

2023 Annual Report to the School Community

School Name: Canadian Lead Primary School (5383)



- 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 25 March 2024 at 10:35 PM by Susan Knight (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 28 March 2024 at 03:49 PM by Linda Borner (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

Canadian Lead Primary School (CLPS) was founded in the 1990's following the merger of three Ballarat East primary schools. Our school is modern and well-resourced with all classrooms and learning spaces within one building, providing a sense of connection and community. In 2023, the school had 11 classrooms, a music/art room, a large library, gymnasium, kitchen area (used for Breakfast Club and Outside School Hours Care) and additional open communal spaces. Outdoor features include a soccer oval, football oval, basketball courts, vegetable gardens and three separate outdoor playground spaces.

2023 was an incredibly successful year for our school, with high levels of professionalism and teamwork, a strong sense of community, and a deep commitment to continually improving student outcomes underpinning our work. 2023 was a school review year, providing an opportunity to reflect on the successes of the past four years and to focus on the future of our school. Our new School Strategic Plan will guide our work for the coming four years.

We are undergoing School Wide Positive Behaviour Support training in 2024 and as a result are continuing to review our school values and vision.

The draft values and vision are:

Respect: Looking after ourselves, others, and property.

Responsibility: Being reliable, accountable for the things we say and do, and taking care of the environment.

Learning: Participating fully in every activity and always trying our best to take on new knowledge and skills.

Kindness: Thinking of others and being friendly and generous.

Community: Helping each other, solving problems together, and contributing to our school community.

Our school vision is:

To develop every child's academic, personal and social potential in a safe, inclusive and supportive environment. Our school is committed to developing strong literacy and numeracy skills for all students, as these lay the foundations for future learning and positive life outcomes.

Our aim is for our students to:

- be happy and kind.

- be able to make good choices and a positive contribution to our school and the wider community.

- maximize their academic potential so they have opportunities and choice in the future.

CLPS staffing in 2023 comprised eight Classroom Teacher Level 1 teachers, and seven Classroom Teacher Level 2 teachers, reflecting an even combination of experienced and more newly graduated staff. This included a part-time Art/Music Specialist, a LOTE (Chinese) teacher, and a Well-being Teacher/PE specialist. In addition, 2023 staffing included a Learning Specialist/Tutor, an Assistant Principal and Principal. Thirteen Education Support staff also supported students, some in a part-time capacity. Additional funding (Equity funding and Tier 2 funding) was used to employ extra ES to support students. Staffing also included a full-time Office Manger, Business Manager and a 0.2 Maintenance Manager.

Student enrolment was 210 at the February census, slightly down on previous two years. Our school was organized into 11 classrooms: two straight Foundation classes, three Year 1/2 classes, three Year 3/4 classes and three Year 5/6 classes. 24 students identified as indigenous and we did not have any ESL students enrolled. CLPS's Student Family Occupation (SFO) in 2023 was 0.581 and has reduced over time, from .7056 in 2019. This indicates a changing trend in the demographics of the school (lower scores reflect an increasing socio-economic profile), although we continue to be identified as a school with an overall higher level of disadvantage. Equity funding was targeted at initiatives to improve student learning outcomes for at-risk students, including professional learning for staff, resources, and employment of additional ES staff. In 2023 12 students continued to be funded under the old Program for Students with Disabilities (PSD) and a part-time expert teacher, returning from family leave, focussed on the new Disability Inclusion (DI) process. A number of successful applications were submitted, and by the end of the year, an additional eight students had secured funding targeted at supporting their individual learning needs. Our school continued to support and cater for the additional needs of a number of students and this was funded directly from the school's budget using Equity Funding (both credit and cash) to ensure quality teaching and learning for all. All Out of Home Care students, PSD and DI funded students and other students requiring additional support had Individual Learning Plans. Regular parent/carer communication was maintained, including documented Student Support Group meetings. A number of health care professionals attended and supported the SSG meeting process, including Occupational Therapists, Psychologists and Behaviour Therapists. Canadian Lead Primary School has a very strong culture of care and inclusion, and this is something the wider school community values highly.

Progress towards strategic goals, student outcomes and student engagement

Learning

We continue to focus strongly on the foundational skills of reading, writing, spelling and mathematics for all students. Overall we have higher percentages of students at or above the expected level in English (this percentage combines all three areas of reading, writing, and speaking and listening) and mathematics (all strands of number & algebra, measurement & geometry, statistics & probability) compared to similar schools. These percentages are slightly higher than our 2022 data and demonstrate our continuing school improvement journey. We continue to implement a highly structured teaching approach, where skills and knowledge are broken down and taught explicitly to students, for example letter-sound relationships, spelling rules, handwriting, sentence structure, punctuation, multiplication facts, and the algorithms for addition, subtraction, multiplication and division. We have implemented daily reviews in both English and Mathematics, where previously taught material is regularly revised. We continued our work as a PLC Link School (Professional Learning Community). Additional funding was used to release our PLC Leader to oversee the initiative across our school and to work with other schools, and funding was also used to also release expert teachers to coach colleagues, and whole school professional learning. Continuing to purchase quality resources, (e.g.class sets of novels), ongoing professional learning, continuity of staffing, and use of data to drive decision-making have all combined to improve our student learning outcomes.

