**2023 Annual Report to the School Community**

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|  | |  | | --- | | * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/) * 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf). | | Attested on 01 April 2024 at 03:38 PM by Erin Norman (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 28 April 2024 at 10:48 PM by Kylie Walsh (School Council President) | |

School Name: Mitcham Primary School (2904)

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](https://nap.edu.au/naplan/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** |
| Mitcham Primary School was established in 1888 and relocated to its present site on Mitcham Road, Mitcham in 1930. The school’s tradition of educational excellence is complemented by attractively presented treed surroundings on an extensive 6-acre site in the established eastern metropolitan suburb of Mitcham in the City of Whitehorse. Mitcham Primary School is part of the Riversdale Network of Schools in the North Eastern Victoria Region. Currently, the school has a population of 508 students in 2024.   Mitcham Primary School's vision is to foster the development of students as 'Thinkers, Learners, Leaders' and to create a passionate learning community that inspires, challenges, and supports, all students to achieve their personal best and make a positive contribution to the world in which they live. We believe that our school values of Respect, Resilience, Kindness, and Love of Learning, provide a basis for actions and decision-making within the school and beyond, as well as giving all members of our school community, shared expectations.  Our school teaching and learning focus is to: -encourage children to become life-long learners who see learning as engaging and critical to their development. -foster the natural curiosity of children by encouraging inquiry and independence. -develop critical and analytical thinking through problem-solving and decision-making activities. -enhance creativity through open-ended activities involving the manipulation of materials and ideas.  -develop student leadership and team skills by encouraging tolerance, respect, and co-operation, in a multi-cultural context. -achieve high standards in all learning areas. -prepare students to make a positive contribution as thinking participants in society. -prepare children to be resilient in embracing ongoing change.  The school populace continues to be extremely diverse with 32 community languages spoken in community families’ homes, with approximately 30% of students speaking a language other than English at home.  We have 1 principal, 2 assistant principals, 30 teaching staff members (24 FTE), one business manager, two office administration staff, and seven education student support staff (Integration, MiniLit coordinator, and Librarian Technician).  Mitcham Primary School teachers work in level teams to analyse student data and to plan programs that meet the needs of all the students in their cohort. Technology is integrated into the learning environment and the comprehensive one-to-one program operating from Grade 3-6 in the school gives our students the opportunity to develop and demonstrate the knowledge, skills, practices, and attitudes necessary for students to be engaged 21st-century citizens capable of shaping our future. There is a strong Robotics program focus and coding is taught formally. A broad range of specialist and extra-curricular programs are offered across the school. STEM, Visual Arts, Performing Arts, Physical Education, Auslan and Indonesian (LOTE), and Library are the school’s F-6 specialist provisions.   Mitcham Primary School provides students from non-English speaking backgrounds and international students with a high-quality education and a genuine opportunity to succeed, we employ an EAL teacher and offer multiple literacy support opportunities to all our students. Mitcham Primary School belongs to a group of accredited Primary and Secondary schools, each acknowledged for offering a diverse curriculum and innovative teaching practices, catering to the needs of international students.  In 2022 staff, students and parents contributed to the School Self-Assessment and the future direction in the School Strategic Plan 2022-2026 for the school review, culminating in three school goals for the next four years: - To maximise students’ learning growth and achievement - To improve student voice and agency - To maximise the wellbeing of all students.  Parent engagement is high and community involvement is valued at Mitcham Primary School, we have an active school council, and parents are involved in a variety of different aspects of school life including classroom helpers, assisting with sports teams, and fundraising activities. The school’s website, Facebook page, fortnightly newsletters, and use of the Compass student management system provide rich and informed communication and information. Parent input via surveys and consultation is ongoing. There is a commitment to continuously improving the physical learning environment for students both indoors and outdoors.  The school has 23 classes (including five Montessori classes).  