

# 2023 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 \(VIT\)](#)
- 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 26 April 2024 at 05:49 PM by Natalie Vulic (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 26 April 2024 at 05:52 PM by Kylie Kirk (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

## School context

Dinjerra Primary School is a school within the Melbourne and Maribyrnong Network, and is placed 12 km west of the Melbourne CBD. The school has undergone various merges and name changes over the years, since its inaugural year in 1953 as Tottenham North State School. Student enrolments have been slightly increasing over the past few years, with the total enrolments for 2023 rising to 180 students, comprising of 89 female and 91 male students over straight P-6 grade levels.

The staff consists of 25 members, comprising of 12 teachers (some part time), including one Learning Specialist, an Intervention Leader, a dual Assistant Principal model and one Principal. Educational support staff include classroom support, a wellbeing leader, 3 administrative staff, and one contracted maintenance staff.

The school provides learning informed by the Victorian Curriculum, with a focus on personalisation through individual learning goals. 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. Dinjerra Primary School's socio-economic profile, based on families' occupations and education, is considered in the Medium band value, which represents a middle average parent education level and middle socio economic advantage. This shows a significant change, with the SFOE being recorded as High in previous years, representing high socio economic disadvantage.

The buildings include an Administration, Junior and Middle School building, as well as a Building Educational Reform (BER) building which houses the upper school, Out of School Hours Care (Kelly Club) 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, consisting of a quadrangle space and oval space. The quadrangle space is the centrepiece of the buildings, covered with shade sails and laid with synthetic turf, and is surrounded by two pergolas and a vegetable garden. Joining the quadrangle and oval space is the Native Garden, and Big Tree with surrounding decking. The oval space houses a soccer and basketball court, running track, natural grass space, two gaga pits and a playground.

### VISION AND VALUES:

The revised school values were launched to the school community in late 2022. They are:

#### LEARNING:

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

The four values make the acronym SOAR. The school mural titled 'Let's SOAR' is a representation of Dinjerra's vision for its students and its motto 'powerful learning for empowered lives'.

In Term 1, 2023, the students participated in the 'Let's SOAR' Concept Curriculum Unit, where they unpacked the newly revised values and their meanings, and redeveloped the School Wide Positive Behaviours Matrix, underpinned by the updated values and associated behaviours.

#### PROFESSIONAL LEARNING COMMUNITY

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

#### SCHOOL STRATEGIC PLAN (from 2022 - 2025):

Dinjerra PS is in the midst of implementing goals from its Strategic Plan (2022-2025). The identified School Strategic Plan Goals for the four year period from 2022-25 are: goals are:

GOAL 1: Improve learning outcomes for all students.

GOAL 2: Improve Wellbeing outcomes for all students.

The 4-year Key Improvement Strategies which activate these goal into action are:

#### LEARNING:

KIS 1a. Further develop, document and embed whole school approaches to curriculum planning, assessment and shared instructional approaches that strengthen staff capacity in the delivery of a rich and engaging curriculum.

KIS 1b. Develop the knowledge, skills and understanding of leaders to strengthen and embed effective school-wide collaborative and agreed upon structures and processes that build practice excellence.

KIS 1c. Develop a culture of personalised learning, including a whole school approach to effective differentiation, supported by a tiered response.

KIS 1d. Develop and embed a contemporary school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students.

#### WELLBEING

KIS 2a. Develop and implement a whole school approach which enables students to demonstrate authentic agency in leading their own learning.

KIS 2b. Develop and implement a comprehensive whole school approach to developing the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.

#### ANNUAL IMPLEMENTATION PLAN (AIP) 2023

The Annual Implementation Plan Key Improvement Strategies are the annual actions that ensure the four year strategic goals are met. For 2023, these were shared Department Priorities Goal and Key Improvement Strategies as follows:

**GOAL:** In 2023 we will continue to focus on student learning - with an increased focus on Numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

**KIS 1a. LEARNING:** Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in Numeracy

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

#### PROGRESS TOWARDS STRATEGIC GOALS, STUDENT OUTCOMES AND STUDENT ENGAGEMENT:

In 2023, the **Learning** focus was on continuing to build teacher capability and capacity of professional knowledge and professional practice.

