

# 2023 Annual Report to the School Community

School Name: Ormond Primary School (3074)



- 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 20 March 2024 at 12:36 PM by Cheryle Osborne (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 08 May 2024 at 03:01 PM by Nerida Crake (School Council President)

## How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

#### School Profile

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

#### Learning

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

#### Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

#### NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

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## School context

Ormond Primary School is a vibrant and engaging primary school in the South-Eastern Victorian Region of Victoria which is located on Bunurong Land approximately 14 kilometres from the Melbourne Central District. The school was founded in 1891. There is a current enrolment of 339 students, 154 females and 185 males from 261 families.

The multi-cultural nature of the school is a great asset, enriching the educational experiences of all students. There are 29% of students who have an additional language spoken at home. We do not have any Aboriginal or Torres Strait Islander students in the school. The Student Family Occupation and Education (SFOE) index of 0.1136 which means there is a low level of socio-educational disadvantage. We have 1 principal, 1 assistant principal, 17.0 EFT teaching staff, and 6 Education Support staff which includes 1.6 admin, 2.4 integration aides, an ES cultural aide (Korean), and 2.0 in the Out of School Hours Care program. We do not have any Aboriginal or Torres Strait Islander staff.

The school is housed in attractive and well-maintained grounds and buildings. The school's facilities include the original 1916 ground floor brick building and the double-storey 1927 building which includes well-resourced learning spaces, conference and withdrawal rooms, a staffroom, first aid area, reception and office facilities. The 2000 building comprises a large multi-purpose hall and assembly area, an Art room and four flexible classroom spaces. The 2011 building comprises a modern Library, Performing Arts area, Multimedia Studio on the ground floor and four flexible classroom spaces, atrium and wet area on the first floor. Four portable classrooms accommodate four teaching spaces. In 2020, the school underwent a major refurbishment and capital works project. This included a new STEAM centre where students experience coding, robotics, engineering, science and mathematically rich tasks. The new STEAM centre opens out to our garden beds and outdoor seated learning space.

Ormond Primary School is committed to providing a nurturing and stimulating environment which allows all children to be challenged, guided, and engaged in their learning. As a well-connected community, Ormond Primary School aspires for all children to develop a love of learning and to value lifelong skills and knowledge.

The school completed the 4-year review during Term 1 and a new Strategic Plan was developed which outlines the school's learning journey for the next 4 years.

In 2023 the specialist programs included STEAM, Health & Physical Education, Visual and Performing Arts. The language other than English (LOTE) is Korean. The school community promotes and values diversity in interests, beliefs and perspectives.

Overseas students are well catered for and welcomed at our school.

Ormond PS continues to promote high academic achievement and global awareness through their inquiry learning and values educational programs. The school has a commitment to information communication technologies (ICT) and the school is well resourced. Ormond PS prides itself on encouraging students to be global citizens with a sense of belonging and responsibility to our world. The Year 6 students participate in video conferences with fellow Year 6 Korean students at Jimyo and Hyo-dong Elementary Schools situated in Daegu, South Korea.

The Before and After Care program has its own designated area and is run and managed by the school during the term and during the school vacation periods.

Our extensive student leadership program provides opportunities for many senior students to take on a variety of roles. We have a Junior School Council which assists in the promotion of student voice.

Students in Years F– 4 could participate in an intensive swimming program. The Year 5 students participate in a Surf Life Saving program and the Year 6 students enjoy kayaking lessons. Our Year 6 leaders participate in the Marine Ambassadors program.

The school has a very active parent community, particularly our Parents and Friends team. Many parents support the school through involvement in classroom programs, fundraising, sports activities, excursions, and numerous other activities. Our School Council is very supportive, and the parents on the School Council bring a variety of skills and ideas to our school community.

The percent of parent satisfaction endorsement in the Parent Opinion Survey was below the state average and the staff Opinion survey result on School Climate was below the state average.

