

2023 Annual Report to the School Community

School Name: Newtown Primary School (1887)



- 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 10 April 2024 at 11:54 AM by Corrie Barclay (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 24 April 2024 at 07:27 PM by Georgia Lea (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

Newtown Primary School is a small Public Primary school located in Newtown, Geelong, Victoria. The school falls within the South Western Region and the Barwon Area.

The school is located on expansive grounds for its size including a large naturally grassed oval, a basketball and netball court, 2 courtyards, a large multi-age playground, a nature play space, an established vegetable garden, and 2 outdoor learning spaces. 2023 saw Newtown Primary School have 4 core learning areas of Foundation, Junior, Middle, and Senior that constituted the school year level PLCs (Professional Learning Communities). This consisted of 2 Prep classes within our Foundation Learning Area, 2-year 1/2 classes within our Junior Learning Area, 3 year 3/4 classes within our Middle Learning Area, and three 3-year 5/6 classes within our Senior Learning Area. As in previous years, specialist teaching subjects were offered in Physical Education, Visual Arts, and Indonesian as our LOTE. In 2023 we added a fourth specialist class to our school focusing on music and performing arts which was extremely well received. As part of the introduction of this new specialist area, our school was successful in receiving DET funding and external mentoring support to ensure our Music and Performing Arts program was explicit, engaging, and purposeful. In 2023, the school had 206 students, 9 down from the previous year. It has a diverse student body and welcomes students from a range of backgrounds, with 6 Aboriginal enrolments, 7 international students (under the International Student Program accreditation the school holds), and 12 students who have English as their second language. This diversity enriches the school environment and fosters a global perspective in its students.

The school demographics in 2023 were as follows;

- School enrolments from Foundation through to Year Six sat at 206 students. This figure was down for the 8th consecutive year.
- The student family occupation index was 0.1798 - meaning the majority of families are from high socio-economic backgrounds.
- 8% of our students were from a socially disadvantaged background.
- 12 students identified as EAL and 6 identified as ATSI. - There are 2 gender diverse students at NPS, and this has had a positive impact on the school's inclusivity practices and welcoming culture.
- 6 students aligned with the PSD program. One was within the SBD category and 5 identified as having an ID. 37 students were identified on the NCCD register, all of whom require adjustments to support their individual needs.
- 3 students were in mandatory out-of-home care.
- In 2023, there were 19.0 FTE staff at Newtown Primary School, 14.5 teaching staff (this included the Principal and all teaching classifications such as a Learning Specialist), and 4.5 Education Support Staff. There was also a chaplain onsite for 0.3 and a technician for 0.15. The school had 0 teachers who identified as ATSI.

Overall, Newtown Primary School is a school that is focused on academic excellence and student well-being and believes itself to be a valuable asset to the local community.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2023, Newtown Primary School displayed positive progress in specific student learning and achievement areas. The development of a whole school scope and sequence document for numeracy was developed over a lengthy period and then had to be reviewed after the introduction of the VCAA Numeracy Curriculum updates. The scope and sequence document has allowed staff to teach key concepts of mathematics using the LES framework and with a focus on the Big Ideas from Di Seamon. This is a document still being reviewed and will continue to be over time.

The review of our assessment schedule was ongoing with a newly developed schedule introduced in 2024. As we are redefining our effective literacy approaches and strategies, this will have a positive impact on effective and balanced assessment practices.

The outcomes we identified that were linked to our key improvement strategies were met where a large shift in staff and student mindset towards mathematics was witnessed.

Being in our 3rd year of numeracy growth and development, a decision was made for our PLCs to strategically target writing improvement and growth in semester 2 of 2023. Staff and students were reinvigorated by the shift away from numeracy and with 2

staff heavily involved in the TEP Victorian Academy Course, with a lens on Literacy, their work was leaned upon to share best practices that certainly had a direct impact on reading and writing approaches.

As highlighted by our 2023 School Performance Report - focusing on NAPLAN data, there is a very high proportion of students performing at a strong or exceeding level in Reading (88.0%). This is an impressive result and shows that the school's efforts in this area are paying off, led largely by a renewed focus on effective teaching approaches and practices in reading. It is also positive that there has been a significant increase in the percentage of students making medium or high relative growth in Reading (Years 3 to 5). This indicates that the school is effectively supporting students to progress in their reading skills.