The classes are housed in three main classroom blocks and there are standalone facilities including our Art Room, Multi-Purpose Room, Music Room, Performing Arts Centre, and two Modular 5 classrooms. The school has made several improvements to the facilities in recent years including the construction of an outdoor classroom and vegetable garden, the total refurbishment of our Performing Arts classroom, the creation of a 'Maker Space' Learning Centre which is used for STEM lessons and activities, including wood technology, science, cooking, and digital technology, synthetic resurfacing of our basketball and netball courts and the refurbishment of our reception and administration office.Student voice is particularly important at Mitcham Primary School. Our students fulfill a variety of leadership roles through Junior School Council (JSC), School Captains, House Captains, Specialist Leaders, and Peer Mediators. Through these roles, students build a sense of school pride and belonging and are able to guide school improvement and make contributions to the wider community through charities. Our students are invited to participate in extra-curricular activities during and outside of school hours, including sports events, a huge variety of lunchtime activity clubs, including a young author's club, book club, gardening club, dance club, choir, and robotics, as well as dance, chess, sport, and instrumental music programs offered by external providers. The school also supports an Out of School Hours Care program, including holiday programs, run by TheirCare. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| Our school culture is one of high expectations, and continuous improvement of student and teacher learning is ingrained. We are very pleased with the progress we have made in working toward our achievement goals and key improvement strategies. We facilitated several Literacy and Numeracy professional development activities for staff, these included training two additional staff in the Department of Education Victorian Academy of Educational Leadership ‘Teacher Excellence Program’, training seven staff in the Victorian Academy of Educational Leadership and Harvard Graduate School of Education ‘Data Wise’ program, all school staff participated in multiple workshops with Literacy coach Lisa Keskinen, Mathematics coaches Michael Ymer and Peter Sullivan, staff engaged in Positive Education Psychology approaches to Social and Emotional Learning, and ongoing phonics training in THRASS for all staff members. Professional Learning Communities (PLCs) were maintained to focus on student learning growth. Progress was shared at leadership meetings, using relevant data sets to identify students requiring specific learning support through the Tutor Learning Initiative (TLI) and other learning intervention programs.Student results based upon Teacher Judgement place 92.5% of our students at or above the expected level in English and 90.2% of our students at or above the expected level in Mathematics. 2023 NAPLAN data for Reading placed 91.2% of Mitcham Primary School Year 5 students in the top 2 bands for Reading and 81.3% of Mitcham Primary School Year 3 students in the top 2 bands for Reading. 2023 NAPLAN data for Mathematics placed 71.2% of Mitcham Primary School Year 5 students in the top 2 bands for Mathematics and 82.9% of Mitcham Primary School Year 3 students in the top 2 bands for Mathematics.We completed whole school moderation of student work in Writing as well as whole school moderation of Maths tasks, and insights learned from this supported differentiation within the classrooms. Collaborative team planning was strong, and our teams functioned with exceptional collaboration and precision, as evidenced in planning documents, communications, and team meeting minutes.  Teachers focused on formative assessment and worked extremely hard to provide timely and personalised feedback on the success criteria for students' learning tasks. This was done in multiple forms, including verbal feedback, written feedback, and small focus group feedback sessions. In 2023 we continued Tutor Learning Initiative sessions in Literacy and MiniLit classes for students needing literacy/reading intervention. We also had students continue extension activities in Mathematics and participate in the Victorian High Ability Practice groups for Mathematics throughout 2023.  The Tutor Learning Initiative (TLI) continued to be implemented to meet students’ individual learning needs and four cycles were completed successfully, with improved outcomes. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.  In 2024 we will continue to provide differentiated teaching and learning plans, personalised and timely feedback to students. Moderation of student work will be a priority in 2024, achieving this priority will be assisted by our ongoing participation in and commitment to the effective implementation of PLCs and the Harvard Data Wise Framework. In 2024 we will continue to run the Tutor Learning Program, the MiniLit and MacqLit literacy intervention programs, and Mathematics and Literacy extension opportunities such as The Young Author's Club and the Victorian High Ability Program. |
| Wellbeing |
