

2022 Annual Report to the School Community

School Name: Tallygaroopna Primary School (3067)



- 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 22 March 2023 at 10:11 PM by David Brodie (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 28 April 2023 at 07:49 AM by Kelly McPherson (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

Tallygaroopna Primary School, with an enrollment of 78 students, is situated 17kms north of Shepparton. Our schools overall Socio-Economic Profile is in the Low - Medium range and students come from the township of Tallygaroopna and surrounding farms. Our Student Family Occupation Index was .3563 (SFOE Index - .3313). Our Teaching FTE for 2022 was 5.6, while our Support Staff FTE was 2.5. We had no Aboriginal and Torres Strait Islander staff. Our workforce composition in 2022 also played an influential role in improving student outcomes. In 2022, the school was able to maintain a 4th classroom and we were fortunate to have the knowledge and expertise of two experienced staff (Literacy & Numeracy Coordinators) who had remained at our school and built strong relationships with our children and families over the last couple of years. At the beginning of 2022, we welcomed an enthusiastic new teacher for the Grade 1/2 class and also at the end of the school year said goodbye to a long-standing class teacher who has been at our school for 20 years and made an enormous contribution to the culture and fabric of the school. Another teacher who had been at our school for 2 years was successful in gaining a position at another school so some workforce changes would be evident the following year. 2022 was again a difficult one as we constantly had to address absences with staff and students throughout the year in regard to COVID-19, but it was pleasing to have sort of stability return to the school with normal learning. The Parent Satisfaction percent endorsement was 78.5% (State Average - 79.9%) and the School Staff Survey percentage endorsement was 79.7% (State Average - 73.4%).

All staff were supported by the Principal of the school which included Specialist Teachers and MACC & MARC teaching staff and any volunteers in the school who assisted classroom teachers. The school grounds at TPS consist of a grassed playing field, a basketball court, two separate sets of playing equipment and well shaded and passive recreation areas (ie: shade sails and outdoor learning space). The school buildings consist of a large BER building which has 3 Classrooms and a Project Room along with two small offices which operate as a Resource Room / Student Welfare room and a Computer Resource room. Other facilities consist of an Administration Area, Foundation Classroom, Computer Lab / Specialists Room and a large Multi-Purpose Room which has a Community School Kitchen.

Maintenance funding has been received in the past to upgrade some of the existing buildings and we anticipate more work will be carried out in future years. Information Technology devices have been upgraded on a regular basis and the school has 4 interactive panels which were purchased in 2021 along with 2 other interactive whiteboards. The school has a number of netbooks and l pads to support student learning across the school. All of these resources enable staff to integrate a number of curriculum areas with Information Technology. Currently there is a computer ratio of 1.2:1 students.

The school is proud of the amount of parental and community involvement which occurs and we promote and encourage this as much as possible. We are looking forward to getting our families back into our school after a couple of lean years with COVID-19 and this is a major focus from our School Review which was completed towards the end of 2022. An active Parents Club normally provides special events on a regular basis and our school community promotes an active and healthy lifestyle. Our school day begins at 8.45am and we try and start the day being active with some activities involving such things as morning walks around the oval and reading, for example. The schools core values are based on Respect, Inclusion and Honesty.

In 2022, we were still able to provide our OSH Care service to our families for 5 days a week and it was wonderful to see student numbers blossom after a couple of difficult years. An Education Support Staff is employed as our OSH Care Coordinator and the school continues to make a major investment financially to this service to assist working families. We hope that the school will continue to benefit from this service into the future - OSH Care has been implemented at Tallygaroopna Primary School since 2014.

Unfortunately, Playgroup did not operate in 2022 but this is on our radar going forward. Normally, our playgroup is open to the community one day a fortnight from 9-11am for Pre-school children to attend and coordinated by our School Chaplain (Welfare Worker). We were unable to replace our School Chaplain during the second semester after constant recruitment difficulties with our provider Korus Connect.