The back end of 2023 saw the introduction and trial of the 6+1 Writing Traits, a framework to support students to more effectively author and publish written pieces. The focus of this largely led towards discussion internally about what is 'important' when writing ensuring that students were always writing for authenticity and purpose. In 2023, 85% of year 3 students were identified as either exceeding or strong – data that was higher than both our Network and State comparisons. Our year 5 data of the same subset was also high (67%) and this too was higher than other comparisons.

The school's internal assessment practices and teaching judgment data additionally highlighted some extremely positive outcomes.

- In reading and viewing, 88% of students met or exceeded expectations in semester 1, and this number grew to 94% in semester 2.
- There was a similar positive trend in writing, with 85% meeting expectations in semester 1 and 87% in semester 2.

Overall, these results are well above the state average. For reading and viewing, the average for similar schools was 91% in semester 1 and 92% in semester 2. In writing, it was 80% in semester 1 and 81% in semester 2.

In looking back over the past five years, the data shows a steady increase in the percentage of students meeting or exceeding expectations in English. In reading and viewing, this number rose from 39% in 2019 to 50% in 2023. In writing, it went from 64% to 66% over the same period. These are all very positive results for Newtown Primary School. The school is exceeding both its own past performance and the performance of similar schools in the state.

Achievement in Numeracy remained high, (77.3% of students performing at strong or exceeding within NAPLAN). This percentage was higher than Similar schools, Network schools (by 20%), and the State average. We will continue to no doubt want to improve on this and build on the strong foundations it has developed.

Teacher judgment data for 2023 outlined a very positive trend in student performance. Specifically, a significant increase in the percentage of students performing at or above expected levels in mathematics in semester two of 2023 compared to semester one. In semester one, 87% of students met or exceeded expectations in measurement and geometry. This number increased to a commendable 91% in semester two.

It is important to note that this improvement comes on the back of already strong results. In 2022, 84% of year six students at Newtown Primary met or exceeded expectations in mathematics, which was already above the state average of 86%. This data is a cause for celebration at Newtown Primary School. It demonstrates that the school's teaching strategies are effective and that students are making excellent progress.

Overall, Newtown Primary School is a school that is focused on student learning and achievement. The school has had positive results in reading, writing and numeracy and although the school has identified some areas where it could improve, it is meeting and exceeding current expectations. By continuing to focus on providing a supportive learning environment and meeting the needs of all students, Newtown Primary School is well-placed to help its students succeed.

Wellbeing

Newtown Primary School prides itself exceptionally highly when supporting the well-being of its students, staff, and school community, as highlighted by the data below. A large proportion of the school's internal operations are focused on best practices in how to best promote well-being, support those who may be experiencing ill mental health, and foster a stronger community-wide focus on the importance of looking after one's well-being and that of your friends, peers, and family.

In 2023, the data from the Attitudes to School Survey (undertaken by students in years 4-6) paints a very positive picture of student wellbeing at Newtown Primary School. Here are some key highlights:

- **Strong Sense of Belonging:** A very high percentage of students (88%) endorse feeling a sense of belonging at school. This suggests that students feel connected to their peers and the school community, which is a crucial factor for overall well-being.
- **Supportive Relationships:** Endorsement rates for factors like Teacher Concern (67%) and Advocate at School (81%) indicate that students feel teachers care about their well-being and are there to support them. This strong sense of support from adults at school can be a major buffer against stress and anxiety.
- **Positive School Environment:** High endorsement rates for factors like Sense of Safety (81%) and Managing Bullying (68%) suggest that the school prioritizes creating a safe and inclusive environment for all students. This can significantly contribute to student well-being and allow them to focus on learning.

- Positive Student Attitudes: Data on Learner Characteristics and Attitudes (85%) suggests students have a positive outlook and approach to learning. This can be linked to increased resilience, motivation, and overall well-being.
- Perseverance and Goal Setting: High endorsement rates for Perseverance (74%) and Self-Regulation and Goal Setting (79%) indicate students are persistent in their efforts and are able to set goals for themselves. These are important skills that contribute to student well-being and future success.