| During 2023 staff completed professional learning in the Zones of Regulation, School Wide Positive Behaviour Support (SWPBS), mindfulness, emotional literacy, and restorative practices. Images and language are workshopped with students and are present in all classrooms. We have also developed a whole school acknowledgment system (Mitch-Coin) for the demonstration of our school values. These practices provide Mitcham Primary School with a common language to encourage self-regulation and commitment to our school values.We continue to implement 'Mitcham Mates' - a whole school vertical house activity group for students to meet up to three times per term in multi-aged groups to play games or problem-solve together. The aim is to encourage a sense of community and connectedness among students. The school delivers the Rights, Resilience, and Respectful Relationships program and offers a wide range of lunchtime activity clubs for our students with at least three running per day.The teaching of the mandatory Victorian Rights Resilience and Respectful Relationships curriculum along with our commitment to School Wide Positive Behaviour Support (SWPBS) ensures that a consistent vocabulary and expectations for both behaviour and positive mental health are used by teachers and students across the school.SWPBS and the Wellbeing Curriculum Team meetings were a platform to refocus staff on the Health and Wellbeing Education Scope and Sequence from Foundation to Level 6. They also provided an opportunity to share resources and the implementation of ideas. During each meeting, year levels reported back on what they were explicitly teaching, and resources were shared for other teams to access. All teams are explicitly delivering a Health and Wellbeing Education Scope and Sequence.Student Sense of Connectedness in years 4 - 6 in 2023 was assessed at 72.4% positive endorsement. 2023 results in student positive endorsement for the Management of Bullying sit at 71.7%. After analysis of the Attitude to School Survey, AToSS, the curriculum team developed an improvement cycle focusing on teacher concern due to the percentage being slightly below state. The Year 5/6 teams have begun using the 'youhue' app to do a weekly wellbeing check-in and to track student data. Class Meetings were discussed as a vehicle to allow student voice in classrooms and give teachers an opportunity to check in with students. This has been included as part of the 2024 AIP and will attempt to address the ‘sense of connectedness’ and ‘teacher concern’ data in the AToSS. Throughout the year a school-wide set of expected behaviours (school matrix) that are aligned with the school’s values was created and is consistently referenced across the school. This Positive Behaviour Expectation Framework also refelcts our restorative practice philosophy as well as an emphasis on connectedness with students.During 2023 external agencies such as Anglicare, Kids Hope, Food Bank and Orange Door also supported the school. We trained staff in and ran EACH's 'Treehouse' social and emotional learning program for junior school students, and for senior students the 'Cool Guys' and ‘Girlosophy’ programs with the support of Whitehorse Council, in an effort to build resilience and self-regulation strategies in senior school students. |
| Engagement |
| We are proud of the school culture at Mitcham Primary School that is built upon our school values and Wellbeing Programs. With the continual focus on Programs such as RRRR, Mitcham Mates and SWPBS, we helped to provide the vocabulary and process for students to feel comfortable to seek help if needed. There was a whole school focus on the promotion of the school’s values and expected behaviours using the matrixes to help foster an inclusive environment and effective engagement in learning. As a school, we prioritised community building events, and extra-curricular opportunities. Whole school assemblies, camps, excursions, and incursions operated across all levels. Junior School Council and Student Leaders were involved in decision making across the school and were excited to participate in leading assemblies, special sports days, and community evenings. The Peer Mediation Leaders were trained and present in the playground to assist with minor friendship issues. Two experienced tutors worked with data sets and the School Improvement Team to deliver a program using the Tutor Learning Initiative to ensure all students felt successful in their learning. The tutors planned closely with the classroom teachers, the EAL teachers and the Literacy Intervention teachers to ensure that all students had the opportunity to achieve at their zone of proximal development. The Performing Arts, STEM, LOTE, Visual Arts and Physical Education Program continued to deliver opportunities for students to engage authentically in the various curriculum areas, and a priority was also placed on fitness with all classes receiving an extra 50-minute Sport session per week. Our EAL coordinator continued to provide improved communication with parents of EAL families, which resulted in stronger connections between school and home.Student engagement is measured in Student Absence Data. In 2023, the school average number of absence days was 18.6 compared to similar schools at 18.5 and state 20.5 days. The School Improvement Team investigated the absences from school. The common reasons for non-attendance included illness, and extended family holidays, mostly due to many families taking the opportunity to visit family overseas that they had not seen since before the COVID pandemic. Ongoing newsletter entries highlighting the importance of regular attendance will continue to be published in 2024. |
