

2022 Annual Report to the School Community

School Name: Dinjerra Primary School (5450)



- 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 08 April 2023 at 03:16 PM by Natalie Vulic (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 21 April 2023 at 12:24 PM by Kylie Kirk (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Dinjerra Primary School is a small school, 12 kilometres west from the Melbourne Central Business District. The school is part of the Melbourne and Maribyrnong Network, and has undergone various merges and name changes over the years, since its inaugural year in 1953 as Tottenham North State School.

The buildings include an administration, junior and middle school building, as well as a Building Educational Reform (BER) building which houses the upper school, before and after school care and school library, plus a specialists building and multi-purpose room. In 2019, The administration, junior and middle and specialists buildings were part of a \$7.4 million upgrade from the Victorian School Building Authority.

The grounds are spacious, comprising of a quadrangle space and oval space. The quadrangle space is the centre piece of the buildings, covered with shade sails and laid with synthetic turf, and is surrounded by two pergolas and a vegetable garden. The oval space houses a soccer and basketball court, running track, natural grass space, two gaga pits and a playground.

Enrolments have been slightly increasing over the past few years, with the total enrolments for 2022 rising to 159 students, comprising of 77 female and 82 male students. 2022 was the first year that the class structure moved to straight grades, which has allowed greater precision of teaching, learning and differentiation practices at each year level.

The Specialists classes are Art, Physical Education and Spanish for LOTE (Language Other Than English). 51% of students have English as an Additional Language (EAL) and 3% are of Aboriginal or Torres Strait Islander heritage.

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. Dinjerra Primary School's SFOE band value is High.

The school provides learning informed by the Victorian Curriculum. An Out Of School Hours Care service is provided through Kelly Club, which provides before and after school care for up to approximately 20 students per day.

VISION AND VALUES:

Over the 2023 school year, the school undertook the process of a 'Future Search', which was co-facilitated by an educational consultant. This process sought to reflect on the past and plan for the future, by honouring the history of Dinjerra PS, landscaping the future context and then co-building an inspiring future for Dinjerra students. This journey involved all stakeholders of Dinjerra, including students, families, staff and the wider community, and took many forms such as forums, presentations, learning experiences and a curriculum day. The result was a revised moral purpose, mission, vision, motto and school values. The motto, 'powerful learning for empowered lives' and the revised school values were launched to the community in late Term 4. They are:

LEARNING:

- for Success
- with Optimism
- as an Adventure
- as a Responsibility

The four values make the acronym SOAR. The values will be further unpacked in 2023, when the students undertake learning in the LET'S SOAR Concept Curriculum Unit in Term 1. This will include redeveloping our School Wide Positive Behaviours Matrix, underpinned by the revised values.

STAFFING PROFILE

The staffing profile of Dinjerra Primary School includes a principal and assistant principal, one full time learning specialist with a 0.6 classroom teaching load and a 0.4 time fraction focus on building practice excellence, in predominantly a coaching role. There are 11 classroom and specialists teachers across 8 classrooms and the specialists programs. There are 6 classroom Education Support (ES) staff, 2 office administration Education Support staff and 1 Wellbeing Education Support staff member.

The school is organisationally structured as a Professional Learning Community (PLC), with collaborative team leaders across Grade Prep, 1/2, 3/4, 5/6 and Specialists. The Collaborative Teams meet weekly to analyse and respond to student data, engage in professional learning, and plan implement and reflect on high quality teaching and learning experiences. The School Improvement Teams (SITs) for both Literacy and Mathematics meet on a fortnightly basis to analyse whole school data and teaching and learning practices, and make plans of action to improve performance.

Progress towards strategic goals, student outcomes and student engagement

Learning

FISO 2.0 and the SCHOOL STRATEGIC PLAN (SSP) from 2022 - 2025:

The Framework for Improving Student Outcomes (FISO) 2.0 was used as a framework to identify SSP Goals for the four year period from 2022-25. These long term goals are:

GOAL 1: 2022 Priorities Goal: Support for the 2022 Priorities

GOAL 2: Instructional Practice: all students to improve their Literacy and Numeracy outcomes

GOAL 3: Guaranteed and Viable Curriculum: to provide a coherent curriculum and assessment schedule to meet the needs of all students

GOAL 4: To build leadership teams to improve student learning outcomes.

