

2023 Annual Report to the School Community

School Name: Essendon North Primary School (4015)



- 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 12 March 2024 at 05:25 PM by Kate Barletta (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

To be attested by 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

At Essendon North Primary School, our vision is to be 'Global learners and leaders, exceeding expectations.' Our mission is 'We maximise the potential of all; empowering independence, excellence, innovation and critical engagement with the world.' We believe in our Guiding Statements, and as a learning community, are committed to embedding these within the fabric of our school. We are Brave, Bold and Connected. Our school has an International Accreditation with the Council of International Schools (CIS) and is authorised as an International Baccalaureate (IB) World School, offering the Primary Years Programme (PYP). This is reflective of our commitment to high quality, challenging, international education that Essendon North Primary School believes is important for our students.

Essendon North Primary School is approximately 12 km north-west from Melbourne's Central Business District and our Local Government area is the City of Moonee Valley. The entire school community is actively involved in the life of the school and shares a commitment to being an innovative leader in education. Our School Council and the Executive Team are partners in providing a unified purpose and direction for achieving a quality education for every child. Parent involvement and engagement in student learning is valued and actively promoted. Parents are encouraged to assist with classroom programs and are involved in regular whole school events.

Our school continues to offer a broad curriculum and an extensive co-curricular program that enables our students to experience new challenges and opportunities beyond the classroom. From Foundation to Year Two, our focus is on establishing solid foundations in Literacy and Numeracy, and from years Three to Six our focus builds breadth and depth. This approach, complemented by a clear focus on student achievement, provides solid foundations for students to access rich and diverse learning experiences. The focus on an inquiry-based curriculum that utilises and extends the application of contemporary learning technologies in collaborative learning environments provides engaging and stimulating opportunities for students to extend themselves and maximise their potential. These learning opportunities and improvements are supported through a lens of wellbeing. Our school offers a range of specialist and extracurricular programs including languages education in Chinese (Mandarin), Visual and Performing Arts, Physical Education, English as an Additional Language (EAL) support, interschool sport, Perceptual Motor Program (PMP), choir, instrumental music tuition, student agency, leadership and voice, Buddy Programs, Lunch Clubs, a Camping Program, incursions and excursions, and an Out of School Hours Care Program. In 2023 we introduced a new specialist subject, Health and Wellbeing, to further support the social and emotional development of students, alongside the health curriculum. At ENPS, have developed a comprehensive program and service structure for students with additional and complex needs including participation in the Victorian Student Excellence Program and external opportunities (Gateways, ICAS, Science Talent Search) and comprehensive support for students with disabilities (PSD) and students at risk. In 2023 the Disability Inclusion (DI) Reform was implemented at ENPS as a part of the DET roll out, replacing PSD.

Essendon North PS is a very diverse community. In 2023 we had 227 students who speak a language other than English (EAL) at home, with 39 different languages spoken by our students. The Top 10 countries where students were born are Australia, India, Vietnam, China, Malaysia, UK, Turkey, New Zealand, Phillipines and Iran. In 2023 we had four students who identified as Aboriginal. Our school has four principal class members, two Learning Specialists and nine Professional Learning Communities (PLC). The school had 46.9 full time equivalent staff (FTE), with one staff member identifying as Aboriginal.

The Executive Team and all nine Professional Learning Communities regularly plan and evaluate teaching effectiveness and student learning outcomes, and participate in team based professional learning. The organisation of the school remains fluid and flexible so that our school's resources (human, physical and financial) can be strategically aligned to cater for the emerging learning needs of all our students. At the very heart of our purpose is to provide every child with the best possible education. We recognise that this will be achieved by our staff, and are committed to delivering high quality teaching practice so that every child learns and achieves high standards. High quality professional learning is one of the cornerstones of our school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Essendon North Primary School (ENPS) focused on improving student engagement with learning, to subsequently positively impact student learning outcomes. The Key Improvement Strategies (KIS) relating to the Framework for Improving Student Outcomes (FISO) 2.0 centred around continuing to build practice excellence. Our strategy to develop, document and embed a whole school approach to instructional practices in literacy was further strengthened as a continuation of work from 2020 and 2021, while a new focus on mathematics was introduced throughout 2023.