Specific data relating to the School Staff Survey from Newtown Primary School outlines a detailed and positive outlook focusing on staff positive wellbeing data. As the data suggests;

- Strong sense of trust and support: The data shows a very positive sense of trust and support among staff at Newtown Primary School. This is evident in the high endorsement rates for factors such as Trust in Colleagues (66%) and Staff Trust in Leaders (90%). These results suggest that staff feel supported by their colleagues and school leadership, which can be a major factor in job satisfaction and well-being.
- Positive Work Relationships: The data suggests that staff at Newtown Primary School have positive working relationships. This is supported by endorsement rates for factors such as Teacher Collaboration and Staff Social Behaviour. These results indicate that staff are able to work together effectively and feel comfortable interacting with one another.
- Intellectual Stimulation: A high percentage of staff (81%) endorse feeling intellectually stimulated by their work. This suggests that staff find their work challenging and engaging, which can be a motivator and contribute to job satisfaction.
- Support for Change: The data shows strong support for change among staff. This suggests that staff are open to new ideas and initiatives, which can be important for a school that is continuously striving to improve.
- Work-Life Balance: While there is no direct data point on work-life balance, factors like School Support for Staff Physical Safety (75%) and School Support for Staff well-being can be indirectly linked to a positive work-life balance. These results suggest that the school takes staff well-being seriously and has measures in place to support staff in managing their workload.

Finally, the data gained from the annual Parent/Guardian/Caregiver Survey at Newtown Primary School also depicts a detailed and positive report focusing on all the positive wellbeing aspects as identified by parents and caregivers:

- Positive School Transitions: Data shows a positive transition rate for students (70%), meaning a significant number of parents feel their child has had a smooth and positive transition to a new year level or to the school itself. This can be a stressful time for children, so a positive transition can significantly impact their well-being.
- Respect for Diversity: A very high percentage of parents (87%) endorse the school's respect for diversity. This suggests the school fosters a welcoming and inclusive environment for all students, which is an important factor for student well-being.
- Student Safety: The majority of parents (82%) feel their child is safe at school. This is a crucial factor for a child's well-being, as feeling safe allows them to focus on learning and thrive in school.
- School Support for Student Wellbeing: While there is no direct data point on this, a high percentage of parents (77%) endorse General School Satisfaction. This can be indirectly linked to a sense that the school supports student well-being.

Overall, the data from each of the surveys highlights a strong focus on student well-being at Newtown Primary School. The school appears to be fostering a positive and supportive environment where students feel safe, connected, and empowered to learn and grow. Staff at Newtown Primary School are positive and work within a supportive workplace. The school fosters a culture of trust, collaboration, and intellectual stimulation, which can all contribute to staff well-being. The data from the Parent/Guardian/Caregiver Survey suggests that Newtown Primary School is a positive and supportive environment for students yet also their families. Parents endorse a strong sense of connection, positive school environment, and effective communication, all of which can contribute to children's well-being.

Engagement

Since having returned to 'normal operation' following the Global COVID Pandemic, Newtown Primary School has worked extremely hard to ensure its students, staff, and families have a strong sense of engagement and connection to the school. The reintroduction of multiple programs and events has allowed our students and families to feel more and more connected to the school which only seeks benefit all of the aforementioned data. The Student Attitudes to School Survey data for 2023 states;

- Students at Newtown Primary School are highly engaged in school. This is evidenced by the fact that 75% of students reported that they are satisfied with the effective classroom teaching practices at their school. This is well above the state average of 77%.
- Students also reported positive feelings about the school environment. For instance, 77% of students indicated a sense of confidence in their school. Additionally, 79% of students reported that they felt self-regulated and goal-oriented.
- There is a strong sense of community at Newtown Primary School. This is shown by the fact that 88% of students reported feeling socially engaged at school. Additionally, 79% of students reported a sense of inclusion.
- Teachers at Newtown Primary School set high expectations for their students. This is reflected in the fact that 86% of students reported that their teachers have high expectations for their success.

Positive outcomes as shown by the Parent/Guardian/Caregiver Survey also highlight a positive culture of engagement. Several of the of the highlights are:

- Strong Parent Connection and Community: Overall, parents reported a strong connection to the school (78%) and a positive school community (78%). This is well above the state average (64% and 77%).
- High Levels of Student Connectedness: Parents reported that 83% of students feel connected to the school. This is significantly higher than the similar schools average (64%)
- Positive School Ethos and Environment: Parents indicated a positive school ethos and environment (80%). This exceeds both the state average (75%) and similar schools (77%).

There are other positive aspects to the data such as:

- Strong student cognitive engagement (79%)
- High expectations for success (86%)
- Positive transitions (82%)
- Respect for diversity (87%)
- General school satisfaction (83%)
- School pride and confidence (83%)
- Student development in confidence and resiliency skills (84%)
- Student agency and voice (77%)

One area of focus for 2024 will be our school-wide attendance data.

