

2022 Annual Report to the School Community

School Name: Oakleigh South Primary School (4823)



- 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 27 April 2023 at 12:57 PM by Erik Albers (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 01 May 2023 at 12:19 PM by Nadia Beauchamp (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

Oakleigh South Primary School is nestled in between Metropolitan and Huntingdale Golf Courses and is located approximately 15 kilometres south of the Central Business District of Melbourne. It prides itself in offering all students a wide range of success orientated opportunities and fosters a caring atmosphere with clearly defined expectations, where students can develop in a supportive and safe learning environment. We value and encourage high academic achievement with a strong focus on English and Mathematics.

The school's vision is for each child to become a happy and confident person, well equipped for the challenges of life-long learning, contributing to the society in which they live and be able to achieve their full academic, creative and social potential. At the heart of Oakleigh South Primary School's educational philosophy is the firm belief that all students can become successful learners and that there are no predetermined limits to what students can accomplish at any age.

Oakleigh South Primary School's community works collaboratively and shares common goals, values and beliefs about the best way to support children and families on their educational path. We encourage respectful, collaborative relationships between children, families, the school, and educators, with our common focus being the child. We value an inclusive, supportive and caring environment where children, families and educators come together as a community of learners. Our excellent facilities enable us to host many after school activities and weekend sporting events to create and support healthy and active communities.

The school provides support to each child to promote their health and wellbeing through a spirit of warmth and respect underpinned by a commitment to social justice. We respect and celebrate the culture and diversity within our community and beyond. We support the individual needs of our children to develop the view that learning is fun, exploratory and exciting. Our school philosophy includes a firm commitment to ensuring child safety and wellbeing, and to provide a high quality, safe and caring school environment.

Oakleigh South Primary School's values are Respect, Excellence, Integrity, Resilience and Working Together. Implementing and promoting the following school values underpins the culture of our school. We encourage our students to be persistent, trustworthy, tolerant and actively involved in their school.

Our students from Prep to Year 6 are provided with a broad, rich and differentiated curriculum designed to cater for a diverse range of learning styles and student abilities with opportunities for support or enrichment at all levels. The school leadership and staff are intentional and purposeful in pursuing the optimal learning experiences for each and every student and as such, seek to provide all children with instruction that is personalised, evidence-based and technologically rich. Our highly successful sporting, arts, sustainability, wellbeing and STEM programs allow for the development of the whole child and assist in developing self-esteem, confidence and resilience.

We have high expectations of our students and set challenges and opportunities for all students to strive to be the very best they can. We continue to revise and develop our approach to student wellbeing to ensure all students are engaged and connected with the school.

Our student enrolment in 2022 was 1057 students, and draws from diverse cultural backgrounds, many with a Language Background Other Than English (LBOTE) and with English as an Additional Language (EAL). EAL enrolments account for over 44% of students. The school's Student Family Occupation and Education Index (SFOE) is rated as low (high socio-economic status) and is slightly better compared to 2021.

The 2022 staffing profile consists of 62.0 full time equivalent (FTE) teaching staff and 13.6 (FTE) support staff. Within the staffing profile, the school has a dedicated staff consisting of Principal class leaders, Learning Specialists, Classroom teachers and Education Support staff. We have specialists in Physical Education, Performing Arts, Visual Arts, Japanese, Digital Technologies and Science. Students are also able to receive tuition in musical instruments such as keyboard and guitar.

Progress towards strategic goals, student outcomes and student engagement

Learning

Oakleigh South Primary School continued to focus on providing a high quality education for all our students during 2022. The school has a culture of high expectations for all leaders, teachers and students. To support the DET 2022 Priorities Goal and Key Improvement Strategy 'Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy,' the school was able to successfully deliver on the actions and outcomes within the school's Annual Implementation Plan.

The school continued its journey with the Tutor Learning Initiative (TLI) throughout 2022. School Leaders and teachers identified students in need of targeted academic support using whole school data in line with the school's Assessment Schedule. This included analysis of PAT, Essential Assessment, Victorian Curriculum Standards, On Demand Testing and classroom observations. School Leaders and teachers discussed learning growth and students who would benefit from small group, explicit, targeted instruction delivered by the TLI program. Students in Prep through to Year 6 participated in the TLI in Literacy and Numeracy. Tutors worked closely with their TLI teaching partner, school leadership and classroom teachers to regularly discuss student progress, the teaching and learning program and student data. Overall, students demonstrated improvement in their learning goals and solid growth in all areas. Students that participated in the TLI in Semester 1 (Years 2-6), continued to be supported in Literacy and Numeracy through targeted teaching and differentiation in the classroom and through the school's teaching at point of need maths and writing groups. Our Year 1 students that participated in the TLI in Semester 1 continued to be supported through the Year 1 'MiniLit' Literacy intervention program. Our students from Prep participated in the Tutor Learning Initiative (TLI) in Semester 2 in Reading, Writing and Numeracy. Student learning growth was monitored for our Prep TLI students with consistent learning growth for the majority of students.