Our school values are highly visible throughout the school and students are recognised for displaying these values both by staff and fellow students. Ormond's five core values underpin everything that is taught and demonstrated at Ormond Primary School. It is the foundation upon which our students interact, learn and mature as individuals. It is expected the whole community supports, models and promotes these values. We strive to be Accepting, Respectful & Quality Learners who demonstrate Persistence through our challenges to achieve overall Excellence. The Ormond values outline the qualities and attributes we endeavour to instil in each student. It scaffolds the life skills needed to be global citizens with the knowledge and dispositions to promote ethical, social and intercultural understanding.

At Ormond Primary School we believe that every child is unique and capable of being exceptional.

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

### Learning

#### Learning

##### School Review

During Term 1 Ormond Primary School (OPS) completed their 4 Year Improvement Cycle which culminated in our School Review. The highlights outlined in the review included a learning culture based on high expectations, the design of the physical learning environment which supported student learning, the professional learning community (PLC) training and implementation, and a strong wellbeing culture.

##### Mathematics

Throughout the year, OPS dedicated substantial efforts towards enhancing numeracy skills among our students, guided by the principles outlined in the Top 10 Numeracy framework is currently used by students in F - 2. This professional learning initiative has enabled our teaching staff to employ effective strategies to foster mathematical understanding and proficiency among our students. A development this year has been the integration of Google Slides as a tool to facilitate mathematics education, particularly among students in Year 3 to Year 6. Using technology, teachers provided interactive and engaging learning experiences, allowing students to explore mathematical concepts in innovative ways.

In line with our commitment to data-driven decision-making, we have analysed student performance data to inform our instructional planning and intervention strategies. This approach has allowed us to identify areas of strength and areas needing improvement, enabling us to tailor our teaching to better meet the needs of individual students. Our emphasis on student-centred learning has empowered students to take ownership of their mathematical journey. Through setting personalized goals and participating in student-led conferences, students have been encouraged to articulate their progress, challenges, and aspirations. This approach promotes student voice and fosters a sense of responsibility and accountability for their learning outcomes.

In Mathematics teacher judgement assessment from Years F – 6 placed our school percentage of students at or above age expected standards at 97.2% which is above similar schools, 95.1% and well above the state average of 86.4%.

Our NAPLAN results for Numeracy for students in the strong or exceeding category for Year 3 students was 91.8% which is above similar schools being 84.4% and well above the state average being 67.4%.

Our NAPLAN results for Numeracy for students in the strong or exceeding category for Year 5 students was 84.0% which is just below similar schools being 85.7% and well above the state average being 67.9%.

Overall, our school's focus on mathematics education this year has been characterized by a collaborative effort to implement evidence-based practices, integrate technology effectively, and prioritize student agency and engagement. As we continue to strive for excellence in numeracy education, we remain committed to nurturing a culture of continuous improvement and student-centred learning in Mathematics.

##### English

Throughout the academic year, our school has fostered a comprehensive English program that encompasses all aspects of literacy being writing, spelling, reading, grammar and punctuation.

Our school has continued with the SMART spelling approach, which emphasizes strategic techniques to enhance students' spelling skills. Through this method, students have been equipped with effective strategies for mastering the spelling conventions, leading to improved written communication skills across all year levels.

The Syntax Project was introduced which provided direct and explicit instruction in the writing conventions. By focusing on syntax and grammar, students have developed a deeper understanding of language structure, leading to enhanced clarity and coherence in their writing.

Our teaching staff commenced professional learning sessions on the 6+1 Traits of Writing, where they gained valuable insights into the key components of effective writing. This framework has served as a guiding tool enabling our teachers to provide targeted feedback and support to students in developing their writing skills.

To reinforce phonics skills, our school has incorporated decodable texts into the English curriculum. These texts provide students with opportunities to apply phonetic knowledge in context, fostering fluency and comprehension in reading.

Students in Years 1 and 2 have benefited from participation in the Mini-Lit program, which focuses on developing literacy skills through engaging activities and structured interventions.

A writing extension program facilitated by our tutor who was employed under the Tutor Learning Initiative provided additional support and enrichment opportunities for students seeking to develop and extend their writing and number capabilities. The tutor also assisted with reading and writing across the school.

