

2023 Annual Report to the School Community

School Name: Brentwood Park Primary School (5308)



- 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 12:47 PM by James Bell (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 27 March 2024 at 09:26 PM by Manju Kiriyan (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

Brentwood Park Primary School aims to develop socially well-adjusted children within a safe, supportive and enriched learning environment where self-esteem and the attainment of personal best are promoted and enhanced through differentiated, high quality and, when possible, parent involved educational programs. This is supported, in part, by the following beliefs about learning:

- All students can learn.
- Teachers make a difference.
- Parents, teachers and students work together to assist learning.
- Assessment is essential to directing our student learning.

The core values of the school and the student derived definitions are:

- Respect: "A respectful person treats others in a caring and valued way."
- Responsibility: "A responsible person is someone who can be counted on by others to do the right thing at all times."
- Teamwork: "A person who displays good teamwork, works positively with others to achieve a goal."
- Excellence: "A person who shows excellence is someone who tries to be the best they can in everything they do."

The school's purpose statement, beliefs about learning and values are displayed throughout the school and in each classroom and form the basis of our social and work interactions. They are embedded in our everyday practices and interactions within our community and remain the guiding principles to that which we believe and value in the school.

Brentwood Park Primary School provides a quality education, delivered in a positive, supportive and challenging learning environment. We appreciate learning occurs along a developmental continuum and that adjustments need to be made to cater for the learning needs of students at varying points along the continuum.

Brentwood Park Primary School is situated in the City of Casey in the residential suburb of Berwick. The school is well placed within the community with a local pre-school and secondary college on its northern and southern borders, respectively. Brentwood Park's 2023 February census enrolment was 1011 students, inclusive of ten international students, as Brentwood Park holds a level 1 accreditation as a school authorised to accept international students. The enrolment increased throughout the year to total 1042. Thirty-seven languages are represented in our enrolment with approximately 58.17% of our students speaking a language other than English at home; of these, approximately 44% were born in Australia. Students of indigenous background is approximately 0.59%.

Our Student Family Occupation [SFO] index is 0.3086 and Student Family Occupation and Education [SFOE] index of 0.2162 places the school in a 'low' band representing a low level of socio-educational disadvantage. In 2023, the school was serviced by 57.5 equivalent full-time teaching staff; inclusive of 3 principal class officers, 1 leading teacher and 5 learning specialists, and 18.4 educational support staff, of which 11.06 were integration aides. In 2023, the school operated forty classrooms and five specialist classes.

As a school, Brentwood Park Primary aims to maximise the educational opportunities and learning outcomes of our students, promoting positive self-esteem and the attainment of personal best, through the delivery of quality, differentiated educational programs. Within our learning and teaching programs, we maintain a strong focus on literacy and numeracy, complemented by an inquiry-based curriculum and a comprehensive specialist program which encompasses Visual Arts, Performing Arts, Chinese [Mandarin] Language and Culture, Health and Physical Education, and Digital Learning.

A rigorous benchmarking assessment schedule and analysis informs our teaching and learning programs in the two key learning areas of literacy and numeracy and, along with teacher observation and teacher judgement, ensures the teaching is targeted towards student learning needs. The teaching and learning programs are structured on researched-based "best practice" educational programs and recognize that learning progresses along a developmental continuum. The programs cater to the cognitive, physical, social and emotional domains of the children.

The School Council, in its commitment to assisting staff to deliver the best learning opportunities, continues to ensure the school is well resourced and student learning is supported in a technologically rich environment. In addition to timetabled digital technologies specialist classes, Years 4, 5 and 6 implement a BYOD iPad program and class sets of iPads are provided in Years Prep – 3.

The school has been constructed with its central core accommodated in six distinct buildings, connected by covered walkways. A notable feature of the classroom design is the flexibility in allowing a connecting wall to be opened to facilitate team teaching approaches, if desired. Modern re-locatable units provide additional classrooms. The permanent core design and the location of additional classrooms lend itself to the cluster arrangement of year levels, promoting close planning and teaching amongst the staff. All facilities have an abundance of natural light integrated within the overall design. The school is fully air-conditioned and its SunSmart status enhanced with shade structures erected across all three of our outdoor playgrounds and across our hardcourt.