| **Other highlights from the school year** |
| A key school community highlight was the engagement of the school community on different levels, and in different ways throughout 2023. Community events such as Harmony Day evening celebrations; end-of-year community evening; Prep Mother's Day morning; our school production; parent information evenings; garden parties (working bees); athletics and cross-country carnivals and the fathering project nights were well attended by the school community.Parents supported their children to participate in extra-curricular activities outside school hours including the school production ‘The Little Mermaid’, choir, string orchestra, rock band, chess club, the breakfast club (60+ students attend), and snack and study.In 2023 the school held four significant whole-school events that were well attended by the school community. Harmony evening saw in excess of 600 students and community members attend. In 2023 the Grade 5/6 students worked tirelessly with our Performing Arts teacher to prepare and perform over two nights ‘The Little Mermaid’. Students participation in the production was not limited to being on stage, hours and hours of work went into the design and building of sets, sewing of costumes and development of lighting and sound plans, MPS parents were exceptionally generous with donating their time and skills to ensuring ‘The Little Mermais’ was an outstanding success.  Grandparent and special person morning during Education Week welcomed more 400 visitors and our termly Fathering Project events, the school welcomed on average over 250 fathers and father figures for these fun-filled nights.The school had over 150 parents complete online volunteer helper training in 2023. Volunteers helped in the classroom and supported a range of school activities consistently throughout the year. The support for school events and activities helped to enhance a strong community feeling, promote social inclusion and a sense of connectedness for students. Parent support for school activities and their willingness to take on volunteer duties, especially in the classroom, gave them valuable opportunities to engage with their children's learning. The follow-on result was that students were more engaged in their learning, and they felt a greater sense of pride in their achievements.In collaboration with Mullauna Secondary College, Mitcham Primary School was chosen to participate in a Campfire Conversation. The purpose behind this event was to improve self-determination in education for indigenous students at our school and within the education system. The whole school was involved in a day of celebration and recognition of our Indigenous people, culminating in a traditional smoking ceremony and Welcome to Country facilitated by an Indigenous elder from the Mullum Mullum Indigenous Group. We ran a separate event in the afternoon for our Koorie families. This was a significant event and a turning point for our school. Mitcham Primary School continues to run Campfire events for our students and their families. |
| **Financial performance** |
| Mitcham Primary School performed well financially in 2023 with student and staff numbers remaining stable. Our financial position has ensured that the program budgets continue to be well catered for with a large focus on upgrading school facilities including new classroom furniture, replacing flooring in various areas around the school, upgrading lighting, painting internal walls, and developing the grounds. All upgrades support providing a safe and accessible learning environment for our entire school community.The financial management practices adhered to enable the optimal use of school funds for the benefit of the school community. All funds received from the Department of Education or raised by the school including external hiring of our facilities, have been expended or committed to subsequent years in alignment with the School's Strategic Plan goals and students’ outcomes. Equity and Targeted Initiative Program funding were fully expended with student achievement outcomes reflecting this financial output, equity funding was used to employ staff to provide support and intervention to students. The funds held in surplus are accounted for in the 2024 Financial Committment Summary and will continue to extend educational outcomes together with further improvements to develop the buildings, grounds, and facilities. 2024 will see significant capital works in the maintenance and improvement of existing facilities including, but not limited to the internal refurbishment of the Art room, plumbing works, a bike shelter, new school signage and the replacement of floor coverings. |
| **For more detailed information regarding our school please visit our website at <https://www.mitcham.ps.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 504 students were enrolled at this school in 2023, 242 female and 262 male.