- The average number of absent days for students in 2022 was 26.4 days. This is a significant increase from 2021 (18.4 days) and 2020 (18.8 days).
- When compared to Similar schools, Newtown Primary School has a higher percentage of students with 0 days absent (21%) than similar schools (13%). However, they also have a higher percentage of students with 20-29.5 days absent (37%) and 30+ days absent (18%) than similar schools (36% and 14% respectively).

The schools attendance data shows that there has been a significant increase in the number of absent days for students in 2023. This trend is particularly concerning as the percentage of students with 20 or more absent days is high. Although student absences are known and explanations for them, more internal research is needed to determine the cause of this trend and to develop strategies to reduce the number of absent days for students.

Other highlights from the school year

2023 was a very positive year for Newtown Primary School. It continued to have a relentless focus on learning and wellbeing and this was and has been highlighted in the sharing of our data above.

Several highlights of the 2023 school year include, however, are not limited to:

- Many curricula focused year level excursions to build knowledge and or celebrate the work achieved by students.
- School camps for years 3/4 and 5/6 that were both very successful.
- Multiple school incursions to enhance teaching and learning programs.
- The annual school concert, art show and Indonesian celebration day.
- Student Leadership conferences and workshops such as engagement with the Geelong Cats GMHBA Healthy Heroes Program and the Geelong Performing Arts Centre.
- Multiple inter-school sporting events.
- Teaching staff working closely with educational consultants and one another to improve instructional practices.
- Several major fundraising events, including the Colour Run and the annual Parents and Friends 'Trivia Night'.
- The building of connectedness and cohesion between the school and its families through the opportunities created to strengthen this partnership.

2024 will certainly see further work being done for the school to reach its 2021 SSP-identified goals and in having planned its 2024 AIP - they will once more strategically target the goals that are set. With such a rigorous focus on student well-being and mental health, 2024 will see a shift towards high-impact instructional practice development. This will be led by 3-4 core drivers such as improvements in writing pedagogy, general high-impact instructional practice, and responsive teaching practices, led by an organized CoP partnership with Anakie PS and Lara Lake PS. This work will be facilitated by Bronwyn Ryrie Jones. The embedding of a new phonic-based approach in our year F-2 levels, which has been implemented slowly over the second semester of 2023, will remain a focus for those year levels.

Financial performance

Newtown Primary School finished the year in a surplus cash and credit position.

Although it was forecast that the credit position of the school's SRP would become a deficit, the school's SRP finished the year in a credit position. The credit surplus from 2023 will be carried into 2024 and it is anticipated that it will be expended on 2024 staffing with the probability of seeing a deficit in some scale at the end of 2024. One main driver of the uncertainty continues to be the employment of additional classroom-based education support staff despite uncertainty around funding arrangements from the new tired funding model of Disability Inclusion, Tier 3. The school continues to maintain an experienced teaching staff, with a large majority of the school's teaching staff retained at the top of the teaching pay scale. 2023 saw the continuation of the Tutor Learning initiative (TLI) and the Schools Mental Health Fund initiative.

The school's SFO index remained similar to previous years, with a small financial contribution of equity funding associated with this index - \$18,332 in total (credit and cash funding). This was directed to supplement staffing costs and a small portion was assigned to purchasing resources.

The Chaplaincy service agreement came to an end in 2023 with the current provider, Korus Connect. This was due to staff resignation. Newtown PS was successful in continuing this line of funding for a further 4 years in 2023, under the banner of the National Student Wellbeing Program. The school will directly employ a staff member in 2024 in this space.

The school's major fundraising event, the annual Trivia Night raised a total profit of \$16,265. Another fundraising event featuring in 2023 was a school-wide colour run - raising a total profit of \$2,957, as well as a new fundraiser, the Rolling Pin Pie Drive - raising a total profit of \$940. Fundraising efforts in 2023 collectively raised \$27,189. In addition to this figure, \$1,384 was raised at our Annual Art show with these funds being directed to the Art department. The proceeds of 2023 fundraising activities were directed to purchasing school-wide literacy resources. Residual fundraising funds from 2023 will be carried over into 2024, to direct these funds to purchase more literacy resources and grounds development works.

