

2022 Annual Report to the School Community

School Name: Morang South Primary School (1975)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 17 March 2023 at 05:44 PM by Jane Brayshaw (Principal)

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

Attested on 24 March 2023 at 01:47 PM by Daniel Steadman (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Morang South Primary School is situated in the northern corridor of Melbourne, in the city of Whittlesea. The majority of students live in our local area, with a small proportion of students coming from surrounding areas largely due to parental choice related to school structures, size and reputation. On average students live within 4km of the school's location.

We are a committed and unified partnership of teachers, parents, carers and students. We value diversity and strive for excellence.

More than 62.4% of the students attending Morang South have parents who were born in Australia. 4.5% of students are of indigenous descent, and many others come from a variety of cultural backgrounds with a significant number of whom have parents born overseas. The remaining birth countries of parents include a number of countries throughout Asia, South-East Asia, the Middle East and Europe.

88 students speak a language other than English at home accounting to approximately 22% of students. In 2022, we provided a 0.4 teacher for the EAL program.

We are a family friendly community, providing a welcoming school. We strongly encourage parents to become involved in their child's education and the school community. In 2022, we introduced Compass to further streamline systems for communication between the school and the community with positive feedback from our families.

We continue to promote and develop opportunities for student agency and voice in our learning programs and are working with external experts to develop approaches to build skill sets that enable students to become autonomous life longer learners. In 2022 the school moved to whole school learning focuses where students participated in end of unit showcases to encourage parent participation.

The school had the full time equivalent of 30 teaching staff including a number of part time members, two Principal class staff - a Principal and Assistant Principal, eight Integration Aides, three administration staff, and a maximum enrollment of 402 students in 2022. There were seventeen grades. We usually host International students both on long and short term study. This broadens our students understanding of other cultures and global citizenship. However, the Covid 19 pandemic and subsequent slow resumption of OS travel resulted in one international student enrolling in 2022.

The annual Parent Opinion Survey data indicated that the questions relating to the variable for 'General Satisfaction' indicated a positive response of 83% in 2022. Our School Values of respect, learning, trust, honesty, tolerance, caring and cooperation continue to be deeply embedded in our practice, in our Social and Emotional Learning programs and remain central to our Student Engagement, Wellbeing and Inclusion Policy. Commencing in 2022 the school has become part of the Mental Health in School Pilot (MHIPS) program with additional training and support made available to families and staff in this area. This included the addition of a teacher lead role of a Mental Health and Wellbeing Coordinator.

As a school we hold a positive reputation within the community for the strategic support and relevant programs we provide for our students and their parents. There were 19 students in the Program for Students with Disabilities in 2022. These students have termly Student Support Group meetings with personalised goals set within Individual Learning Plans (ILP's) which are monitored and collectively worked toward achieving. These meetings were held both onsite and virtually in 2022 and involved teachers, parents/carers, allied health professionals and other care-based workers. We also provide Student Support Group meetings for a significant number of students who are not part of the Program for Students with a Disability.

In 2022, we have again extended our student leadership focus through inclusion of a student leadership hour in Years 5/6 with students taking on various key responsibilities. This has included the addition of a school reporter-based 'Scoop' team and Inquiry Captains. These additional areas of responsibility are now promoted alongside the roles of

School-, Vice-, and House Captains, as well as Prep Leaders, Specialist Captains, Junior School Council and Student Voice representatives

In 2022, we moved across to a personal 1 to 1 device program with parents providing a personally-owned device for Year 3 and year 4. This is a shift from the previous school lease program. Students utilised class-based online communities, through Seesaw and Google Classroom to access and engage in learning tasks, communicate with teachers and student peers within the normal classroom routines. The Prep to year 2 students utilized both i-Pads and netbook devices in classroom device-banks as part of the learning program. Morang South continues to take full advantage of the DET EduStar software package. Devices are integrated across the curriculum programs rather than taught in singular IT lessons. All students are provided with access to devices in order to be able to access any part of the curriculum being taught digitally.

In 2022 our Specialist programs taken by specialist teachers were Arts, Italian and Physical Education. Extra-curricular activities on offer included Sporting Gala Days, Interschool Sports, Chess, Victorian State School Spectacular, and various lunchtime Clubs. The importance of extra-curricular programs for many students continues to be valued at MSPS and viewed as important for students' sense of connectedness to school life.