In 2022, we were able to update and refine Assessment Plans and Calendars from our previous work with Project 21 and we look forward to continuing to revise and develop Scope and Sequence documents relating to Literacy & Numeracy. The Workshop Model with Reading and Writing continues to be a focus for our work together as this allows children to be creative and responsible in their own learning and become active and engaged in their work and development of understanding. In regard to Numeracy, staff continue to have the flexibility to utilise other resources in line with the Victorian Curriculum. This year we were able to use Essential Assessment tasks across the whole school in more detail which involved Pre and Post testing while focusing on specific areas of strength and weakness for students. Staff at the school are always investigating new ways that we can be inventive and be better as professional educators. Our Literacy focus has recently moved to a an Evidence Based approach with reading with decodable readers (Little Learners Love Literacy) and students were assessed on a regular basis. Decodable books align with the letter-sound sequence being taught and they enable students to consolidate the phonics skills they are learning in class. Heggerty is also utilised daily in the F-2 classroom to support students' phonemic awareness skills and we continue to use some elements of the VCOP (Big Write) and SMART Spelling Programs, but prefer to have some flexibility which allows for creativity and continued exploration.

In 2022, we continued to implement our Respectful Relationships program with minor emphasis on our Social & Emotional Program (Bounce Back). The Principal took fortnightly classes with all children and teaching staff also focused on specific themes on the alternative week. Implementation of the Mental Health Fund began in Term 4 and some children had regular support with Occupational Therapy, Speech Therapy and with a Psychologist. This support will continue in 2023 and we will also be involved in the Resilience Project.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2022 Annual Implementation Plan Learning Key Improvement Strategy was to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Specific Actions were to:

1. Develop a school wide numeracy plan / strategy
2. Build staff capacity in assessment and differentiation in order to identify and meet the student's individual learning needs.
3. Continue to embed and maintain PLC & SIT structures to support teacher collaboration and reflection of strengthening teacher practice.

During 2022, our students had more stability in their learning, returning to normal classroom activities with no Remote Learning or Snap Lockdowns. Tallygaroopna Primary School's teacher assessments from the Victorian Curriculum are above those of all Victorian government primary schools. English at the school level is 87.9% compared to the State - 87.0% where as Mathematics at the school level is 90.1% compared to the State - 85.9%. This relates to the percentage of students in Years Foundation to 6 who are working at or above age expected standards in English and Mathematics.

NAPLAN results for Grade 3 students in Reading were slightly below all Victorian government primary schools in 2022. The percentage of students at our school in the top 3 bands for Reading was 71.4% compared to the State Average of 76.6%. A highlight was our Numeracy Data for Grade 3 with the percentage of students at our school in the top 3 bands being 75.0% compared to the State Average of 64.0%. The 4 year average for Reading and Numeracy (students in top 3 bands) was slightly lower when compared with the State Average of all Victorian government primary schools. Reading was 67.9% compared to 76.6%, where as Numeracy was 60.0% compared to 66.6%. All Grade 3 students (8) were at or above the National Minimum Standards (NMS) in all areas except for 1 student in Spelling and 1 student in Grammar & Punctuation which was pleasing to see.

In comparison, NAPLAN results for Grade 5 students in Reading are below all Victorian government primary schools in 2022. For Reading, the percentage of students at our school in the top 3 bands was 50% compared to the State Average of 70.2%. The 4 year average for Reading was 56.8% (students in top 3 bands) which was lower when compared with the State Average of 69.5% for all Victorian government primary schools. For Numeracy, the percentage of students at our school in the top 3 bands was 41.7% compared to the State Average of 54.2%. The 4 year average for Numeracy was 55.4% (students in top 3 bands) which just slightly below the State Average of 58.8% for all Victorian government primary schools. All Grade 5 students (13) were at or above the National Minimum Standards (NMS) in all areas except for 2 students in Writing, 1 student in Spelling and 1 student in Reading. Results from the NAPLAN Relative Growth from year 3 to year 5 indicate some successes compared to similar schools. Our school was generally well above similar schools in 4 out of the 5 areas. These included Writing (20% to 17%), Spelling (30% to 24%), Grammar & Punctuation (50% to 22%) and Numeracy (50% to 25%).