The school opted not to utilise any of its Building Funds in 2023 but to grow it for 12 months. The amount of \$17,966 will be carried over into 2024. Carried over funds for the Swimming and water safety program were utilised in delivering a heavily subsidised school-wide 9-day (8-day for Foundation students) intensive swimming program in 2023. A surplus of \$10,390 will be carried over into 2024 in addition to new funding received for the swimming and water safety program. The Sporting Schools grant was received for 2 terms in 2023 totalling \$6,000. This allowed for the purchase of additional sporting equipment in the sporting areas of Volleyball and Rugby. 2 staff members participated in the Teaching Excellence Program in 2023, supported by a grant of \$9,000 per participant.

The school also strongly partitioned the Department for the funding of upgraded boundary fencing in addition to applying for multiple Department Grant opportunities, of which were unsuccessful in 2023. The school was successful in applying for and receiving 2 Jnr Landcare Grants in 2023 for \$1,000 and \$5,000. These grants saw the establishment of an indigenous native garden space and the planting of natives within the MLA courtyard space.

The office is committed to maintaining high standards of financial controls and keeping up to date with relevant policy updates and training opportunities.

For more detailed information regarding our school please visit our website at
<https://newtownps.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 210 students were enrolled at this school in 2023, 106 female and 103 male.

9 percent of students had English as an additional language and 2 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).

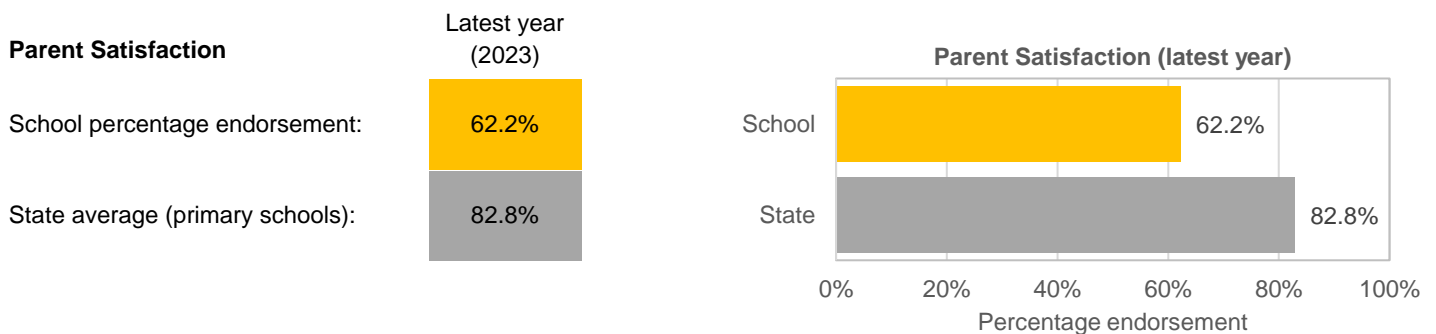
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

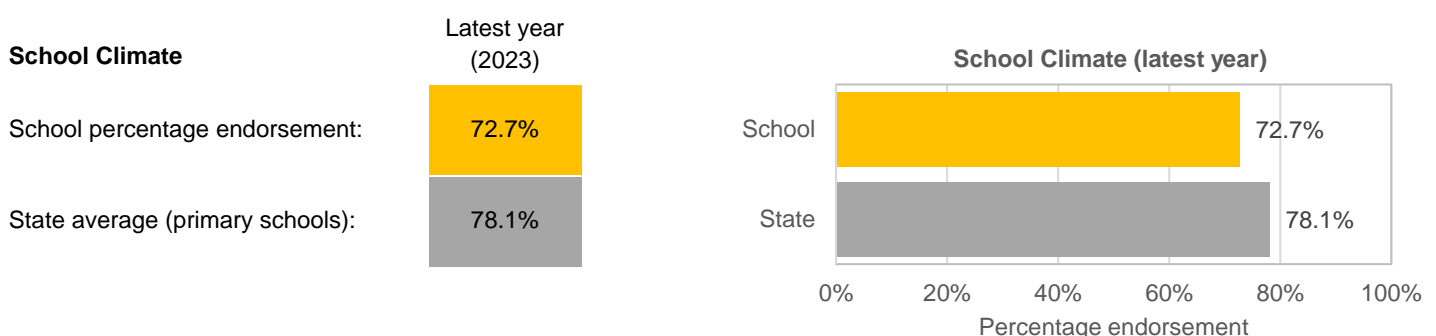


School Staff Survey

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:

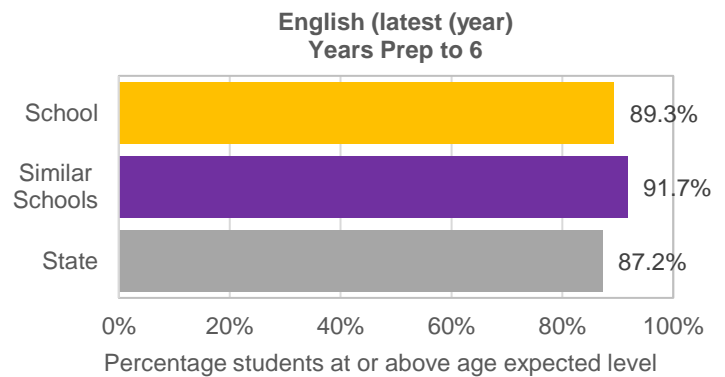
89.3%

Similar Schools average:

91.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

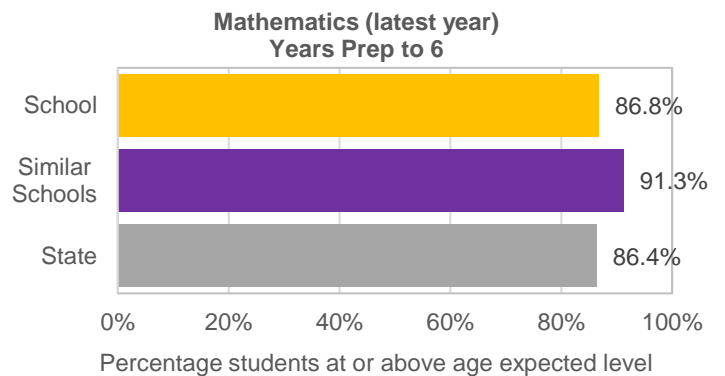
86.8%

Similar Schools average:

91.3%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.8%

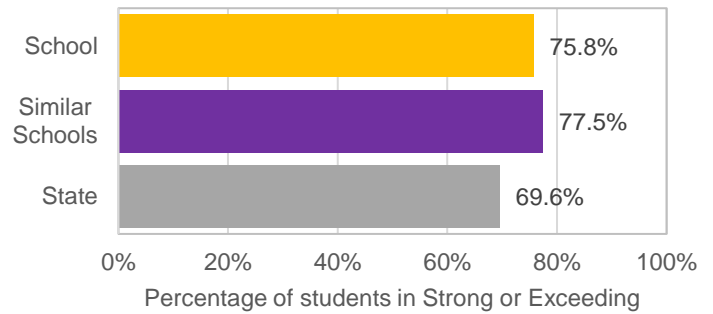
Similar Schools average:

77.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.0%

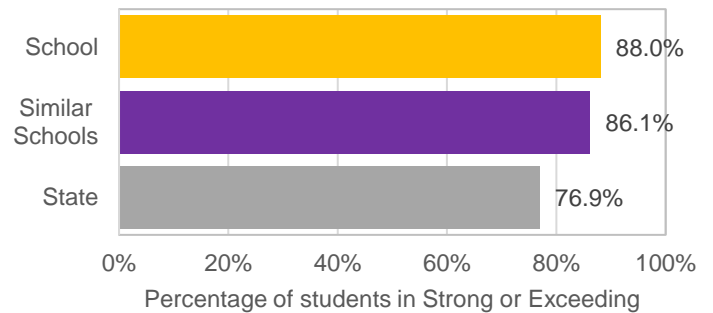
Similar Schools average:

86.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.7%

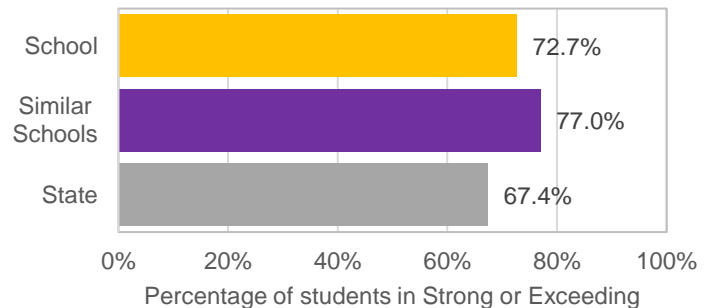
Similar Schools average:

77.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.3%

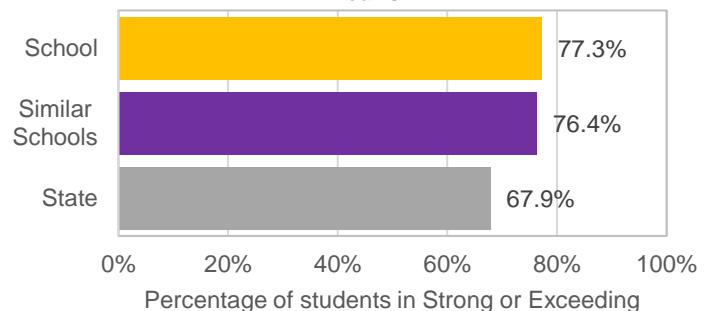
Similar Schools average:

76.4%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

76.9%

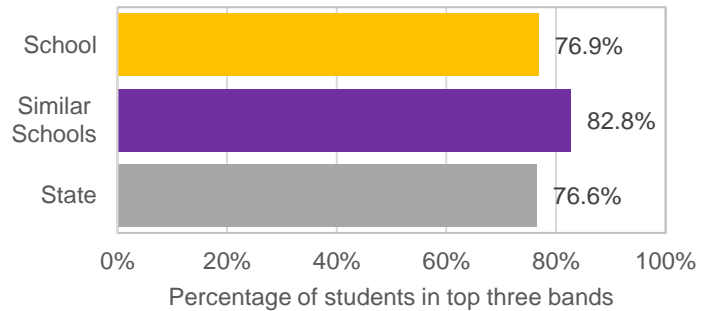
Similar Schools average:

82.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

75.0%

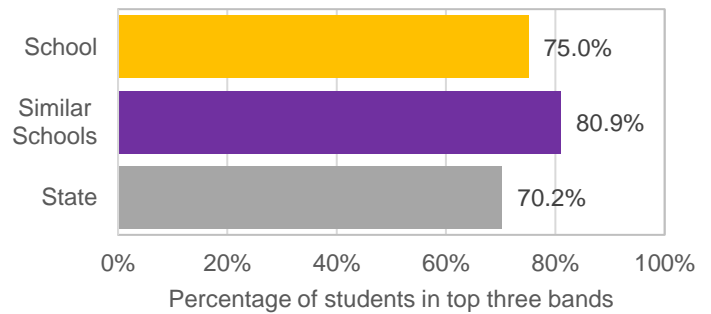
Similar Schools average:

80.9%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

61.5%

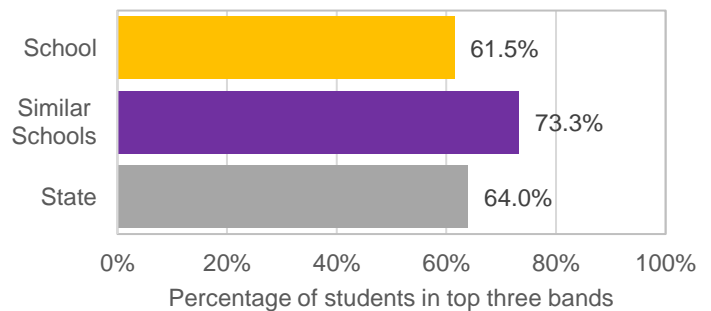
Similar Schools average:

73.3%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

54.8%

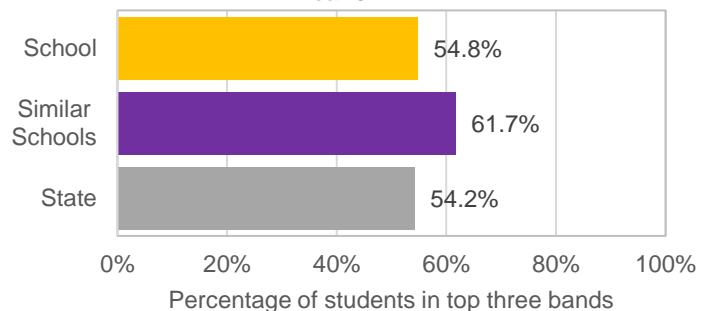
Similar Schools average:

61.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

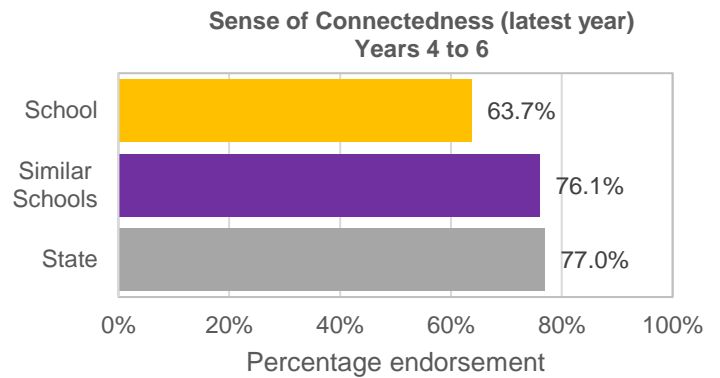
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	63.7%	69.5%
Similar Schools average:	76.1%	78.6%
State average:	77.0%	78.5%

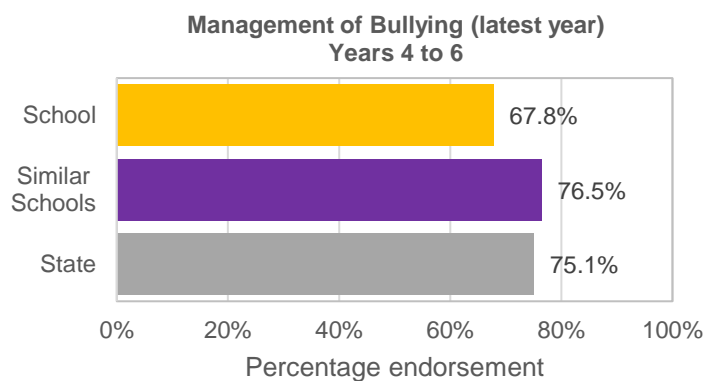


Student Attitudes to School – Management of Bullying

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:	67.8%	74.9%
Similar Schools average:	76.5%	79.1%
State average:	75.1%	76.9%



ENGAGEMENT

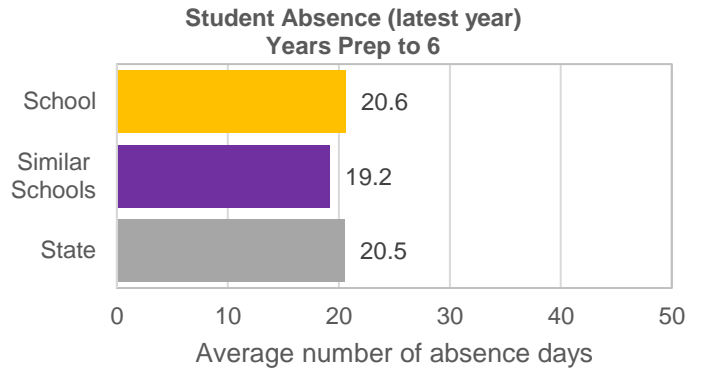
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	20.6	20.9
Similar Schools average:	19.2	16.8
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	92%	89%	90%	89%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,249,539
Government Provided DET Grants	\$352,965
Government Grants Commonwealth	\$4,857
Government Grants State	\$0
Revenue Other	\$25,377
Locally Raised Funds	\$126,526
Capital Grants	\$0
Total Operating Revenue	\$2,759,264

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,332
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,332

Expenditure	Actual
Student Resource Package ²	\$2,217,745
Adjustments	\$0
Books & Publications	\$290
Camps/Excursions/Activities	\$29,244
Communication Costs	\$2,616
Consumables	\$44,326
Miscellaneous Expense ³	\$7,339
Professional Development	\$23,837
Equipment/Maintenance/Hire	\$49,255
Property Services	\$94,826
Salaries & Allowances ⁴	\$117,647
Support Services	\$122,385
Trading & Fundraising	\$24,990
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,905
Total Operating Expenditure	\$2,759,406
Net Operating Surplus/-Deficit	(\$142)
Asset Acquisitions	\$17,100

- (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	\$184,860
Official Account	\$18,877
Other Accounts	\$17,966
Total Funds Available	\$221,703

Financial Commitments	Actual
Operating Reserve	\$82,742
Other Recurrent Expenditure	\$294
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$160,660
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	\$24,707
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$268,403

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.