Throughout 2022, Morang South Primary School staff have continued to focus on the wellbeing and needs of our students and community in what continued to be a challenging period due to Covid 19 restrictions and complexities. Our staff and our community collectively continued to work together to ensure the needs of the students remain central, focusing on both students learning and wellbeing needs.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Morang South Primary School, we continue to focus on improvement strategies aimed at providing high quality and engaging programs for all students, including a innovative curriculum where improved learning outcomes for students are the focus.

The goals for the current strategic cycle are as follows:

1. To optimise Numeracy outcomes for all students.
2. To optimise Literacy outcomes for all students, with a focus on writing
3. To develop autonomous learners through enhancement of student voice and agency

Additionally, in 2022 DET identified the following system priority goal for schools:

"Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO."

End of 2022 data indicated teacher judgements against Victorian Curriculum standards which showed the following:

- The teacher judgments with regard to P-6 student achievement in English indicated that student achievement in 2022 was above all 3 dimensions in comparison to similar schools and above the State level for schools.
- The teacher judgments with regard to P-6 student achievement in Numeracy indicated that student achievement was equivalent to similar schools in Statistics & Probability, and just below in Number & Algebra and Measurement & Geometry. In comparison to the State levels, teacher judgment data was 1%, 4% and 2% lower retrospectively.

Key NAPLAN data in 2022 indicated;

- Year 3 Reading showing 57% of students performing in the top two bands, which was 2% below similar schools and 1% below State achievements
- Year 5 Reading showing 32% of students performing in the top two bands, which was 9% below similar schools and 12% below State achievements
- Year 3 Numeracy showing 38% of students performing in the top two bands, which was equivalent to similar schools and 1% below State achievements
- Year 5 Numeracy showing 21% of students performing in the top two bands, which was 2% below similar schools and 6% below State achievements

Students in Year 5 showed that they had made medium growth between year 3 to year 5 in Reading and had made high growth between year 3 to year 5 in Numeracy.

The end of year PAT data (November) indicated;

- Year 3 Reading showing a lower scaled mean score of 108.6, compared to similar schools with a mean of 111.
- Year 5 Reading showing a slightly lower scaled mean score of 123.9, compared to similar schools with a mean of 124.4
- Year 3 Maths showing a slightly higher scaled mean score of 115.0, compared to similar schools with a mean of 114.5
- Year 5 Maths showing a higher scaled mean score of 127.5, compared to similar schools with a mean of 124.2

Consideration and analysis of data has involved identification of students potentially impacted by the COVID lockdowns. In 2023 the school will continue to allocate experienced staff to implement the government Tutoring initiative in both Reading and Mathematics areas.

In English we continued to focus on consistent non-negotiable classroom requirement practices incorporating:

- Morang South Primary School Reading Strategies
- Use of 'mountain planner' planning approaches in writing
- Building student ownership through Learning Intentions/ Success Criteria
- Utilising the Early Year's Literacy model, including guided reading approaches
- Implementing the school's Write to Read Framework
- Implementation of Essential Assessment Literacy assessments and newer PAT Reading adaptive assessment
- Minimum 10 hours English per week

In 2022 the Write 2 Read program continues to be embedded across the whole school, with 2 new staff members completing Certificate 1 training.

In Mathematics we continued to focus on the implementation of consistent classroom practices incorporating:

- Lesson plan structure based on the Peter Sullivan inquiry model
- Inclusion of increased opportunities for reasoning and problem-based mathematical inquiry
- Promotion of growth-mindset in mathematics through challenging and engaging activities
- Making 'real-life' examples as links to build mathematical understanding
- Building student ownership through Learning Intentions/ Success Criteria
- Including extending and enabling prompts to provide for different abilities
- Utilising a variety of problem-based resources to promote quality practices
- Minimum 5 hours Maths per week

In 2023, Professional Learning and classroom practices will continue to focus on implementation and refinement of the lesson models for inquiry approaches, literacy and numeracy across the school.