Progress towards strategic goals, student outcomes and student engagement

Learning

The **Annual Implementation Plan 2023**, in support of our current **School Strategic Plan 2021 - 2025**, continued to highlight that although many of the literacy and key improvement strategies did not feature as a priority in 2023, a knowledge of the four-year targets remained prevalent, and the strategies employed towards their achievement still implemented with professional development and support for staff provided by middle leaders. The priority for 2023, focused on the Department of Education priorities of **learning catch-up** and **student wellbeing**. Within the priority of learning catch-up, it remained the full implementation, monitoring and achievement of targets within our tutoring and classroom programs. Our mathematics tutoring program was again implemented for Years 3 – 5 and our literacy tutoring/additional assistance program was implemented for Years 1 – 2. Differentiation continued to be featured strongly in classroom programs and in each of the tutoring programs. The collective targets set were reducing the number of identified students achieving below the expected level by 20%, and class teachers increasing the number of students achieving above the expected level also by 20%. The Three Tier Model was the framework applied:

Tier 1: whole class best-practice instruction inclusive of task differentiation with the expectation that the majority of students would be catered for and succeed.

Tier 2: small group additional instruction incorporating 5 -8 students per group / 3 x 50 minutes of instruction per week over a duration of 10 – 20 weeks.

Tier 3: 1-2 students with individualized / targeted instruction. These were often students on the Program for Disabilities with individualized learning improvement plans working with integration aides within the classroom.

Given the successful implementation of our tutoring program and differentiated classroom programs for numeracy, we achieved our targets by the conclusion of the year with an overall **Year 3 - 5 achievement of 29.86%** of students previously identified as achieving "below level" progressing to "at level" and an overall **Year 3 - 6 achievement of 29.8%** of students previously identified as being "at level" progressing to "above level". Our "best practice" programs continued to be implemented in classrooms through the continued provision of staff professional development and the monitoring of program implementation. This was carried out by school leadership. New staff were supported in their development of program knowledge and its implementation into classroom practice through mentor support. Our culture of collaboration and collective responsibility to develop effective and consistent teaching practices to improve student achievement was a strong focus. Teaching staff were well supported in the implementation of the curriculum through modelling and classroom observations undertaken by the school's leading teacher and learning specialists.

Students and their needs remained at the centre of curriculum planning and delivery with assessment informing the learning and teaching program of respective year levels. Benchmarking data, teacher derived assessments and student application to daily learning activities were triangulated to inform teacher judgements. Accordingly, through teacher judgment of student achievement, the percentage of students assessed as working at or above age expected standards in English and Mathematics were – **English:** Year Prep to Year 6: **91.9%**. Similar Schools and State averages were 92.4% and 87.2% respectively. **Mathematics:** Year Prep to Year 6: **94.2%**. Similar Schools and State averages were 91.8% and 86.4% respectively.

A review of the data from the National Assessment Program - Literacy and Numeracy [NAPLAN] also revealed very positive results. In **NAPLAN reading** assessments at Year 3 in 2023, we achieved **83.6%** of our students in the **Strong and Exceeding** proficiency levels compared to Similar Schools' achievement of 79.6% and State achievement of 69.6% respectively. Our positive outcomes for reading continued at Year 5 where we achieved **91.2%** of our students in the **Strong and Exceeding** proficiency levels compared to Similar Schools' achievement of 85.4% and State achievement of 76.9% respectively. In **NAPLAN numeracy** assessments at Year 3 in 2023, we achieved **82.4%** of our students in the **Strong and Exceeding** proficiency levels compared to Similar Schools' achievement of 78.2% and State achievement of 67.4% respectively. Our positive outcomes for numeracy continued at Year 5 where we achieved **85.0%** of our students in the **Strong and Exceeding proficiency** levels compared to Similar Schools' achievement of 80.4% and State achievement of 67.9% respectively.

These are highly commendable and gratifying achievements.