Students in Years 5 and 6 continued to participate in the Victorian High Ability Program in English and Mathematics. In 2022, 91 students were invited to participate in the Maths and English programs with 58 students invited to participate in the Maths program and 33 students invited to participate in the English program. Feedback from students was that they felt challenged and thoroughly enjoyed participating in the program. There were a few challenges for the school in regards to timetabling of the allocated sessions. Also, Identified High Ability students in Years 3 and 6 participated in Virtual Conferences delivered by Ecolinc in Science.

Students on the Programs for Students with a Disability (PSD) demonstrated solid progress in achieving their individual learning goals in 2022. Student Support Group Meetings were held where Individual Educational Plans were established, monitored and celebrated. Each child had SMART goals identified which were reflective of their needs and supported their continued progression in learning.

To support student learning outcomes, teachers consistently engaged in professional discussions in Year Level Team meetings and Professional Learning Team meetings (English, Maths, Wellbeing and STEM) regarding their teaching practice, planning and assessment data. Teachers worked collaboratively to develop a more consistent approach to the teaching and learning of Literacy and Numeracy. Throughout 2022, teachers were provided with a range of professional learning opportunities in Literacy and Numeracy to build their capabilities to support student learning growth and teaching and learning opportunities for students. Teachers participated in a Whole school curriculum day in the SMART Spelling Approach to develop a deeper understanding of the SMART Spelling Approach and consistently implement into classroom practice.

The school's student performance data continued to reflect excellent outcomes in English and Mathematics. Analysis of our 2022 NAPLAN data indicated high performance in all areas of testing in Years 3 and 5. Our Year 3 Numeracy, Writing, Spelling, Reading, and Grammar and Punctuation data indicated that we were well above State and Similar School means. Our results indicated improvement in all areas (Reading, Writing, Spelling, Numeracy and Grammar and Punctuation) compared to 2021 data. Our Year 3 NAPLAN data also indicated that the percentage of students in the top two bands for Reading, Writing, Numeracy, Spelling and Grammar and Punctuation were well over 80%, which were greater than 2021 NAPLAN data and substantially greater than Similar Schools. Our Writing data once again demonstrated improvement compared to 2021 data with 93% working in the top 2 bands compared to 86% in 2021.

The school's Year 5 Numeracy, Writing, Spelling, Reading, and Grammar and Punctuation data indicated that we were well above Similar Schools especially in Writing, Numeracy and Grammar and Punctuation. Our Year 5 NAPLAN data also indicated that the percentage of students in the top 2 bands still remains high. Our Reading results were the same as 2021, 76% in the Top 2 Bands. Numeracy and Grammar and Punctuation results were slightly lower and Spelling very similar to 2021 results. However, the school's Writing results were significantly higher compared to 2021 data with 66% in the Top 2 Bands compared to 54% in 2021.

The school was unable to report on Benchmark Growth as NAPLAN was not undertaken in 2020.

The proportion of students assessed as being at or above expected level (Victorian Curriculum) according to teacher judgments in Reading & Viewing 98% (2021-96%), Writing 98% (2021-97%) and Number & Algebra 97% (2021-97%) were similar to 2021 data, and above State and Similar School means.

Wellbeing

The wellbeing of our students, staff and families continued to be a priority of our school. Our whole school commitment to Child Safety and our guiding values of Respect, Integrity, Excellence, Working Together and Resilience has continued to be reinforced throughout the school in 2022. To support the DET 2022 Priorities Goal and Key Improvement Strategy linked to Wellbeing to 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable,' the school effectively delivered on the actions and outcomes within the school's Annual Implementation Plan.