Students with PSD funding have been provided with personalised ILPs and regular Student Support Group (SSG) meetings were held throughout 2022, either remotely or when able onsite. Students progress toward personalised goals continues to be supported by Educational Support staff under the direction of the child's classroom teachers. A designated welfare officer supports families with process related to PSD funding and supports teachers with advice in providing for these students needs in a mainstream classroom setting.

In 2022, additional support was again provided to students identified as having had significant impacted in learning their gains during the 2022 lockdown periods, through targeted funding provided by DET. This Tutor Learning Initiative program provided small group support for literacy and numeracy and was based on data related to NAPLAN, PAT and teacher judgement. Students worked in small groups, approximately three times per week on identified areas of need with experienced teachers.

We have continued to build on team and individual teacher use of Professional Learning Communities (PLCs) approaches to promote shared-practice and professional dialogue on quality practices based on evidence. In 2022, this followed the adapted PLC process relating the work the school was involved with Future Focused Learning as external experts focusing on Student Agency in learning. Significant gains in professional knowledge and understanding related to personalisation of learning and agency approaches was made during 2022.

Morang South Primary School continues to have an established professional culture focused on continuous improvement. The school's curriculum leaders continue to work on the development of high-quality whole school approaches. In 2023, there will continue to be a major focus on build quality practices related to Mathematics, particularly in deeper understandings related to fluent use of mathematics strategies in problem solving. We remain committed to continue with engaging networks and expertise in the

fields of Literacy, Numeracy and Inquiry in order to support the development of our learning programs. In particular, in 2023, we continued to work with 'Future Focused Learning' to build teacher capacity around inquiry and the personalisation of learning.

Wellbeing

Morang South Primary School continues to have a strong focus on wellbeing and identifies its close ties to student learning and connectedness to school community. The Student Engagement, Well Being and Inclusion policy was reviewed in 2022 and updated to reflect changes to approaches in-line with wider system initiatives and adaptations. Central to the community building practices continues to be our shared rights, being "Everyone has the right to work and learn" and "Everyone has the right to feel safe and comfortable". We aim to have a high level of student wellbeing whereby students are socially responsible, motivated, engaged and resilient with a strong sense of connectedness to their peers, the school, their teachers and communities. Our school values are part of our everyday culture and 'lived' through our interactions with students and community.

In 2022, Morang South Primary School become part of the Mental Health in Primary Schools pilot and a new role as a Mental Health and Wellbeing Coordinator (MHWC) was introduced. Throughout 2022, the MHWC was involved in training related to Mental Health and provided advice to teachers and families in regard to approaches, supports, and resources available to students. In 2022, the DET Priorities Goal included system focused on schools working on positive wellbeing, with the addition of the MHIPS program and MHWC providing resources that have helped to continue to develop the programs available.

The school has continued to partner with DBT in Schools psychology services for students requiring school-based access to psychology. Additionally, local psychological and other allied health professionals have been identified for reference to support families in access to these services. This has also involved increase communication through the MHWC with professionals involved in student service. Additionally, Educational Support staff continue to provided direct support to students experiencing difficulties with regulation, wellbeing and anxiety concerns.

Cybersafety continues to be a key element of the SEL curriculum and in 2022 included talks by community police for our Year 5/6. The use of the Cybersafety Project curriculum has continued in 2022 with the promotion of parent related materials related to Cybersafety and Cyberconduct.

The Attitudes to School Survey variables related to 'sense of connectedness' remained at 70% in 2022, with staff continuing to work on rebuilding opportunities for school connection through school events, clubs, extra-curricular activities and community involvement in 2022. Data related to 'not having experienced bullying' was at 82% which was comparable to data related to similar schools and state. The positive endorsement related to the 'management of bullying' was at 68%, which has been identified as an area for further work in 2023.

In 2022, several programs continued to be components of the Social and Emotional Learning program at Morang South. These programs included;

- Respectful Relationships
- Values Education
- Be You
- Transitions programs - Prep-entry/ Year 6 to 7 transition / Grade-level transition program
- Extensive and effective Transition between grade levels
- Core values along with statements of rights and responsibilities
- Student Voice / Junior School Council (Community Contributions)
- Partnerships with parents, carers, teachers and students (including three-way conferences)
- School buddies program (across all grades)
- Cybersafety Project

These initiatives will continue in 2023 as part of the wellbeing and SEL programs at the school. Additionally in 2022 the school completed Body Bright - The Butterfly Foundation training related to positive body image/identity promotion. This included a guest speaker for Year 5/6 students and promotion to the wider community.