In 2023 the appointment of an Assistant Principal: Data, Assessment and Reporting, along with a Student Excellence and High Ability coordinator has provided our community with a range of learning opportunities and strengthened our individual and collective use of data to drive learning and teaching. Staff have been actively supported to use data to plan for effective and precise differentiation. Students have actively participated in the Victorian High-Ability Program (VHAP) and have had further opportunities within our context through master-class sessions with our coordinator.

Essendon North Primary School (ENPS) offers a range of additional opportunities including: the Mathematical Association of Victoria Games Day, G.A.T.E.Ways challenges, ICAS Assessments, the Bebras Challenge and many others. Whilst these initiatives are embraced by our community, we recognise the need for additional professional learning to support ongoing differentiation practices. As detailed below the 2023 Attitudes to School Survey Data does reflect growth in our effective teaching practices for cognitive engagement. In this area we have surpassed both 'similar' and 'state' schools.

The 2023 Attitudes to School Survey Data highlights a significant increase in the percentage of positive endorsement for both stimulated learning and differentiated learning challenge. Our original target for positive endorsement for stimulated learning that was established during our school review was to increase from 72% in 2022 to 75% by 2024, this has been surpassed in 2023. The percentage of positive endorsement for stimulated learning in 2023 was 79%. Our original target for positive endorsement for differentiated learning challenge was to increase from 77% in 2022 to 79% in 2024, this has been surpassed in 2023. The percentage of positive endorsement for differentiated learning challenge in 2023 was 85%. These positive shifts in these specific indicators highlight greater cognitive engagement, which may reflect the shift in our instructional practices, Programme of Inquiry developments and responsiveness to student and review feedback.

The shift to proficiency levels in the National Assessment Program – Literacy and Numeracy (NAPLAN), meant we reviewed our targets and this will be measured in 2024. Our Executive Team has continued to rigorously review the teacher judgement data throughout moderation and semester reporting to monitor progress throughout the year.

The Executive Team engaged with Harvard Business School to work through a Certificate of School Leadership and Management, with a particular focus on leading learning. This opportunity further enhanced our instructional leadership and change management processes to further support staff.

Our ongoing partnership with the Mathematical Association of Victoria (MAV) and the appointment of a Numeracy Learning Specialist has further enabled this work. The guaranteed and viable curriculum documentation in mathematics and professional learning undertaken by staff is reflective of our school's growth in this area. The increased focus on the 'anticipate' phase of our instructional model has increased opportunities for differentiation. It is evident that through the use of planning days and targeted professional reading, staff have an increased content knowledge in the area of mathematics.

It was pleasing to note that students have responded positively to our instructional model for mathematics, with many of our Professional Learning Communities interviewing their students as evidence to support this pedagogical shift and their inquiry cycle. There is increased school-wide consistency in this curriculum area and the resource development has attributed to an increase in student-centred inquiry based mathematics. In 2024 we will be focusing on the revised mathematics curriculum to further develop this body of work.

With the support of our Learning Specialists, our Executive Team has developed evidence-based instructional models to meet the needs of context and foster student learning and cognitive engagement. Throughout 2022 and 2023 we have been in partnership with the Mathematical Association of Victoria to implement the 'Anticipate, Launch, Explore, Summary' model in our classrooms. Our curriculum day that focused on the collaborative planning of mathematics with Dr Aylie Davidson provided a greater insight into effective collaboration and how our practices can be strengthened to support learning outcomes. The curriculum documentation, content knowledge and instructional practices have been a focus this year and we look forward to consolidating this work with increased peer observations in 2024.

Professional Learning Communities have continued to access our Literacy Learning Specialist to further enhance their implementation of the literacy workshop model. We have continued to resource our professional learning library and supported a range of literacy professional learning opportunities, including The Victorian Academy of Teaching and Leadership Local Literacy Leaders course and OzLit Teacher. Our engagement with Local Literacy Leaders has led to the Differentiated Support for School Improvement team visiting our context to review our instructional model and use of Mesmer's Letter Lesson and First Words.