This included continuing the **collaboratively building of the Dinjerra curriculum**, including Essential Learnings, 'I Can' Statements and Learning Sequences, as part of the Guaranteed and Viable Curriculum in both Literacy and Numeracy. This work has cemented the 'core' learning content to be delivered across the year in all year levels.

There was also a **focus on instructional practices**, e.g, how to plan, implement and reflect on delivering the Guaranteed and Viable Curriculum. With this work, came a focus on assessment and collaborative practices, where collaborative teams focused on building a process of how they would engage in inquiry cycles, where they assessed and moderated student learning, and planned effectively for the next steps of both core and differentiated learning.

In Literacy, the focus was on building our Writing Curriculum, including **building classroom practices** across P-6 in Writer's Notebook, Quick Writes, with a focus on Writing Genre, connected to the Concept Curriculum units. Further work was around building teacher capability in the 'Mini Lesson' section of the DPS Instructional Model, with a focus on using high quality 'mentor texts' so that students can access high quality samples from authors.

**Assessment and instructional practices** were refined, through professional learning, workshops, coaching, collaborative team inquiries and reflection, and building content knowledge in exploring the 6 +1 Traits of Writing through professional learning.

In Mathematics, **assessment and instructional practices** were refined, through professional learning, workshops, coaching, collaborative team inquiries and reflection.

Dinjerra's **coaching model continued to strengthen**, with teachers engaging in coaching facilitated by the school's instructional coach and external consultants, which involved creating goals, modelling, observing, debriefing and planning for the next steps in terms of teacher instructional practice.

The Intervention Team **continued to support students within class and withdrawal intervention in the area of Literacy**, and as a result, 35 students were targeted through the Tutor Learning Initiative and made more than 12 months growth in their learning within the year.

Once again, selected Year 5 and 6 students were identified to participate in the Victorian High Ability Program, through Virtual Schools Victoria.

#### LEARNING DATA

##### TEACHER JUDGEMENTS:

Similarly to the previous year, there was an increase from 2022 to 2023 in the School Percentage of students at or above age expected level from P-6 in English (84.2% to 85.3%). This result is above Similar Schools, and even though there has been a substantial increase, the result is still slightly below the State Average of 87.2%. The results in Mathematics are similar, with a significant increase from 2022 to 2023, with an increase from 73.2% to 82.9%, being above Similar Schools (76.2%) and slightly below State Average of 86.4%.

This data reflects the focus on teachers using the collaboratively built Guaranteed and Viable Curriculum in English and Mathematics, focusing on precise, guaranteed learning at each year level, and also the focus around teacher collaboration and assessment practices. The staff have focused on moderating student assessments, reflecting and then planning for core and differentiated learning.

The Teacher Judgement data shows that the curriculum, instruction and assessment practices are now more closely aligning to state averages.

#### NAPLAN:

NAPLAN Measurements were revised in 2023, the replacement of the top / bottom bands with 4 proficiencies: Exceeding, Strong, Developing, Needs Additional Support.

**Year 5:** As a whole, the Year 5 results were impressive, with well above averages for Similar Schools, and also or equal to State averages, being the first time that Dinjerra has achieved such results. These results were a reflection of the implementation of the strategic actions over the past few years, which positioned a core purpose of an unrelenting focus on building consistent and high quality learning experiences for all students.

In Reading, Year 5 students achieved a percentage of 82.1% sitting in Exceeding or Strong. This was far greater than Similar Schools (67.8%) and also above the State Average of 76.9%. In Numeracy, 67.9% of students were in Exceeding or Strong, with 54.4% in Similar Schools and an equal to State Average result.

**Year 3:** Year 3 data showed that for both Reading and Numeracy, the school percentage of Exceeding or Strong was well above Similar Schools average for Reading or Numeracy, however still slightly below State Average. Even though the NAPLAN measurements have changed, it was pleasing to see that the Year 3 school percentage average was well above Similar Schools, which was an improvement compared to previous years.

The focus over the last few years in building high quality curriculum and instructional practices were reflected in this year's NAPLAN results.

## Wellbeing

### WELLBEING

**WELLBEING DATA** - Similarly to the Learning data, there have been improvements in Dinjerra's Wellbeing data, as a result of consistent practices from P-6.