Wellbeing

In response to the Department of Education's student wellbeing priority, we continued to effectively "mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable". Under the targeted initiative of Schools Mental Health

Fund, we recruited a Mental Health and Wellbeing Leader to strengthen the whole school approach to mental health and wellbeing. We strengthened the full implementation of the Be You Framework which incorporated the "You Can Do It!" and the "Respectful Relationships" programs. The implementation of these wellbeing programs continued throughout the duration of the year as integral components of our learning and teaching program. Weekly lessons were planned and implemented with the activities undertaken promoting the importance of student wellbeing and featuring in our published school newsletters weekly.

Our Annual Implementation Plan 2023 targets were measured through the positive percentile rankings for the framework factors "Sense of Confidence" and "Sense of Connectedness" in the 2023 Student Attitudes to School Survey. At our school, the Attitudes to School Survey is completed annually by students in Years 4, 5 and 6. For the framework factor "Sense of Confidence" the percentage of positive responses for Years 4 – 6 was 88%. For the framework factor "Sense of Connectedness" the percentage of positive responses for Year 4 – 6 was 86.2% which was higher than Similar Schools average of 80.0% and State average of 77.0%.

A school's "Management of Bullying" is another framework factor that contributes to the measurement of a school's level of wellbeing. For the framework factor "Management of Bullying" the school positive percent endorsement by students in Years 4 - 6 was 85.4% which was higher than that of Similar Schools and State with respective averages of 75.4% and 75.1%.

These outcomes were gratifying and remain testimony to Brentwood Park's continued commitment to the implementation of programs and initiatives in support of student wellbeing. As cited previously, these include the You Can Do It! and Respectful Relationships programs, enhanced through our Years Prep – 6 Buddy Programs, school chaplaincy program, our student leadership programs, student representative council and peer mediation program.

Engagement

Student attendance can provide indication of student engagement and can contribute significantly to student outcomes, as absence from school can directly impact on students' learning. Common reasons for absence last year included both illness and extended family holidays. In 2023, our attendance rates for each year level of students were above 90% with an average attendance rate of all students for Years Prep - 6 of 91.29%. Attendance rate refers to the average proportion of formal school days students attended school.

The school's average number of absence days in 2023 for Year Prep to Year 6 was 17.0 days. This number was lower than the averages of Similar Schools and State which were 19.2 days and 20.5 days respectively. This trend was repeated when the four-year averages were compared. Our school's four-year average number of absence days was 14.5 days which was again lower to that of the four-year averages of Similar Schools and State which were 16.3 days and 18.1 days respectively.

As a school, we continued to implement the Department of Education [DoE] strategies to encourage attendance. Our monitoring of student absence continued to incorporate the Department of Education's requirement of contacting the parents on the day of absence, via a short messaging system [sms], if parents failed to notify accordingly. The Xuno to Home communication platform was instrumental in this process.

Additionally, classroom learning and teaching programs, and special events at school further promoted student engagement. Within the Attitudes to School Survey 2023, student responses in key and subsidiary factors were again a positive indication of engagement. Within the Domain "EFFECTIVE TEACHING PRACTICES FOR COGNITIVE ENGAGEMENT", we achieved the following percentages for the following factors - Differentiated Learning Challenge: 92% positive responses, Effective Teaching Time: 90% positive responses and Stimulated Learning: 92% positive responses.

Within the Domain "LEARNER CHARACTERISTICS AND DISPOSITION", we achieved the following percentages for the following factors - Attitudes to Attendance: 92% positive responses, Self-Regulation and Goal Setting: 91%. These results were all higher than that of Similar Schools, Network and State, and were most gratifying. They served as a positive affirmation of our endeavours to engage our students in their learning.

Other highlights from the school year

Throughout 2023, Brentwood Park Primary School, continued to implement numerous complementary co-curricular programs, that proved to be highlights of the year for all concerned. Our excursion / incursion programs continued to complement the inquiry units

undertaken in respective year levels. Our camping programs for Year 4 and Year 6 were also undertaken and very well attended by students. Year 4 classes participated in their camp to Arrabri Lodge in Warburton East, and Year 6 classes participated in their camp to Adventure Resort, Phillip Island. Within the Performing Arts, the senior school production titled "**Ali Baba and the Bongo Bandits**" was performed in front of a sell-out audience at Bunjil Place where the students enjoyed performing on stage with the support of professional sound and lighting technicians.