28 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school’s socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

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

This school’s SFOE band value is: Low

Parent Satisfaction Summary

The 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.

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| **Parent Satisfaction** | Latest year (2023) |
| School percentage endorsement: | 69.4% |
| State average (primary schools): | 82.8% |

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.

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| **School Climate** | Latest year (2023) |
| School percentage endorsement: | 83.0% |
| State average (primary schools): | 78.1% |

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.

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| **English**  **Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 92.5% |
| Similar Schools average: | 92.3% |
| State average: | 87.2% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 90.2% |
| Similar Schools average: | 92.2% |
| 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.

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| **Reading**  **Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 81.4% |
| Similar Schools average: | 80.8% |
| State average: | 69.6% |

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| **Reading**  **Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 91.2% |
| Similar Schools average: | 86.8% |
| State average: | 76.9% |

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| **Numeracy**  **Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 82.9% |
| Similar Schools average: | 79.7% |
| State average: | 67.4% |

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| **Numeracy**  **Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 71.2% |
| Similar Schools average: | 80.5% |
| State average: | 67.9% |

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 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.

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| **Reading**  **Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 82.1% |
| Similar Schools average: | 86.9% |
| State average: | 76.6% |

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| **Reading**  **Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 96.4% |
| Similar Schools average: | 80.5% |
| State average: | 70.2% |

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| **Numeracy**  **Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 80.4% |
| Similar Schools average: | 76.5% |
| State average: | 64.0% |

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| **Numeracy**  **Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 76.9% |
| Similar Schools average: | 66.9% |
| State average: | 54.2% |

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).

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 72.4% | 80.0% |
| Similar Schools average: | 80.2% | 80.8% |
| 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).

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 71.7% | 79.0% |
| Similar Schools average: | 77.4% | 78.0% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2023) | 4-year average |
| School average number of absence days: | 18.6 | 16.4 |
| Similar Schools average: | 18.5 | 15.3 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2023): | 92% | 90% | 90% | 90% | 92% | 91% | 89% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $4,226,562 |
| Government Provided DET Grants | $936,384 |
| Government Grants Commonwealth | $9,977 |
| Government Grants State | $1,600 |
| Revenue Other | $69,716 |
| Locally Raised Funds | $589,403 |
| Capital Grants | $0 |
| Total Operating Revenue | **$5,833,642** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $53,412 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$53,412** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $4,215,409 |
| Adjustments | $0 |
| Books & Publications | $3,040 |
| Camps/Excursions/Activities | $191,477 |
| Communication Costs | $15,647 |
| Consumables | $153,645 |
| Miscellaneous Expense 3 | $33,309 |
| Professional Development | $38,560 |
| Equipment/Maintenance/Hire | $173,012 |
| Property Services | $185,427 |
| Salaries & Allowances 4 | $339,375 |
| Support Services | $40,657 |
| Trading & Fundraising | $13,749 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $180 |
| Utilities | $31,292 |
| Total Operating Expenditure | **$5,434,777** |
| Net Operating Surplus/-Deficit | **$398,864** |
| Asset Acquisitions | **$27,914** |

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 | $1,521,282 |
| Official Account | $30,884 |
| Other Accounts | $75,448 |
| Total Funds Available | **$1,627,614** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $174,989 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $197,743 |
| School Based Programs | $71,020 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $345 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $63,210 |
| Capital - Buildings/Grounds < 12 months | $210,000 |
| Maintenance - Buildings/Grounds < 12 months | $117,000 |
| Asset/Equipment Replacement > 12 months | $20,033 |
| Capital - Buildings/Grounds > 12 months | $300,000 |
| Maintenance - Buildings/Grounds > 12 months | $270,000 |
| Total Financial Commitments | **$1,424,340** |

*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.*