Our Professional Learning Community (PLC) led an inquiry into writing and number collaborating to explore best practices and innovative approaches to teaching writing. This collaborative effort enhanced the implementation of effective instructional strategies tailored to meet the diverse needs of our students.

We celebrated Book Week with enthusiasm, promoting a love for reading and literacy across the school community. The class libraries have been restocked with diverse and engaging texts to further encourage reading for pleasure and to support literacy development.

In English teacher judgement assessment from Years F – 6 placed our school percentage of students at or above age expected standards at 96.5% which is above similar schools, 95.0% and well above the state average of 87.2%.

Our NAPLAN results for Reading for students in the strong or exceeding category for Year 3 students was 89.8% which is above similar schools being 84.9% and well above the state average being 69.6%.

Our NAPLAN results for Reading for students in the strong or exceeding category for Year 5 students was 85.7% which is below similar schools being 90.2% and above the state average being 76.9%.

Our NAPLAN results for Writing for students in the strong or exceeding category for Year 3 students was 90% which is the same as similar schools being 90% and above the state average being 78%.

Our NAPLAN results for Writing for students in the strong or exceeding category for Year 5 students was 88% which is the same as similar schools being 88% and above the state average being 75%.

Our school's English program has been characterized by a commitment to evidence-based practices, professional learning, and a focus on fostering literacy skills across all year levels. Through these initiatives, we continue to nurture a culture of literacy excellence and support students in becoming proficient communicators and lifelong learners.

## Wellbeing

### Wellbeing

The holistic wellbeing of our students remains a central focus, and this year has been marked by concerted efforts to foster a safe, supportive, and inclusive learning environment. We continued to prioritize the cultivation of respectful relationships among students, staff, and the broader school community. The RRRR's -Rights, Resilience and Respectful Relationships program across the school continues. This initiative has learning materials which cover 8 topics of Social and Emotional Learning. These being: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

Through ongoing dialogue, empathy-building activities, and conflict resolution strategies, we strive to create an environment where everyone feels valued, safe and respected.

This year, we began the implementation the Adam Voigt's Real Schools program, which emphasises positive behaviour support and proactive approaches to behaviour management. This program is aimed at equipping staff with effective strategies to promote positive behaviours and enhance student engagement.

Our commitment to student safety included the digital realm. We commenced the Inform and Empower Cyber Safety program to educate students about online safety, responsible on-line interactions, and strategies for dealing with cyberbullying.

We are proud to announce the completion of our Reconciliation Action Plan, which outlines our commitment to fostering reconciliation, respect, and understanding of Aboriginal and Torres Strait Islander cultures within our school community. The SRC representatives participated in the writing of an acknowledgement of country. Two were written, one by the junior students and one by the senior students.

The buddy program between Foundation and Year 5 students has continued to thrive, promoting peer support, mentorship, and a sense of belonging among our students. The Foundation students celebrated the first 100 days of school.

The Year 4 and 6 students enjoyed a memorable school camp that provided valuable opportunities for learning, growth, and bonding. The students participated in a range of outdoor activities, team-building exercises, and immersive experiences that fostered resilience, independence, and camaraderie. Our Year 3 students had an exciting Big Day Out, packed with engaging activities and adventures that allowed them to explore new interests, develop skills in a camp environment. The Big Day Out provided a fantastic opportunity for Year 3 students to bond with their peers and to enjoy camp activities. The Year 5 students had 2 big day outs, one being a visit to Sovereign Hill.

In addition to these significant outings, our students across all year levels have enjoyed a diverse range of incursions and excursions throughout the year. These experiences have enriched their learning by providing real-world contexts, hands-on learning opportunities, and exposure to different cultures, perspectives, and environments.

In Term 2, our staff completed professional learning sessions through the Safe Schools program, enhancing our understanding of LGBTQ+ inclusion, gender diversity, and creating safe and supportive environments for all students.

Students in Years 5 and 6 participated in the Inter-Relate Sexual Education program, which provided age-appropriate education on topics such as consent, healthy relationships, and puberty.

We celebrated Harmony Day with diverse cultural activities, promoting multicultural understanding and appreciation. Lunchtime clubs provided students with opportunities for social connection, relaxation, and pursuing shared interests.