ANNUAL IMPLEMENTATION PLAN (AIP) 2022:

The Annual Implementation Plan (AIP) Key Improvement Strategies (KIS) are the annual actions that ensure the four year strategic goals are met. For 2022, these were shared Department Priorities KIS as follows:

KIS 1a. Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in Numeracy

BUILDING A GUARANTEED AND VIABLE CURRICULUM (GVC):

The staff continued on from the previous year, and collaboratively built and audited the school's Guaranteed and Viable Curriculum (GVC). This work ensures that teachers, and therefore students, have a clear understanding of the 'essential' curriculum that students need to master at each curriculum level.

In Mathematics, all Number and Algebra areas have been audited and include features such as the Essential Learnings, Learning Sequences, Proficiency Scales and Common Formative Assessments for all Number strands of Mathematics. This includes Learning Sequences for non-Number strands such as Measurement and Geometry, Statistics and Probability and Financial Mathematics. Through curriculum days and PLC Meetings, the staff also collaboratively built the Reading and Writing Essential Learnings and I Can Statements, including vertical alignment, auditing by the Leadership team. Supporting documents such as yearly overviews and pacing guides were developed by teams. Beginning stages of the Genre, Reading and Writing scope and sequence were built, influenced by the VCAA Writing Genre.

ASSESSMENT PRACTICES:

The Assessment Schedule and Assessment Tracker were revised and implemented, with a process set around consistent use by staff in uploading data when required into the Assessment Tracker. With the support of the Assessment Tracker (data sheets), staff consistently record Running Record Reading data at regular intervals.

Adequate time has been provided for teachers to create cohort and whole school SMART Goals for areas of Reading Benchmark, Reading growth, Mathematics Online Interview (MOI) Growth Points in Counting, Place Value and individual growth. This process has allowed teachers to monitor, track and intervene as necessary, to ensure that students move towards their goals of reaching benchmark and optimal growth targets. To ensure the transfer of SMART Goals into practice, the Mathematics Workshop Model now includes a Counting Routine section, where students engage in daily practice around their individual Counting goals.

COLLABORATION:

As a response to discussions and inquiries in Collaborative Teams (CTs), whole school professional learning focused on the practice of Guided Reading, including setting up a fortnightly structure. Coaching was structured around explicit instruction of the small group,

including: modelling, explicit instruction, book introduction, reading goals, observations and debrief. Staff consulted professional reading from Fountas and Pinnell, and the Literacy Toolkit, and constructed agreed upon practices for guided reading. Leadership support for teachers includes support for the Collaborative Team Leader, through the Core meetings. These are scheduled each week and support the CT leader in developing the agenda and planning ahead for the collaborative discussion. This is encouraging and developing early leadership responsibilities of the CT leader. The Leadership member also attends the entire Collaborative Team meeting, as support for both the CT leader and collaborative team in facilitating the Collaborative Team Agenda, which will ensure teams will be responsive to data, and encourage data driven discussions. Teams practised a Learning Cycle format, and this will be further structured in 2023.

CLASSROOM ENVIRONMENT:

Through the implementation of the Classroom Environment Checklist and termly schedule of Learning Walks, staff have been able to accurately pinpoint areas of need to focus on, in terms of classroom environment and instructional practice. The result has seen a more consistent classroom environment from Grade Prep to 6, including the routines around Independent Reading, Classroom Libraries and Book Boxes.

COACHING and PRACTICE:

The DPS Coaching Model has seen the focus for coaching for teachers, in the area of the Mini Lesson and Differentiation. Graduate teachers have been supported through the Career Start Initiative - Transforming the First Years of Teaching, which has included protected time to meet with their mentor. Coaching has also involved planned observational visits to classrooms to view exemplary practice. These visits are guided by the Leadership Team member, who facilitates an after-session debrief, and then follow up discussion in CT meetings.