Throughout 2022 we were able to complete normal school assessments in line with our school assessment schedule and this data has been shared with families as part of Semester 2 Reporting. We continued with our new Evidence Based Reading Approach with decodable readers and we believe that this will positively impact our reading data across the school and help some children who have gaps in their learning. Specific focus has been on the junior school and we look forward to seeing our children flourish and develop their reading in years to come. We also believe that our implementation of the Workshop Model has the potential to make a big impact with more students reaching the top 2 bands. We are also formalising the use of Essential Assessment across the school for explicit teaching and this has the potential to influence our children's knowledge of Literacy & Numeracy as well. As always, we will continue to dedicate some of our professional learning to the areas of Literacy and Numeracy and look forward to continuing to refine and develop these approaches and curriculum plans into the future. Key Improvement strategies tend to focus on a variety of literacy and numeracy strategies and personalising learning. Students strive to continually improve learning by having student learning goals. These learning goals are evidence based through the use of data and are developed for individual students to achieve. We look forward to these goals continuing to be ongoing in 2023 and providing formalised feedback to our families and students. Generally any learning is shared with the staff in professional learning teams. This team approach means that all teachers are sharing skills and

are responsible for all students' learning and well being. Classroom observations drive teaching and learning and aim to improve student achievement - we will be aiming to make these more regular in the new year.

A big focus was on differentiation to support specific needs and we were able to support a number of students throughout the year with 2 Tutors who implemented our TLI program and our PLC approach also allowed us to focus on specific students and discuss explicit teaching strategies to support their learning. Our PLC approach is a big focus from our School Review and we look forward to dedicating more time to this in 2023.

Wellbeing

Our 2022 Annual Implementation Plan Wellbeing Key Improvement Strategy was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Specific Actions were to:

1. Implement the Resilience, Rights and Respectful Relationships Curriculum
2. Strengthen in class relationships through peer and group learning activities.

The results of the Student Attitudes to School Survey for 2022 were very positive. The area of Sense of Connectedness had a percentage endorsement of 86.9% which was well above the State Average of 78.1% and an improvement on the 2021 figure of 78.8%. The 4 year average of 78.6% is just below other comparable figures (ie; State / Similar Schools). We were extremely impressed with Bullying (management of bullying) with a percentage endorsement of 81.3% being above other comparable figures for 2022. The 4 year average of 85.0% is also well above Similar Schools (82.1%) and the State Average of 78.3%.

With the implementation of the Student Engagement Policy we aim to further develop students' social skills and self-awareness and are actively promoting our school values of Respect, Honesty and Inclusion. Our general rule of "considering the feelings of others at all times" is constantly reinforced as well. The SEP is reinforced via Skool Loop and the School Newsletter at school and at home. In 2022, we continued implementation of the Respectful Relationships curriculum and sessions explicitly taught and provided opportunities for students to practice the skills needed to seek support and allowed children to share experiences in a balanced and comfortable environment if needed. Supporting others was reinforced constantly through various themes such as problem solving and help seeking.

Tallygaroopna PS is an ESmart school and we frequently focus on cyber safety formally and informally at school. During semester 1, our Welfare Worker had a keen interest in making sure that the wellbeing of all children, staff and parents of the School Community was catered for with informal and formal discussions. Unfortunately, we could not fill this position for the second half of the year. We were very fortunate to have 2 Education Support staff in 2022 along with some great classroom volunteers and our main focus on the return to school after Remote & Flexible learning was to ensure that our children remained happy, safe and engaged at school. We eased them back into the learning environment with lower expectations before getting back to normal routines and tasks. All of our children were supported with individual goals each semester while other children were on Individual Learning Plans for Semester 1 as per DET guidelines (ie: TLI students, PSD and Koorie students).