Whole school celebratory events proved to be engaging and enjoyable for all. With thirty-seven different languages represented within our school community, the annual **Harmony Day** celebrations promoted the wearing of cultural costumes in recognition and celebration of our respective cultural heritages. Performances from our own students and **Bollywood Infusion** had all at our assembly on their feet and dancing. **Education Week** celebrations embraced the theme of "**Active Learners: Move, Make, Motivate**", and focused on the amazing ways students learn inside and outside of the classrooms through physical activity, hands-on learning and student voice in education.

Of major significance was Brentwood Park Primary School being named as a finalist for the **2023 Victorian Education Excellence Awards** in the **Dr Lawrie Shears Outstanding Global Teaching and Learning Award**. Positive outcomes on measures such as engagement, capability and learning achievement were testimony to our school's success in establishing meaningful global connections and ensuring students' intercultural learning was enacted every day. The principal's attendance at the **18th Jianguo International Forum for School Principals** was also instrumental in the re-establishment of reciprocal staff and student visitations between Brentwood Park Primary and Yangzhong Experimental Primary School following a hiatus of four years. Next year, 2024, will be the tenth anniversary of our **Memorandum of Understanding**, formalising our sister school relationship.

Finally, the construction of our new Year 4 classroom facility and STEM room, inclusive of landscaping and productive garden through our inclusion in a capital works program, was completed.

Financial performance

Our 2023 total operating revenue was \$11,910,897 with \$412,889 of the sum being from locally raised funds which was inclusive of voluntary contributions, donations, commissions, hire of school facilities, receipted excursions and camps, and fundraising. The Government Provided DET Grants totalling \$940,554 was inclusive of the cash component within the Student Resource Package which financed all program budgets, and targeted student learning initiatives such as, the Tutor Initiative Program, the Student Excellence Program and the Swimming in Schools Program. Our total operating expenditure was \$10,028,770 which resulted in a net operating surplus of \$1,882,127. The surplus is reflective of our staffing profile, and a successful application of a credit to cash transfer of \$750,000 carried over from the preceding year and committed to addressing the shortfall of our capital works program.

Brentwood Park Primary School continues to be financially secure. Utilising an accumulated surplus from previous years, we were able to significantly invest in school infrastructure maintenance and development. The Year Prep building and Year 1 building, inclusive of classrooms and corridors, were fully painted internally and new carpet laid in the Year Prep classrooms and corridors. The external fascia, doors and roof gables throughout the school were also freshly painted. With our inclusion in the State funded infrastructure project which had previously committed \$3,464,000 to update and modernise the school, a capital works project incorporated the demolition of the prior Year 4 relocatable buildings and the replacement of them with a new Year 4 Learning Centre and STEM [science, technology, engineering and mathematics] building with productive garden and landscaping. A school contribution totalling \$750,000 ensured the building of a quality facility, inclusive of significant tender options.

School expenditure, throughout 2023, was always kept well within program budgets and was readily approved by the school council with the finance committee monitoring the spending accordingly at its finance meetings which were held twice per term. As of 31 December 2023, funds immediately available to the school in both its High Yield Investment Account and Official Account totalled \$1,711,579. With total financial commitments of \$1,612,737, inclusive of an operating reserve of \$177,099 and our capital works contribution of \$750,000, our school accounts' surplus was \$98,842. Furthermore, within the Capital - Buildings/Grounds commitment of \$1,171,378, a total of \$421,370 will be directed to our school's Maintenance - Buildings/Grounds works program.

The total funds available to the school, inclusive of its cash surplus and credit surplus, is indicative of the school's strong overall financial position which should enable the school to operate effectively in the forthcoming year and to fund future improvement projects.

For more detailed information regarding our school please visit our website at
brentwood.park.ps@education.vic.gov.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 1019 students were enrolled at this school in 2023, 516 female and 503 male.

