

2023 Annual Report to the School Community

School Name: Warrnambool West Primary School (0182)



- 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 14 April 2024 at 05:18 PM by Clare Monk (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 18 April 2024 at 10:17 AM by Nicole McCorkindale (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).

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'](#) 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

Warrnambool West Primary School (WWPS) is situated in the regional city of Warrnambool in Southwest Victoria, a coastal town which services a rural area and is a tourist destination and local centre for industry, retail, health and education. The school is located in an area of social housing and shares the location with a pre-school. The school grounds are spacious, well maintained and provide engaging spaces for our students to learn and play.

The SFOE is 0.5985 and the value is: High, meaning a high level of socio-educational disadvantage. A total of 131 students were enrolled at this school in 2023, 11.45% of students had English as an additional language, 11.45% students were supported by the Program for Students with Disabilities and 22 % were Aboriginal or Torres Strait Islander. The school is well resourced with 11 teaching staff, comprising of Principal and Assistant Principal and 7 non-teaching Support Staff. Each classroom is supported by an ESS staff member for 4.50 hours daily to support students at risk and provide tailored support for PSD students. The school provides a Foundation to Year 6 learning program based on the Victorian Curriculum differentiated to meet student needs. Staff are very experienced and dedicated and a range of specialist and support programs are provided to our students, including the Arts, Physical Education, Auslan, STEM, Music and literacy /numeracy intervention for selected individuals and groups of students across the school. Our school comprised 6 classes with composite classes operating across the school. As a school community, we recognize and acknowledge that children learn in different ways, and we work together to enable all learners to develop attitudes, skills and behaviours to enable them to understand the importance of life-long learning and to be active contributors to society. We give regular thought to how values can be used to support the child as a reflective learner and promote quality teaching and learning. As a school community we believe that the ethos of the school should be built on a foundation of values: Be Inclusive - Be Safe- Be Respectful - Be a Learner.

The emotional and social wellbeing of the students is well cared for and supported by a 0.8 wellbeing mentor supporting students and families. Additional supports also include; the employment of 0.2 social worker from the Allanah and Madeleine Foundation, Hands On Learning program for senior students, Education Improvement Leader (EILS) support from the Diverse Learners unit, Trauma informed Practices Alliance and Big Life framework with local network schools, Rhythm to Recovery program as a tier two wellbeing support and the local employment of a youth mentor for wellbeing, engagement and support to the teaching of social emotional learning strategies as part of our Big Life program. The daily breakfast program ensures our children are nurtured and ready for learning. TheirCare provides our before and after school care program with parents able to access care each day. Our students are involved with a range of leadership opportunities including the inaugural partnership with Deakin University in the Girls as Leaders in Stem (GALS) program. School Captains, House Captains and Junior School Councillors work collectively to represent their peers and take on various leadership roles throughout the year.

Warrnambool West Primary School has forged strong relationships with the local council and the Warrnambool West Neighbourhood House co-ordinator. This partnership has integrated educational, health and community services into our community through the establishment of a weekly Playgroup (Toddle on Hoddle) operating on site. Our students actively participate in local projects, including Community Arts Project (Sustainable Scarecrow Trail) 'National Neighbour Day' House, Harmony Day and National Reconciliation week public displays in conjunction with the Warrnambool City Council. Warrnambool West Primary School prides itself in developing and delivering engaging programs to ensure all students needs are met and significant learning growth occurs.

Ensuring students thrive continues to be a priority and this has again been evident by the overall results the students achieved academically, socially and emotionally.

Progress towards strategic goals, student outcomes and student engagement

Learning

The FISO (Framework for School Improvement) focus in 2023 was to build on, and compliment, the two DET priorities shared with all schools. Our key improvement strategy (KIS) for student learning was to embed our newly created instructional framework in both numeracy and writing, building our teachers capacity to differentiate instruction for all learners through explicit teaching approaches. The Wellbeing Key Improvement Strategy was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable by developing a tiered model of response and support. To support the key improvement strategies, the framework of Professional Learning Communities was utilised for weekly inquiry cycles. The norms and protocols of the framework provided staff with a platform to collaborate, share and interrogate student data performance to improve teaching and