We organized the Biggest Morning Tea fundraiser, supporting cancer research while fostering community spirit. We also celebrated Mother's Day and Father's Day with special activities. The community enjoyed the annual welcome picnic and soiree. The students enjoyed a school disco.

As a result of the Student Attitudes to School Survey students indicated that their 'Sense of Connectedness' in Years 4 -6 was 72.5% which was below similar schools being 79.7% and below the state average being 77.0%.

In the Managing Bullying section of the Student Attitudes to School Survey 70.0% of students in Years 4 – 6 indicated that it was managed well, which was below similar schools 76.7% and below the state average of 75.1%.

Our school's commitment to wellbeing continues through a range of proactive initiatives aimed at promoting safety, inclusion, and positive relationships. As we continue to prioritize student wellbeing, we remain dedicated to creating a nurturing environment where every student can thrive emotionally, socially, and academically.

## Engagement

### Engagement

We have been working hard to connect our students to our school and have the desire to attend school and see the benefits continued attendance brings. In 2023 our student absences were 16.2 days which is below that of similar schools, 17.0 days and below the state average 20.5 days. There was a consistent attendance rate across all year levels, which reflects a positive attitude towards school and most absences being for family holidays and illnesses. Last year's average of 16.2 days was higher than our 4-year average which was 12.7 days. This is predominantly due to students needing to take a minimum number of days off when having caught COVID and parents following DET guidance of keeping their children off school if they had any signs of COVID-like symptoms.

The teachers completed a self-evaluation (FISO) based on the areas of Leadership, Teaching and Learning, Assessment, Engagement and Support and Resources. Our student leaders developed a survey for our student population to complete to gather information on teaching and learning, wellbeing, and environment from our students' perspective. Parents had an opportunity to give their feedback and attend a parent session to give direct feedback to the Reviewers. We also appreciated the support of 2 Principals who supported this process as Challenge Partners. The Review was a positive experience which provided the opportunity for staff, students, and parents to take time to reflect and celebrate our achievements and to identify areas of improvement for the coming 4 years.

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## Financial performance

Throughout 2023 we kept within the planned budget for the year.

Our fundraising team has worked tirelessly to raise the funds to complete the new playground which is due to be completed early 2024. We received equity funding from the Department of Education which was used for additional student support along with the Tutor Learning Initiative and Disability Inclusion Tier 2 funding throughout the year.

Our budgeted expenditure for casual relief teachers/education support staff was exceeded due to the strains additional Covid -19 has placed on our teaching resources. This is reflected in our Salaries and Allowances expenditure combined with a large portion of the Support Services expenditure as well as an increase in SRP expenditure.

We continued with leases for our photocopiers and laptops. For more detailed information regarding our school please visit our website.

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

**<https://ormondps.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 339 students were enrolled at this school in 2023, 154 female and 185 male.

29 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).

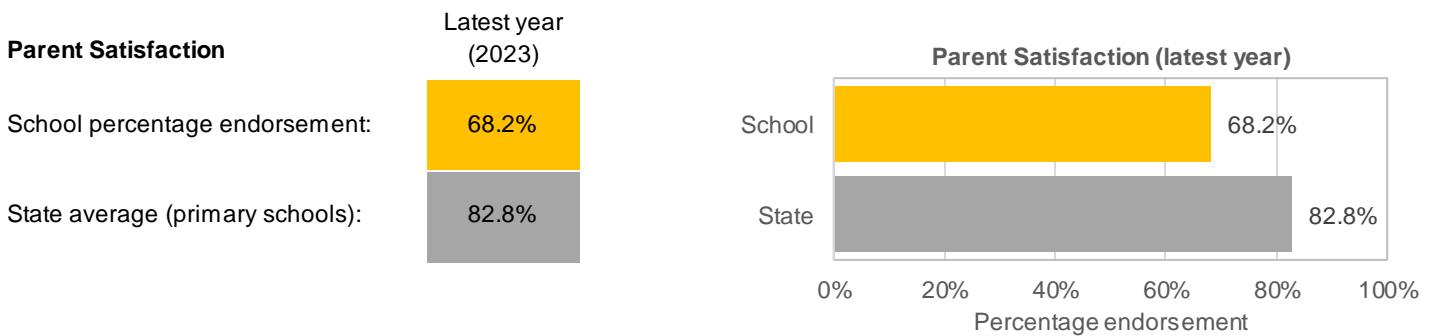
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

