

2023 Annual Report to the School Community

School Name: Wallan Primary School (0664)



"Working Together for a Better Future"

- 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 18 April 2024 at 12:30 PM by Tanya Kirkright (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 26 April 2024 at 10:25 AM by Liarna Talarico (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

Wallan Primary School, established in 1857, is a large, growing primary school situated in the township of Wallan, 50 kilometres north of Melbourne with a school population of 724 students. The SFOE (Student Family Occupation Education) band is high. Our community has a multicultural profile, in 2023 the school population included 140 students from a language background other than English and 51 Aboriginal or Torres Strait Islander (ATSI) students enrolled across all year levels. The E.A.L program developed into the classroom in 2023 with a dedicated E.A.L coach to support teachers in developing their teaching practice. The school offers a program for students with disabilities (PSD) program with 21 funded students across the school.

In 2023 we began a new strategic plan and decided to review our vision, values and motto. All stakeholders were involved in a collaborative reflective process. We decided to keep our motto "Working Together for a Better Future"..... "Because they're worth it." We agreed on new values and simplified it to three:

- Do Your Best
- Help Others Succeed
- Respect Your Environment.

Our new vision is "Wallan Primary School supports and empowers all learners to embrace challenges and celebrate achievements."

Wallan PS is structured with a Principal and one Assistant Principal. We increased to two Assistant Principals in 2023 empowering each to oversee a team; Wellbeing and Teaching and Learning. In 2023 we had two Learning Specialists with a teaching and learning focus (Literacy and Numeracy), one Learning Specialist with a well-being focus around Disability and Inclusion, 43 teachers and 25 Education Support Officers. Each team is led by a highly capable Professional Learning Community Leader.

In 2023 Wallan Primary School consisted of 27 classrooms with straight classes from Foundation to Year 4 and the introduction of a composite structure in Years 5 and 6. In 2023 we also introduced flexible seating in our upper school classrooms and two spaces where open-plan learning occurred with double classes. A new relocatable (2 classrooms) arrived ready for classes at the beginning of 2023. The school oval is well maintained and includes a half-size soccer pitch area. The school has an art space, a well-being space, a music tutor space, a canteen, a current gym, learning tutor spaces, literacy support program spaces, conference and teacher resource rooms. In 2023 we moved to a new language program with a focus on Auslan as voted by our community. The students continued to participate in physical education, visual art, digital art and digital technology/coding lessons. We introduced Performing Arts and a new 'Bush' program to Years Foundation to Year 2 to flow on from the Bush Kinder philosophy in early childhood settings. A new 'Food' program was introduced for our Years 3 to 6 students so they can replicate the recipes they make in school at home to support their families and promote healthy eating. Our kitchen garden was relocated to support our new 'Food' program and we have continued to upgrade shaded play and learning spaces to create a welcoming environment for all students, staff, families, and visitors to the school. Students continued to visit the local library as a class fortnightly, to support community connections and their love of reading. A \$6.738 million competition-grade gymnasium construction occurred in 2023 with completion to occur in 2024.

Wallan Primary School is strongly committed to using evidence-based practice for teaching and learning. The school has developed a culture that strives for continual and ongoing improvement. The commitment to best practices and Department of Education and Training initiatives has further enhanced the teaching and learning environment. The Wallan Primary School Literacy, Numeracy and Inquiry program provides a sequential and comprehensive curriculum that clearly reflects the Victorian Curriculum and is being further developed to include student voice and agency. Teachers collaboratively plan curriculum with the support of the Learning Specialists and PLC Leaders in their teaching teams in order to provide the best teaching and learning experiences for the students in all year levels throughout the school. There continues to be a strong commitment to Professional Learning with a key focus on mentoring, coaching, observations and feedback to improve teaching practice. Literacy and Numeracy Coaches support teachers and teams to improve and continually build capacity.

Wallan Primary School is committed to providing high-quality well-being and learning for all students in a safe, caring and stimulating environment. An essential element of this is clear expectations and procedures that reflect our values and school vision. Classroom and specialist teachers communicate regularly with families and share student work throughout the term.

Parent involvement in all aspects of the school's programs is keenly encouraged. The active and supportive School Council and Family and Friends group take great pride in the achievements of the school and work hard to lead the school forward. In 2023 we implemented a new parent/community helper training program to prepare our volunteers around child safe practices and our WPS expectations when assisting at school.