learning, supporting the growth of all students and teachers. Across the year the school continued to evaluate student performance and drew comparisons between team and whole school moderation and teacher judgements (Victorian Curriculum) at both mid-year and end of year reporting cycles. Teacher judgement scores were compared to NAPLAN 2023 scores at the end of the year. While teacher judgements are lower than the state and similar schools, staff professional learning was tailored to build capacity to deliver explicit numeracy and writing lessons. Sharing pedagogical content knowledge has given staff greater confidence when assessing and analysing student data and has also deepened staff understanding and clarity of what and how to teach the curriculum content and the elaborations. The impact of the school's involvement in the PMSS (Primary Mathematics Science Specialist) program for the two years prior is evident with students in both year 3 and 5 achieving well above similar schools, with more than 50% of our students in achieving strong or exceeding results. Teacher confidence in teaching mathematics and writing is observed throughout the school and organizational structures provided weekly coaching and mentoring of teachers in Mathematics as well as Writing ensure fidelity and consistency of practice.

In progressing numeracy in 2023, staff explored the nature of open tasks and incorporated reasoning as part of their assessments so that students were able to articulate the language of the 'Learning Pit' when problem solving independently and collaboratively. The work focused on students in becoming active learners who justify their thinking and are aware of the next steps in their learning. Team Around the Learner meetings supported staff to drill further into the reasoning proficiency using a developed rubric and student work samples to track, analyse and assess students' reasoning skills while digging deeper into goal setting and actioning these goals in the classroom. Collectively, staff collated designed and developed a school bank of rich learning tasks for students to demonstrate a broad set of understanding and application to rich mathematical tasks while also integrating the numeracy proficiencies into student I CAN statements. Staff were introduced to a Maths Online growth point tracking document to strengthen formative assessment processes to track student progress in the four areas of Number with fidelity. The document supported staff in identifying number concepts that required a targeted approach with the aim of closing the achievement gap through a narrow, ongoing, and focused tiered intervention.

Our continued focus of writing, through the FISO cycle of inquiry refined how the writer's conference was used in the classroom to increase students' writing fluency and articulate specific writing needs with the 6+1 traits. The cycle enabled teachers to collaborate and formulate key questioning techniques for an effective conference and action these in the classrooms. Professional Learning Communities structures guided staff, building capacity in content knowledge and confidence in teaching writing, including conferences as part of the non-negotiables of the school's writing program. Modifications to the learning cycle inquiry enabled staff to intensify their analysis of students' writing skills and the impact on student engagement has been extremely positive. Moderation was completed each term for writing across teams and whole school, using a revised writing criterion scale. The process was completed regularly to create more consistent teacher judgements when analysing and evaluating individual and cohort writing. The collegiate approach of learning walks and peer observations in this area collated data to then identify areas to upskill the staff, celebrate the expertise of teachers and emphasise the culture of learning from each other. As these were non-judgmental observations it ensured trust to ask next-step questions, give constructive feedback of individual and collective teacher strengths and provided the opportunity for the structure of the workshop to be visible and with clarity.

Warrnambool West Primary School were part of the Diverse Learners initiative. Through this initiative, leadership and staff were supported across the year by an Education Improvement Leader (EIL) from the Wimmera Southwest Diverse Learners team to strengthen inclusive practices to ensure that all students can fully participate, learn, and succeed. This work was underpinned by leadership setting high expectations of all staff to deliver evidence based inclusive practices and strengthening our cohesive school wide approach to learning and wellbeing. An action plan was developed with the EIL, and this included amending Individual Education Plans, documenting a whole school approach - Response to Intervention through a tiered level of support for student learning and wellbeing and professional learning to support staff to adjust planning documents to support student learning.

The tutor initiative support implemented continued, supporting student learning. Selection of students was identified using various data sets, with students attending three, one-hour sessions per week. We had a deliberate strategy to support students 'at risk'. Levelled Literacy Intervention and extra daily exposure of systematic, synthetic phonics for students in Foundation to Year 2 were part of this support. In Year 3-6 identified students we introduced a structured core literacy approach with the aim of improving reading fluency and building understanding of vocabulary. Numeracy supports targeted learning gaps identified through the Maths online interview focusing on maths fluency. We also had several other students who did not qualify for the Program for Students with Disability funding and their individual needs were addressed through IEP's, working in small groups with the support of the education support staff.