Students in all year levels participated in The Resilience Project (TRP) Partnership Program for the first time. Throughout the program, students developed skills to build awareness of their physical, social, and emotional health and wellbeing, with a focus on resilience, gratitude, empathy and mindfulness (GEM). They participated in a range of activities that promoted positive psychology through a range of discussions, and students learnt strategies to manage stress and anxiety and their ability to self-regulate their thoughts, feelings and behaviours. Throughout the program, students began to demonstrate greater self-efficacy, resilience and implement strategies to successfully regulate their emotions, thoughts, and behaviours in different situations. Teachers regularly promoted, modelled behaviours and used common language relative to the TRP. To support the development of students' social, emotional and positive relationship skills, the Resilience, Rights and Respectful Relationships learning materials were taught in conjunction with the TRP to deliver respectful relationships education in the classroom. Our whole school community were given the opportunity to participate in The Resilience Project Presentations facilitated by Martin Heppell (TRP) that provided practical, evidence-based, positive mental health strategies to build resilience and happiness within the school community, and create strong links between home and school with the principles of TRP. The feedback the school received by our community was excellent.

The school and its leaders actively support and celebrate diversity and inclusion, promote cultural awareness and safety and address discrimination and racism to promote respectful and inclusive attitudes, behaviours and practices through the school's policies and procedures that are communicated with the whole school community. In 2022, all Child Safe policies and procedures were reviewed and updated, staff completed the Community Understanding and Safety Training (CUST), Year levels participated in Koorie Educational Incursions, the School Community participated in a Traditional Smoke Ceremony, Welcome to Country and a Yidiki Performance by an Indigenous Elder from the Bunurong Land Council, and students participated in a range of events to promote diversity and inclusion including Harmony Day, Multicultural Day and NAIDOC week celebrations. Students also participated in a range of special events and activities to support Health and Wellbeing such as, RUOK? Day, National Day of Action Against Bullying and Violence, lunchtime GEM Club, and the presentation of GEM Awards at Whole School Assemblies.

To support students to have positive and safe online experiences, teachers from the STEM and Wellbeing Professional Learning Teams formed a subcommittee and developed the school's own cybersafety program PASS (Positive, Alert, Secure, Smart) sourced from a range of reputable repositories (online websites) such as the eSafety Commissioner online resources, eSmart Schools Framework and Common-sense Media. To launch the program, the school coordinated its own Cyber Safety Awareness month to promote the importance of staying safe in a Digital World. The month was centred around the introduction of the school's new 'PASS' program aimed at teaching students to be Positive, Alert, Secure and Smart whilst online. As part of the school's Cyber Safety month, the school secured a speaker through ThinkUKnow Australia, an evidence-based education program led by the Australian Federal Police (AFP) to deliver an information session for parents addressing topics including self-generated child abuse material, online grooming, image-based abuse, sexual extortion, and importantly 'What young people SEE, SAY and DO' online.

The school reviewed and communicated the school's processes for monitoring and responding to student wellbeing concerns to staff, School Council and the school community by creating a dedicated section on the school's website for Welfare and Wellbeing which was also added to the Parent Handbook.

The school's 2022 Attitudes to School Survey data indicated very solid overall results in Sense of Connectedness 89% (2021-87%), Advocate at School 89% (2021-89%), Respect for Diversity 88% (2021-80%), Managing Bullying 87% (2021-84%), and Not experiencing bullying 88% (2021-88%).

Engagement

The school actively monitored student attendance through the implementation of the school's new management platform, Compass. Student absence had increased significantly from an average across the school of 8.2 absence days in 2021 to 19.0 average absence days in 2022. School attendance rates varied from 17 - 19 absence days across all year levels with student illness and family holidays the main reason for non-attendance. The school's 2022 12-month Target for Attendance was to decrease the percentage of students with 20 or more absence days to be less than 10%. However, the percentages of students with 20 or more absence days increased from 8% in 2021 to 35% in 2022 which was below the State average (44%), and on par with similar schools (35%).

The school's 2022 Attitudes to School Survey data indicated improvement in all domains compared to 2021 data. Stimulating Learning 89% (2021-81%), Sense of Confidence 83% (2021-77%), Sense of Inclusion 92% (2021-90%) and Attitudes to Attendance 92% (2021-90%) were strong. Attitudes to School Survey data also indicated that we had an improvement in the percentage of positive responses around Student voice and agency 73% (2021-61%).