Wellbeing

The curriculum and program audit for our Social and Emotional Learning Curriculum is well underway, with greater clarity for students, staff and stakeholders. All Professional Learning Communities and Specialist Teams have participated in Programme of Inquiry Review cycles, reflecting on the transdisciplinary units in the 'Who We Are' theme. The introduction in 2023 of Healthy Happy Active Kids specialist program has effectively mapped the Health curriculum and will continue to support the development of our School Wide Positive Behaviours framework. We have met with the team at The Resilience Project and commenced the development of a scope and sequence that meets the identified needs in our context.

The 2023 Attitudes to School Survey Data highlights an increase in the percentage of positive endorsement for both 'emotional awareness and regulation' and 'teacher concern'. Our original target for positive endorsement for emotional awareness and regulation that was established during our school review was to increase from 67% in 2022 to 70% by 2024, this has been surpassed in 2023. The percentage of positive endorsement for emotional awareness and regulation in 2023 was 71%. Our original target for positive endorsement for teacher concern was to increase from 65% positive endorsement in 2022 to 68% in 2024, this has also been surpassed in 2023. The percentage of positive endorsement for teacher concern in 2023 was 72%. The positive trends reflect our ongoing commitment to FISO 2.0 and the interrelated nature of wellbeing and learning.

In 2023 we appointed an Assistant Principal for Student and Staff Wellbeing, Engagement and Inclusion. This has been instrumental in the development of our Disability Inclusion (DI) Team and supporting our collective capacity through professional learning sessions. The DI Team have successfully completed a series of Disability Inclusion Profile Meetings and our Education Support Staff profile is currently being developed for 2024, to further enhance our school wide approach to tiered support systems. We have appointed a Mental Health and Wellbeing Leader for 2024, who will continue to work in partnership with our Executive Team to support our students, particularly the most vulnerable.

At ENPS, we were thrilled to hear a new Respectful Relationships Liaison Officer has been appointed to the Western Melbourne Area and additional professional learning sessions are now available. As a Tranche Three school, we have not had all aspects of the required training to support the effective facility of the complete RRRR curriculum. In 2023 we have implemented Topics 1 - 6 with fidelity, however staff professional learning and community engagement is required before we teach Topics 7 and 8. Our Executive Team has engaged with our Lead School and facilitated locally based professional learning opportunities, however we look forward to implementing the comprehensive program and supporting our community throughout this process in 2024.

Engagement

Essendon North Primary School has continued to achieve below the median against all Victorian government schools, and slightly higher than the median for like schools, for School Attendance. Some of the main reasons for student absence in 2023 continued to be illness (inclusive of Covid isolation requirements) and family holidays given the return to international travel.

In 2023, the average attendance rate for students from Foundation - Year Six was 90.7%. Non-attendance was very closely monitored and addressed with the support of an Attendance Officer. Additional resources and support were continued throughout 2023 to support student engagement and wellbeing. This included the appointment of an Assistant Principal for Student and Staff Engagement, Wellbeing and Inclusion. This role was further supported by the principal and attendance officer, and continued commitment to working with the DET attendance officers as additional support in individual cases.

In 2023 the School Council of Essendon North Primary School continued an ongoing focus on Community Engagement and Communication. The purpose of this sub-committee has been to re-connect families and foster positive relationships within the school and the broader community. Strategic emphasis continued to be placed on having clear and transparent communication with all members of the community.

Other highlights from the school year

Essendon North Primary School is an authorised International Baccalaureate (IB) World School, delivering the Primary Years Programme (PYP) from Foundation to Year Six. The PYP aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. The IB mission is reflected in the school's vision and the values, highlighting an emphasis on global citizenship, international mindedness and high expectations. The PYP is inquiry-based and provides a curriculum framework for all of the core learning areas of the Victorian Curriculum, including the personal, social, ethical and intercultural capabilities. In 2021, the school received an outstanding review through the five year re-accreditation and evaluation with the Council of International Schools (CIS) and International Baccalaureate (IB), which provided feedback and directions for continual improvement for 2023 and beyond. In 2023 the school undertook a comprehensive review of the Programme of Inquiry to ensure structured and comprehensive inclusion of literacy and numeracy within a transdisciplinary approach to learning.