In 2024 we will continue to "work together for a better future....because they are worth it!"

Progress towards strategic goals, student outcomes and student engagement

Learning

In line with our commitment to evidence-based continual improvement, in 2023 all teachers in our junior school and tutoring programs were trained in a new phonics-based literacy instruction program. This followed our trial in 2022. Implementation began in our Foundation to Year 2 classrooms. Professional Learning provides teachers time to identify precise knowledge about their students' understandings/data which they use to personalise all learning opportunities. A full literacy audit was completed and the Teaching and Learning Assistant Principal collaborated with staff and an external expert to develop a plan for the school's literacy throughout this strategic plan. Our instructional model was reviewed and a streamlined version was developed by our school leaders.

In the area of numeracy, we focused on implementing whole class and individual student goals as another strategy to provide differentiation for our students. Ongoing teacher and classroom coaching is provided by expert Literacy and Numeracy Learning Specialists and additional assistance programs are in place for students in need of extra support or extension. We continue to support students to participate in the Victorian High Ability Program (VHAP) for both literacy and numeracy and have begun to offer opportunities for students to challenge themselves, for example in the Australian Mathematics competition.

To further enhance teaching and learning, access to technology has been enhanced. This has included upgrades to classroom audio-visual displays and ensuring that all students in years three to six are one-to-one with a laptop, provided by the school, and all students in Foundation to Year 2 have access to iPads. The school has developed a partnership with an external company to support our Cyber Safe education for students, staff and families.

In the area of data, our Teaching and Learning team has completed a deep dive and used 'data walls' to highlight the successes and areas for growth in our assessment and teacher judgement data. Our assessment schedule was also refined and a data platform was introduced to store and monitor data as a whole school. Reporting to parents was also reviewed and a new reporting structure was implemented, which was developed from all stakeholder's feedback. Teacher judgement is still an area of focus as the results are still below similar schools and the state average.

In 2023 we allocated a Learning Specialist to oversee and drive the implementation of the Department model of the PLC, Professional Learning Communities. Teachers met fortnightly to collaborate on an inquiry project across each term. At the end of each cycle cohorts of teachers shared their findings with the whole group. Our cycles in 2023 covered Wellbeing and Engagement, Literacy and Numeracy. This was a major highlight for us in 2023 and we will continue with this in 2024.

NAPLAN moved to earlier in the year and a new NAPLAN marking structure was implemented. Therefore NAPLAN is not comparable to historical data.

Wallan Primary School continued to implement the Tutor Learning Initiative (TLI) throughout the school. Students were identified to participate in the TLI through various assessments and collaboration between teachers and our teaching and learning leaders. The tutors provided literacy and numeracy instruction for students who needed support through a withdrawal program for small groups. Students in the Program of Students with Disabilities worked towards achieving the goals of their Individual Learning Plan, which were reviewed in the Student Support Group meetings held each term; all students showed progress towards achieving their goals. Our student Attitude to School Survey (AtoSS) had many highlights including the following areas:

- Differentiated Learning - An increase in this area and now equal to similar schools
- Sense of confidence - An increase in this area and now equal to similar schools
- Self-regulation and goals - An increase in this area and now equal to similar schools
- Sense of inclusion - An increase and well above similar schools and state results
- High expectations for success - 93% and the same as state results

Our Staff Opinion Survey (SOS) also showed some growth and is evidence of the structures we have developed and leadership skills of our leaders and the implementation of Professional Learning Communities (PCLs) to improve collaboration, and build teacher capacity and student outcomes.

- Collaboration to plan - 100% and above similar schools and state results
- Interest to improve - An increase and above similar schools and state results
- Instructional Leadership - An increase and above similar schools and state results
- Collective focus on student learning - An increase and above similar schools and state results
- Moderate assessment tasks together - 92% above similar schools and state results

In 2024 the school will continue to support both those who need extra support and those who have thrived to continue to extend their learning.

Wellbeing

In 2023, all students participated in weekly social and emotional learning sessions as a class, fortnightly class meetings and in our Team Building program. Respectful Relationships and Zones of Regulation were also implemented and built into the classroom weekly sessions.