INTERVENTION and ENRICHMENT:

TUTOR LEARNING INITIATIVE

The Intervention Team has developed and implemented a structure for intervention, which includes within class and withdrawal intervention with ES delivering a combination Letter and Sound Identification, Sounds Write and Levelled Literacy Intervention. Students identified as part of the Tutor Learning Initiative have been tracked and are making growth in their area of need. ES have continued to work with individual and groups of students.

A system has been set up whereby teachers combined with the Intervention Leader explicitly taught Sounds Write initial code sessions 3 x 30 mins per week. This has created a systematic approach to phonics spelling investigations in the Grade Prep to 2 area, and evidence of growth has been seen in individual writing samples.

For the first time, Dinjerra students have been identified for the Victorian High Achievers program for English and Mathematics, through Virtual Schools Victoria, and a group of Grade 5 students participated in online workshops in Reading and Mathematics.

LEARNING DATA

TEACHER JUDGEMENTS:

There was an increase from 2021 to 2022 in the School Percentage of students at or above age expected level from P-6 (74.6% to 84.2%). This result is above Similar Schools, and even though there has been a substantial increase, the result is still below State Average of 87.0%. The results in Mathematics are similar, with an increase from 64% in 2021 to 73.2% in 2022, being slightly below Similar Schools (75.2%) and below State Average of 85.9%.

NAPLAN:

NAPLAN results were positive at Year 5 level, with 60% of year 5 students being in the top 3 bands of Reading, compared to 56.8% at Similar Schools and 70.2% as the State Average. In Numeracy, 50% of Year 5 students were in the top 3 bands, which is above Similar Schools (39%) and close to State Average of 54.2%. This was an improvement from Dinjerra's 2021 average of 43.8%. Year 3 data did not meet the Similar Schools average for Reading or Numeracy, although the 4 year average remains higher than Similar Schools for both Reading and Numeracy.

The focus over the last few years in building high quality curriculum and practices is underway, but has not been reflected in the 2022 academic results. Dinjerra is expecting more positive results in 2023, as evidence of the school improvement initiatives that it has been implementing.

LOOKING FORWARD TO 2023:

- The theme of the actions for 2023 will be using the built Guaranteed and Viable Curriculum in planning, delivering and analysing high quality core and differentiated teaching and learning.

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- A focus on the Writing Curriculum, including practices in Writer's Notebook, Quick Writes, a focus on Writing Genre, and exploring the 6 +1 Traits of Writing.

Wellbeing

The Annual Implementation Plan (AIP) Key Improvement Strategies (KIS) are the annual actions that ensure the four year strategic goals are met. For 2022, these were shared Department Priorities KIS as follows:

KIS 1b. Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

The connection between Learning and Wellbeing was a focus for Dinjerra for 2022, with the need to develop and enhance Student Agency.

STUDENT AGENCY - GOAL SETTING:

An action of developing Student Agency in learning was the process around Goal Setting and Individual Goals. Student individual goals, based on Dinjerra's Guaranteed and Viable Curriculum (GVC) were identified and communicated to families for Semester 1 and 2 in the areas of:

- Reading - Fluency
- Reading - Comprehension
- Mathematics - Fluency (Counting)
- Mathematics - Fluency (Time)
- Personal and Social Capability (as required)

Goals were been communicated with families, and progress has been assessed and commented on in Semester Reports.

As a plan to increase student agency and engagement for Grade 5/6 students, Dinjerra engaged with GTAC (Gene Technology Access Centre) to co-design STEM focused inquiry workshops. Term 4 workshops were implemented, facilitated by GTAC teachers. This showed an improvement in engagement and motivation of 5/6 students.

GROWTH MINDSET:

The connection between Wellbeing and Learning was explored, particularly how individual learners view themselves. This is a key part of developing Student Agency and Learner Confidence. The Training my Brain - Growth Mindset Concept Curriculum unit was planned and delivered in Term 1, which saw students gain a deeper understanding in the neuroscience within the brain, and how their effort has a direct correlation with achievement.

This has resulted in a developed whole school language around:

- Level 4 Effort
- The Concept of Yet
- the Learning Pit
- Understanding that mistakes are part of the learning process.

In Semester 2, the unit was revised and incorporated into the Create the Environment for Learning (start-up) unit for the first 4 weeks of 2023.

COMMUNICATING LEARNING

SeeSaw was set up as a communication platform in order to communicate learning objectives between the classroom and home.