Wellbeing

Teaching and learning are closely aligned with wellbeing and engagement. A safe and orderly learning environment underpins all learning and behaviour framework, and the school ensures that students are in their classrooms and engaged in learning with the appropriate supports and reasonable adjustments. Students and staff all know the expectations and also where to seek support and help. Our Student Attitudes to School survey results show that our students' sense of connectedness was strong, above both the

state and similar schools average. In addition, our positive management of bullying results were above the state and similar school's average. This was achieved with a strong focus on our social and emotional program 'Big Life' encompassing the explicit teaching of the Respectful Relationships curriculum and social and emotional literacy. Fortnightly Behaviour Intentions were set and aligned to the school values, identifying the expected behaviours within classrooms, and in the yard and offered examples of what the focus looks like, feels like, and sounds like. To embed the importance of living the expected behaviours, each classroom was equipped with a Very Important Person jar, where students are identified and acknowledged practicing the behaviour intention. These students were highlighted at each whole school assembly and an end of term reward is presented. Deepening the understanding of the Zones of Regulation framework across the school as a universal tool enhanced and assisted students to manage emotional regulation. Students were taught strategies that enabled self-regulation and build an increase of self-awareness, social and emotional skills, develop a common language for communication, problem solving, and emotional understanding, which in turns enables a healthier, more inclusive school climate. Regular reflection circles, time given to unpack situations that occurred between students and time given to resolve issues and the re-teaching to students the expected behaviours when required also contributed to our strong positive endorsement with a sense of connectedness and the management of bullying.

Six staff members participated in Nurture International training across the year, gaining knowledge on the principles of nurture. The ethos of the program ensures that nurture is embedded to enhance school ethos and culture which then effects the academic and wellbeing outcomes for all. A nurture program was set up and supported students. This intervention provided a safe space where students can revisit early nurturing experiences and form healthy attachments to caring adults. Students were supported to develop relationships, self-esteem, and independence in a consistent, stable, predictable environment along with the goal of positive engagement with their learning.

The Diverse Learners team strengthen practices and structures in the school to support the wellbeing needs of all students. Individual Education Plans were strengthened as the school transitioned to the DoE template, narrowing the process to mandated students only to increase the fidelity of the plans. Supported by the diverse learner leader, staff modified goals and this work strengthened the school's monitoring process, ensuring that adjustments and strategies were regularly reviewed in IEPS. Coaching, feedback, and Professional Learning also assisted staff to reflect on what was happening in class for individual learners and implement further adjustments to the point of need to support students. Linking the strategies within the behaviour support plan are now embedded in the IEPs. Mapping all the supports and approaches available at our school using a tiered support system has built an awareness of the various supports available at Warrnambool West Primary School.

Engagement

Student engagement is an enormous focus for Warrnambool West Primary School, and we know that students will have higher learning outcomes when they are engaged in the school setting. Raising awareness of the importance of attendance continues to be a priority. The wellbeing team including the principal met regularly to monitor attendance, co-ordinate supports for students and their families to engage with the school and improve attendance and punctuality. Phone contact is made with families when students have three or more days unexplained absence and fortnightly letters are sent home via post requesting families to explain the absences. Absence plans and holiday plans are provided for students with long term absences. Ongoing messaging regarding attendance and punctuality is provided through school newsletters and through whole school assemblies. Absence data shows no particular pattern across the school, with each year level having similar attendance rates. Overall student absence data is slightly lower than similar schools by 3.1 % when looking at students that missed 20 days or more. This positive result reflects the work of the highly dedicated staff who partnered strongly with families to provide consistent communication pathways and support. Engagement strategies to assist with attendance in 2023 included daily breakfast club, provision of fruit snack, lunch and uniform, and alternative programs such as 'Drumbeat' and Gardening to support reluctant learners or those at risk of disengagement. At the end of each term, the school has introduced an 100% attendance award. Student data is analysed for full attendance and these students are acknowledged and presented with a certificate of appreciation and an end of year reward for a junior and senior student. Since its inception, there has been a steady increase of students with 100%. Our Hands-on-Learning students have set goals to reach this 100% target, demonstrating the program's engagement benefits.