Morang South Primary School remains committed to improvement in practices and approaches related to the wellbeing of our students and wider community. In 2023 additional funding through DET Mental Health initiatives will support the continued development of supports, services and resources in this area and have been identified and planned for as part of the school's Wellbeing Action Plan.

Engagement

Morang South Primary School recognises the importance for all of our students to be provided with a safe, secure and engaging school environment that fosters a love of learning.

Attendance at school each and every day remains cornerstone in students being able to access regular, quality educational opportunities. Morang South Primary School staff highly promote the importance of being at school. There are systems in place to proactively track student absences, and protocols set for following up with concerns about regular or ongoing absence with families. The new MHWC's role includes involvement in considering barriers to attendances and accessing supports to overcome these, particularly where mental health factors may be in play. When necessary the school has utilised Regional Office staff, DFFH and Orange Door services to improve attendance for particular families. Common reasons for short term non-attendance remain around illness, medical appointments and unforeseen circumstances, whereas reasons for longer term absences include OS extended family holidays/commitments, separation concerns and significant family circumstances.

Our students' attendance data in 2022 showed;

- student absence P-6 with more than 20 days between 2020 & 2022 to be at 29% which was 1% higher than both similar schools and state.
- student absence days between 2020 & 2022 to be at 18.1 days which was 1% higher than both similar schools and state

Although the average number of days of absence has increased in recent years, this is reflective of the Covid period. The school will continue to work with families moving forward to promote and encourage resumption of regular attendance patterns.

Morang South Primary School is continuing to be proactive in managing student non-attendance. These students are monitored closely through:

- Consistent marking of am/pm rolls for individual student attendance by classroom teachers
- Consistent monitoring for patterns of absence, regular non-attendance, lateness or unknown reasons of absence, including sending home end of term requests for absence reasons.
- Consistent protocols for checking for absence after designated period of time without communication of reason
- Communication with parents by notification letter, email, telephone or interview in regard to absence concerns and supports to engage students back in school.

In 2022, a Covid Officer continued to help support families in quarantine and provide advice on requirements. Some families required additional direct connections between teachers and parents to support them to ensure their children re-engaged with their learning after absence periods.

Our strategic focus related to Student Voice and Agency has centered around fostering student engagement and personalisation of learning. This has involved students having greater understanding of the purpose of learning and ownership over the learning intentions behind learning and what they may need to evidence to be able to be successful in developing concepts, skills or understandings. The school's student leadership program has also been extended to include Year 5/6 Leadership Hour, additional curriculum leaders and a school new based 'Scoop Team'.

In 2022 we again ensured we commenced our year with a high-quality start-up unit related to Social, Emotional and Well Being learning. This involved also understandings related to how community works together to create positive and productive environments. This unit supports the relating to setting high expectations of student conduct across the school.

A range of student enrichment programs which are traditionally provided such as Chess, Gardening Club, Arts Club, VSSSA, and sporting teams were also able to be run again in 2022.

Physical Education based galas days, swimming programs, sport and camping programs were able to occur in 2022. Students also were able to again attend various venues as part of enrichment related to curriculum programs. Some community events were also able to resume, particularly toward the end of 2022, with the Halloween Disco and Christmas Concert being held.

Morang South Primary School highly values the partnership between school and home. This partnership provides our students with a sense of importance around their education. 2022 continued to have its challenges due to Covid and its related complexities. However, the school community remained supportive of the school's initiatives and staff worked to continue to communicate effectively with parents and families regarding needs and concerns. In 2022, Compass was introduced by the school and the across school platform Seesaw was also implemented. These were successful in streamlining lines of communication between home and school and will continue to be developed in 2023.