CASEA - CHILD and YOUTH MENTAL HEALTH SERVICE and SCHOOLS EARLY ACTION:

Over Semester 1, Dinjerra completed year two of the CASEA Program with RCH CAMHS. The program included student and parent group workshops over an 8 week period, support from RCH psychologists and professional learning for whole staff.

Whole staff professional learning for Resilience, Rights and Respectful Relationships (RRRR) was completed, including a baseline self-assessment.

Other support and engagement for vulnerable students has included:

- Breakfast Club two mornings per week

- Ardoch classroom volunteers
- Social skills groups with the Welfare Officer
- Lunchtime clubs and play plans to support students.

WELLBEING DATA

The Student Attitudes to School results have seen an improvement from last year's results in Sense of Connectedness and Management of Bullying, however these results are below both Similar Schools average and State average.

While Dinjerra's focus in the Wellbeing space has been responsive to individual and whole school needs, it has not been reflected in the 2022 results as yet.

LOOKING FORWARD TO 2023:

- The planned curriculum day to focus on Goal Setting has been postponed until March 2023. Up until then, teachers have time to work on the development of rich individual goals in the classroom in 2022, and then focus on the conference conversation, which is an integral element of goal setting and enhancing student agency.
- GTAC will continue to work with 5/6 students in co-designed workshops
- SeeSaw expectations around consistent communication of learning objectives will be scheduled for 2023.

Engagement

ATTENDANCE DATA

The average number of absence days for P-6 students were 22.8 days, which is below Similar Schools (25.5) and State Average (23.3). Although this data is below the State, there is a slight increase from the 2021 data (19.6 days). The set up of regular processes around Attendance has allowed Wellbeing and Leadership staff to track and monitor individual attendance data. Accurate recording of attendance for early departures have impacted the attendance data, and will be a focus for improvement in 2023.

ENGAGEMENT AND SCHOOL CONNECTEDNESS:

Extra curricular activities such as whole school events, celebrations of learning, a variety of incursions and excursions, have contributed to student engagement.

Other highlights from the school year

FAMILY FIESTA:

Dinjerra has continued the tradition of the 'Family Fiesta', whole school event in Term 4, which has provided an opportunity for community members to rejoice and connect, while at the same time, created a fundraising opportunity for the school. Over the year, fundraising events were held, creating a profit, which will be put towards a new junior playground area.

CAMP PROGRAM:

The Grade 5/6 students participated in a two day / one night camp to Briar's Hill, on the Mornington Peninsula. This was the first time away from home for many of Dinjerra students. The school was fortunate enough to access the Positive Start program from DET, which provided the camp and also bus transport free of charge.

Dinjerra's Camp policy and P-6 program was approved by school council, with a focus of building independence for all students from Grade Prep to 6, beginning with afternoon and evening activities, leading up to overnight camps.

Financial performance

Financially, Dinjerra ended the 2022 school year in a surplus of \$21,951.

As mentioned in the previous section, the school was able to generate \$14,000 in fundraising, which is a substantial profit, considering the size and socio economic status of the school.

Tutor Learning Initiative funding allowed the co-ordination of the Intervention program in order to provide individual support for 30 students.

Program for Students with Disabilities (PSD) funding, provided funding for students requiring support in the form of Education Support staff salaries.

GRANTS:

Dinjerra was the recipient of \$10,000 through the Queen's Jubilee Grant, which resulted in construction of a native garden. Additionally, after three attempts in previous rounds, Dinjerra was successful in its application for \$200,000, as part of the Inclusive School Fund, which will see a new inclusive playground be constructed over the 2023 school year. Dinjerra will put forward up to \$100,000 as a co-contribution for this upcoming project.

The Swimming in Schools Grant allowed Grade 1-6 students to access a discounted 9 day intensive swimming program, and also enabled the Grade Prep students to access a free 5 day intensive swimming program.

Expenditures included:

- Professional Learning:
 - educational consultants in Mathematics, in line with the DET 2022 Priority of Numeracy
 - educational consultant for the Future Search project
- Classroom Library Books and Mentor Texts:
 - High quality texts were purchased, and further purchases will be made in 2023
- Upgrade to the BER building:
 - including plastering, painting internally and externally, and external washing. Part of the project was funded through Maintenance and Minor Works Funding.
- Air conditioning systems fitted to all classrooms:
 - this cost was funded completely from school funds.