Our traditional 'Gold Ticket' reward system was reviewed and a new values ticket was introduced in line with our new values. Students can earn 'Values tickets' and redeem rewards fortnightly, for example, stationery or an experience from Patch's Pantry. This also links to our school attendance mascot, a giraffe named Patch.

In 2023 we introduced the 'Wallan Warm Welcome.' Every Monday all students participate in a warm welcome session where teachers are trained to complete check-ins with their class reflecting on their emotions, their weekend/home experiences and setting the scene for the week ahead. This incorporates many of the Respectful relationships and Zones of regulation philosophies. All classes started the school year with our T.E.A.M (Together Everyone Achieves More) unit. Classroom teachers and students work through various school and class expectations to set themselves up for a successful year and build the foundations of a strong relationship. Each classroom refreshes the message at the start of each term. In 2023 we increased our Wellbeing team and defined roles to ensure that we can support all students across the school using the language of tiers to clarify our vision. The "Hub" was open at every recess and lunchtime, staffed by the well-being team, and a proactive oval program, overseen by the Wellbeing Learning Specialist, and run by students occurred at recess and lunch every day on the oval. Clubs continued with a variety of clubs catering for various interests throughout the week.

Our results in the 2023 Student Attitudes to School Survey for students in Years 4 to 6 showed a Sense of Connectedness to School and Management of Bullying to have dropped from 2022, therefore we focused a PLC on this area, from a leadership and classroom teacher perspective. We modified the whole school well-being survey to incorporate engagement and academic questions to provide teachers with extra data. Follow-up conversations and surveys with students, staff and parents have empowered the wellbeing team to focus on this area in 2024.

The school ran whole school PL sessions with all staff members, targeted sessions for our wellbeing team and a community session to support student wellbeing and behaviour. Mental Health Menu funding provided extra support in the well-being team to drive the implementation of Respectful Relationships and an ES member to work with families to support them to connect to services in the community. We partnered with Coffee, the therapy dog who visits throughout each term to interact with our learners. We pride ourselves on building a safe, strong and welcoming culture through the teaching and implementation of our School Values. Student Wellbeing will continue to be investigated and improved to ensure that all students feel safe, are learning, and are happy at our school.

Support was sought from our school-based wellbeing team, External Speech Therapist, Student Wellbeing and Engagement Officer, Network SSSO staff, KESO and outside agencies for students deemed at risk. Members of our well-being team attended transition sessions at our local Early Childhood Education centres and with local secondary schools to ensure smooth transitions between schools for our students. The Wellbeing Assistant Principal is also an active member of the Mitchell and Murrindindi Network Wellbeing Community of Practice (CoP.)

In 2024 there will be a focus on student well-being programs such as further developing our proactive social skills groups, a focus on restorative practices, the importance of good attendance and a school-based positive behaviour program (SWPBS).

Engagement

Our participation in surveys and assessment is very high and we are very proud of the efforts staff have made to get this data. Parent survey participation was a very high response rate.

The school's average number of absence days measured 30 days in 2023. This is higher than the 4-year average of 22.9 days. We worked hard in 2022 to decrease unexplained absences in 2021 and we have maintained our 2022 unexplained absences in 2023. In 2024 we will continue to focus on strategies to improve attendance. In 2023 our school collaborated with our Wellbeing Network Community of Practice with a focus on attendance. Our Assistant Principal of Wellbeing led a PLC tracking student data and made contact with families regarding student absences. We continued to celebrate a class each week for the best attendance with a whole school celebration involving the attendance mascots "Patch" and "Taco." Regular attendance updates and tips are provided to the families through our digital platforms. Teachers continue to use Wallan PS protocols and procedures to ensure students build positive relationships with teachers and peers. Our staff also continue to build positive home-school partnerships to support our learners.

Our student leaders meet weekly and plan various fundraising events for our students throughout the year as well as developing their leadership skills. Our leaders conduct tours for prospective parents and create film clips to promote our school news. Our school leaders also participate in the network leadership days each term at local schools. In 2023 we split our leadership and voice into two separate groups involving students outside of the year 5/6 cohort in the student voice meetings as a leader. Student Voice leaders collected ideas and feedback from students across the school. Ideas were collated and presented to our Principal by representatives of the student leaders. Feedback was then provided to the students on their ideas and implemented if possible. We continue to work on engaging the community with the school. We have continued to develop our social media platforms, official school management system, website and the implementation of a program to share student learning. We complete a community survey each term to collect feedback and ideas to support the school moving forward. We have included food trucks at our family evenings to encourage families to attend and socialise with the school community.