Dinjerra has continued to focus on building Learner Agency through individual goal setting. The school has engaged with a consultant to unpack Learner Agency, and has also reflected on staff Agency. Professional learning on the relationship between autonomy and agency has become the building blocks for staff to engage learners in being agents in their own learning through individual goal setting.

Individual Goals became more structured with 4 cycles throughout the year in Reading, Writing and Mathematics. Across Prep to 6, individual goals were selected by students and teachers, time was protected for individual conferences, where individual students would meet with classroom teachers to discuss action plans, show evidence and discuss their goals. As a by-product, this focus led to an increase in Dinjerra's SMART Goal and growth data for Reading, Counting and Place Value.

The relationship between goal setting and Growth Mindset was further embedded, with the combination of Growth Mindset learning and the Let's SOAR start up program in Term 1. Consistency in each classroom with unpacking Growth Mindset and using technical vocabulary is evident, which has a direct correlation with Learner Confidence, and the ability for students to set individual goals, take action and reflect on their learning.

The Let's SOAR concept curriculum unit that was collaboratively planned and implemented in Term1 of 2023, saw both students and staff unpack our revised school values and create classroom agreements. This all informed the collaboratively built School Wide Positive Behaviours Matrix, which focused on positive behaviour underpinned by our values In the Classroom, Outside the Classroom, and In the Virtual World. This allowed for greater consistency across the school with both students and staff using consistent vocabulary in positively framed language. This focus contributed to the positive results and increase in the Student Attitudes to School data of Sense of Connectedness, with a percentage of 86.9%, above both State Average of 77% and Similar Schools at 78.4%. This was also an increase from 2022 data (68.4%).

Dinjerra has continued to build on its Inclusive Practices, with a professional learning focus on the new DET initiative. Dinjerra has also benefited from the support of an Inclusion Outreach Coach (IOC) to support teachers and education support staff in Tier 1 Inclusive Practices.

There have been more avenues for Student Agency, particularly in Grade 5 /6, with the partnership with GTAC (Gene Technology Access Centre), where the students have co-designed 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, with Stimulated Learning



improving from 60.5% in 2022 to 87.9% in 2023. As a result of Dinjerra's focus on Agency, Dinjerra's Student Voice and Agency data increased from 54% in 2022, to 80% in 2023.

Management of Bullying also increased from 69% in 2022, and is now at 83.8%, above both State Average and Similar Schools, and improving on the 4 year average (74.9%), which Dinjerra sees as a direct correlation with the creation and unpacking of behaviours in the School Wide Positive Behaviours Matrix.

## Engagement

### ENGAGEMENT

Attendance Data: The average number of absence days for P-6 students improved from 2022 (22.8 days) to 19.8 days. This was below both Similar Schools (23.5) and State Average (20.5).

Dinjerra's 4 year average for attendance is 19.6 days, which is lower than Similar Schools (21.5), but slightly above State Average (18.1 days). Accurate recording of attendance for early departures has been a focus in 2023, and this aligned practice has seen an improvement in results.

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

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## Other highlights from the school year

### OTHER HIGHLIGHTS FROM THE SCHOOL YEAR

#### FAMILY FIESTA:

Dinjerra has continued the tradition of the 'Family Fiesta', a 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 revised Camp Program was implemented in 2023, with the Prep and 1 students experiencing an afternoon / evening activity at school with booked entertainment.

The Grade 2 cohort experienced their first Sleepover at school, whilst the 3/4 students participated in a 2 day / 1 night camp with team building and adventure activities at Briar's Hill in 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.

A highlight for Grade 5/6 students was the 3 day / 2 night camp at Urban Camp in Parkville, with the students exploring the City of Melbourne with a range of experiences.

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## Financial performance

Financially, Dinjerra ended the 2023 school year in a surplus of \$32,026.

As mentioned in the previous section, the school was able to generate \$13,500 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 35 students.

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

#### GRANTS:

The VSBA project for the Inclusive School Fund began, with a \$200,000 grant for an inclusive playground, with a completion date of early 2024. Dinjerra put forward \$34,400 as a co-contribution for this project.

The Swimming in Schools Grant allowed Grade 2-6 students to access a discounted 9 day intensive swimming program, and also enabled the Grade Prep and 1 students to access a free 8 day intensive swimming program.