Other highlights from the school year

Highlights from 2022 at Morang South Primary School have included;

- Year 5/6 Camp to Toolangi
- Year 3/4 Camp to Arrabri Lodge
- Term 2 Education week with Open Morning, as well as the Reptile Encounters and the Royal Flying Dr Visit
- A wide variety of excursions and incursions including Sovereign Hill, History Box, guest speakers, Environmental programs, Edendale Farm, The Imagineer, STEAM Ahead, Mini Boss Smoothies, Legoland and more...
- Introduction of our curriculum Immersion Days and Showcase Celebrations, including the MSPS Birthday Bash and the ScienceFest
- Participation in a wide variety of sporting programs including Interschool Sports, Gala Days and in-school sporting clinics
- Success of our Chess Club at various inter-club events including the Chess Nationals
- Extended swimming programs offered for 2022
- Participation in the dance component of the Victorian State Schools Spectacular

Students at Morang South Primary School were supported with a variety of opportunities throughout 2022 that enriched and extended their learning beyond the classroom. This was of particular significance due to the restrictions that had been in place due to COVID-19 over the course of the previous two years.

Financial performance

In 2022, the school received approximately \$66,500 in equity funds. These funds were utilised to implement additional hours related to intervention, language support, additional ES staffing, as well as supporting professional learning related to the differentiation of learning in the classroom.

SRP funding was lower than in recent years due to a decline in enrolments at the point of census in February at 384. It should be noted that enrolments in 2023 have started to rise again, post Covid related population movements.

In 2022, the school was successful in securing a number of grants including a \$24,000 shade sail grant, a \$200,000 Inclusive sensory play garden grant, and a \$1000 Woolworth Jnr Landcare grant.

The lifting of Covid restrictions allowed for fundraising activities by PFA to resume. In 2022 these parent volunteers raising over \$11,000 toward school programs despite having to postpone x2 key fundraising events until 2023. We highly appreciate the work and effort of all of our PFA members and their commitment to furthering school programs through these activities and events. Additionally, fundraising through hire of facilities was able to restart in 2022, and although still lower than previous years brought in approximately \$25,000.

User agreements for both the OSHC program and the school uniform supply were also renewed in 2022.

The end of 2022 year funds available in the Operating Account were at \$36,759 with the High Yield accounts at \$261,051 with a planned operating reserve of \$107,000. It should be noted that a number of planned maintenance and facilities items were scheduled for the Summer holidays which lead to targeted funding being carried forward to cover costs in early 2023.

Changes to DET policy regarding Parent Payments at the end of 2021 led to organisational changes related parent contributions, stationery lists and the 1 to 1 digital device programs. Funding support through these contributions was managed with various payment options, individualised communication and working with families through the changes and circumstances. Final contributions suggest that approximately 85% of families supported the school through this process during 2022.

Funds from 2022 carried forward related to targeted funding such as Maintenance and Minor Works, identified facility works (PMP), and additional Annual Contracts. Funding related to covering costs for time-in-lieu associated with 2023 camps was also carried forward, As was funding associated with a Shade Sail grant that was rescheduled to commence in 2023. This will be dependent on finalisation of census school enrolment numbers for 2022.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approves the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at
<https://www.morangsouthps.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 383 students were enrolled at this school in 2022, 168 female and 215 male.

21 percent of students had English as an additional language and 4 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).

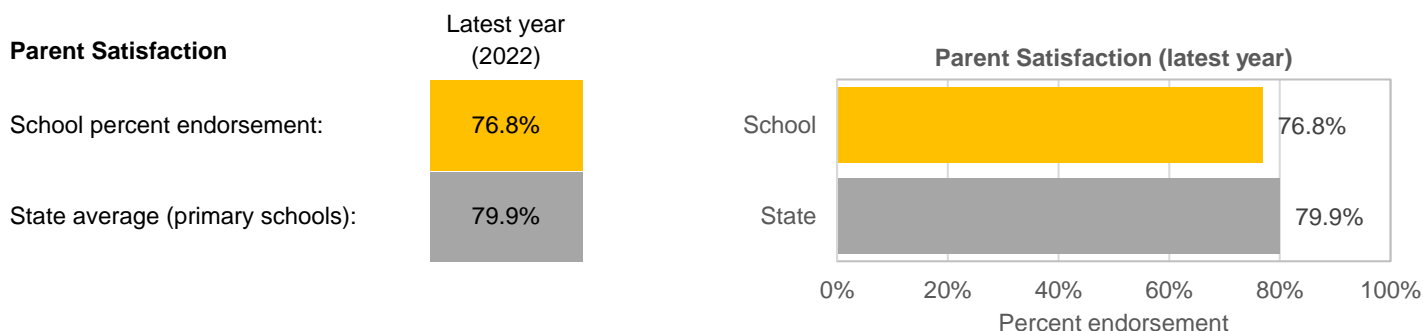
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