The school always promotes and maintains a strong sense of family involvement, but limited parental involvement was evident as a side effect of COVID-19. We look forward to reconnecting with our families again for 2023, because they are a key ingredient behind the success and make up of a small school. It was pleasing that some end of year extra curricula activities were able to be held. We had Tally's Got Talent at the local hall and we ended the year in a positive way with a Graduation Ceremony and Xmas Concert. Tallygaroopna Primary School continues to prides itself on being a positive and happy place to learn and play.

In Term 4, we were able to utilise financial resources from the Mental Health Fund with services for vulnerable children. This included regular support with Speech Therapy, Occupational Therapy and a Psychologist. This funding will be utilised again in 2023 and we intend to expand on these services with the implementation of "The Resilience Project". This will ensure that all of the students benefit from some of this funding which is available to all schools.

Finally, peer and group learning activities were enhanced with the implementation of "Committees" in Term 4. This involved the Grade 5/6 students taking a lead role for end of year events in small groups which focused on the End of Year Yearbook, a Virtual School Tour, Graduation Night, Xmas Concert and Tally's Got Talent. This allowed these students to have a sense of connectedness to the school which was terrific.

Engagement

Tallygaroopna Primary School's data for student absences in 2022 was higher than normal and we attribute this to a variety of illnesses in line with COVID-19. In 2019, the average number of absence days for our students was only 10.9 and this has risen to 11.8 (2020), 17.1 (2021) and then 23.3 days for 2022. This has more than doubled over a 3 year period as families take a cautious approach to the Safety and Wellbeing of our school community. The schools Student Absence data for 2022 was in line with the State Average and slightly lower than the Similar School Average of 25.2. It is pleasing to see that our 4 year absence data average is only 15.7 days compared to Similar Schools (18.8) and the State Average (17.0). Our Grade 5/6 cohort of students had the lowest attendance rate in 2022. All Year levels recorded attendance ranging from 84% to 92% which we aim to build on the following year.

We value student's attendance and students with attendance above 95% each term, semester and year receive awards. We fully understand that high absenteeism can have a negative impact on a child's educational development and being at school ensures that all students are maximising their learning with social development opportunities. Students and families will continue to be reminded about the importance of regular school attendance through informal discussions with staff, items put in the weekly newsletter and unexplained absences being followed up. In 2022, we continued to have a large emphasis on Student Engagement again with the implementation of fun and engaging learning opportunities for our children along with a comprehensive Specialist program. Specific focus was on providing a positive school community and we continued to implement a celebration wall and a project titled "every face has a place". Students are frequently involved in buddy activities with a mentoring approach being embedded into our school culture from F-6.

Children in the senior grades have numerous leadership opportunities at our school as well – School Captains, JSC...etc. Each classroom integrates technology in learning activities and students have access to a combination of laptops, desktops and ipads creating a technology rich learning environment. This was obviously more evident during Remote & Flexible learning and skills and knowledge has been developed by key stakeholders which will allow us to use technology as a teaching tool if the need arises again in the future. We complement classroom activities by utilising a number of ICT programs such as Mathletics, Reading Eggs and Essential Assessment and promote a positive atmosphere in our classes. In 2022, we continued to implement the BYOD program for the Grade 5/6 students and also utilised Dropbox with this class to enable easy access to classroom tasks when needed. We also had a whole year to utilise our new Interactive Panels which were bought in 2021 and these resources allowed our teachers to provide engaging and interactive teaching strategies each day at school.