Warrnambool West Primary School developed a 'Play' book outlining learning and wellbeing processes for staff; the importance of social and emotional learning; relationships; behaviour management and follow up with families. We work as a team and have a very strong collective efficacy where all our staff take responsibility for all our students. We work hard to make children feel cared for and heard. Student agency is a core practice. We are a culturally diverse community and celebrate that this diverseness enriches our daily lives. Our children feel safe and listened to. Our social and emotional learning programs are given priority and building and sustaining positive relationships is a strong part of our vision and daily work. In addition, WWPS provides experiences across the school with their specialist classes in AUSLAN, Physical Education, Art/Music, and STEM. Hands on Learning is available to identified students and all students have access to lunchtime clubs: Mindfulness, Brick Club, and Zoo Club. WWPS has very strong networks of support external to the school with service clubs, government agencies and strong connection with the Warrnambool West Neighbourhood House, Gunditjmarra Aboriginal Co-Op and Kirrae Health. The school continued to be a 'port of call' for families

who needed assistance and we worked to connect families with outside agencies as required and followed up with welfare support for families in need.

Other highlights from the school year

The whole school welcome BBQ and Colour Run community held at the beginning of the year was a wonderful success. We were able to welcome new and returning families back to the new school year school. The students had an amazing time as they ran around obstacles and thoroughly enjoyed 'sliming' the staff.

The opening of our Nature Play space was a cause for celebration in May. This project had been in the planning stages for over two years and through the financial support of our school council and local philanthropic organisations the project finally became a reality and is now a favourite play space for many.

Warrnambool West Primary School principal Clare Monk was named outstanding primary principal at the 2023 Victorian Education Excellence Awards. Clare was recognised for transforming Warrnambool West into a vibrant and successful learning environment. Her work had guided exemplary improvement evidenced by significant growth and sustained improvements in student and staff data reflecting significant improvement in staff's attitudes and in students' learning outcomes.

Financial performance

In 2023, Warrnambool West Primary School managed funds in a fiscally responsible manner ensuring compliance with financial control and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable accounting standards, the Education and Training Reform Act 2006 and the Financial Management Act 1994. DET's Framework for Improving Student Learning Outcomes 2.0 informed the development of the budget and the allocation of funds to program budgets. At the end of 2023 the school continued to maintain a budget surplus. Staffing costs are the most significant cost for WWPS with additional staffing for engagement and wellbeing with Hands on Learning, a 0.8 youth mentor and ensuring a balance of experienced and recently trained staff. WWPS employed additional education support staff to support students with individual needs in wellbeing, learning or both. The equity funding of \$399,591 supports this additional staffing. Equity funding was once again used to facilitate our Hands on Learning Program, and class set of updated iPad and notebooks were purchased for year 5/6 students, continuing the school's commitment to a 1-1 ICT program. Our partnership with Alannah Madeline Foundation also continued, with the employment of a psychologist 0.2 across the week which was funded from equity funds. Equity funds were also used to continue our involvement with other network schools to deliver a tier one wellbeing program 'A Big Life' across the school. In response to the needs of the school community it has been essential to provide access to support services and camps and excursions for the students.

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 128 students were enrolled at this school in 2023, 60 female and 68 male.

17 percent of students had English as an additional language and 22 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).