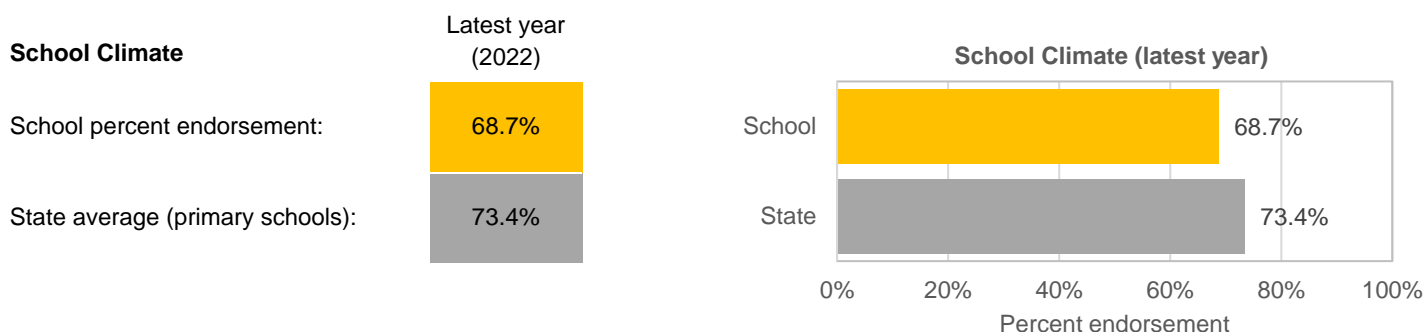


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

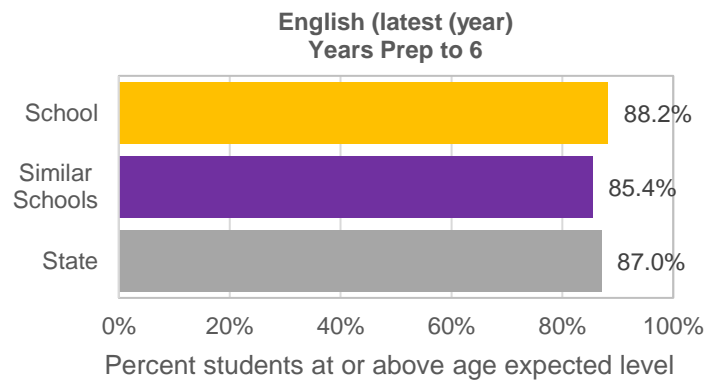
88.2%

Similar Schools average:

85.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

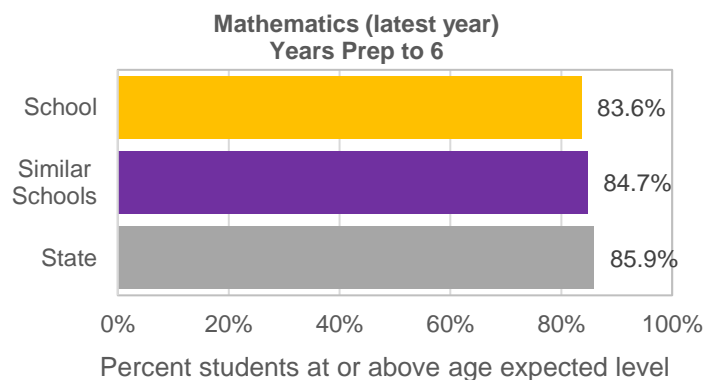
83.6%

Similar Schools average:

84.7%

State average:

85.9%



LEARNING (continued)