From mid-2023 we focused strongly on mathematics, with teachers running an after-school maths club for students keen to either receive additional support or extend their learning. Flexible groupings for maths were introduced in the Senior Unit, with teachers ensuring that all students were taught at their point of need, including extension work well into the Year 7 curriculum for strong mathematicians. We also created an extension class in the Middle Unit which allowed strong Year 4 students in particular to be extended. Staff received professional learning in teaching maths, and further learning was planned for the beginning of the 2024 school year. We have 81.5% of our students at or above the expected level in mathematics, compared to similar schools who are just below 80%. Improvements have particularly come in the areas of statistics & probability and measurement & geometry. NAPLAN data for percentages of students in the 'Strong or Exceeding' bands shows that for 2023 our school was above similar schools in Year 5, but slightly below similar schools in Year 3. NAPLAN 2022 data shows that Year 3's were slightly above similar schools and Year 5's were slightly below. Cohort characteristics do impact NAPLAN data - we do have slightly stronger cohorts of students and NAPLAN data can move up and down accordingly.

An example of how we use student learning data was our response to the percentage of students in the top three bands for Year 5 in 2022 - for reading this was 70.4% (putting us above the state and well above similar schools at 62%) and in numeracy this was much lower at 39.3% (below similar schools at 41.7%). In response to this data we focussed on extension in mathematics in Years 4/5/6. We will continue to track NAPLAN and other data sources to ensure our improvement initiatives always impact positively on student learning outcomes.

In English, improvement in writing has resulted in the percentage of students at or above expected level in English now being 2.4% above like schools. We had fewer students in Strong or Exceeding bands in 2023 NAPLAN reading compared to similar schools, reflecting the comments above that NAPLAN data can move each year reflecting the student cohort sitting the test. In 2022, we were at the same level as similar schools in Year 3 reading and above similar schools in Year 5 reading in terms of percentage of students in the top three bands. Separating out reading (not included in this report), we had 82% of our students at or above the expected level, above similar schools at 78%, and the network at 81%, with the state at 86%. Reaching the state level is our next reading target.

We will continue our explicit teaching approach and our commitment to both support those students who are at-risk in English or Mathematics, and provide extension for those students working above the expected level.

Wellbeing

Our Sense of Connectedness and Management of Bullying data continues to be lower than we would like. Many schools have experienced a drop in Student Attitude to School survey data post COVID and this will continue to be a focus for our school. We worked on bullying and overall wellbeing in 2023 through weekly classroom meetings, bullying-focussed discussion groups identified through Student Attitude to School Survey data, the Reach Foundation (Years 5/6), implementing the department's Bully-stoppers resources, and weekly Resilience, Rights and Respectful Relationships lessons. Minimising bullying and strengthening staff responses will continue to be a priority over 2024, as well as building student leadership opportunities and connections between students both within and across year levels, for example with House Days and buddy programs.

Over 2023 we continued to work with an Occupational Therapist, increasing school visits from fortnightly to weekly. Our OT provided expertise at Student Support Group meetings, completed sensory profiles, supported teachers to set up routines for less-regulated students and ran social groups for students needing additional support. We also continued to use Mental Health funding to engage a staff member with a psychology qualification and together with our OT they implemented the structured wellbeing programs Brave (a program to build resilience and reduce anxiety), Secret Agents Society (a wellbeing program designed for students on the ASD spectrum) and Seasons for Growth (for students who have experienced a significant loss). The yard duty roster was adjusted to

release senior teachers, so they were able to run lunchtime activities for older students needing additional social support. Our school therapy dog had her second year at school. Many students have time with her each day, at recess or lunch, and sometimes during classroom breaks with their ES. She has been used as a very effective calming influence during situations with heightened students, and she is also successful at helping some students separate from parents and carers during the transition into school, contributing to our school's welcoming and friendly atmosphere.