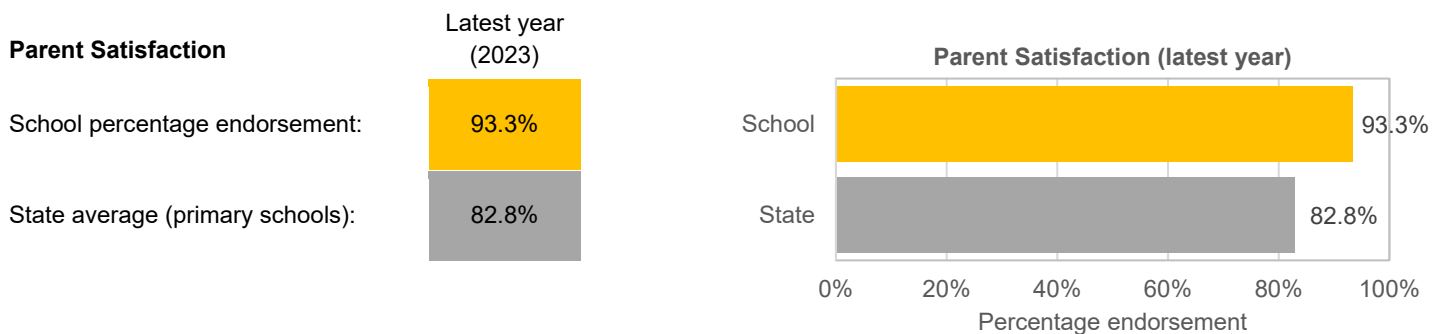
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

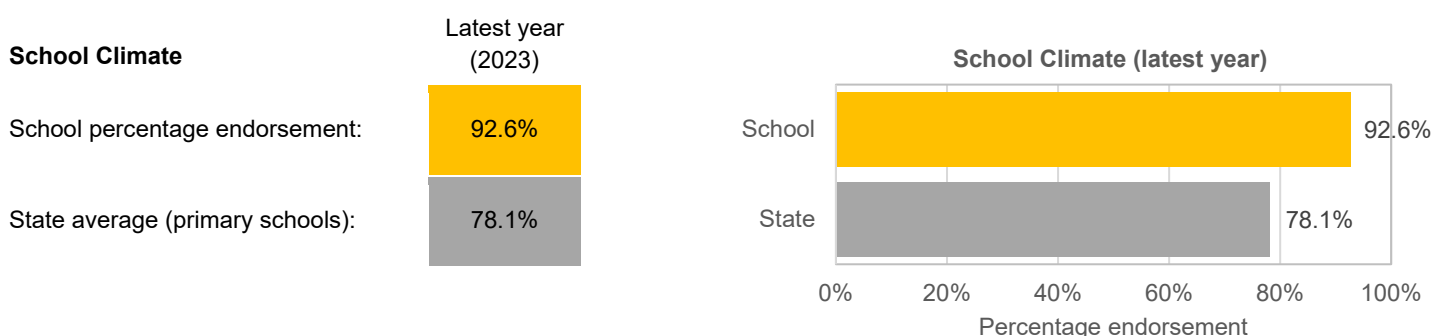


School Staff Survey

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:

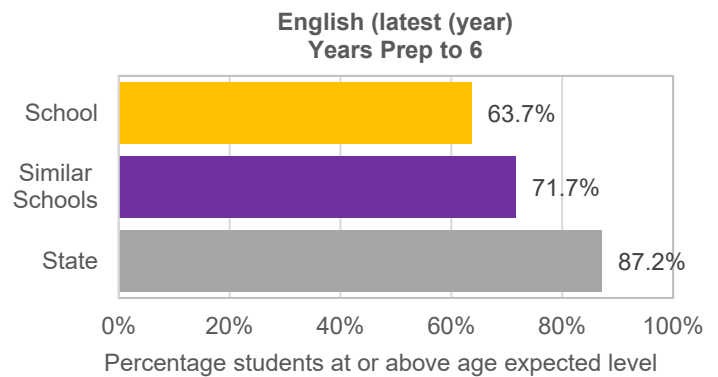
63.7%

Similar Schools average:

71.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

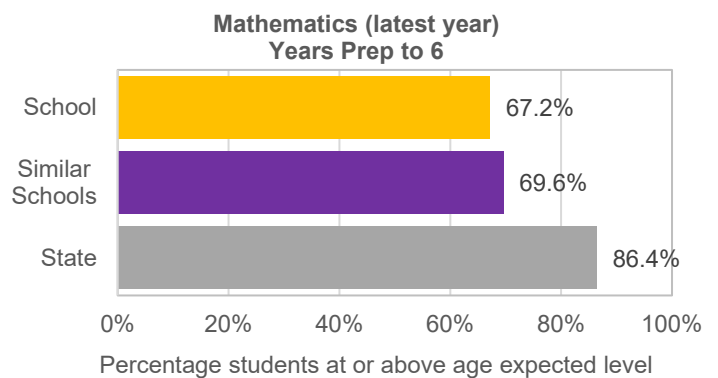
67.2%

Similar Schools average:

69.6%

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:

45.0%

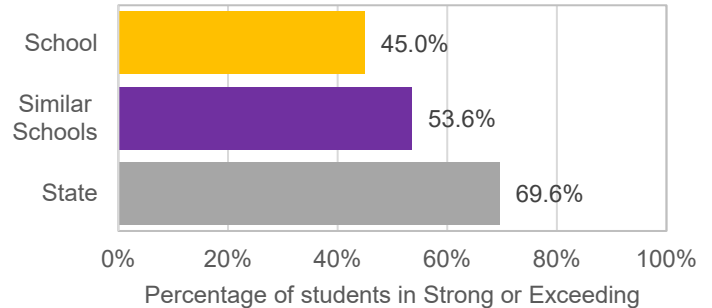
Similar Schools average:

53.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

65.0%

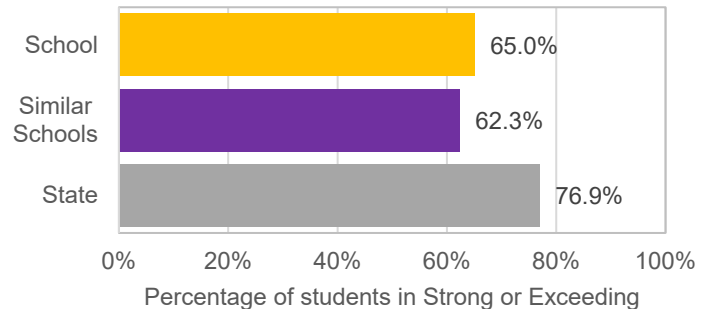
Similar Schools average:

62.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

55.0%

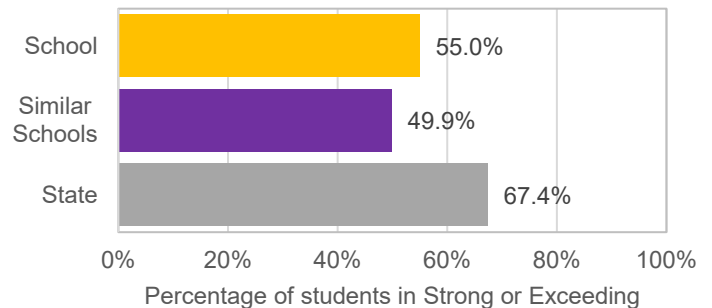
Similar Schools average:

49.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

65.0%

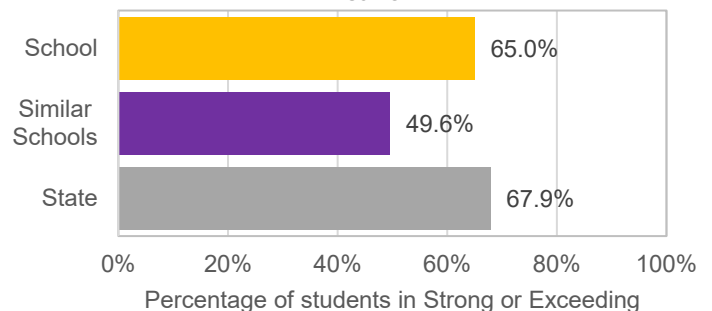
Similar Schools average:

49.6%

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:

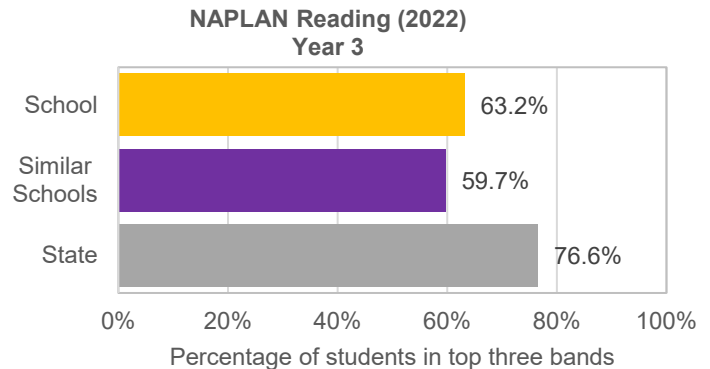
63.2%

Similar Schools average:

59.7%

State average:

76.6%



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

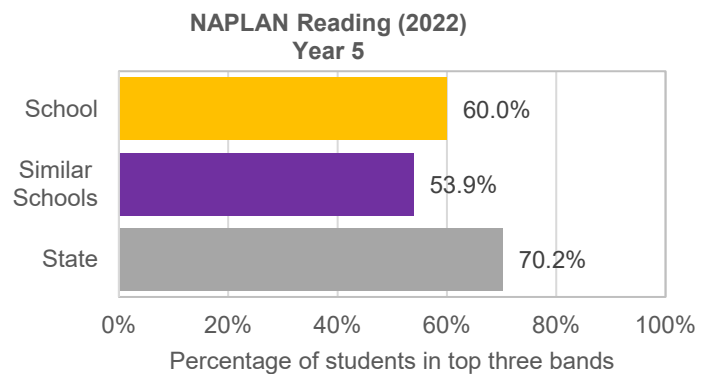
60.0%

Similar Schools average:

53.9%

State average:

70.2%



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

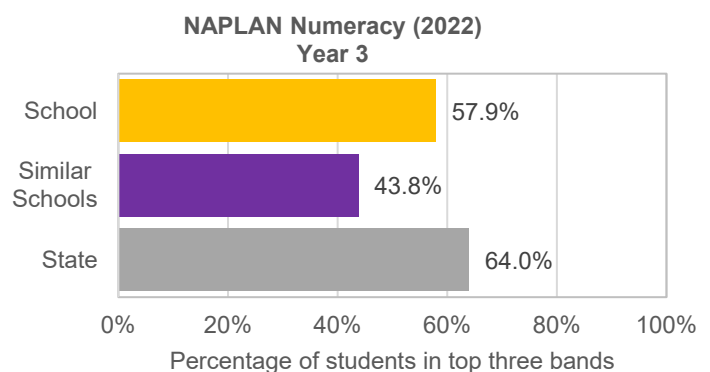
57.9%

Similar Schools average:

43.8%

State average:

64.0%



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

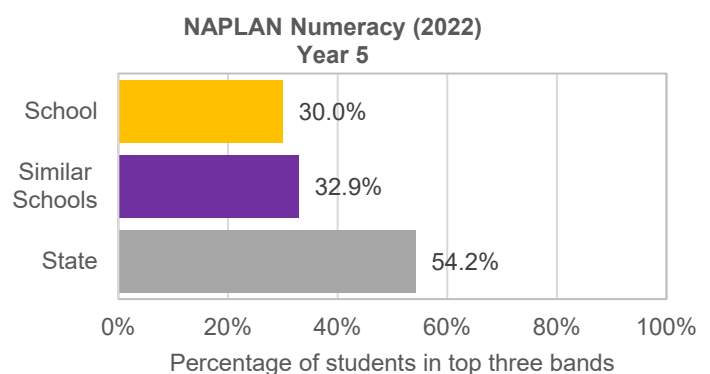
30.0%

Similar Schools average:

32.9%

State average:

54.2%



WELLBEING

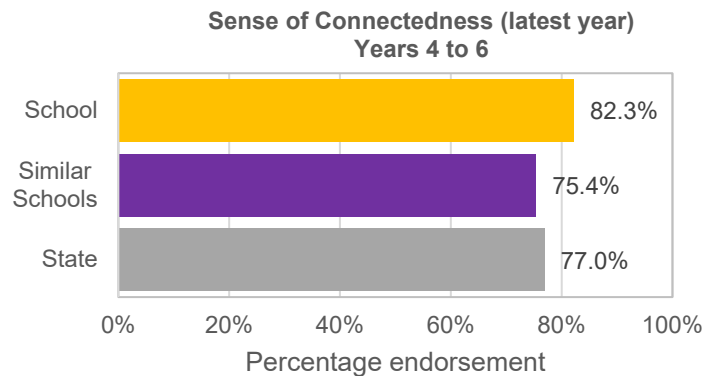
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	82.3%	87.4%
Similar Schools average:	75.4%	76.5%
State average:	77.0%	78.5%