Our school provided our children with many learning opportunities in 2022 which allowed them to explore their interests and develop their skills and capabilities in a variety of areas. Specialist programs were offered in 4 specific learning areas - Physical Education, Library, Art, and Music. With some creative thinking because of financial constraints, staff also continued with a rotation program which involved Auslan, Science, Sport and ICT / Cybersafety lessons. We had some alterations to our workforce again, with a new member of staff teaching Grade 1/2 and we did some inventive staffing with the Grade 5/6 teacher taking Music for most of Term 4 in line with family leave.

Our school continues to promote a warm, caring and friendly learning environment. The school actively promotes developing respectful relationships between students, parents and teachers through the newsletter and various interactions. Our Grade 3-6 students were able to attend a camp again after a few lean years and 15 Mile Creek was well attended by the majority of students. To see our students engaged out of the normal school environment was rewarding and we also had most of our students attend the End of Year Excursion at Whittlesea Fun Fields. These opportunities had not been available because of COVID-19 and to see some smiles on some faces again was wonderful.

Financial performance

Tallygaroopna Primary School was fortunate to have a Net Operating Surplus of \$53,138 because of steady enrolments over the last few years and positive forward planning. For many years our school hovered around 50 students consistently, but since 2015 we have had regular enrolment increases which has benefited our school financially. We have plateaued at about 80 students of late. Our school received funding from the National Chaplaincy Program to focus on Student Welfare again in 2022, but this position was not filled in Semester 2 unfortunately. We were fortunate though to receive funding to install a new Shade Sail at our Outdoor Learning Space area though.

Our school was funded for 3 students through the Program for Students with Disabilities Program as well. This funding is used to provide human resources (Education Support Staff) who support these students and teachers. Our schools' investment in solar panels in 2019 has allowed our school to be able to move forward in generally a strong financial position. There are obviously strong links to teaching and learning with this school initiative.

For more detailed information regarding our school please visit our website at <https://www.tally-ps-3067.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 78 students were enrolled at this school in 2022, 35 female and 43 male.

NDP percent of students had English as an additional language and 8 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).

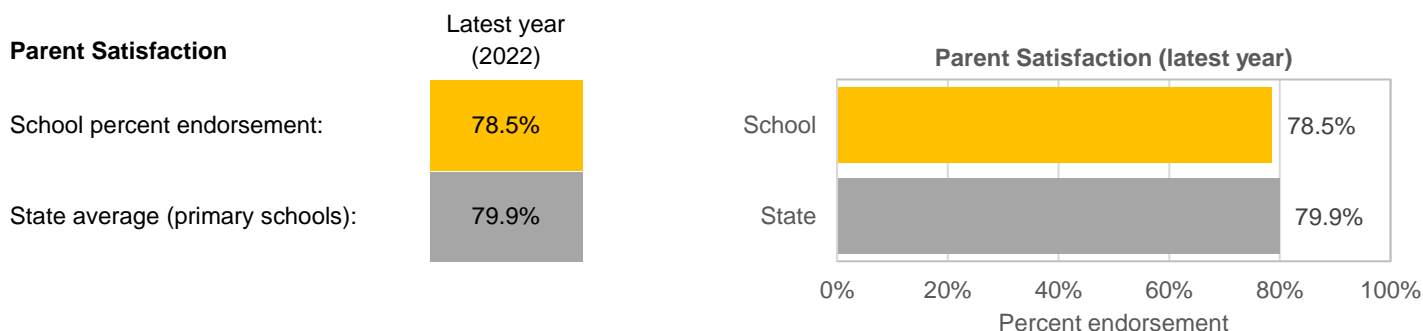
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

