meetings as well as to offer wellbeing support and advice for children, staff, and parents on a regular basis. We also funded extra Tutor Learning Initiative sessions and Levelled Literacy Support Program to support students across years P-6. Tier 2 and 3 funds were used to support staffing and resource programs and to increase the work hours of extra support staff, to support students with disabilities and ensure greater engagement and inclusion across the

school, and to maximise student access to the curriculum.

Overall, the post COVID recovery has seen the school manage to sustain financial performance whilst continuing to enhance student learning outcomes in 2022, with the support of our school community and important fundraising activities.

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 467 students were enrolled at this school in 2022, 220 female and 247 male.

18 percent of students had English as an additional language and 0 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).

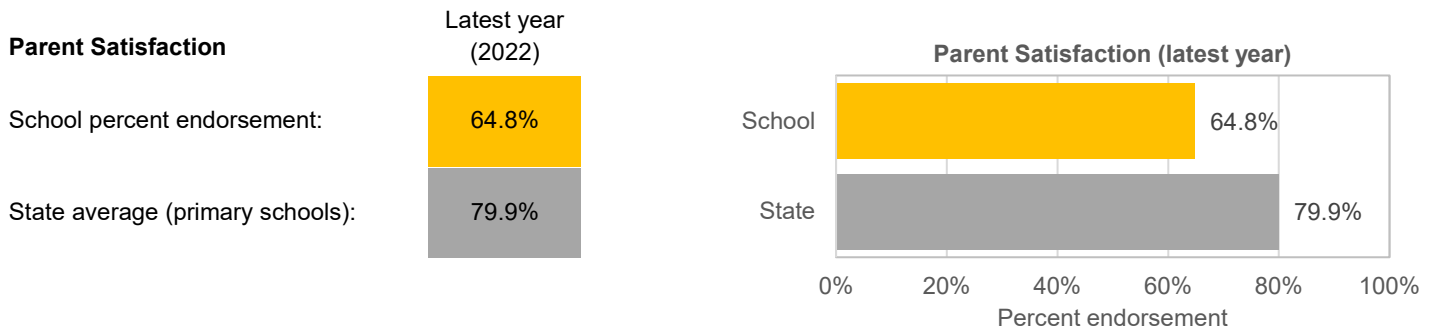
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

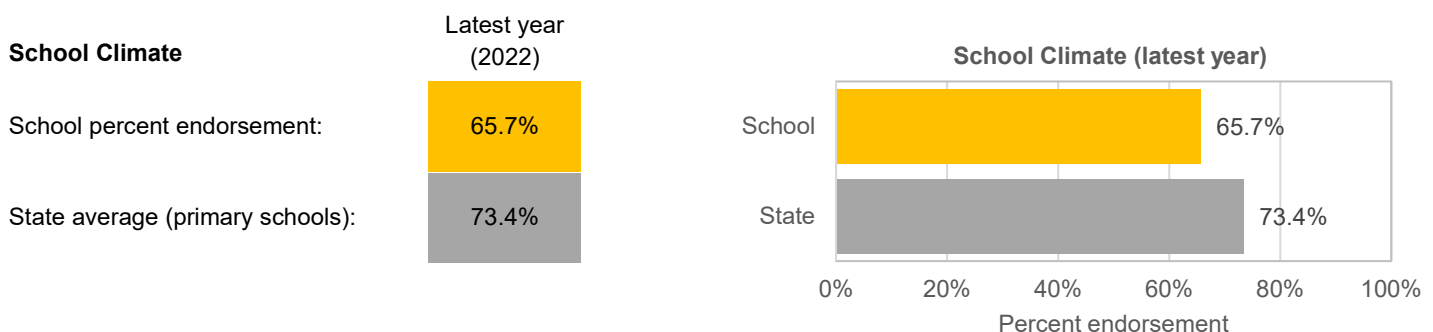


School Staff Survey

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:

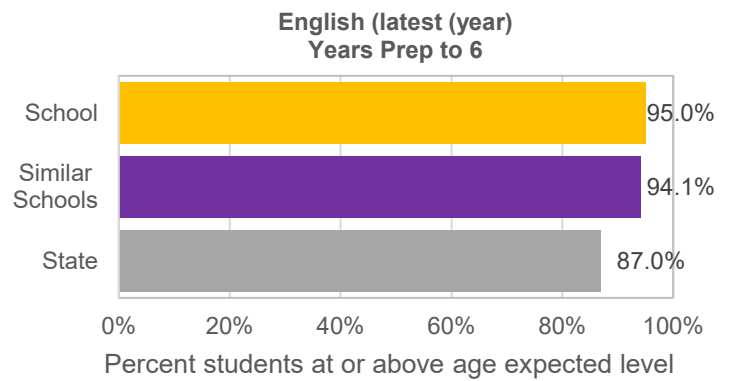
95.0%

Similar Schools average:

94.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

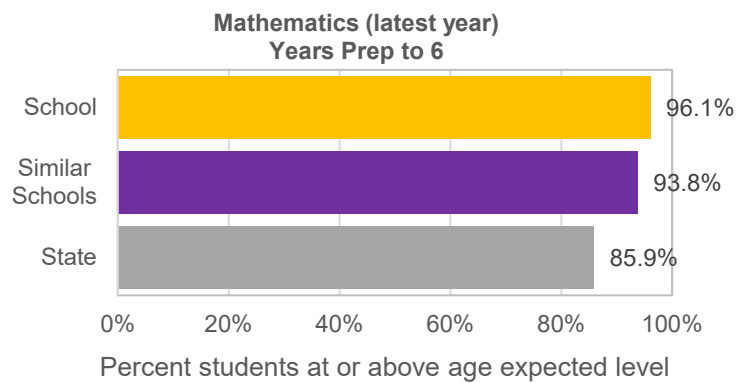
96.1%

Similar Schools average:

93.8%

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.

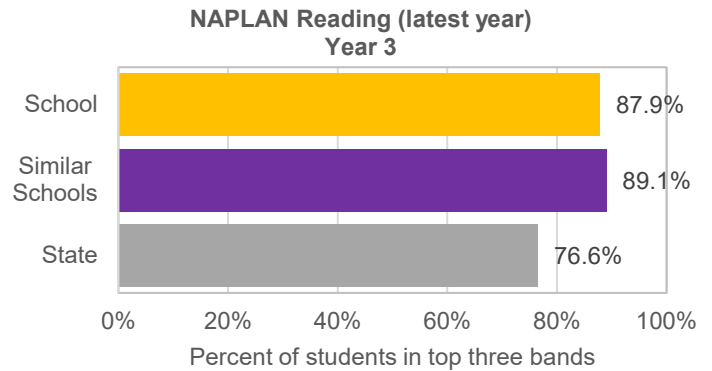
NAPLAN

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.

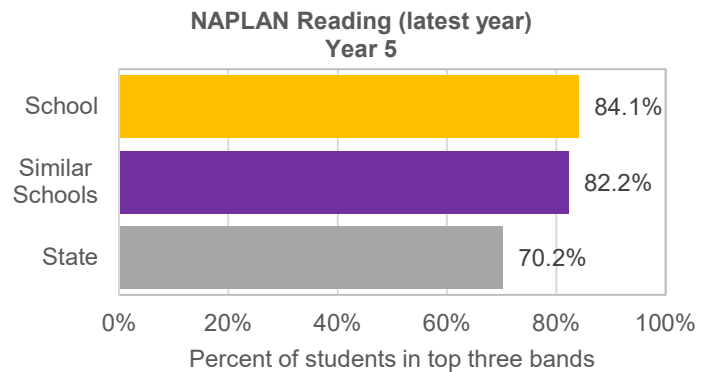
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.9%	88.4%
Similar Schools average:	89.1%	88.4%
State average:	76.6%	76.6%



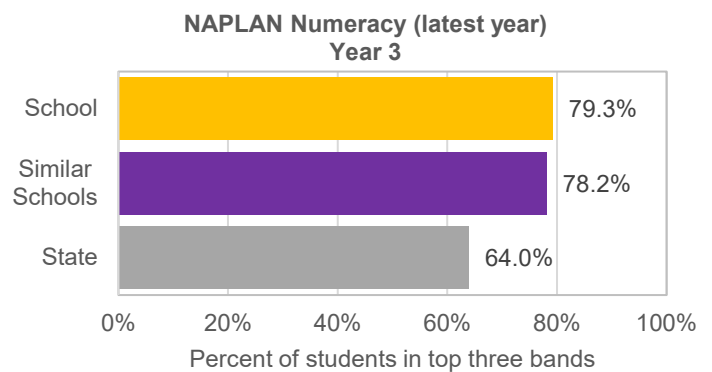
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.1%	84.3%
Similar Schools average:	82.2%	82.5%
State average:	70.2%	69.5%



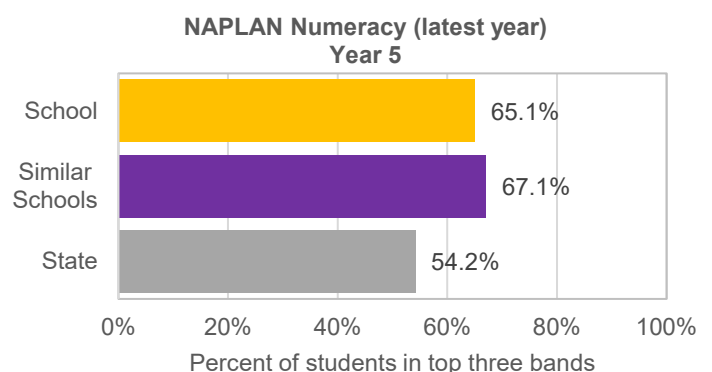
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.3%	76.4%
Similar Schools average:	78.2%	80.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.1%	70.6%
Similar Schools average:	67.1%	72.5%
State average:	54.2%	58.8%



