

2023 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 \(VIT\)](#)
- 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 21 March 2024 at 07:41 PM by David Brodie (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 18 April 2024 at 04:28 PM by Steven Kemp (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

Tallygaroopna Primary School, with an enrolment of 74 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 .4071 (SFOE Index - .3549). Our Teaching FTE for 2022 was 4.9 (which includes the Principal), while our Support Staff FTE was 3.0. We had no Aboriginal and Torres Strait Islander staff and 10% of our students were Aboriginal or Torres Strait Islanders. In 2023, the school had 3 classroom teachers (along with 3 full time Aides: Education Support) , but the decrease in our teaching workforce for the year was attributed towards recruitment difficulties in the local area. Our workforce composition in 2023 however played an influential role in working towards improving student outcomes. We were very fortunate to retain the knowledge and expertise of two experienced staff (being our Literacy & Numeracy Coordinators) who had built strong relationships with our children and families over the last couple of years.

At the beginning of 2023, we welcomed an enthusiastic and experienced new teacher for the Grade F/1/2 class which was a fantastic result for the school. However, at the end of 2023 we said goodbye to our senior teacher who had devoted 7 years to our school along with an Education Support staff member who wanted to pursue other possibilities. Some workforce changes were going to be evident again in 2024. 2023 was at times a difficult one as we constantly had to address absences with staff and students throughout the year in regard to a variety of illnesses. It was pleasing though to again have some stability in the school with normal learning taking place and a number of extra curricula programs being made available. The Parent Satisfaction percent endorsement was 92.9% (State Average - 82.8%) and the School Staff Survey percentage endorsement was 66.7% (State Average - 78.1%). This was a decrease from 79.7% the previous year.

All staff were supported by the Principal of the school which included Specialist teachers and MACC & MARC teaching staff and any Education Support staff and 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 Space 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, classroom (which was turned into a GEM Space: welfare room for students), 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 iPads 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 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. Families entered our school more consistently in 2023 with both formal and informal activities throughout the year and our active Parent's Club provided special events on a regular basis. Our school community promotes an active and healthy lifestyle for all. Our school day begins at 8.45am and we start the day with activities such as morning walks around the oval and reading. The schools core values are based on Respect, Inclusion and Honesty.

In 2023, 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 again in 2023 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). On a positive note, we were able to replace our School Chaplain during the year after recruitment difficulties for over 12 months.

In 2023, 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 to be inventive and be better as professional educators. Our Literacy focus continues to be based on 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 2023, we continued to implement our Respectful Relationships program and aligned this to work with the Resilience Project as well. All students in the school benefit from these learnings which is funded from Mental Health Funding. In 2023, we were able to employ a Mental Health in Primary Schools Leader as well who had a designated day to focus on these specific areas of Health & Wellbeing. Mental Health Funding services continued in 2023 and some children had regular support with Occupational Therapy, Speech Therapy and with a Psychologist. This support will continue in 2024 with some minor alterations.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2023 Annual Implementation Plan Learning Key Improvement Strategy was to support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

Specific Actions were to:

1. Build teacher capacity to implement PLC inquiry cycles using the improvement cycle
2. Continue to reinforce and develop an agreed Instructional model for literacy and numeracy.

During 2023, our students continued to have stability in their learning and additional support with an aide in each class.

Tallygaroopna Primary School's teacher assessments from the Victorian Curriculum are in line with those of all Victorian government primary schools. English at the school level is 87.1% compared to the State - 87.2% whereas Mathematics at the school level is 85% compared to the State - 86.4%. 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 below all Victorian government primary schools in 2023. The percentage of students at our school who were considered Strong or Exceeding was 46.2% compared to the State Average of 69.6%. Similar schools were 60.1%. A highlight was our Numeracy Data for Grade 3 with the percentage of students at our school who were considered Strong or Exceeding being 69.2% compared to the State Average of 67.4%. Similar schools were 66.4%.