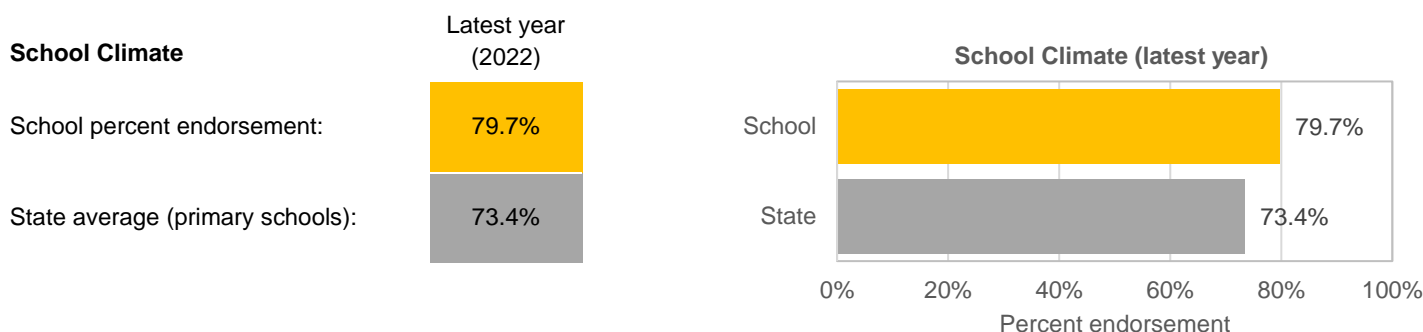


School Staff Survey

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:

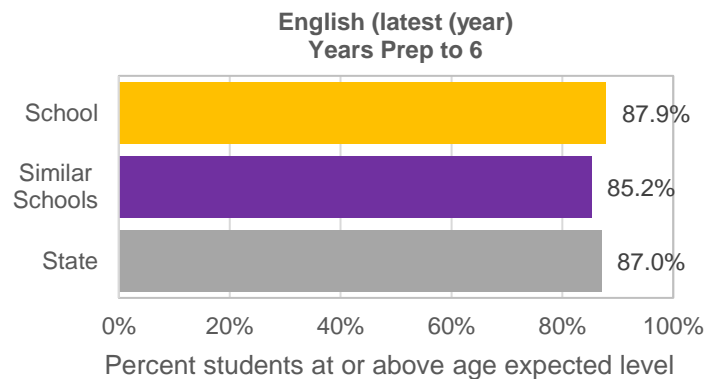
87.9%

Similar Schools average:

85.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

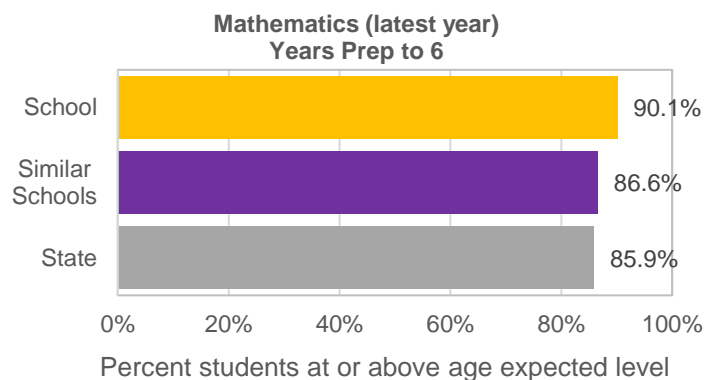
90.1%

Similar Schools average:

86.6%

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.

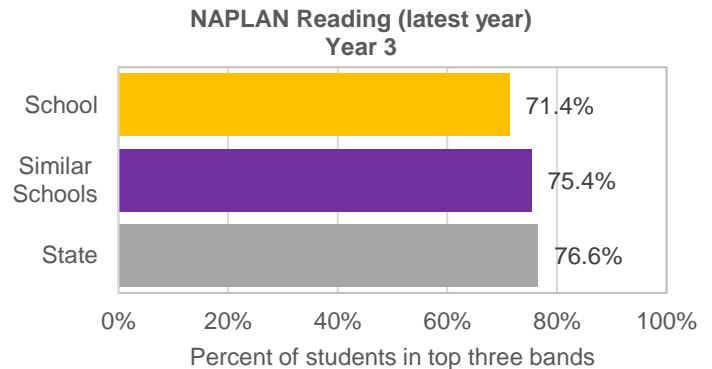
NAPLAN

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.