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

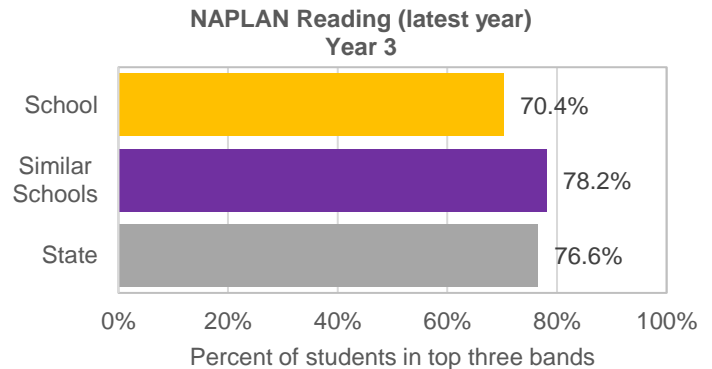
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

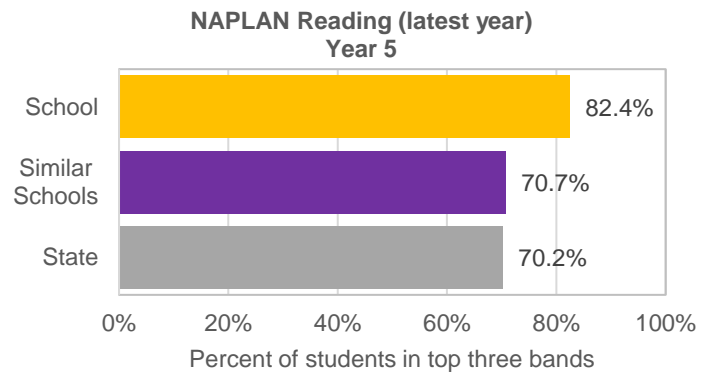
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.4%	73.9%
Similar Schools average:	78.2%	77.6%
State average:	76.6%	76.6%



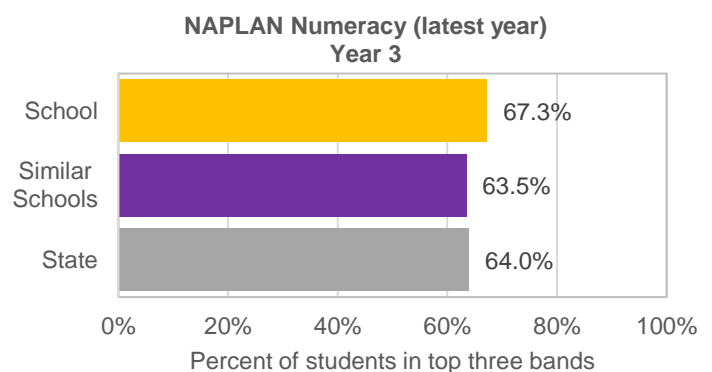
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.4%	70.3%
Similar Schools average:	70.7%	68.9%
State average:	70.2%	69.5%



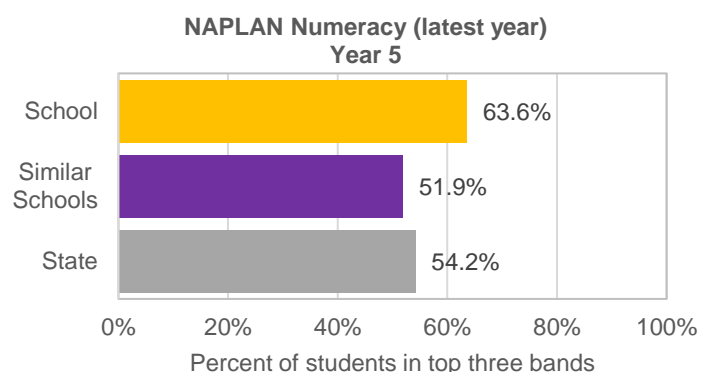
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.3%	63.0%
Similar Schools average:	63.5%	64.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	58.2%
Similar Schools average:	51.9%	57.0%
State average:	54.2%	58.8%