In comparison, NAPLAN results for Grade 5 students in Reading and Numeracy are both below all Victorian government primary schools in 2023. The percentage of students at our school who were considered Strong or Exceeding in Reading was 38.5% compared to the State Average of 76.9%. Similar schools were 72.3%. The percentage of students at our school who were considered Strong or Exceeding in Numeracy was also 38.5% compared to the State Average of 67.9%. Similar schools were 61.9%.

It is important to note that NAPLAN tests were 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 again. However, there are some consistent positive results with Year 3 Numeracy from 2022 - 2023, although this obviously involves a different cohort of students.

Throughout 2023 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 strong and exceeding levels. 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 2024 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 a Tutor 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 time to this again in 2024.

Wellbeing

Our 2023 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 Project & 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 2023 were generally positive although slightly below Similar Schools and the State. The area of Sense of Connectedness had a percentage endorsement of 70.3% which was below the State Average of 77% and Similar Schools at 78.5%. The schools 4 year average of 76.3% is just below other comparable figures (ie; State / Similar Schools). The area of Management of Bullying had a percentage endorsement of 70.1% which was below the State Average of 75.1% and Similar Schools at 79.5%. The schools 4 year average of 80.4% is just below Similar Schools and above the State Average of 76.9% which is pleasing.

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 2023, we continued implementation of the Respectful Relationships curriculum along with the introduction of the Resilience Project and lessons are explicitly taught by our MHIPS Leader while providing opportunities for students to practice the skills needed to seek support. We also allow children to share experiences in a balanced and comfortable environment if needed and 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. Our new Welfare Worker (Chaplain) also has a keen interest in making sure that the wellbeing of all children, staff and parents of the School Community is catered for with informal and formal discussions. We were very fortunate to have 3 Education Support staff in 2023 along with some great classroom volunteers and our main focus was to ensure that our children remained happy, safe and engaged at school. All of our children were supported with individual goals each semester while other children were on Individual Learning Plans throughout the year as per DET guidelines (ie: TLI students, PSD and Koorie students).

The school always promotes and maintains a strong sense of family involvement and it was great to see families reconnect more regularly with the school again in 2023. Our families are a key stakeholder behind the success and make up of a small school. It was pleasing that some outdoor extra curricula activities were able to be held (ie: camps to Canberra and 15 Mile Creek). We also had a whole school Production and Tally's Got Talent at the local hall and we ended the year in a positive way with a Graduation Ceremony and Christmas Concert. Tallygaroopna Primary School continues to pride itself on being a positive and happy place to learn and play.

Throughout the year, 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 2024 and we intend to continue to expand on these services with further 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 continued implementation of "Committees" in Term 4. This involved the Grade 4/5/6 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, Christmas 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 2023 (19.3 days) was higher than normal and we attribute this to a variety of illnesses again. However, it was pleasing to see that this has been reduced from 23.3 days in 2022 and hopefully this decline in absences will continue for future years. Pre COVID, our average number of absence days for our students was only 10.9 in 2019. Cohorts with the most positive attendance in 2023 were our Grade 2 and 5 students with an attendance rate of 93% each. The lowest attendance rate was for our Grade 3 students at 88%.

We value student 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 2023, 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 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 complemented classroom activities by utilising a number of ICT programs in 2023 such as Mathletics, Epic, Prodigy and Essential Assessment and promote a positive atmosphere in our classes. In 2023, we continued to implement the BYOD program for the Grade 5/6 students and also utilised Dropbox with the senior class to enable easy access to classroom tasks when needed. We continue to utilise our Interactive Panels which were bought in 2021 and these resources allow our teachers to provided engaging and interactive teaching strategies on a daily basis at school.

Our school provided our children with many learning opportunities in 2023 which allowed them to explore their interests and develop their skills and capabilities in a variety of areas. Specialist programs were offered in 5 specific learning areas - Respectful Relationships / Resilience Project, Physical Education, Library, Art, and Music. With some creative thinking and because of financial constraints a senior staff member also continued with Auslan as an additional language.

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 5/6 students were able to attend the Canberra Camp again after a few lean years and this opportunity 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 some local venues in Shepparton (ie; Star Bowl, Fun Planet). To see some smiles on some faces again was wonderful.