Community connection was yet again a highlight for Essendon North PS in 2023. The strength of the school's commitment to bringing families together and creating a sense of belonging was evident through the School Council's relationship with the school and the combined capacity to continue to improve the school together. In 2023 the school raised funds through community engagement events such as a Walk-a-thon/Colour Run, Trivia Night, Outdoor Movie Night and that funded the resurfacing of the upper basketball court into a multi sport area. The school actively sought a minor capital works grant to further support and extend this outdoor resurfacing project to include additional areas of the school, however were unsuccessful.

The school also capitalised on connections to the community with a joint project with the Strathmore Men's Shed to further develop an outdoor nature play space, which has been finalised in early 2024.

In 2023, with the support of a DET CUST funding grant, Essendon North PS entered into a project through the wonderful work of our Marrung Team, with First Nation's Artist, Daen Sainsbury Smith. With permission from the Wurundjeri Council, the first stage of this project was implemented towards the end of the 2023, with Daen working collaboratively with over 300 students from Years One, Year Two and Year Four (as the year levels with our indigenous students) along with selected Year Five students, as future leaders of our school. Together they co-created four designs which, in 2024, will become our House Team uniforms produced in collaboration with PSW for Baan (water), Biik (Earth), Gurrin (Wind) and Wiin (Fire) teams. Throughout 2024 and beyond, we hope to further this creative partnership with Daen and the Wurundjeri Council, with stage two of the project, co-constructing stories and illustrations and augmented reality artworks that connect us to Country through the elements of Baan (water), Biik (Earth), Gurrin (Wind) and Wiin (Fire), as a picture story book.

Financial performance

In 2023, Essendon North Primary School strengthened and further refined the fiscal management and administrative practices. The establishment of a cohesive and dynamic Business Management Team has enabled the human resources, financial and administrative management and compliance to be improved and enhanced throughout the duration of the Annual Implementation Plan.

Essendon North Primary School (ENPS) was well positioned in 2023 due to the strategic and intentional management of our Student Resource Package. The total Department of Education and Training (DET) Government Cash grant for 2023 was \$521,883. This total figure is inclusive of additional revenue further allocated within the Student Resource Package (SRP) cash grant including: Equity funding of \$14,480, EAL funding across three levels of \$2,626, and targeted initiatives funding areas; Student Excellence Program of \$14,695, Early Years Koorie Literacy and Numeracy Program \$1700.00 and Swimming in Schools Grant of \$19,975. With the introduction of the Disability Inclusion Reform, ENPS received \$21,255 in Tier 2 Funding. In 2023, Victorian Government Schools also received a Student Wellbeing Boost, at ENPS we received \$23,591. To support the facilitation of the English Online Interview at Year One, we received \$4,740.

The Department of Education and Training (DET) Government Credit allocation for Essendon North Primary School was \$5,516,348, this revenue must be utilised for staffing requirements and encompasses \$106,979 for the DET Tutor Learning Initiative. An allocation of \$104,660 was received in credit to support the Career Start (Transforming the First Years of Teaching) program. The credit component of the Disability Inclusion funding encompassed \$184,634 at Tier 2 and \$59,477 at Tier 3. To support English as an Additional Language, \$135,598 was allocated within the credit budget.

In 2023, Essendon North Primary School undertook the rigorous development of an effective Annual Master Cash Budget, to determine sub-program allocations and strengthen school resourcing. The 2023 School Budget Management Report reflects a surplus of \$320,656.

In the 2023 financial year there was a decrease in student numbers from previous years. At the time of the February 2023 census 599.4 students were enrolled at ENPS and this reduction in student numbers had an impact on the school's financial position. The new DET Parent Payment Arrangements also reflected a reduction in the amount of voluntary contributions that were made by our parent community compared to previous historical data, again reducing the program budget allocations.

Opportunities for locally raised funds in 2023 were undertaken to further support school wide initiatives, together with buildings and grounds upgrades. Locally raised funds were made up of a range of opportunities including our ENPS Walk-a-thon, Trivia Night and Movie Night. Locally raised funds in 2023 supported the resurfacing works that were completed in 2024. The ENPS Movie Night proved to be a major fundraising event, once again in 2023, with revenue of \$15,618.94. The inclusion of our Trivia Night proved to be a great success, with a profit of \$12,987.06. A total of \$45,716.43 was raised through fundraising events throughout 2023.