58 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

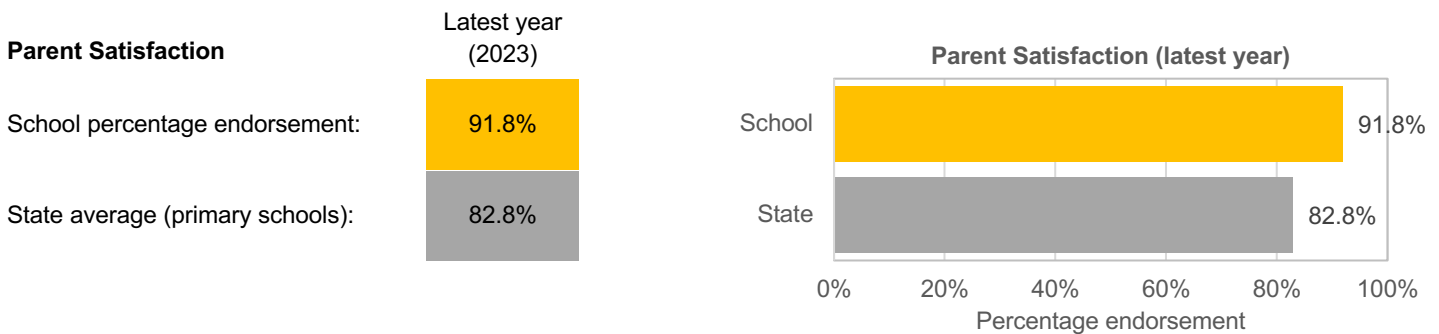
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

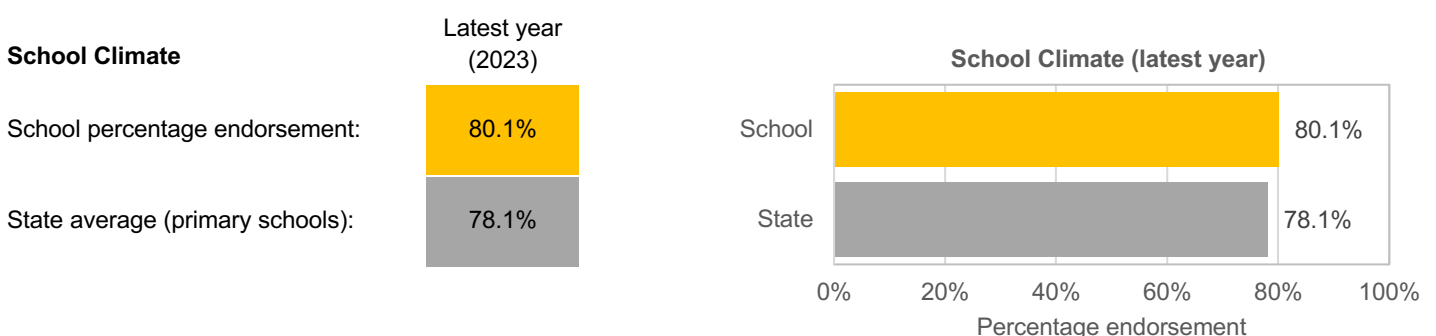


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

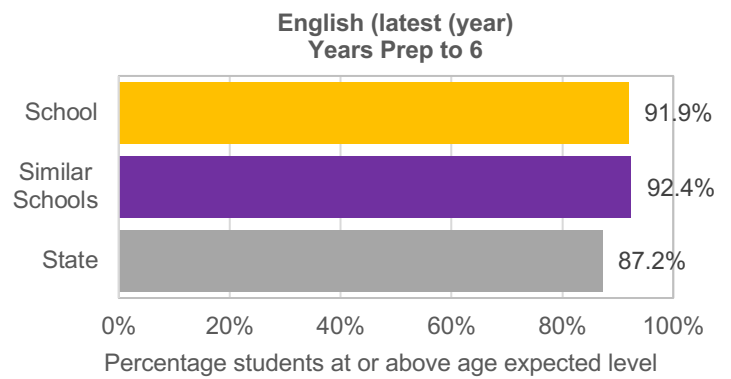
91.9%

Similar Schools average:

92.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

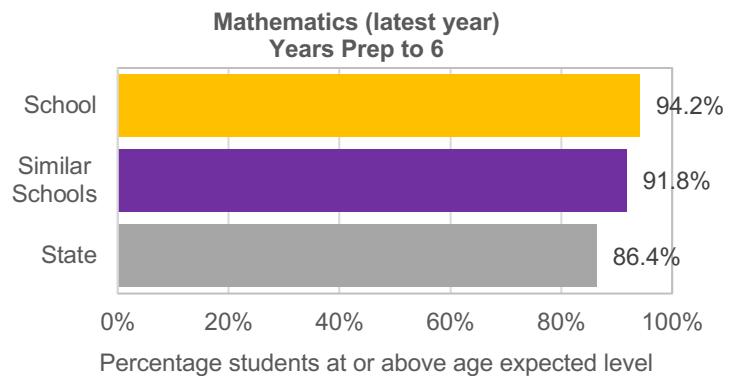
94.2%

Similar Schools average:

91.8%

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:

83.6%

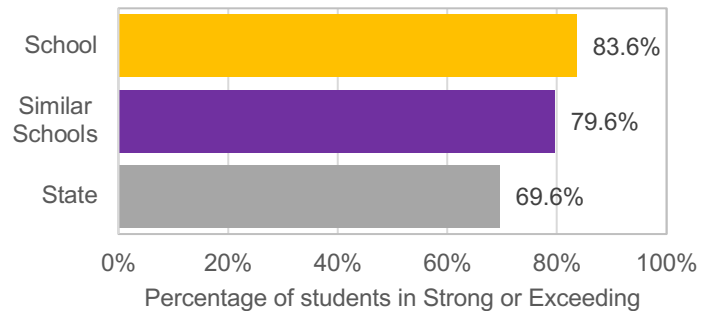
Similar Schools average:

79.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.2%

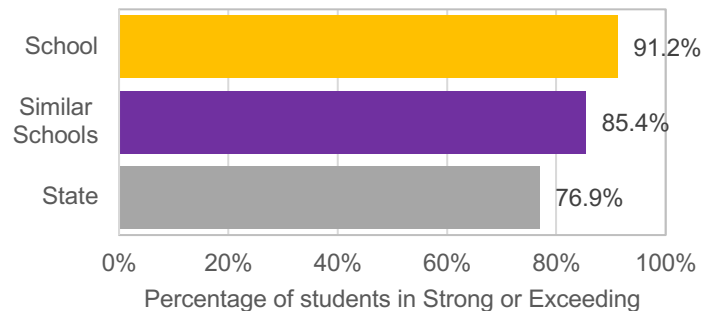
Similar Schools average:

85.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.4%

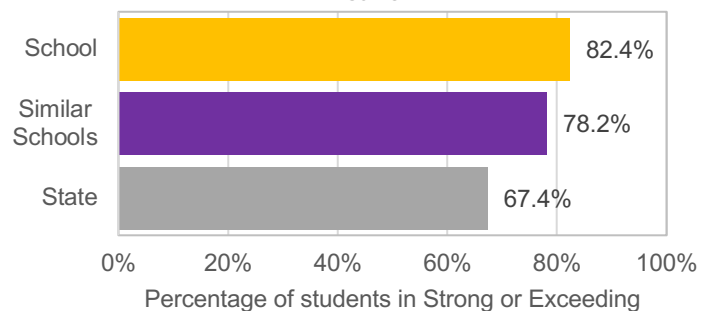
Similar Schools average:

78.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.0%

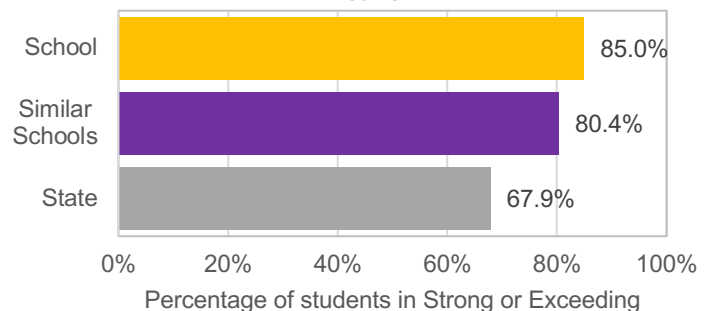
Similar Schools average:

80.4%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

87.7%

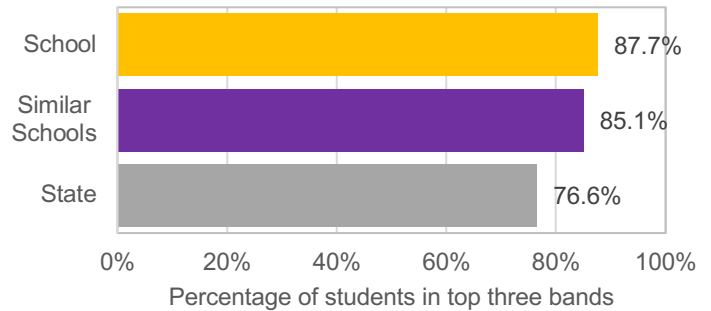
Similar Schools average:

85.1%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

89.2%

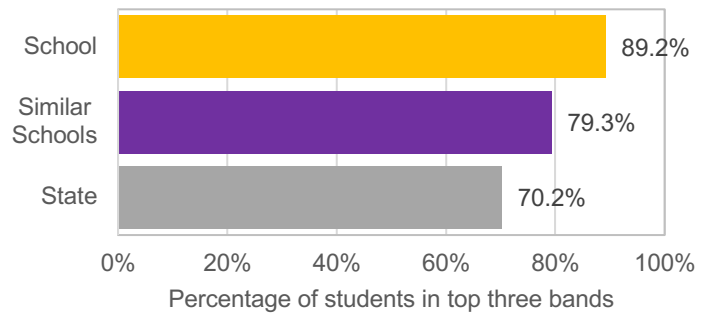
Similar Schools average:

79.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

81.5%

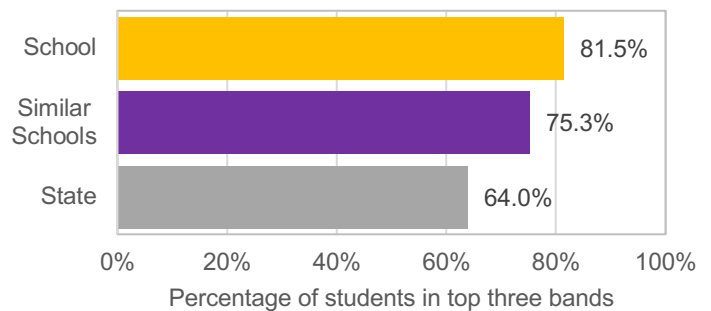
Similar Schools average:

75.3%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

84.1%

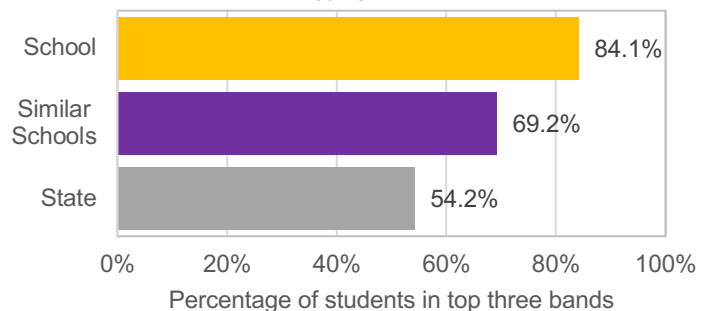
Similar Schools average:

69.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

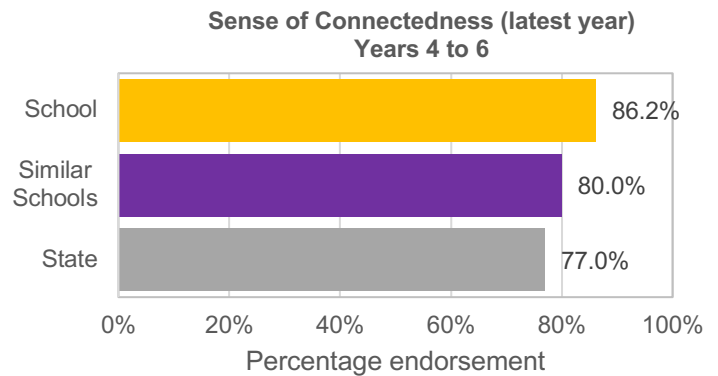
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	86.2%	88.1%
Similar Schools average:	80.0%	80.7%
State average:	77.0%	78.5%

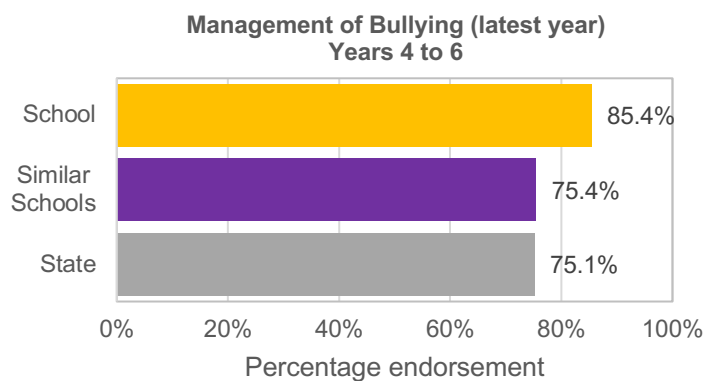


Student Attitudes to School – Management of Bullying

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:	85.4%	85.5%
Similar Schools average:	75.4%	76.5%
State average:	75.1%	76.9%



ENGAGEMENT

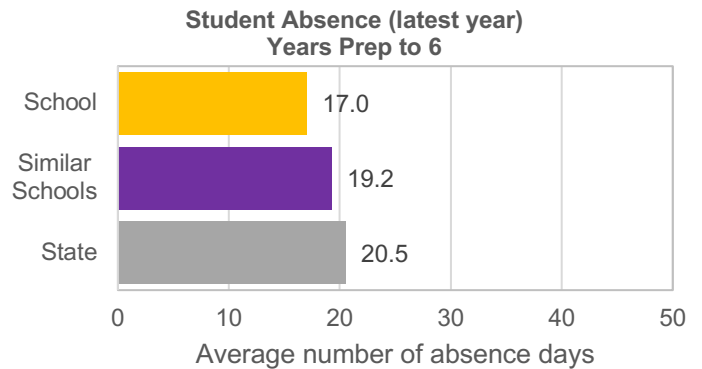
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.0	14.5
Similar Schools average:	19.2	16.3
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):	92%	90%	91%	91%	92%	92%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,455,708
Government Provided DET Grants	\$940,554
Government Grants Commonwealth	\$18,309
Government Grants State	\$0
Revenue Other	\$83,436
Locally Raised Funds	\$412,889
Capital Grants	\$0
Total Operating Revenue	\$11,910,897

Equity ¹	Actual
Equity (Social Disadvantage)	\$68,585
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$68,585

Expenditure	Actual
Student Resource Package ²	\$8,819,749
Adjustments	\$0
Books & Publications	\$6,359
Camps/Excursions/Activities	\$181,144
Communication Costs	\$5,895
Consumables	\$161,582
Miscellaneous Expense ³	\$9,462
Professional Development	\$26,750
Equipment/Maintenance/Hire	\$118,010
Property Services	\$164,969
Salaries & Allowances ⁴	\$339,148
Support Services	\$74,503
Trading & Fundraising	\$48,997
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,227
Utilities	\$69,973
Total Operating Expenditure	\$10,028,770
Net Operating Surplus/-Deficit	\$1,882,127
Asset Acquisitions	\$155,324

- (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	\$1,684,053
Official Account	\$27,527
Other Accounts	\$0
Total Funds Available	\$1,711,579

Financial Commitments	Actual
Operating Reserve	\$177,099
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$183,589
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,671
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$1,171,378
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,612,737

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.