For more detailed information regarding our school please visit our website at
<https://www.dinjerra.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 159 students were enrolled at this school in 2022, 77 female and 82 male.

51 percent of students had English as an additional language and 3 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.

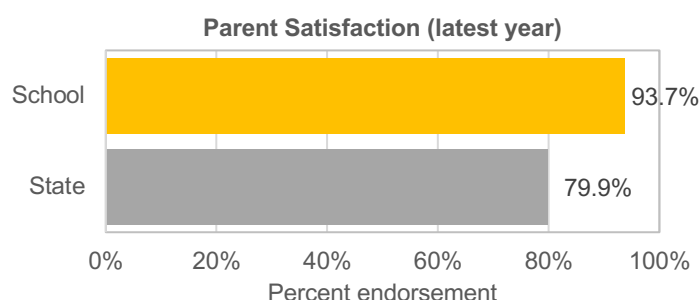
This school's SFOE band value is: High

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	93.7%
State average (primary schools):	79.9%



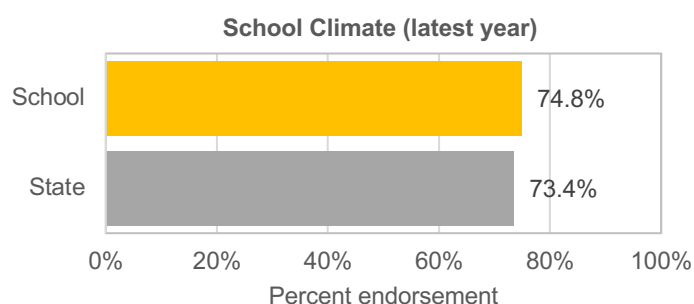
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	74.8%
State average (primary schools):	73.4%



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:

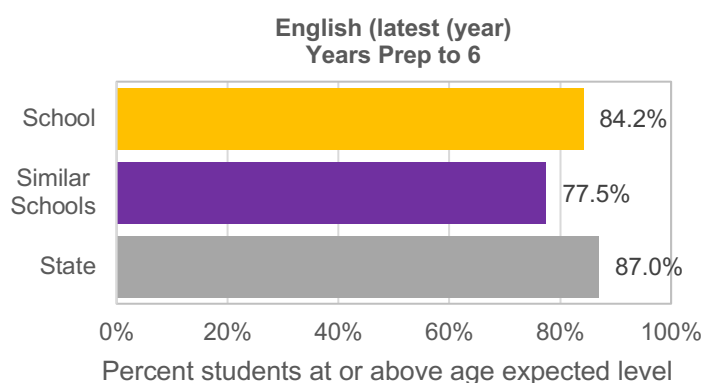
84.2%

Similar Schools average:

77.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

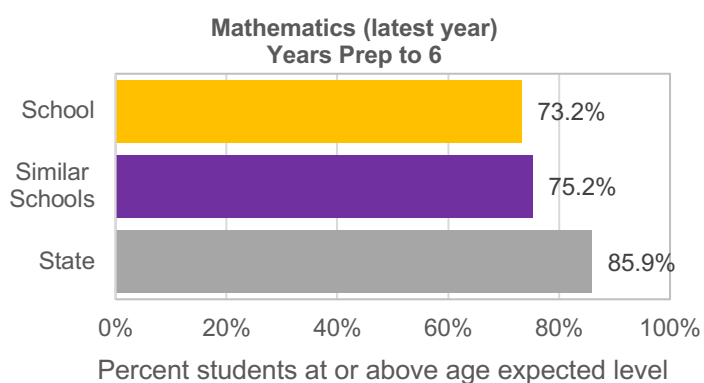
73.2%

Similar Schools average:

75.2%

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.