The raised funds from 2022's fundraising efforts contributed to the installation of a junior playground space.

#### Expenditures included:

- Professional Learning:

- educational consultants in Mathematics, in line with the DET 2023 Priority of Numeracy
  - educational consultant for professional learning in Learner Agency / PERMAH
- Classroom Library Books and Mentor Texts:
  - High quality texts were purchased and have been housed in a staff Mentor Text library
  - Upgrade to the BER building: carpeting (\$31,200)
- Air conditioning systems fitted to the remaining classrooms, including the multi-purpose room and Kelly Club, Out of Schools Hours Care - this cost (\$13,175) 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 180 students were enrolled at this school in 2023, 89 female and 91 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).

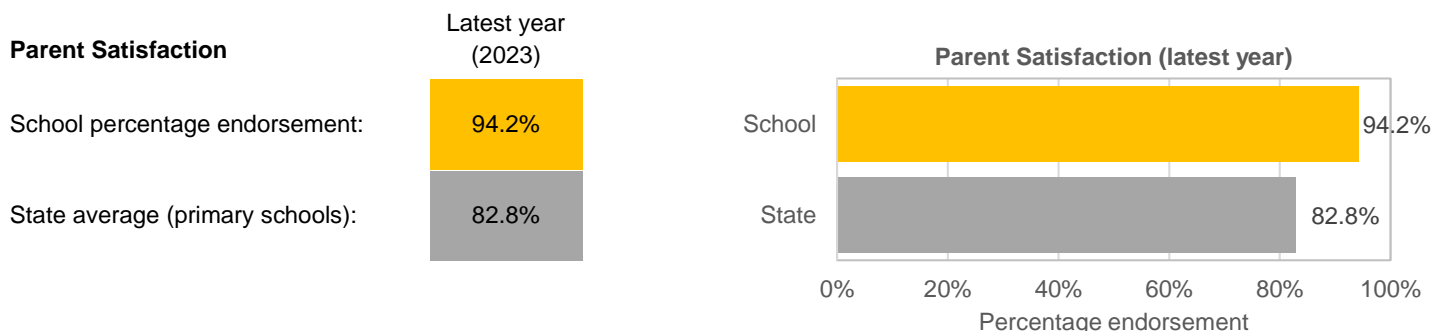
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### 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.

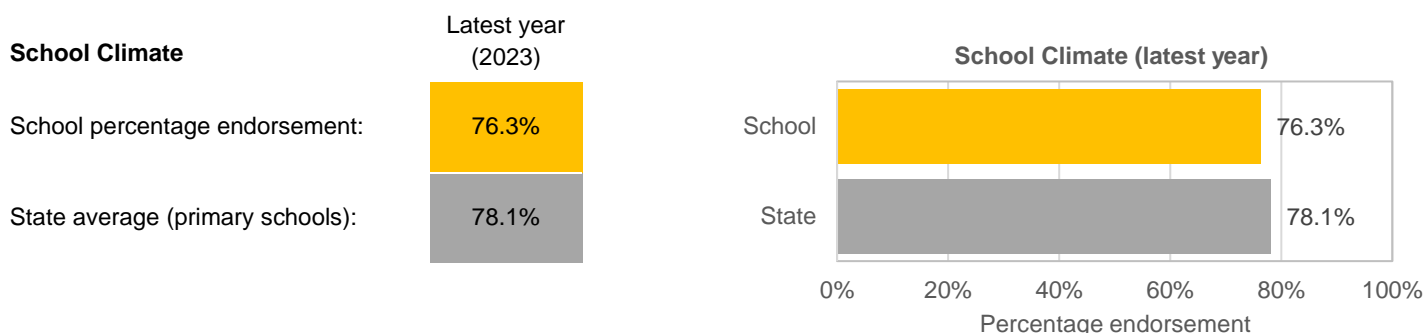


### School Staff Survey

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:

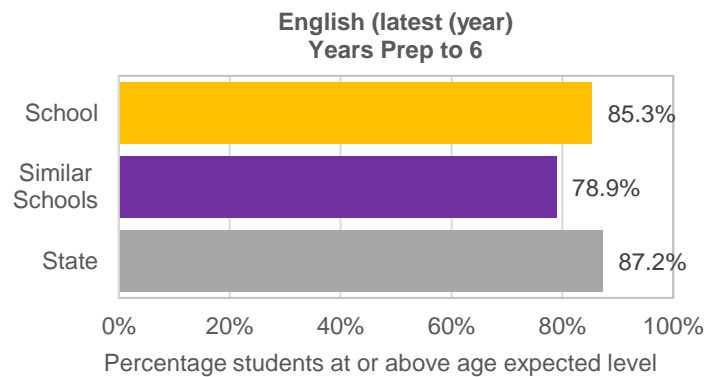
85.3%

Similar Schools average:

78.9%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

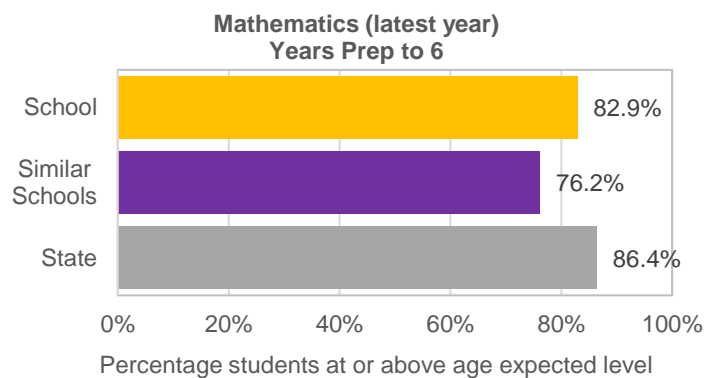
82.9%

Similar Schools average:

76.2%

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.

#### Reading Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

64.3%

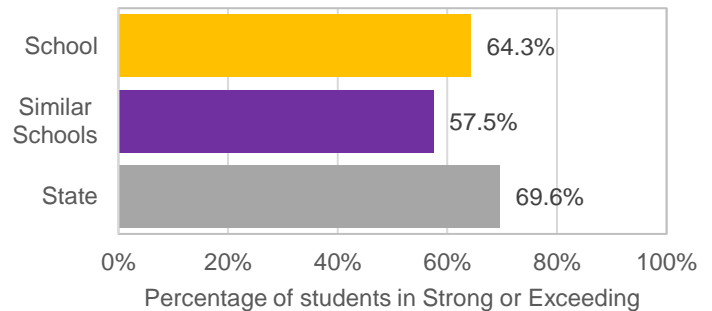
Similar Schools average:

57.5%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

82.1%

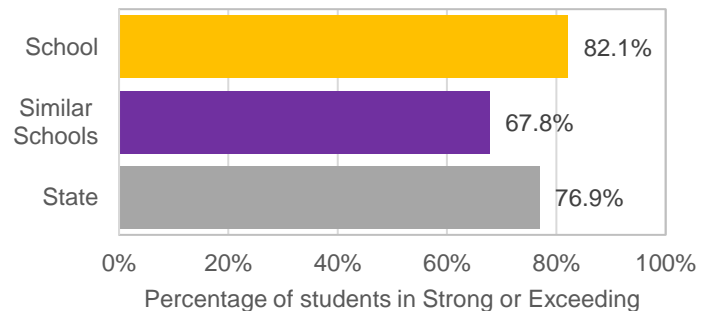
Similar Schools average:

67.8%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

60.7%

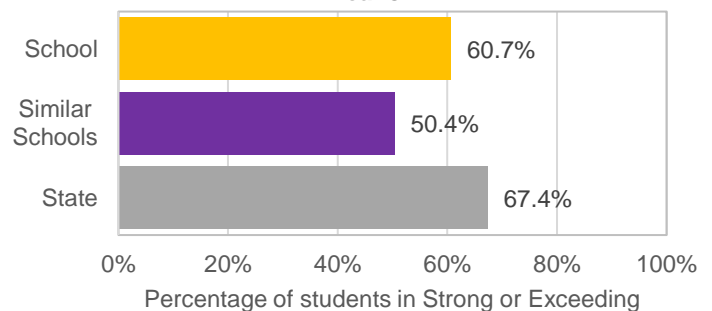
Similar Schools average:

50.4%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

67.9%

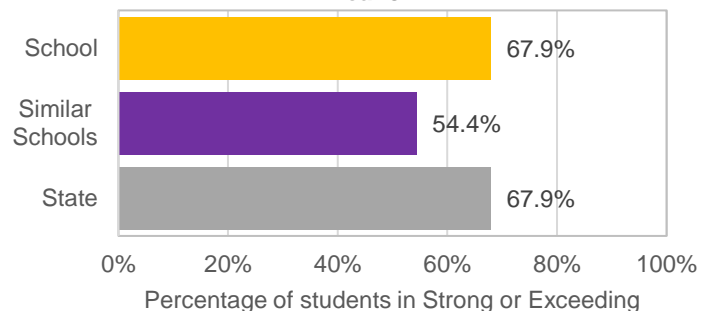
Similar Schools average:

54.4%

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:

54.5%

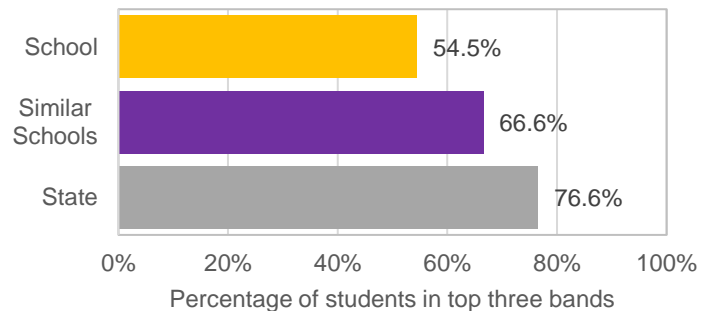
Similar Schools average:

66.6%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

60.0%

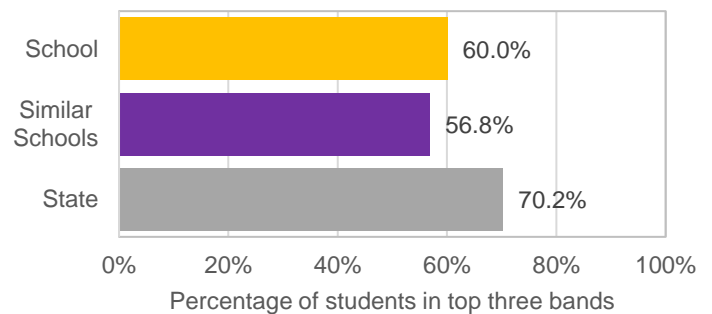
Similar Schools average:

56.8%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students  
in the top three bands:

36.4%

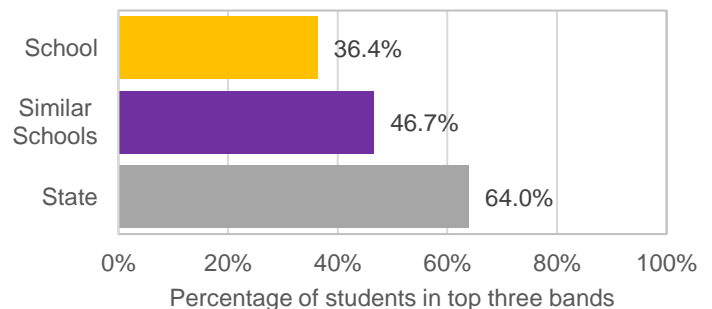
Similar Schools average:

46.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

50.0%

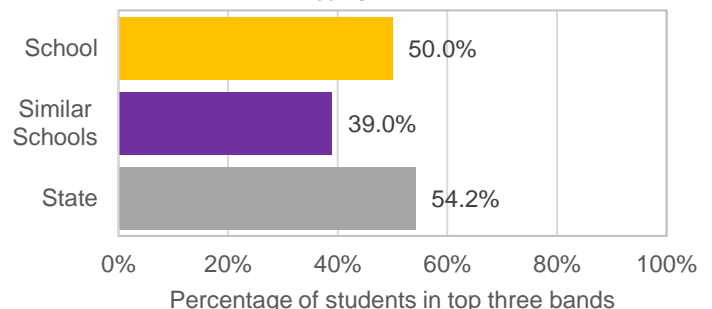
Similar Schools average:

39.0%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

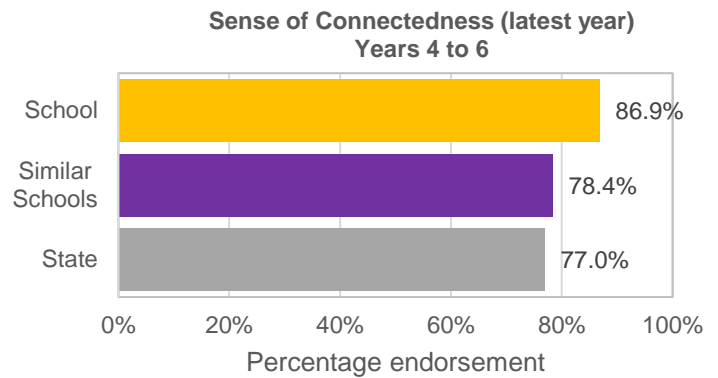
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	86.9%	78.0%
Similar Schools average:	78.4%	80.8%
State average:	77.0%	78.5%

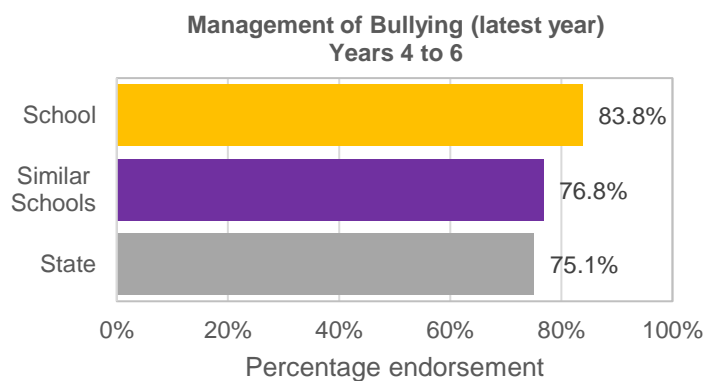


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	83.8%	74.9%
Similar Schools average:	76.8%	79.1%
State average:	75.1%	76.9%



## ENGAGEMENT

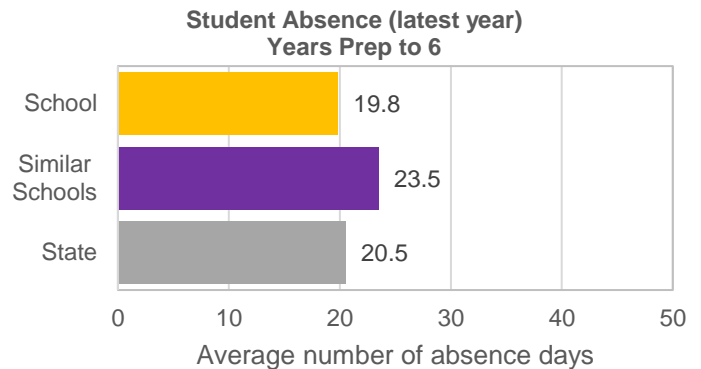
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.8	19.6
Similar Schools average:	23.5	21.5
State average:	20.5	18.1



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	91%	88%	88%	90%	92%	91%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,307,396
Government Provided DET Grants	\$488,926
Government Grants Commonwealth	\$9,001
Government Grants State	\$0
Revenue Other	\$25,603
Locally Raised Funds	\$105,899
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,936,824</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$180,993
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$180,993</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,267,031
Adjustments	\$0
Books & Publications	\$10,202
Camps/Excursions/Activities	\$39,671
Communication Costs	\$7,690
Consumables	\$94,018
Miscellaneous Expense <sup>3</sup>	\$48,994
Professional Development	\$9,877
Equipment/Maintenance/Hire	\$70,042
Property Services	\$66,169
Salaries & Allowances <sup>4</sup>	\$91,625
Support Services	\$123,158
Trading & Fundraising	\$36,428
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,835
<b>Total Operating Expenditure</b>	<b>\$2,898,739</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$38,086</b>
<b>Asset Acquisitions</b>	<b>\$173,667</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	\$406,943
Official Account	\$15,792
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$422,736</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$95,908
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$3,400
School Based Programs	\$15,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$114,808</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.*