The school provided opportunities to support the development of student voice, agency and leadership through the introduction of Student Voice Representatives in Year 3, regular Student Voice meetings, the presentation of Student Voice Awards and Student Voice representatives speaking at whole school assemblies. In 2022, the school's Student Voice focussed on School Pride and taking care of our school. They spoke at assemblies and presented PowerPoint Presentations about keeping our school grounds and bathrooms clean as they felt these areas needed to be addressed. They also organised events for Remembrance Day and created a 'Rubbish Clean Up' Club during lunchtimes for students. Teachers continued to explore opportunities where student voice, agency and leadership could be improved and adjustments made in the classroom. These included co-creating learning goals and success criteria with teachers, implementing elements of Design Thinking into the teaching and learning program, project based learning in Science and Digital Technologies, student lead assemblies, student led events such as the Year 6 Business Expo and the Year 4 Maker Faire Expo, and student leaders representing the school at events outside of school such as the visit to the Consulate of Japan.

Through the school's STEM initiative, our Year 4 students participated in a unit of work around Sustainable Foods on Mars to coincide with the community event, Maker Faire, as part of the Oakleigh Education Plan. Students showcased their Sustainable Food on Mars project at the Year 4 Design Thinking Expo where they presented their work to our Year 3 students. Monash Tech also supported the Sustainable Food on Mars project for Maker Faire by demonstrating how 3D Bio Printers operate, and created edible food for students. Selected students, along with teachers, represented the school at the Monash Maker Faire and showcased their projects, shared their learnings with attendees and demonstrated how they used the Design Thinking process as part of their journey in creating a sustainable food source on Mars.

Student engagement and school connectedness continued to be promoted throughout the school through a range of extra-curricular activities to stimulate and extend the whole child. The school created new and re-established previous whole school extra-curricula programs (lunchtime/before/after school), events, clubs and activities to further support student health, engagement and wellbeing. New initiatives implemented in 2022 included GEM Club, the Oakleigh South Primary School Band, Writing Club, Maths Club, Fuse Cup, an excursion to the Japanese Consulate as part of the Oakleigh Education Plan (OEP), participation in the Monash Maker Faire, RoboCup, and 'Girls and Enterprise' workshops held at South Oakleigh Secondary College (SOSC). The school also offered previous extra-curricula programs, events, clubs and activities that included Swim Club, Running Club, Robo Club, Art Club, Black Belt Club, Junior and Senior Choir, State School Spectacular (Choir & Dance), Whole School Productions, the Year 5 SOSC Transition Program and Leadership Day, and the whole school Colour Run.

Financial performance

At the end of the 2022, Oakleigh South Primary School was in a solid financial position and carried forward a surplus into 2023 to support planned projects. Expenditure in 2022 had increased in some areas and no major projects were undertaken in 2022.

In 2022 we had some major areas of expenditure which included:

- * Digital Technology resources.
- * A vast selection of literature to support the school's Accelerated Reading Program.
- * The Resilience Project School Partnership Program.
- * The investment in whole school programs such as GradeXpert, Mathletics, Accelerated Reader, myON, Essential Assessments, Reading Eggs and Reading Eggspress.

The school has continued to use SRP funds for intervention support programs in literacy and numeracy, and fund additional Education Support Staff to support these programs. The school also utilised additional Equity funding to support the Prep/Year 1/Year 2 Literacy Intervention and

EAL programs, as well as Literacy and Numeracy support for the students at risk through our teaching at point of need Writing and Maths Groups.

The school was successful in its application to receive funding through VSBA School Shade Sails Fund. Two new shaded outdoor learning areas were created, with shade sails installed in the Year 3 Village and next to the Digital Technologies Building. The school was also successful in its application for a Japanese Language Assistant to support the Oakleigh Education Plan (OEP) through the DET's Local Native-speaker Language Assistants Program (LNLAP). The Language Assistant worked between Oakleigh South Primary School and South Oakleigh College.

For more detailed information regarding our school please visit our website at <https://oakleighsouthps.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 1050 students were enrolled at this school in 2022, 503 female and 547 male.

44 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).