Financial performance

Tallygaroopna Primary School was fortunate to have a Net Operating Surplus of \$103,323 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 2023 and we look forward to supporting our students with this funding over the next few years.

Our school was funded for only a small number of students through the Program for Students with Disabilities Program in 2023. Although this was only a small amount of funding, it is used to provide human resources (Education Support Staff) who support these students and teachers. Disability Inclusion Funding will assist our school going forward and enable us to continually support students in need. 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.

Equity Funding in 2023 was only \$10,388

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 74 students were enrolled at this school in 2023, 33 female and 41 male.

NDP percent of students had English as an additional language and 10 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).

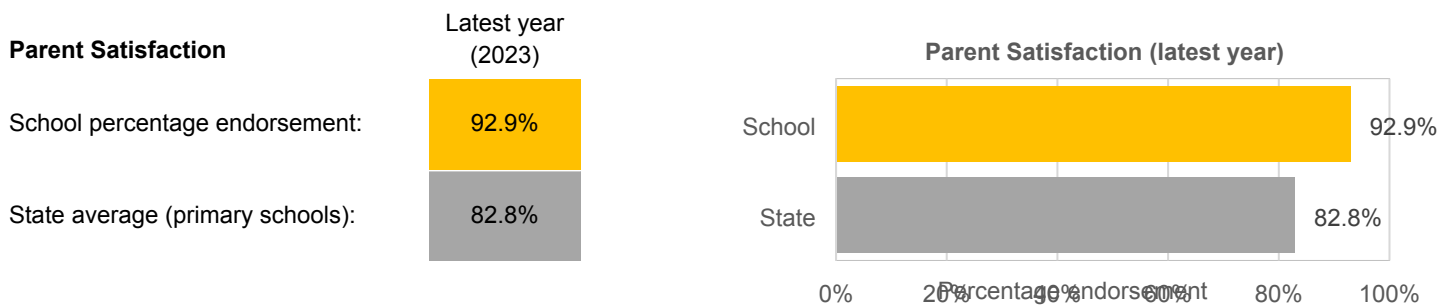
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

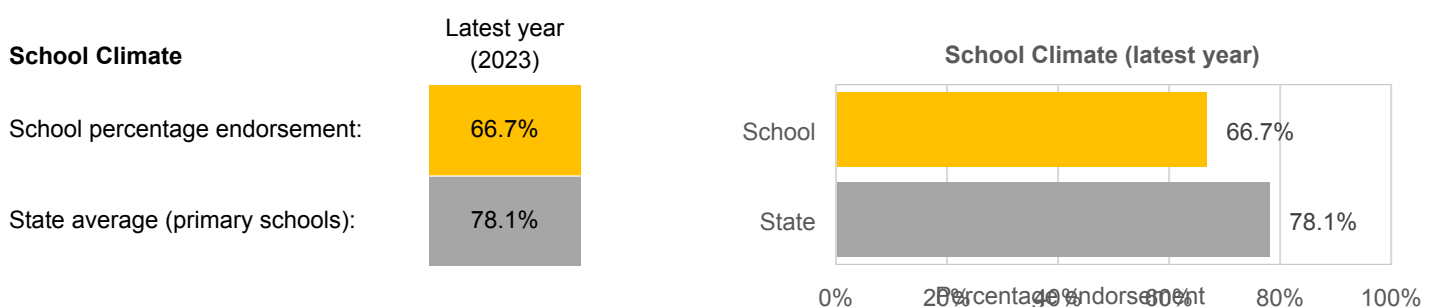


School Staff Survey

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:

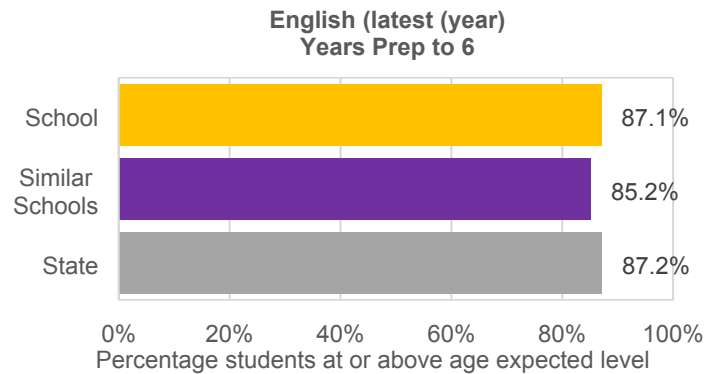
87.1%

Similar Schools average:

85.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

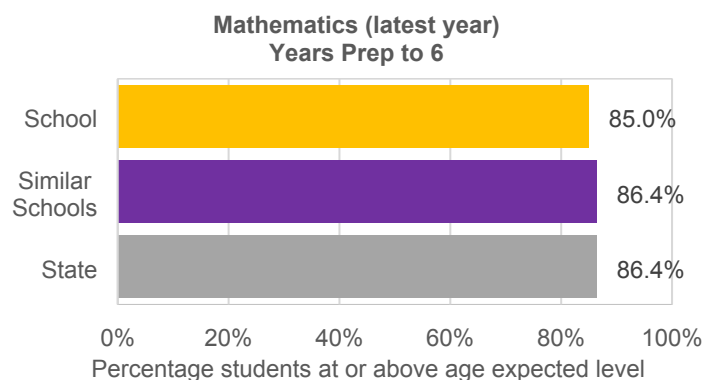
85.0%

Similar Schools average:

86.4%

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:

46.2%

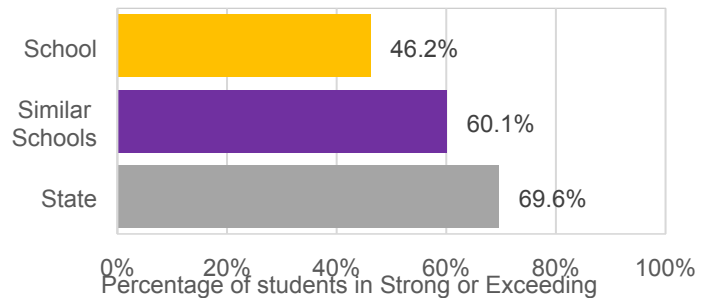
Similar Schools average:

60.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

38.5%

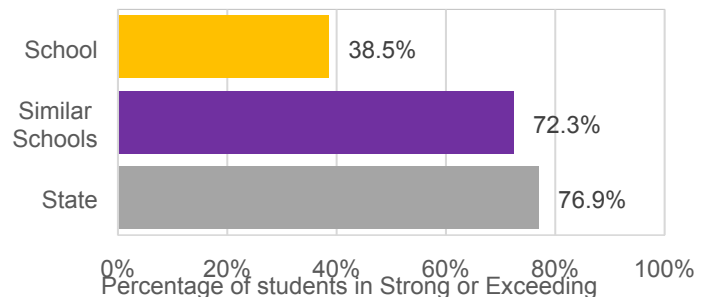
Similar Schools average:

72.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.2%

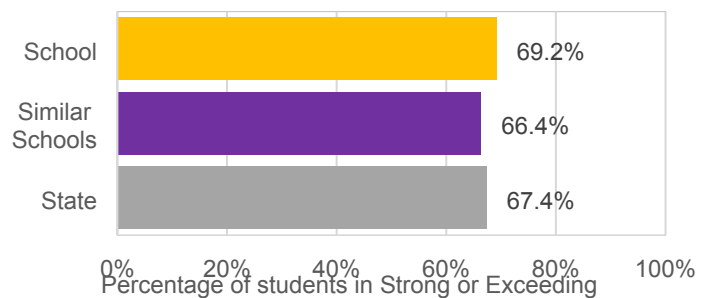
Similar Schools average:

66.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

38.5%

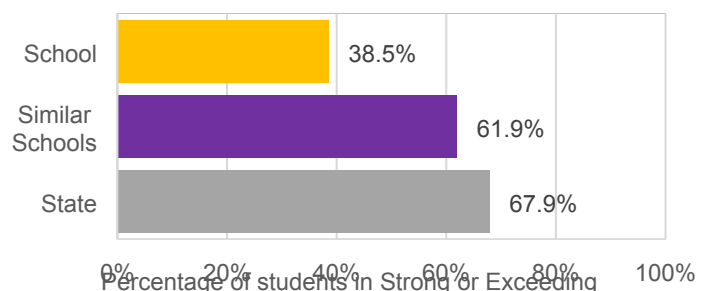
Similar Schools average:

61.9%

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:

71.4%

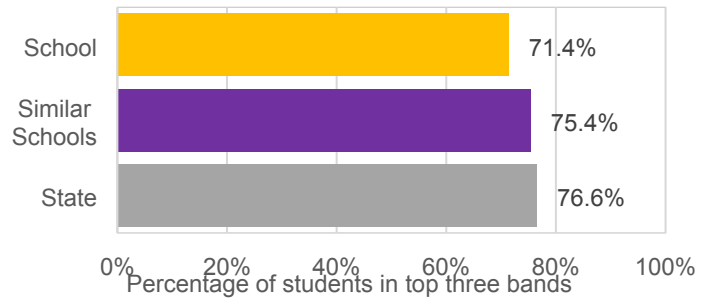
Similar Schools average:

75.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

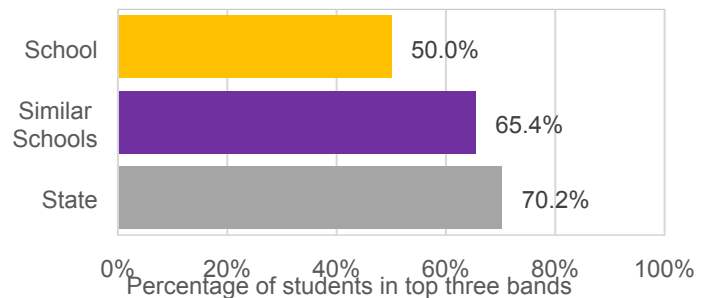
Similar Schools average:

65.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

75.0%

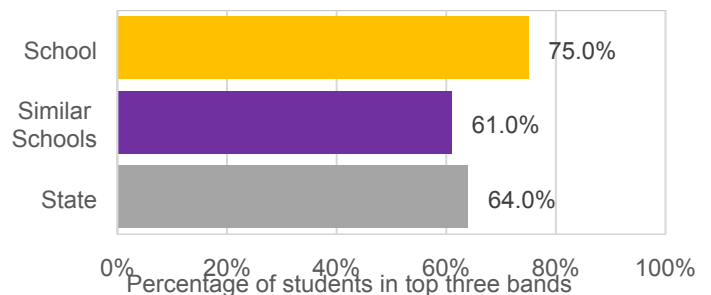
Similar Schools average:

61.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

41.7%

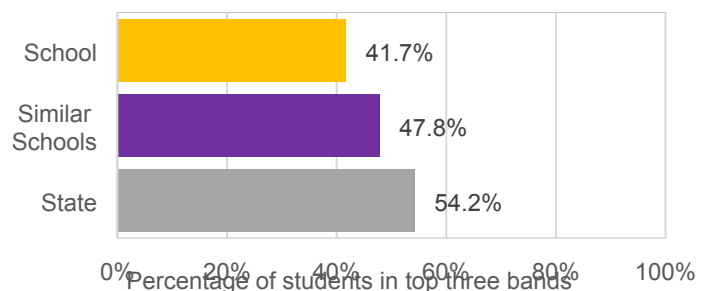
Similar Schools average:

47.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

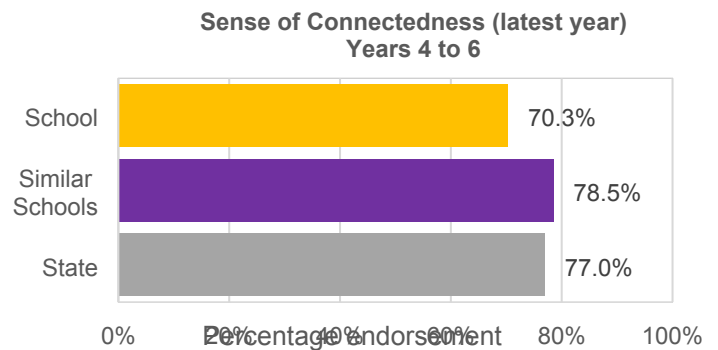
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	70.3%	76.3%
Similar Schools average:	78.5%	79.6%
State average:	77.0%	78.5%

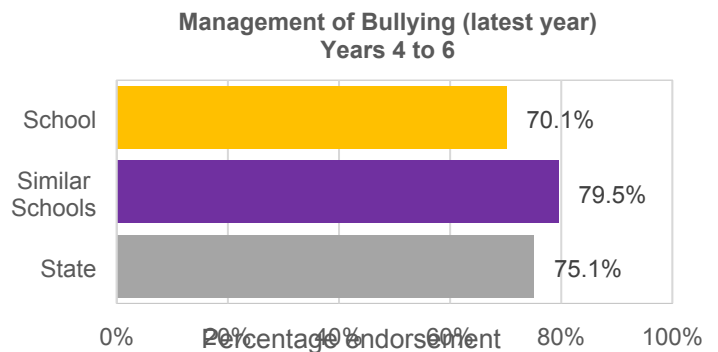


Student Attitudes to School – Management of Bullying

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:	70.1%	80.4%
Similar Schools average:	79.5%	81.3%
State average:	75.1%	76.9%



ENGAGEMENT

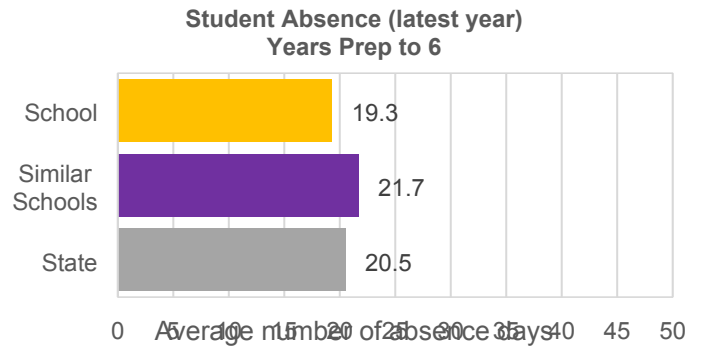
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.3	17.8
Similar Schools average:	21.7	19.8
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):	89%	90%	93%	88%	90%	93%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$914,871
Government Provided DET Grants	\$174,568
Government Grants Commonwealth	\$15,523
Government Grants State	\$0
Revenue Other	\$15,444
Locally Raised Funds	\$61,903
Capital Grants	\$0
Total Operating Revenue	\$1,182,309

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,388
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,388

Expenditure	Actual
Student Resource Package ²	\$841,235
Adjustments	\$0
Books & Publications	\$2,847
Camps/Excursions/Activities	\$33,605
Communication Costs	\$766
Consumables	\$14,754
Miscellaneous Expense ³	\$12,684
Professional Development	\$2,514
Equipment/Maintenance/Hire	\$28,229
Property Services	\$32,412
Salaries & Allowances ⁴	\$49,503
Support Services	\$33,029
Trading & Fundraising	\$21,916
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,491
Total Operating Expenditure	\$1,078,986
Net Operating Surplus/-Deficit	\$103,323
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 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	\$140,535
Official Account	\$7,222
Other Accounts	\$0
Total Funds Available	\$147,756

Financial Commitments	Actual
Operating Reserve	\$36,574
Other Recurrent Expenditure	\$1,866
Provision Accounts	\$332
Funds Received in Advance	\$34,388
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,853
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$35,743
Total Financial Commitments	\$147,756

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.