WELLBEING

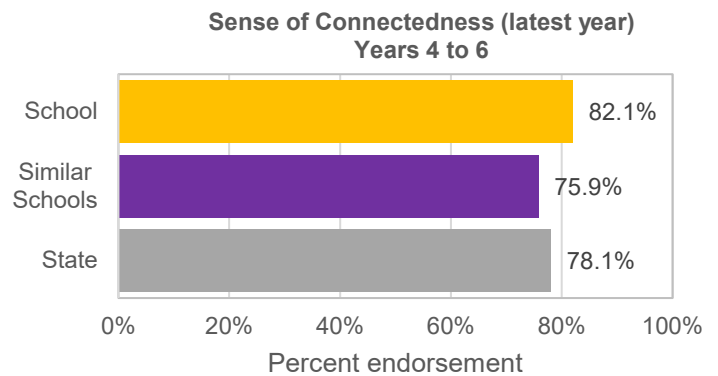
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	82.1%	78.1%
Similar Schools average:	75.9%	77.7%
State average:	78.1%	79.5%

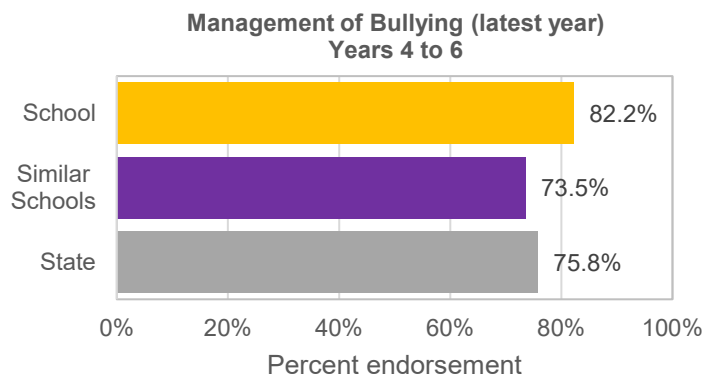


Student Attitudes to School – Management of Bullying

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:	82.2%	79.9%
Similar Schools average:	73.5%	76.3%
State average:	75.8%	78.3%



ENGAGEMENT

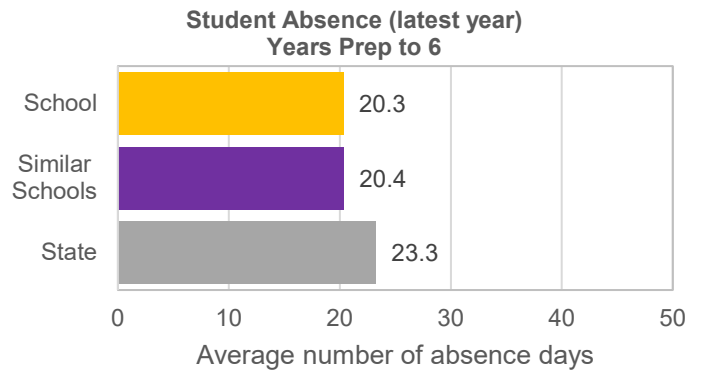
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.3	13.2
Similar Schools average:	20.4	14.2
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%	88%	92%	90%	90%	90%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,149,357
Government Provided DET Grants	\$498,305
Government Grants Commonwealth	\$16,620
Government Grants State	\$20,216
Revenue Other	\$30,846
Locally Raised Funds	\$525,432
Capital Grants	\$0
Total Operating Revenue	\$5,240,777

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,055
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,055

Expenditure	Actual
Student Resource Package ²	\$4,124,723
Adjustments	\$0
Books & Publications	\$20,899
Camps/Excursions/Activities	\$157,672
Communication Costs	\$4,294
Consumables	\$51,099
Miscellaneous Expense ³	\$69,212
Professional Development	\$6,664
Equipment/Maintenance/Hire	\$162,357
Property Services	\$73,706
Salaries & Allowances ⁴	\$397,966
Support Services	\$46,548
Trading & Fundraising	\$50,904
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,193
Total Operating Expenditure	\$5,210,235
Net Operating Surplus/-Deficit	\$30,541
Asset Acquisitions	\$69,239

- (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	\$706,324
Official Account	\$34,796
Other Accounts	\$4,835
Total Funds Available	\$745,956

Financial Commitments	Actual
Operating Reserve	\$173,516
Other Recurrent Expenditure	\$36,962
Provision Accounts	\$0
Funds Received in Advance	\$35,078
School Based Programs	\$275,068
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$196,512
Repayable to the Department	\$19,390
Asset/Equipment Replacement < 12 months	\$33,797
Capital - Buildings/Grounds < 12 months	\$82,735
Maintenance - Buildings/Grounds < 12 months	\$25,230
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$878,288

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.