Essendon North Primary School has continued to be accredited with the Council of International Schools (CIS) and authorised to offer the International Baccalaureate Primary Years Program (IB PYP) which has involved annual membership fees and expenses to maintain both programs within the school. In 2023 ENPS maintained the provision of Out of Hours Care with Team Kids, as well as a renewed contract for an instrumental music provider with Andrew Nunns School of Music. The hire of our gymnasium also provides additional revenue. These contracts followed an extensive procurement process through the ENPS School Council and will be reviewed in future.

In 2023, the ENPS Business Management and Executive Teams have engaged with a range of Department of Education and Training professional learning opportunities to gain increased knowledge and expertise in a variety of fields, which will continue to strengthen our fiscal and administrative management moving towards 2024.

For more detailed information regarding our school please visit our website at
<https://www.enps.vic.edu.au/>

Draft

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 598 students were enrolled at this school in 2023, 292 female and 306 male.

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

Overall Socio-Economic Profile

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

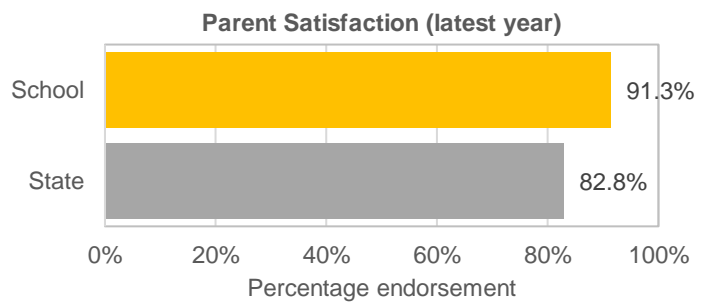
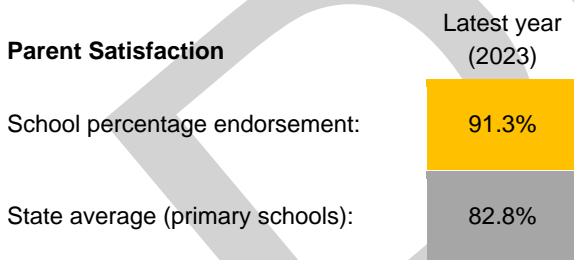
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

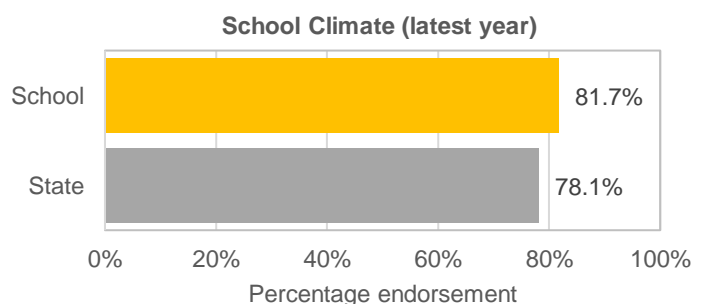
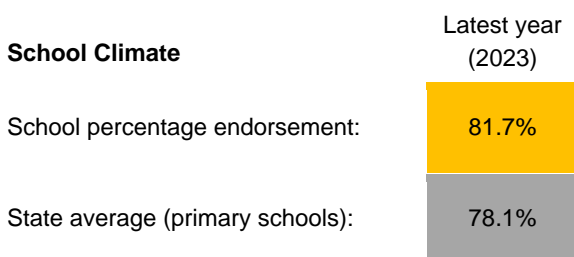


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

88.1%

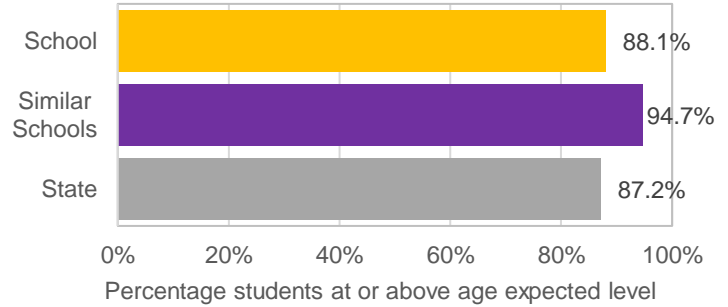
Similar Schools average:

94.7%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

85.8%

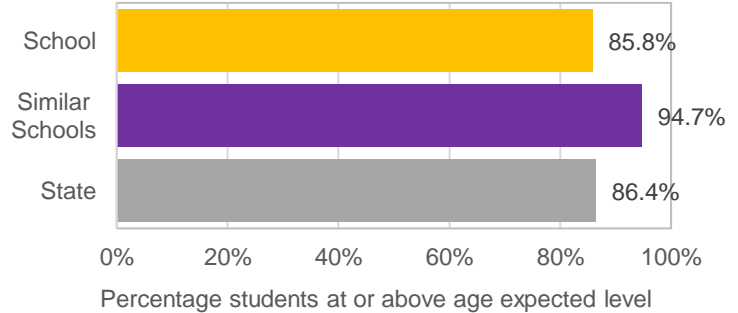
Similar Schools average:

94.7%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



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:

86.9%

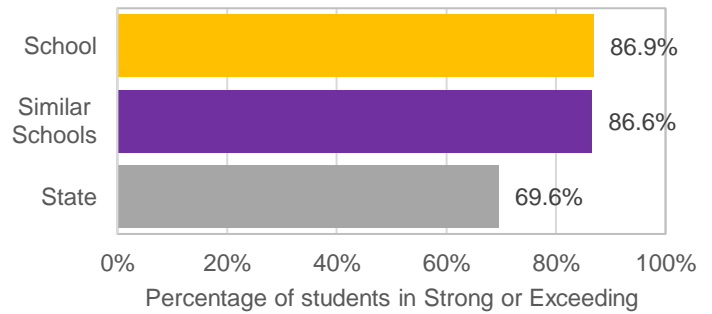
Similar Schools average:

86.6%

State average:

69.6%

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



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

92.5%

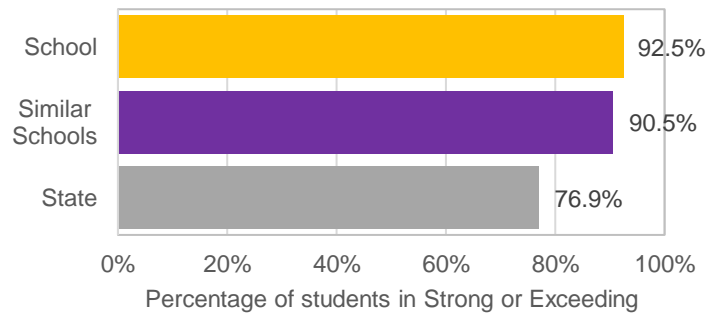
Similar Schools average:

90.5%

State average:

76.9%

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



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

88.0%

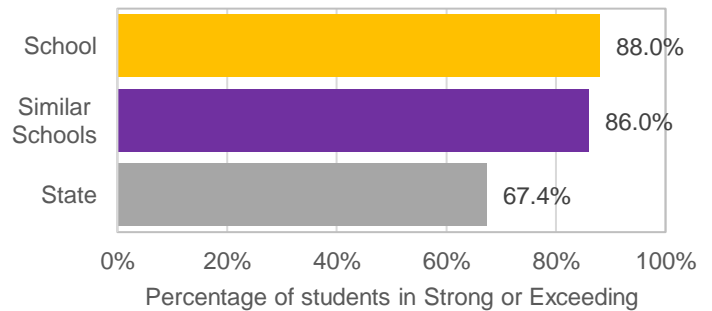
Similar Schools average:

86.0%

State average:

67.4%

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



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

82.8%

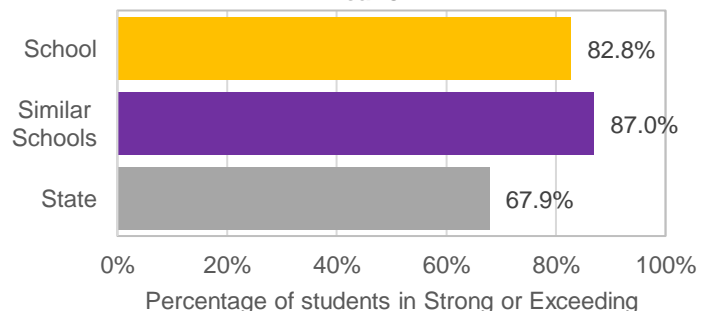
Similar Schools average:

87.0%

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:

81.0%

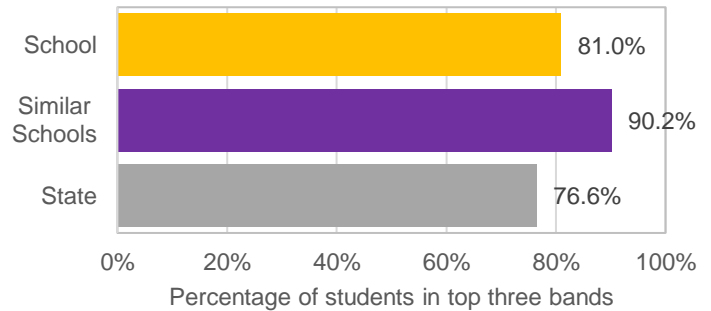
Similar Schools average:

90.2%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

85.2%

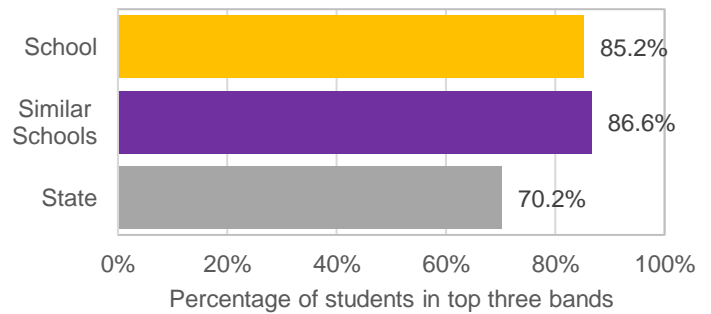
Similar Schools average:

86.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

72.3%

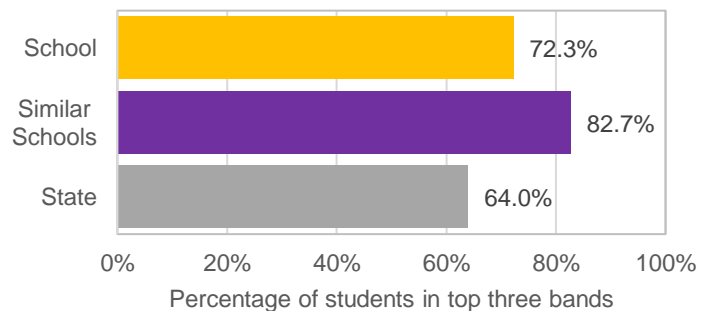
Similar Schools average:

82.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

64.6%

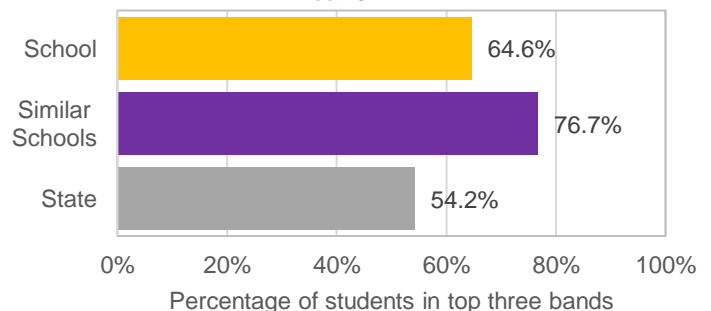
Similar Schools average:

76.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

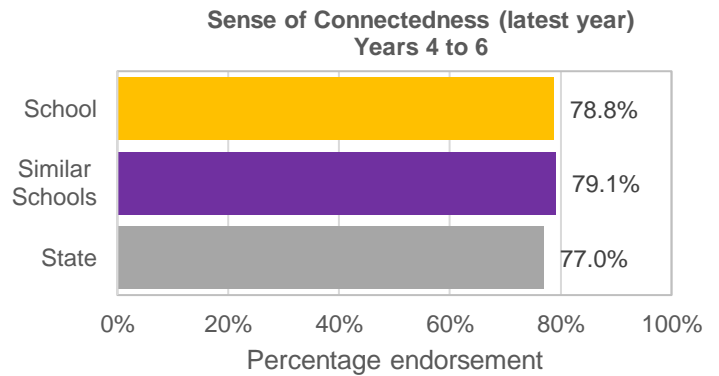
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	78.8%	79.1%
Similar Schools average:	79.1%	80.5%
State average:	77.0%	78.5%

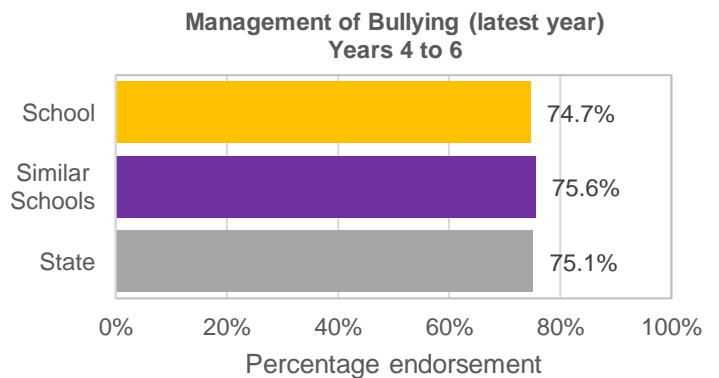


Student Attitudes to School – Management of Bullying

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:	74.7%	74.3%
Similar Schools average:	75.6%	77.3%
State average:	75.1%	76.9%



ENGAGEMENT

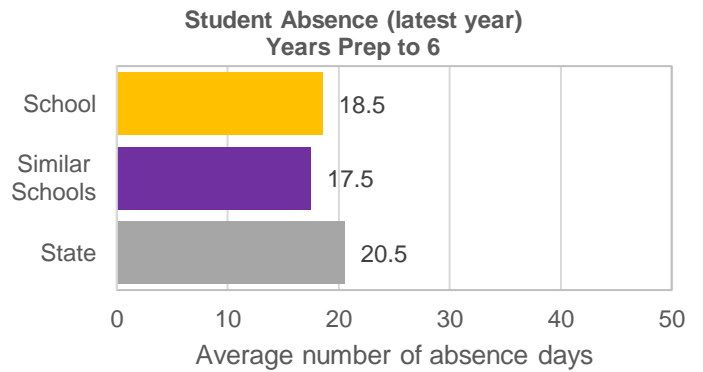
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.5	14.6
Similar Schools average:	17.5	14.4
State average:	20.5	18.1



Attendance Rate (latest year)

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

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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,618,903
Government Provided DET Grants	\$599,325
Government Grants Commonwealth	\$6,300
Government Grants State	\$0
Revenue Other	\$39,221
Locally Raised Funds	\$501,032
Capital Grants	\$0
Total Operating Revenue	\$6,764,782

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,461
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,461

Expenditure	Actual
Student Resource Package ²	\$5,278,857
Adjustments	\$0
Books & Publications	\$6,114
Camps/Excursions/Activities	\$184,329
Communication Costs	\$5,782
Consumables	\$200,381
Miscellaneous Expense ³	\$45,669
Professional Development	\$55,765
Equipment/Maintenance/Hire	\$89,799
Property Services	\$52,020
Salaries & Allowances ⁴	\$67,282
Support Services	\$227,627
Trading & Fundraising	\$51,091
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,442
Total Operating Expenditure	\$6,307,158
Net Operating Surplus/-Deficit	\$457,624
Asset Acquisitions	\$62,307

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$573,508
Official Account	\$133,124
Other Accounts	\$1,165
Total Funds Available	\$707,797

Financial Commitments	Actual
Operating Reserve	\$162,616
Other Recurrent Expenditure	\$12,428
Provision Accounts	\$0
Funds Received in Advance	\$55,091
School Based Programs	\$0
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	\$1,165
Maintenance - Buildings/Grounds < 12 months	\$152,138
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$383,438

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.