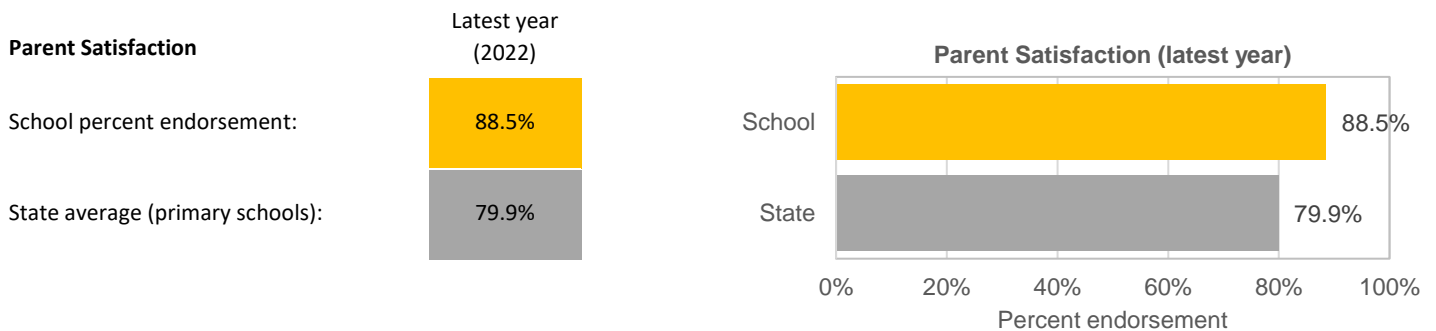
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

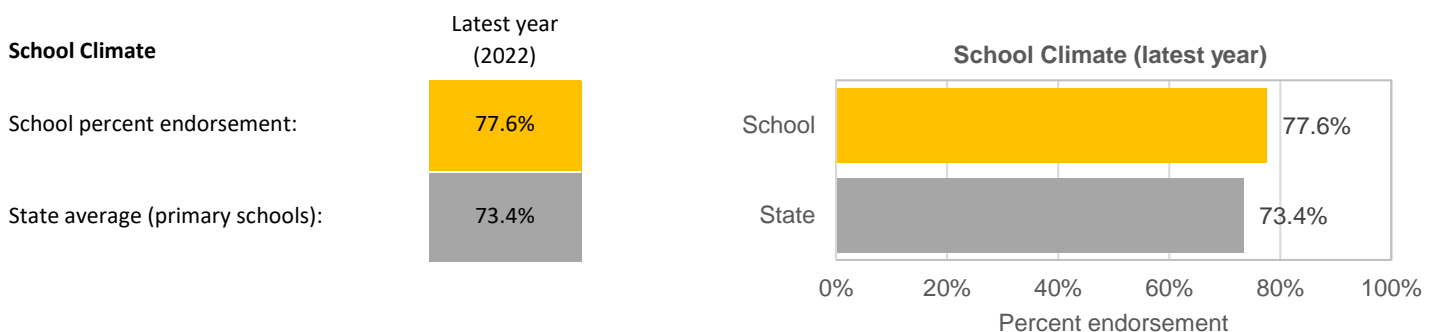


School Staff Survey

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:

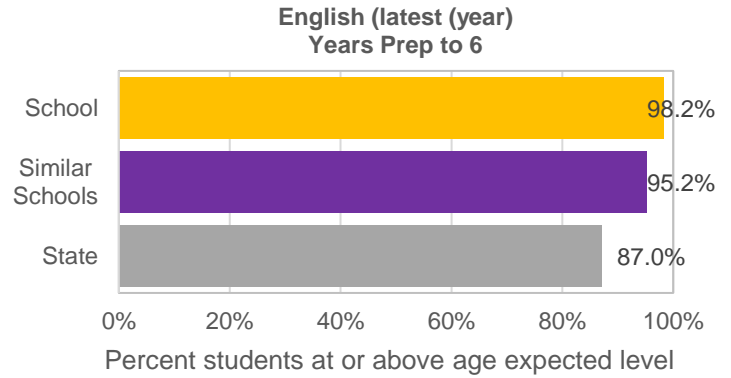
98.2%

Similar Schools average:

95.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

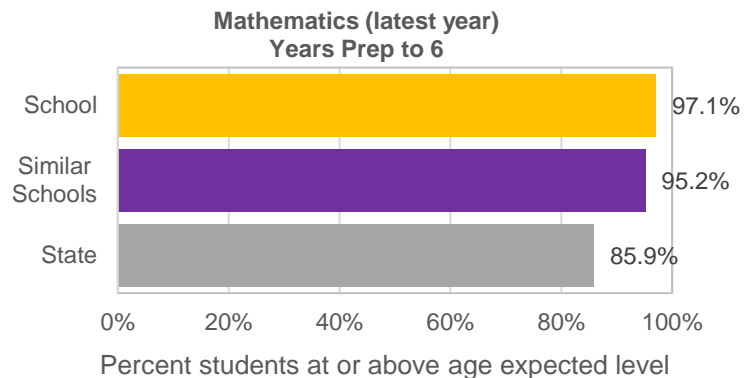
97.1%

Similar Schools average:

95.2%

State average:

85.9%



LEARNING (continued)

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

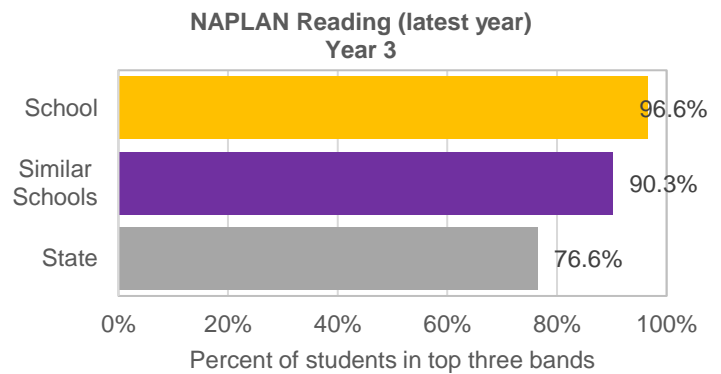
NAPLAN

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

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

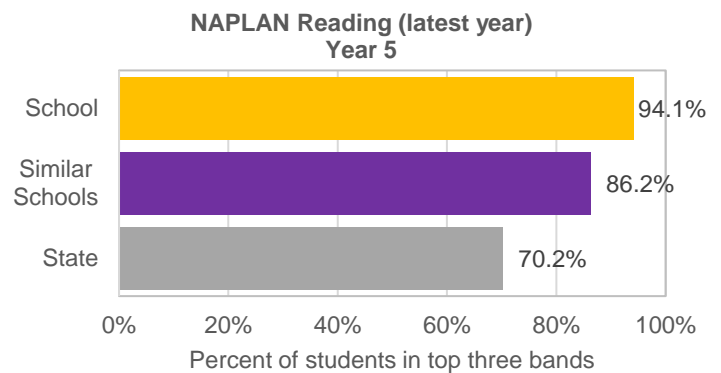
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.6%	94.6%
Similar Schools average:	90.3%	90.2%
State average:	76.6%	76.6%



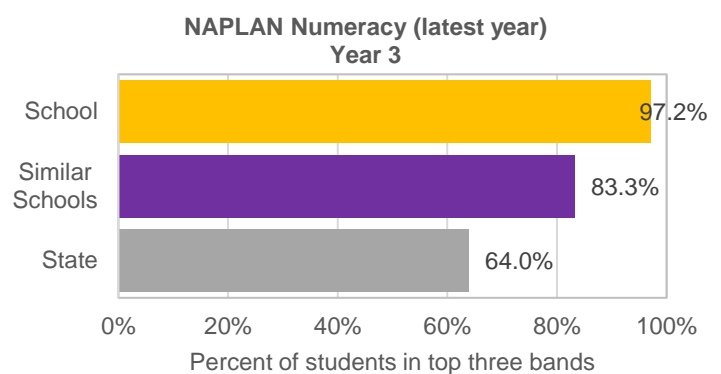
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.1%	94.8%
Similar Schools average:	86.2%	85.0%
State average:	70.2%	69.5%



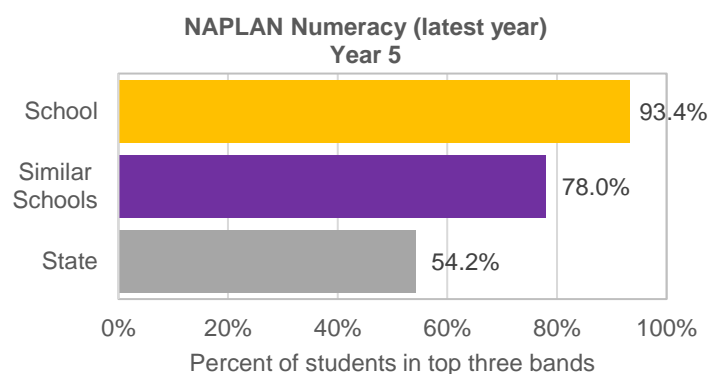
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	97.2%	93.9%
Similar Schools average:	83.3%	84.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.4%	92.3%
Similar Schools average:	78.0%	80.1%
State average:	54.2%	58.8%