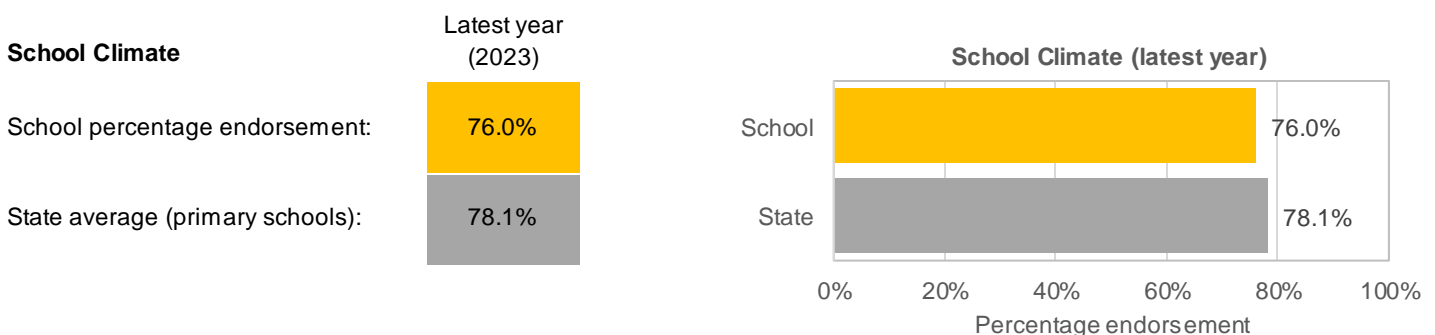


### School Staff Survey

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

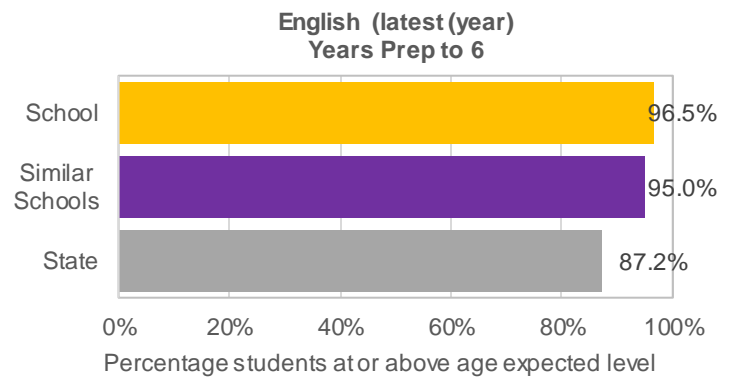
96.5%

Similar Schools average:

95.0%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

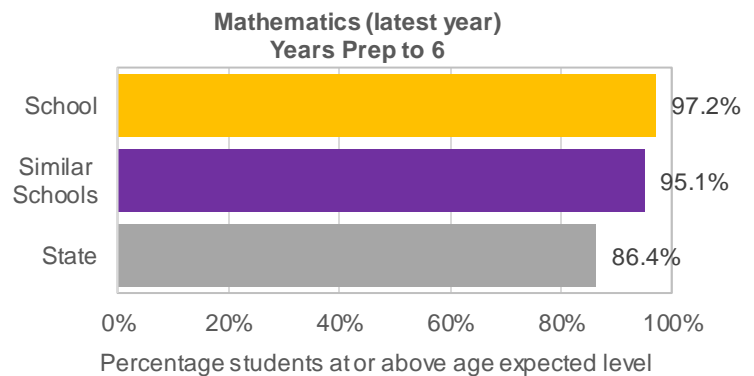
97.2%

Similar Schools average:

95.1%

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:

89.8%

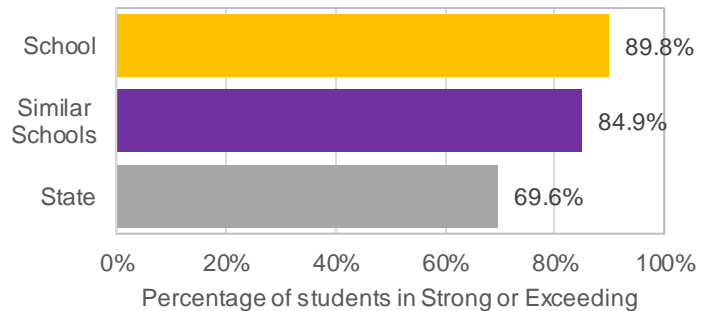
Similar Schools average:

84.9%

State average:

69.6%

NAPLAN Reading (latest year)  
Year 3



#### Reading Year 5

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

85.7%

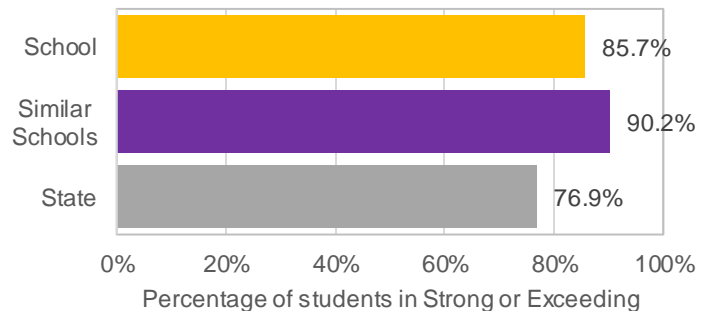
Similar Schools average:

90.2%

State average:

76.9%

NAPLAN Reading (latest year)  
Year 5



#### Numeracy Year 3

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

91.8%

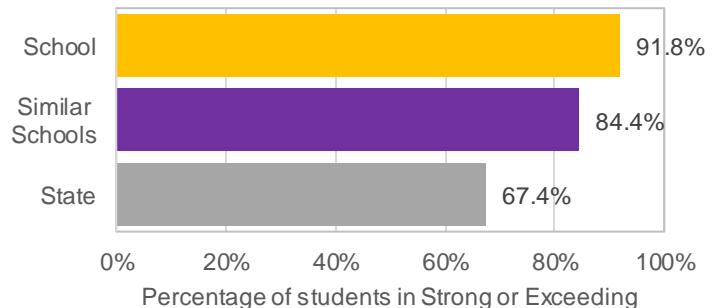
Similar Schools average:

84.4%

State average:

67.4%

NAPLAN Numeracy (latest year)  
Year 3



#### Numeracy Year 5

Latest year  
(2023)

School percentage of students in Strong or Exceeding:

84.0%

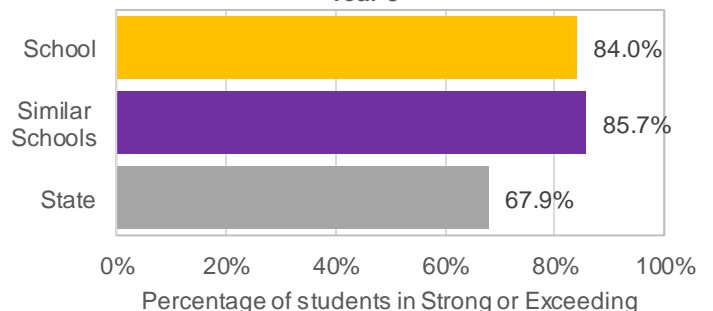
Similar Schools average:

85.7%

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:

89.8%

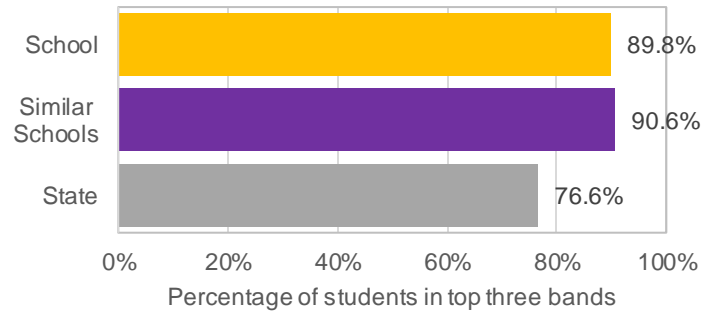
Similar Schools average:

90.6%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

88.9%

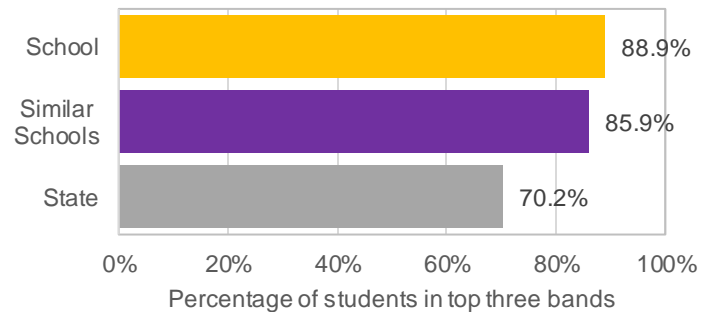
Similar Schools average:

85.9%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

82.0%

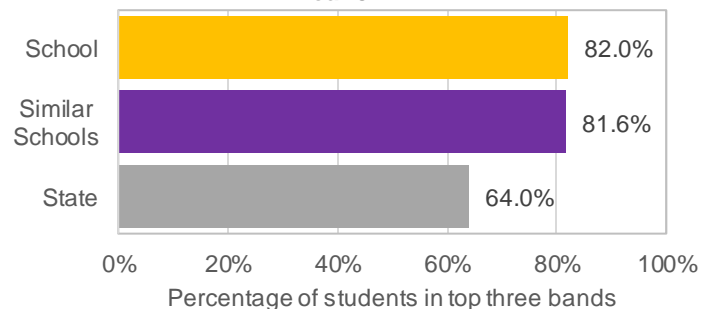
Similar Schools average:

81.6%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

75.8%

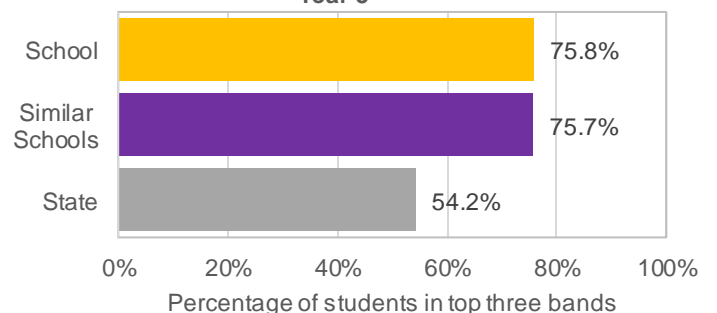
Similar Schools average:

75.7%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

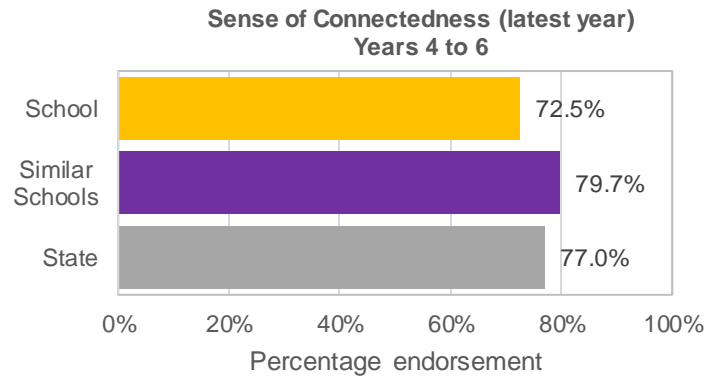
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 72.5%              | 79.7%          |
| Similar Schools average:       | 79.7%              | 80.2%          |
| State average:                 | 77.0%              | 78.5%          |