In 2023 we held our first official ANZAC service. We had a family member play the bugle, school leaders led the ceremony, school captains wrote their unique poems to read, and each class made a wreath to place under the flags. Various community members attended the event.

We have an allocated ES member who connects families with external agencies and supports them with a variety of resources from funding to food and visits from specialists such as the dentist and optometrist. Our student leaders work with a local charity to provide them with support through collections and school-based fundraisers.

As previously stated we have seen several increases in our survey data. For example, Teacher Communication to families is high and above similar schools and state results.

In 2024 the school will continue to strengthen digital platforms to support families to connect with the school as well as creating events and celebrations that encourage all community members to be involved. We will also continue our focus on improving attendance.

Other highlights from the school year

At Wallan PS we continually celebrate successes and identify the next steps for our school in the cycle of continual improvement.

We completed a review of our specialist areas and made some changes in 2023:

- After stakeholder feedback we changed from Indonesian to Auslan as our language.
- We implemented a 'Food' specialist for Years 3 - 6 where students cook food following a recipe as well as developing our vegetable garden.
- We implemented a Performing Arts program for our Foundation to Year 2 students.
- We trialled a 'Bush Kinder' style program for our Foundation and Year 1 students.

We partnered with a local indigenous artist in 2023 to create our school image. Feedback was collected from our students to create an image that is displayed on school signs and documentation to represent our vision.

The main aim of our events was to provide students with various opportunities, connect to our community and acknowledge various cultures and people in our community. Please see some examples of what occurred in 2023 below:

- Student leaders and FAF (Family and Friends) led the Father's/Mother's and Special Person's Day Stalls
- We introduced a platform to share student learning with families which adds to our student agency portfolio at WPS
- Participation in the Network Communities of Practice for staff and student leaders
- Participation in the Network Common Curriculum Day to build connections across the network
- Extension opportunities through Victorian High Ability Program (VHAP), in-school tutoring groups and opportunities to participate in external events such as the Australian Mathematics Competition
- Supporting student learning through tutoring groups, targeted differentiation and E.A.L
- ANZAC day attendance at the Wallan RSL service and walk along the main road
- Open Days for families and the community to visit classrooms, Meet and Greet Evening and Student Led Conferences.
- Harmony Day - dressing up in their cultural dress
- Literacy and Numeracy Week activities and Whole School dress up days, eg Character Dress Up for Book Week and Team Colours
- Student Leaders run a fundraiser each term e.g. Selling bandanas to help raise funds for canteen cancer
- Students designed new play spaces in Digi tech lessons and then these are implemented
- Student Voice group with regular meetings
- Transition connections with early childhood centres
- Transition events between Wallan PS and Wallan Secondary.
- Wellbeing connections with external providers who offer various activities for allocated students eg drumming, social chats with different groups with in the upper school cohorts.
- Camps/Celebration for all year levels
- Attend Mitchell Library - all classes
- Gala Sports Days and Interschool sport with local schools and opportunities at the regional level for successful students.
- Cross Country - we incorporated our Foundation to Year 2 students for the first time in 2023!
- Fortnightly whole school assemblies and alternating cohort assemblies
- Fortnightly Patch's Pantry events
- Swimming lessons
- Clubs occurring at lunch-time breaks
- Special Peter Combe Concert for all Foundation to Year 2 students
- We ran our first 'FOF' Festival of Fun for families to attend and organised food trucks to attend parent information nights and three-way conferences to encourage families to socialise and build connections.

Opportunities for excursions and/or incursions each term, linked to inquiry units

Financial performance

The school continues to be in a strong financial position. The school has clear processes in place for the financial management of school funds in line with DET Financial Management guidelines and policies. All revenue (Student Resource Package, Equity Funding and locally raised funds) is expended in line with our budgeting process, which is underpinned by the goals of our School Strategic Plan.

Equity funding is allocated to improve student learning by employing additional tutors, education support members, and two learning specialists (LS). One Learning Specialist was employed to collaborate with teachers to improve practice and support our students through support plans and proactive social groups. A second LS was employed as Disability and Inclusion Learning Specialist in preparation for the DI rollout in 2024. We also continued to purchase literacy and numeracy resources to support our students.