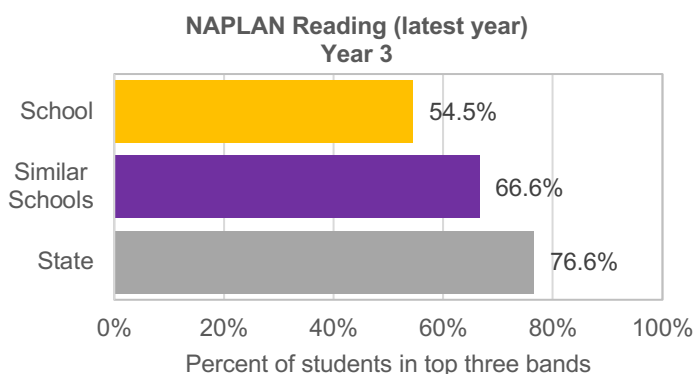
NAPLAN

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.

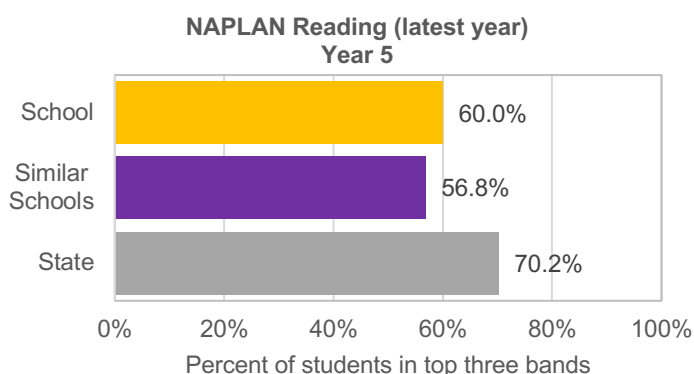
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.5%	68.9%
Similar Schools average:	66.6%	65.6%
State average:	76.6%	76.6%



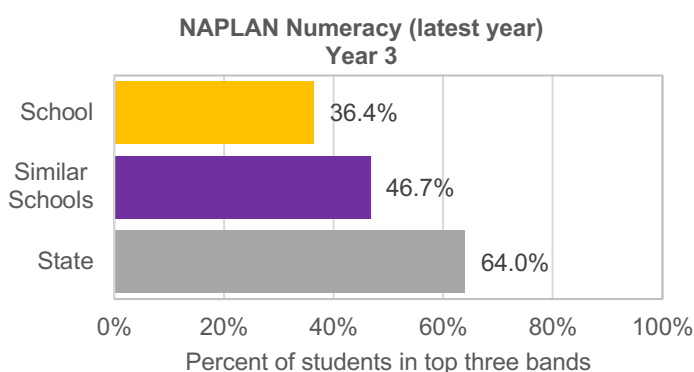
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	48.9%
Similar Schools average:	56.8%	57.2%
State average:	70.2%	69.5%



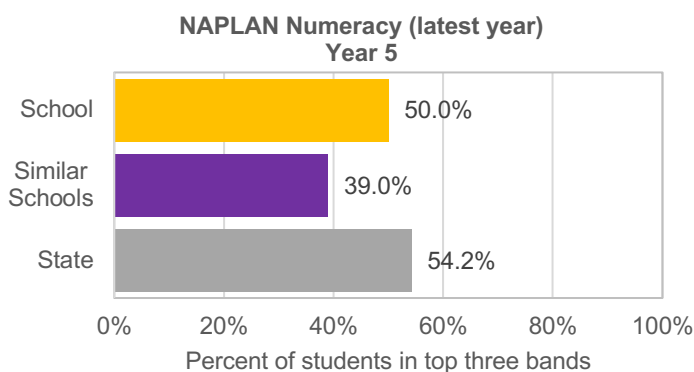
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.4%	53.3%
Similar Schools average:	46.7%	49.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	42.2%
Similar Schools average:	39.0%	43.9%
State average:	54.2%	58.8%