WELLBEING

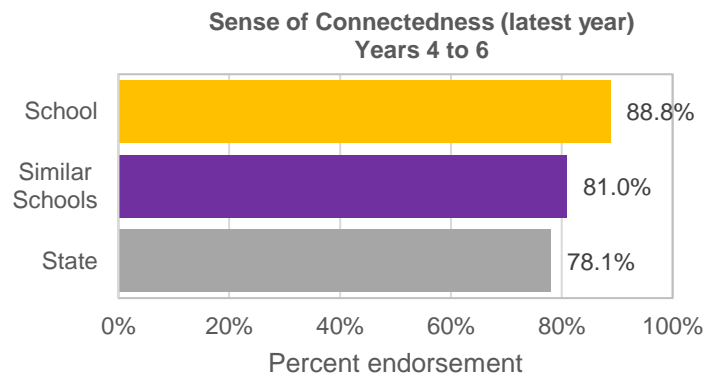
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	88.8%	86.8%
Similar Schools average:	81.0%	82.2%
State average:	78.1%	79.5%

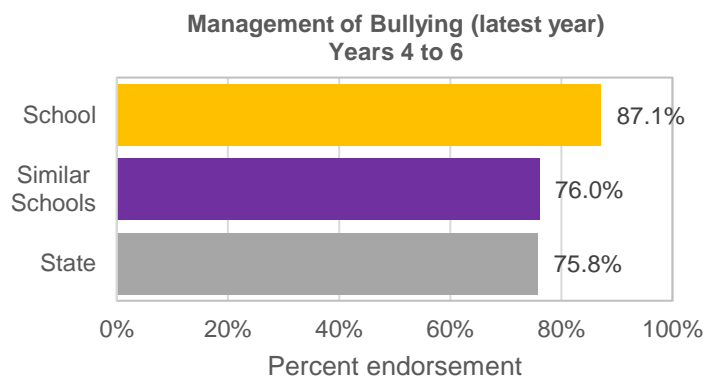


Student Attitudes to School – Management of Bullying

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:	87.1%	84.3%
Similar Schools average:	76.0%	78.9%
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:

19.0 12.8

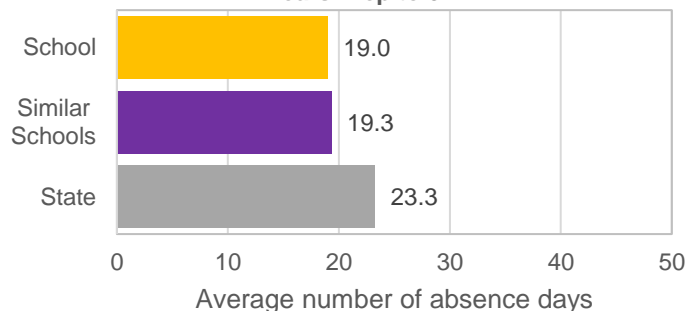
Similar Schools average:

19.3 13.7

State average:

23.3 17.0

Student Absence (latest year) Years Prep to 6



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):	90%	90%	91%	91%	90%	90%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,963,941
Government Provided DET Grants	\$839,823
Government Grants Commonwealth	\$16,954
Government Grants State	\$20,000
Revenue Other	\$36,578
Locally Raised Funds	\$827,787
Capital Grants	\$0
Total Operating Revenue	\$10,705,083

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,325
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,325

Expenditure	Actual
Student Resource Package ²	\$8,658,618
Adjustments	\$0
Books & Publications	\$7,988
Camps/Excursions/Activities	\$291,961
Communication Costs	\$17,421
Consumables	\$264,917
Miscellaneous Expense ³	\$11,549
Professional Development	\$4,477
Equipment/Maintenance/Hire	\$56,295
Property Services	\$168,344
Salaries & Allowances ⁴	\$599,754
Support Services	\$112,450
Trading & Fundraising	\$28,330
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$78,783
Total Operating Expenditure	\$10,300,886
Net Operating Surplus/-Deficit	\$404,197
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	\$1,340,198
Official Account	\$8,010
Other Accounts	\$0
Total Funds Available	\$1,348,208

Financial Commitments	Actual
Operating Reserve	\$249,870
Other Recurrent Expenditure	\$26,787
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$400,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$676,657

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.