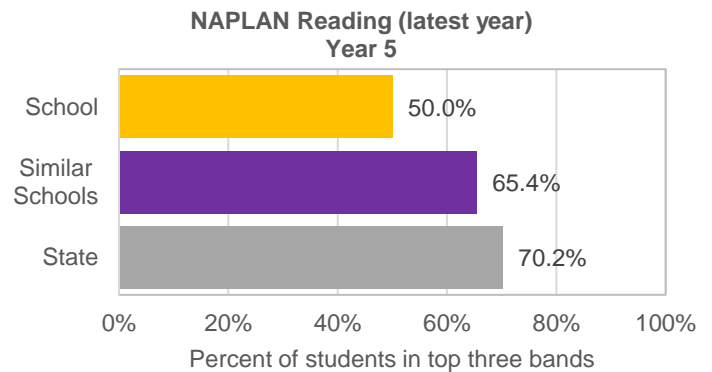
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	67.9%
Similar Schools average:	75.4%	73.4%
State average:	76.6%	76.6%



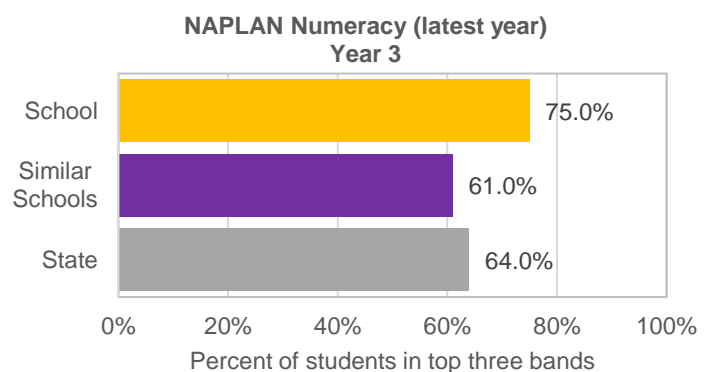
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	56.8%
Similar Schools average:	65.4%	64.1%
State average:	70.2%	69.5%



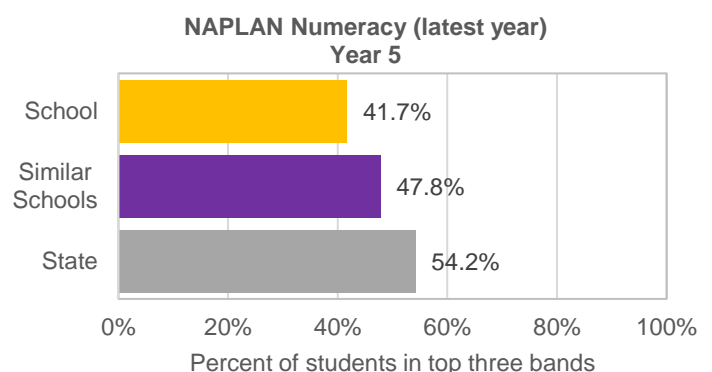
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	60.0%
Similar Schools average:	61.0%	62.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.7%	55.9%
Similar Schools average:	47.8%	52.1%
State average:	54.2%	58.8%



WELLBEING

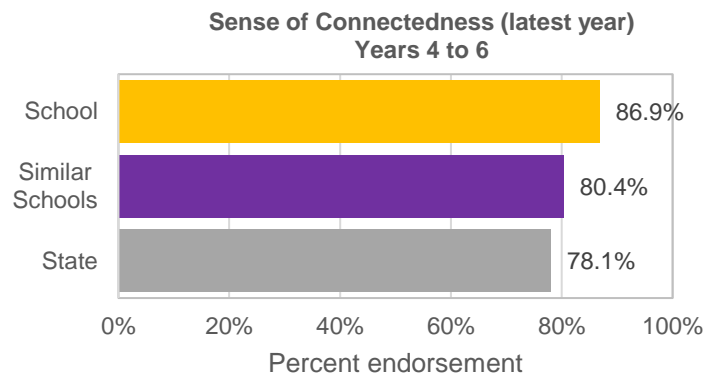
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	86.9%	78.6%
Similar Schools average:	80.4%	80.4%
State average:	78.1%	79.5%