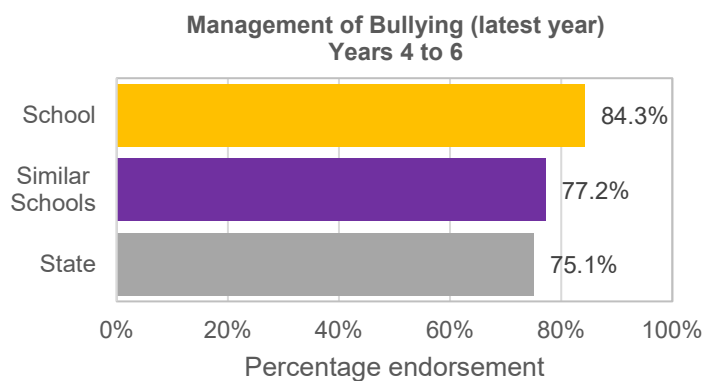


Student Attitudes to School – Management of Bullying

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:	84.3%	86.0%
Similar Schools average:	77.2%	77.3%
State average:	75.1%	76.9%



ENGAGEMENT

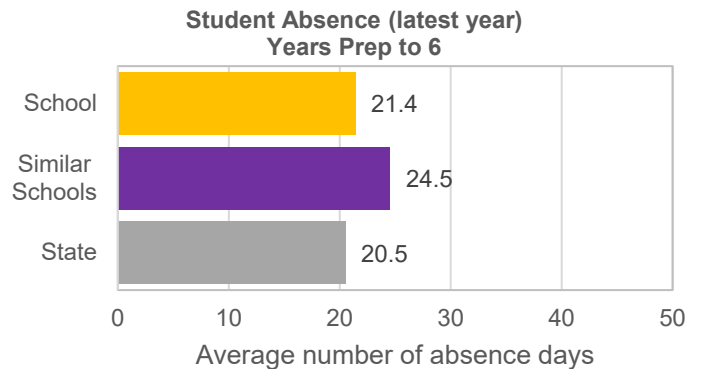
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.4	20.5
Similar Schools average:	24.5	23.7
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):	90%	88%	88%	90%	90%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,758,798
Government Provided DET Grants	\$596,877
Government Grants Commonwealth	\$5,250
Government Grants State	\$4,411
Revenue Other	\$40,044
Locally Raised Funds	\$198,372
Capital Grants	\$0
Total Operating Revenue	\$2,603,752

Equity ¹	Actual
Equity (Social Disadvantage)	\$399,591
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$399,591

Expenditure	Actual
Student Resource Package ²	\$1,744,420
Adjustments	\$1,827
Books & Publications	\$1,285
Camps/Excursions/Activities	\$47,535
Communication Costs	\$5,844
Consumables	\$65,396
Miscellaneous Expense ³	\$17,231
Professional Development	\$29,172
Equipment/Maintenance/Hire	\$33,146
Property Services	\$122,592
Salaries & Allowances ⁴	\$83,362
Support Services	\$138,518
Trading & Fundraising	\$71,794
Motor Vehicle Expenses	\$55
Travel & Subsistence	\$2,234
Utilities	\$25,428
Total Operating Expenditure	\$2,389,839
Net Operating Surplus/-Deficit	\$213,914
Asset Acquisitions	\$163,480

- (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 16 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	\$745,453
Official Account	\$50,035
Other Accounts	\$0
Total Funds Available	\$795,487

Financial Commitments	Actual
Operating Reserve	\$97,066
Other Recurrent Expenditure	(\$123)
Provision Accounts	\$3,940
Funds Received in Advance	\$0
School Based Programs	\$26,545
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	\$10,822
Maintenance - Buildings/Grounds < 12 months	\$25,492
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$36,444
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$200,186

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.