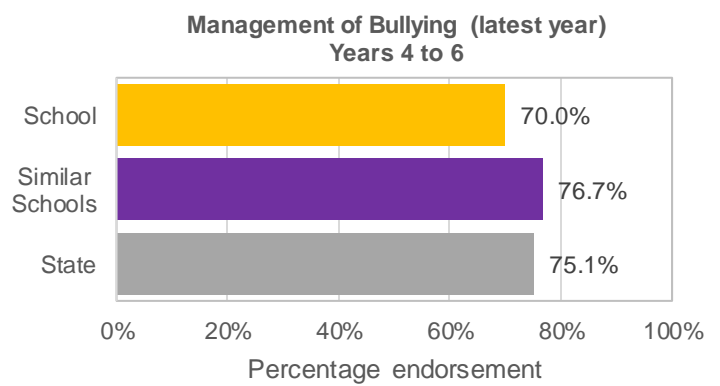


### Student Attitudes to School – Management of Bullying

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: | 70.0%              | 80.1%          |
| Similar Schools average:       | 76.7%              | 77.6%          |
| State average:                 | 75.1%              | 76.9%          |



## ENGAGEMENT

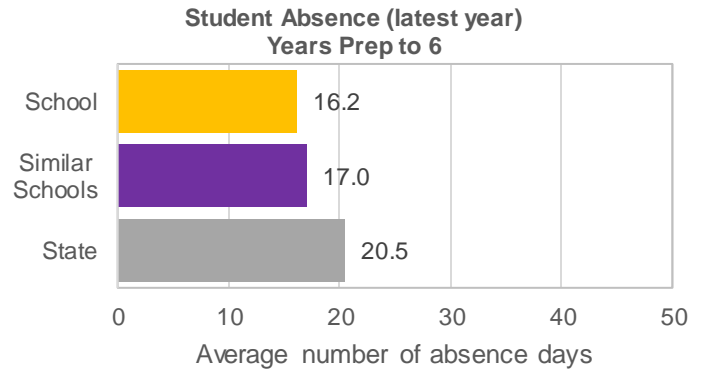
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 16.2               | 12.7           |
| Similar Schools average:               | 17.0               | 13.8           |
| 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): | 92%  | 92%    | 91%    | 93%    | 92%    | 91%    | 92%    |

# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$3,013,531        |
| Government Provided DET Grants | \$197,559          |
| Government Grants Commonwealth | \$130,393          |
| Government Grants State        | \$0                |
| Revenue Other                  | \$63,215           |
| Locally Raised Funds           | \$449,175          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$3,853,873</b> |

| Equity <sup>1</sup>                                 | Actual         |
|---|----------------|
| Equity (Social Disadvantage)                        | \$5,000        |
| Equity (Catch Up)                                   | \$0            |
| Transition Funding                                  | \$0            |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0            |
| <b>Equity Total</b>                                 | <b>\$5,000</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$3,186,813        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$215              |
| Camps/Excursions/Activities           | \$152,187          |
| Communication Costs                   | \$6,892            |
| Consumables                           | \$59,385           |
| Miscellaneous Expense <sup>3</sup>    | \$57,905           |
| Professional Development              | \$11,950           |
| Equipment/Maintenance/Hire            | \$40,445           |
| Property Services                     | \$37,799           |
| Salaries & Allowances <sup>4</sup>    | \$164,944          |
| Support Services                      | \$93,288           |
| Trading & Fundraising                 | \$120,672          |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$56               |
| Utilities                             | \$28,201           |
| <b>Total Operating Expenditure</b>    | <b>\$3,960,752</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>(\$106,879)</b> |
| <b>Asset Acquisitions</b>             | <b>\$36,720</b>    |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$752,620        |
| Official Account              | \$34,392         |
| Other Accounts                | \$43,344         |
| <b>Total Funds Available</b>  | <b>\$830,356</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$125,142        |
| Other Recurrent Expenditure                 | \$5,301          |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$29,136         |
| School Based Programs                       | \$41,401         |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$63,480         |
| Repayable to the Department                 | \$0              |
| Asset/Equipment Replacement < 12 months     | \$170,000        |
| Capital - Buildings/Grounds < 12 months     | \$0              |
| Maintenance - Buildings/Grounds < 12 months | \$390,596        |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$825,055</b> |

*All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*