WELLBEING

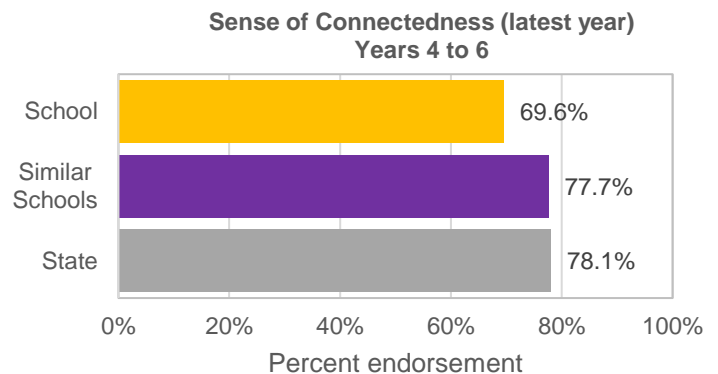
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	69.6%	74.8%
Similar Schools average:	77.7%	79.1%
State average:	78.1%	79.5%

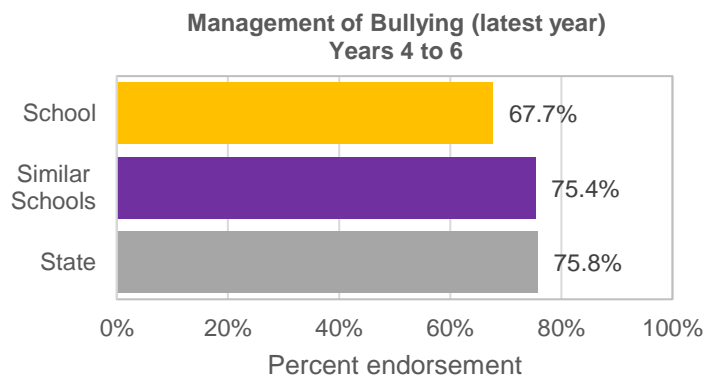


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	67.7%	76.0%
Similar Schools average:	75.4%	78.1%
State average:	75.8%	78.3%



ENGAGEMENT

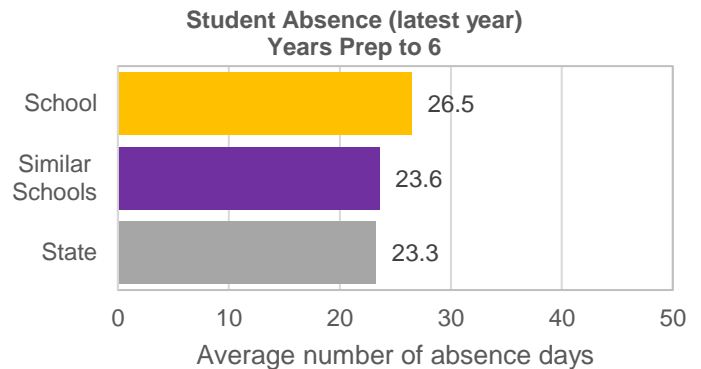
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.5	18.0
Similar Schools average:	23.6	17.0
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	87%	88%	87%	85%	88%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,706,428
Government Provided DET Grants	\$485,054
Government Grants Commonwealth	\$7,050
Government Grants State	\$20,000
Revenue Other	\$22,227
Locally Raised Funds	\$291,994
Capital Grants	\$0
Total Operating Revenue	\$4,532,752

Equity ¹	Actual
Equity (Social Disadvantage)	\$66,503
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$66,503

Expenditure	Actual
Student Resource Package ²	\$3,656,164
Adjustments	\$0
Books & Publications	\$625
Camps/Excursions/Activities	\$92,084
Communication Costs	\$3,417
Consumables	\$48,880
Miscellaneous Expense ³	\$25,202
Professional Development	\$6,573
Equipment/Maintenance/Hire	\$52,581
Property Services	\$85,056
Salaries & Allowances ⁴	\$196,719
Support Services	\$115,252
Trading & Fundraising	\$13,739
Motor Vehicle Expenses	\$2,919
Travel & Subsistence	\$0
Utilities	\$33,807
Total Operating Expenditure	\$4,333,018
Net Operating Surplus/-Deficit	\$199,734
Asset Acquisitions	\$0

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$261,052
Official Account	\$36,819
Other Accounts	\$0
Total Funds Available	\$297,871

Financial Commitments	Actual
Operating Reserve	\$101,127
Other Recurrent Expenditure	\$2,561
Provision Accounts	\$537
Funds Received in Advance	\$7,120
School Based Programs	\$14,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$144,480
Asset/Equipment Replacement > 12 months	\$11,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$295,825

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.