WELLBEING

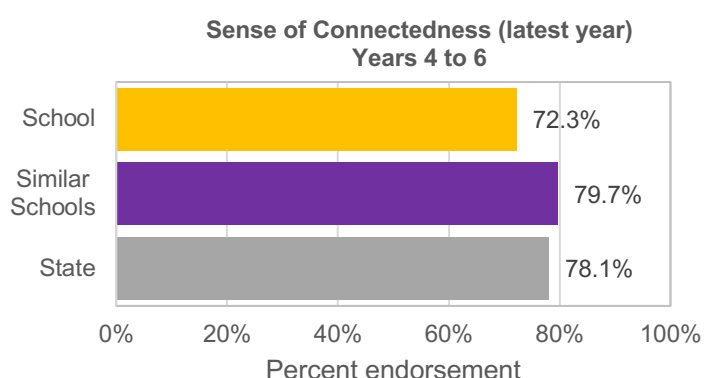
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	72.3%	74.5%
Similar Schools average:	79.7%	81.7%
State average:	78.1%	79.5%

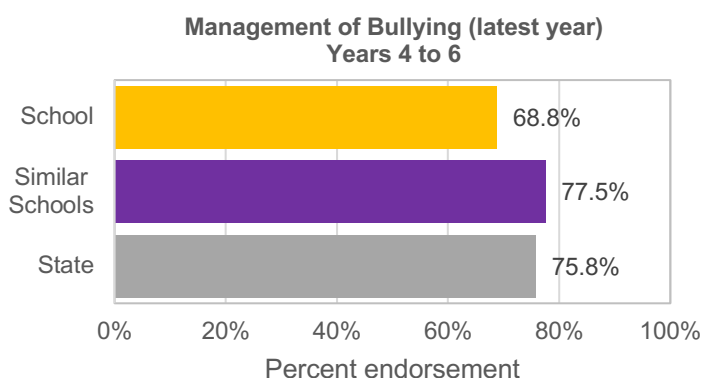


Student Attitudes to School – Management of Bullying

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:	68.8%	69.9%
Similar Schools average:	77.5%	80.1%
State average:	75.8%	78.3%



ENGAGEMENT

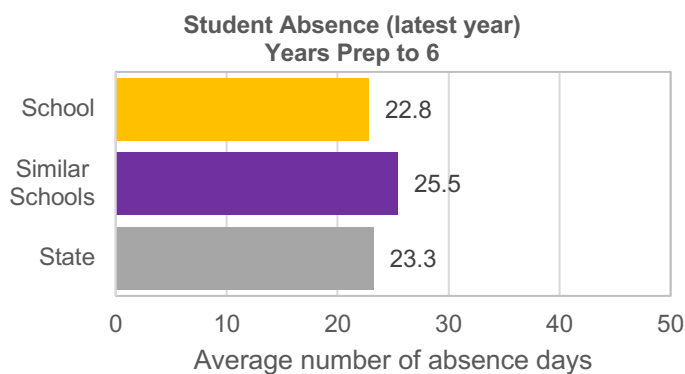
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	22.8	18.9
Similar Schools average:	25.5	20.2
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):	86%	85%	89%	91%	91%	88%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,003,629
Government Provided DET Grants	\$372,856
Government Grants Commonwealth	\$14,430
Government Grants State	\$0
Revenue Other	\$13,518
Locally Raised Funds	\$67,374
Capital Grants	\$0
Total Operating Revenue	\$2,471,807

Equity ¹	Actual
Equity (Social Disadvantage)	\$219,184
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$219,184

Expenditure	Actual
Student Resource Package ²	\$1,981,678
Adjustments	\$0
Books & Publications	\$3,694
Camps/Excursions/Activities	\$29,751
Communication Costs	\$4,238
Consumables	\$68,968
Miscellaneous Expense ³	\$6,058
Professional Development	\$4,541
Equipment/Maintenance/Hire	\$27,463
Property Services	\$92,790
Salaries & Allowances ⁴	\$30,425
Support Services	\$129,291
Trading & Fundraising	\$32,709
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,366
Total Operating Expenditure	\$2,437,972
Net Operating Surplus/-Deficit	\$33,835
Asset Acquisitions	\$25,820

(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	\$594,333
Official Account	\$13,782
Other Accounts	\$0
Total Funds Available	\$608,115

Financial Commitments	Actual
Operating Reserve	\$62,143
Other Recurrent Expenditure	\$4,149
Provision Accounts	\$0
Funds Received in Advance	\$20,518
School Based Programs	\$92,891
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$93,434
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$160,000
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$538,135

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.