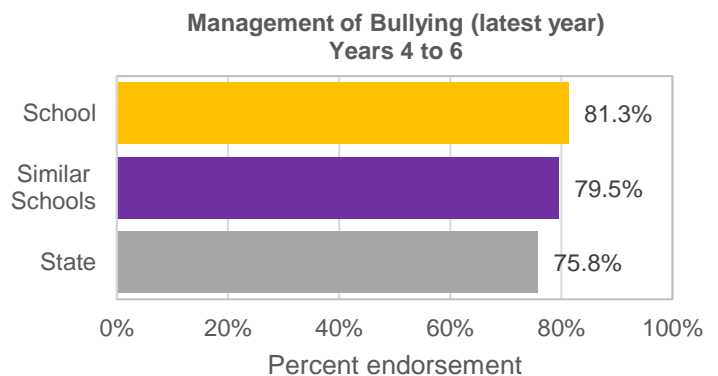


Student Attitudes to School – Management of Bullying

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:	81.3%	85.0%
Similar Schools average:	79.5%	82.1%
State average:	75.8%	78.3%



ENGAGEMENT

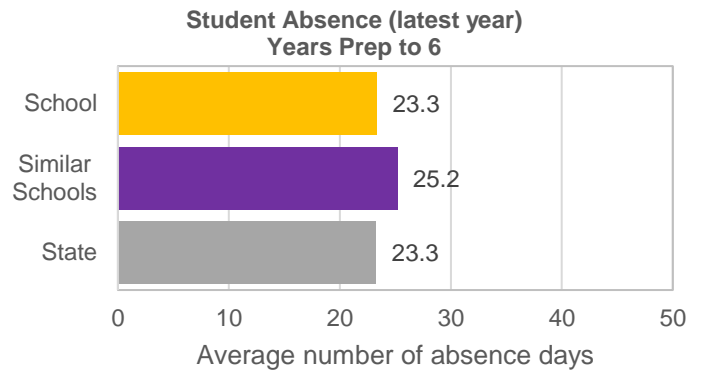
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.3	15.7
Similar Schools average:	25.2	18.8
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):	88%	90%	90%	87%	92%	84%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$859,257
Government Provided DET Grants	\$140,407
Government Grants Commonwealth	\$15,727
Government Grants State	\$0
Revenue Other	\$7,760
Locally Raised Funds	\$49,600
Capital Grants	\$0
Total Operating Revenue	\$1,072,750

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,281
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,281

Expenditure	Actual
Student Resource Package ²	\$821,547
Adjustments	\$0
Books & Publications	\$1,835
Camps/Excursions/Activities	\$16,383
Communication Costs	\$715
Consumables	\$10,524
Miscellaneous Expense ³	\$12,785
Professional Development	\$2,044
Equipment/Maintenance/Hire	\$10,687
Property Services	\$46,127
Salaries & Allowances ⁴	\$58,431
Support Services	\$16,050
Trading & Fundraising	\$16,457
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$6,028
Total Operating Expenditure	\$1,019,612
Net Operating Surplus/-Deficit	\$53,138
Asset Acquisitions	\$10,496

- (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	\$114,385
Official Account	\$7,836
Other Accounts	\$0
Total Funds Available	\$122,221

Financial Commitments	Actual
Operating Reserve	\$28,462
Other Recurrent Expenditure	\$3,585
Provision Accounts	\$332
Funds Received in Advance	\$26,786
School Based Programs	\$20,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,294
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$19,762
Total Financial Commitments	\$122,221

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.