The school received grants to continue to provide plants to improve our environment. The school received a \$60 000 grant each year, for 2022 and 2023, to support the school holiday care for students. In line with contracts the school receives payments throughout the year from the canteen and before and after school care program which goes towards beautification and continued maintenance of the school spaces for our students. The school received sports grants each term to support students' learning and this provided students with access to various external sports coaches such as tennis and basketball. FAF, Family and Friends again worked on school fundraising with the major school fundraiser being the Festival of Fun, FOF, in December.

The school has continued to commit to the maintenance and beautification of the school.

In 2023 the school ended the year with a surplus.

For more detailed information regarding our school please visit our website at

<https://www.wallanps.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 722 students were enrolled at this school in 2023, 353 female and 369 male.

24 percent of students had English as an additional language and 7 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).

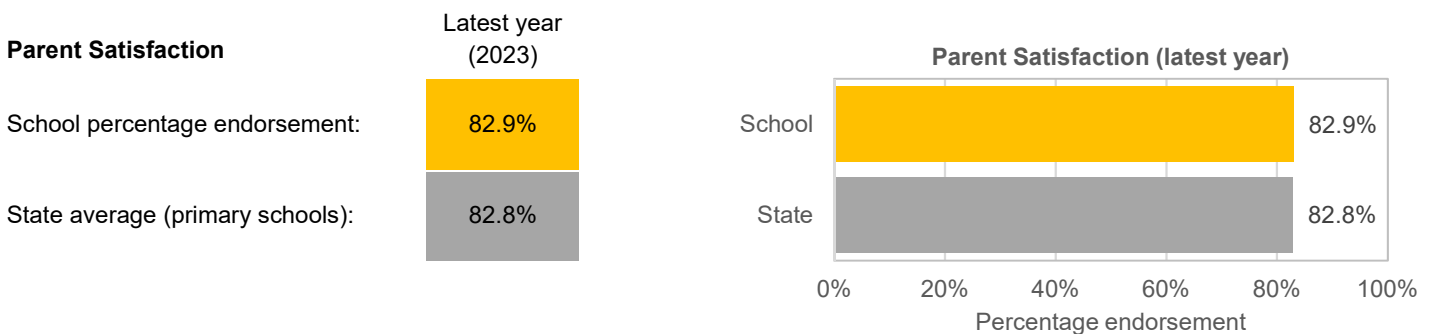
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

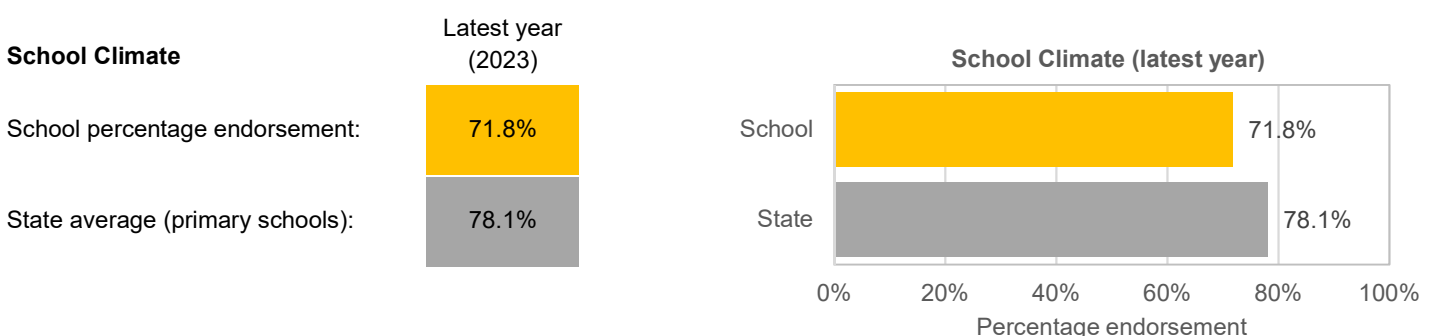


School Staff Survey

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:

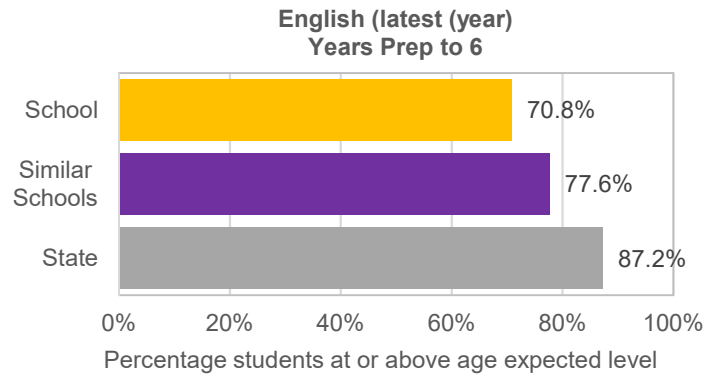
70.8%

Similar Schools average:

77.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

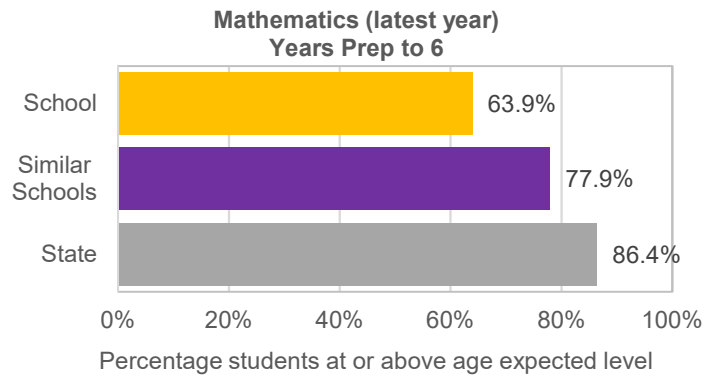
63.9%

Similar Schools average:

77.9%

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:

52.6%

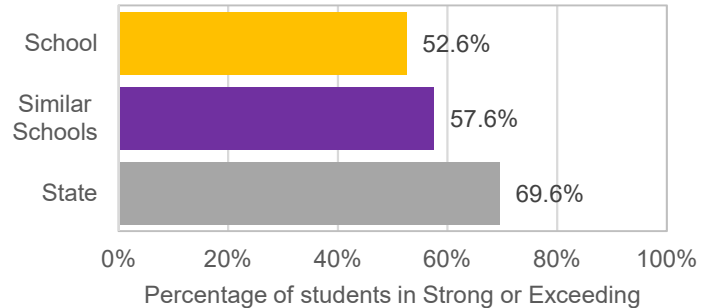
Similar Schools average:

57.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

51.7%

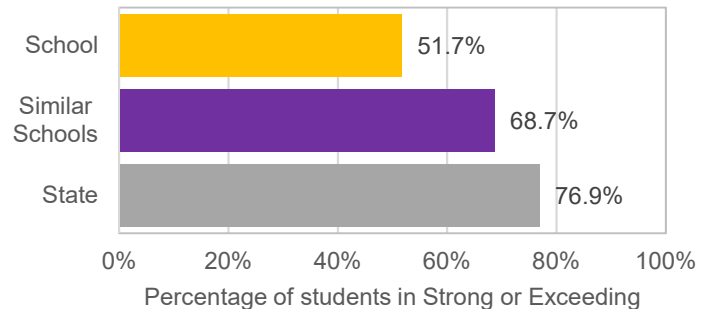
Similar Schools average:

68.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

46.2%

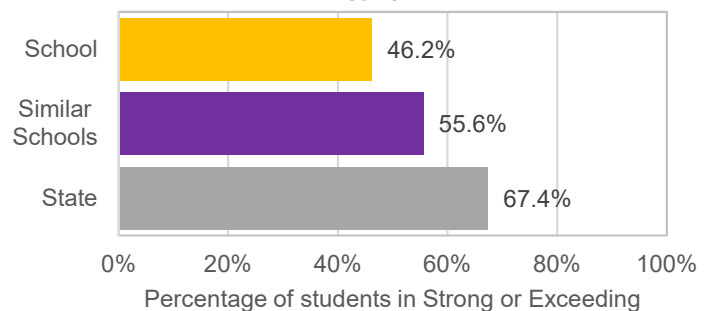
Similar Schools average:

55.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

43.8%

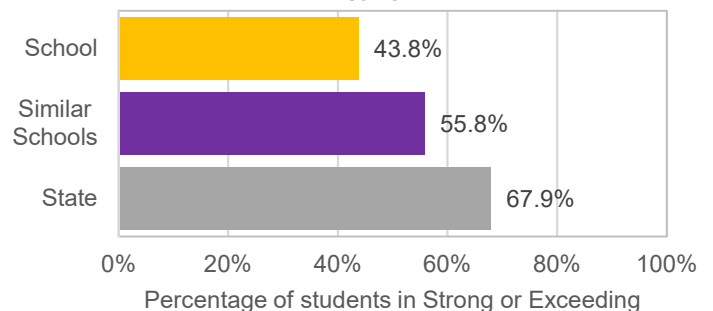
Similar Schools average:

55.8%

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:

48.9%

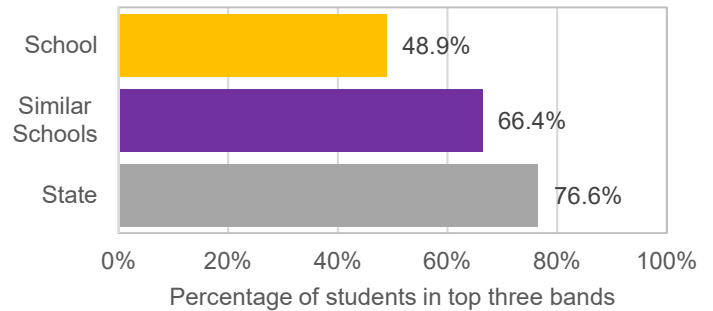
Similar Schools average:

66.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

55.6%

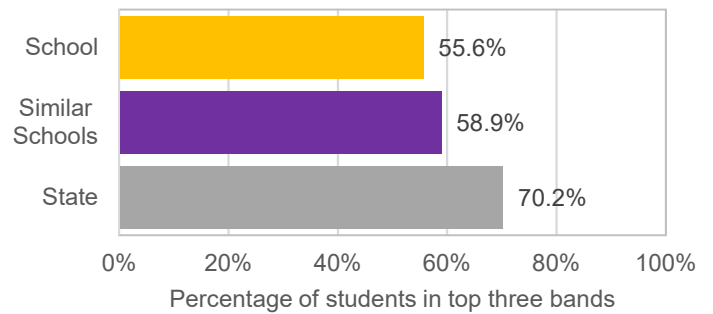
Similar Schools average:

58.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

42.2%

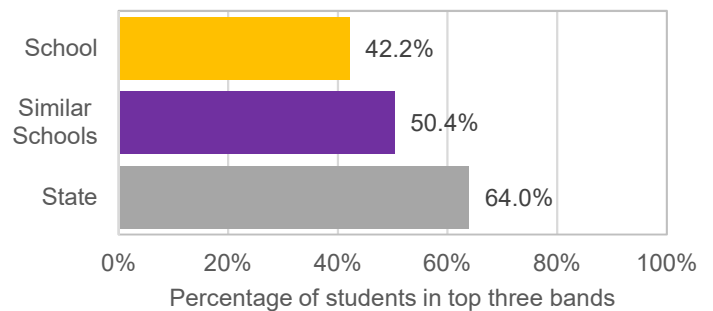
Similar Schools average:

50.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

43.6%

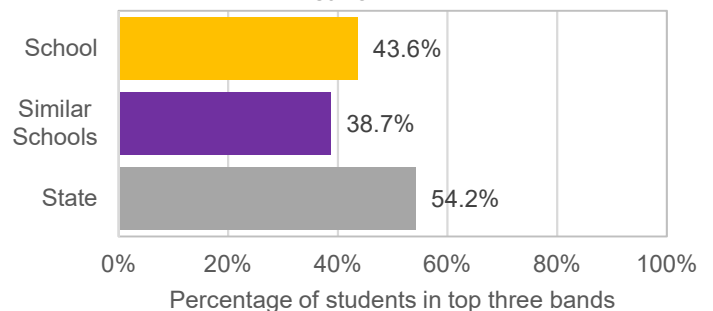
Similar Schools average:

38.7%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

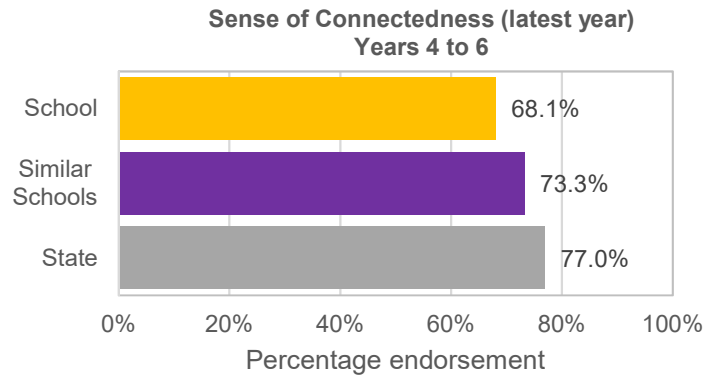
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	68.1%	73.9%
Similar Schools average:	73.3%	76.1%
State average:	77.0%	78.5%

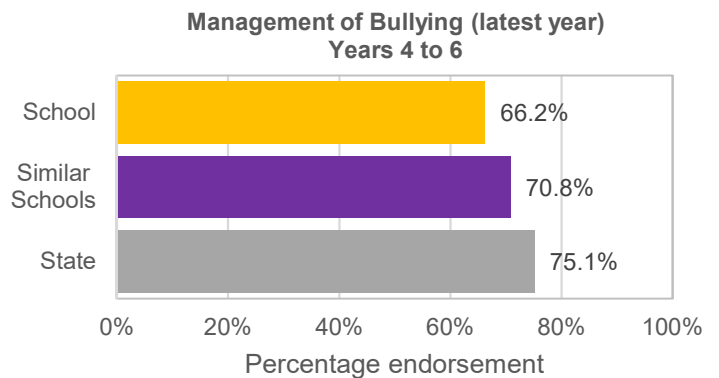


Student Attitudes to School – Management of Bullying

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:	66.2%	74.3%
Similar Schools average:	70.8%	74.1%
State average:	75.1%	76.9%



ENGAGEMENT

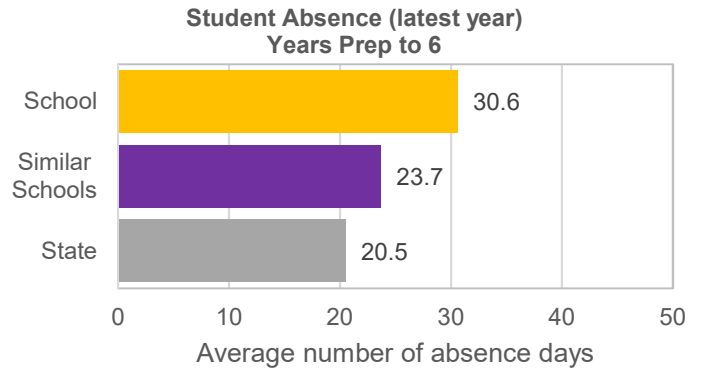
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	30.6	22.9
Similar Schools average:	23.7	21.4
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):	85%	84%	86%	85%	86%	85%	82%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,288,822
Government Provided DET Grants	\$1,317,852
Government Grants Commonwealth	\$12,084
Government Grants State	\$7,636
Revenue Other	\$81,275
Locally Raised Funds	\$298,248
Capital Grants	\$0
Total Operating Revenue	\$9,005,918

Equity ¹	Actual
Equity (Social Disadvantage)	\$660,722
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$660,722

Expenditure	Actual
Student Resource Package ²	\$6,923,868
Adjustments	\$0
Books & Publications	\$38,500
Camps/Excursions/Activities	\$146,458
Communication Costs	\$9,886
Consumables	\$135,563
Miscellaneous Expense ³	\$41,057
Professional Development	\$44,167
Equipment/Maintenance/Hire	\$415,898
Property Services	\$262,525
Salaries & Allowances ⁴	\$409,216
Support Services	\$75,118
Trading & Fundraising	\$108,156
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$54,537
Total Operating Expenditure	\$8,664,950
Net Operating Surplus/-Deficit	\$340,968
Asset Acquisitions	\$98,510

- (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 16 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	\$1,371,954
Official Account	\$17,547
Other Accounts	\$0
Total Funds Available	\$1,389,501

Financial Commitments	Actual
Operating Reserve	\$262,443
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$147,749
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,482
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$823,264
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$255,634
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,613,572

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.