Engagement

2023 Parent Opinion Survey data was incredibly strong, with 100% of those participating in the survey expressing a high level of general satisfaction with our school, well above state levels of 82.8%. Other strong areas included Teacher Communication, Student Connectedness, Promoting Positive Behaviour, and High Expectations for Success - these all received 100% positive endorsement. Staff Opinion Survey data also remained strong, reflecting the high levels of commitment and collegiate support that exist at our school. The School Climate variable was 80.9% positive endorsement, above similar schools at 75% and above the state average. Collective focus on student learning, Staff trust in colleagues, Intellectual stimulation, Skills to measure impact, Using evidence to inform teaching, and Support growth of learning of whole student were all variables that had over 90% positive endorsement. Student attendance was a major engagement focus over 2023. Our data improved significantly compared to 2022. For example, in 2022 we had 51% of students miss more than 20 days of school. By the end of 2023 we had reduced this to 38%. Attendance meetings, letters home, daily phone calls to ensure we did not have any unexplained absences, attendance awards and clear attendance goals contributed to this significant improvement. Average absence rates per student are the same as similar schools at 22.2 days, well below the 2022 average of 27.4 days. Reaching the state average of 20.5 days is our next goal. Staff commitment to the students at our school continued to be unwavering, with a range of additional supports including food hampers, assistance with uniforms, alternative programs for recess and lunch, flexibility for students experiencing challenges (e.g. working in a quiet space; additional breaks; additional help with learning), and individual reward and encouragement programs. Assemblies were held each week, with increasing numbers of parents, carers and family members in attendance. Assembly leadership is rotated so that all classes take turns running assembly. Seeing our younger students stand confidently in front of a large audience and read aloud is a wonderful reflection of their social confidence, public speaking and literacy skills. We continued to provide intensive support for a small number of at-risk students, including a small group alternative program with a strong health, well-being, resilience and social skills focus with our PE/Well-being teacher and a small number of students. We finished Berry Street training, with new staff completing catch-up modules. This whole school approach provides strategies for teaching and learning that support increasing engagement of all students including those with more complex needs. The modules include the areas of Body, Relationships, Stamina, Engagement, and Character. A future focus will be revisiting the School Wide Positive Behaviour Support program in 2024, with four teaching staff and our Assistant Principal booked to complete the training in Term 1 2024.

Other highlights from the school year

We have now established a revitalised program of extra school events post-COVID. We are striving for a productive balance between a laser-like focus on student learning, alongside lots of rewarding experiences such as camps, excursions and community events. We began 2023 with our annual Welcome BBQ and introduced Unit Information Sessions - a chance for parents and carers to receive information about their child's upcoming year and to ask questions. The Labour Day weekend saw our school again participate in the Ballarat Begonia Parade, carrying our Chinese Dragon Gum Loong with our two partner schools. The Year 2 sleepover was re-introduced to great enthusiasm; Years 3/4 had an overnight stay at the local Pax Hill Camp, with CLPS staff catering and running all activities to minimize costs; and Year 5/6 enjoyed two two-night camps at Cave Hill Creek and a free camp funded through the Positive Start program at Torquay. Year 5/6 students re-commenced visits to local kindergartens and each unit held a community event each term - these included maths games afternoons, 100 Days of Foundation, open classrooms, picnics at Lake Esmond, and pancake breakfasts. We held a very popular Art Show, with classroom teachers supporting our art/music specialist to fill one wing of the school with students' incredible creations. The feedback from our school community was incredibly positive. Students continued our annual contribution to a growing native tree and shrub plantation at Pennyweight Park which is now named after our school, and senior students took part in a community engagement program called DASH, funded by the Blue Light organisation, aimed at strengthening young peoples connection with their local community. We increased Breakfast Club from three mornings a week to five, and added board games and card games so that students start the day with positive social connections as well as breakfast. Our after-school activities included Chinese Academy, Maths Club and Bulldogs Read. We also introduced Bike Education for Years 5/6 and this will be extended down to the Middle Unit in 2024. This was an overwhelmingly popular addition to our school and the increase in skill level, confidence and knowledge of road rules amongst students was incredible.

Financial performance

In 2023 our Government Provided DET grants included the Outside School Hours Care (OSHC) grant; the second year of additional Professional Learning Community Link School funding (used for professional learning for staff and release for our Link School Leader); tutoring funding; additional funding for Tier 2 supports (this was spent on our Occupational Therapist and a Disability Inclusion coordinator); mental health funding (used for a wellbeing staff member and program training/resources); and additional funding for students with disabilities. Over 2023 we invested equity funds (credit and cash) on focus areas identified in our Annual Implementation Plan goals and targets, including building teacher capacity, targeted professional learning, and additional resources, with the majority of the funding going towards additional staffing. Program for Students with Disabilities and Disability Inclusion funding was used to support learning goals for those students, as identified in their Individual Education Plans.

The final 2023 budget in the Annual Report shows a net operating surplus, mainly due to Disability Inclusion funding coming through in Term 4. A Department Strategic Financial Management Advisor supports CLPS to ensure all funds are maximized and used effectively. Additional funds are being set aside for some grounds projects, to revitalise the exterior of our school. The school Principal, Leadership Team, Business Manager and Finance Committee have maintained a strategic focus on successfully utilising all funds to enhance student and school outcomes.

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 210 students were enrolled at this school in 2023, 107 female and 103 male.

NDP percent of students had English as an additional language and 11 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).

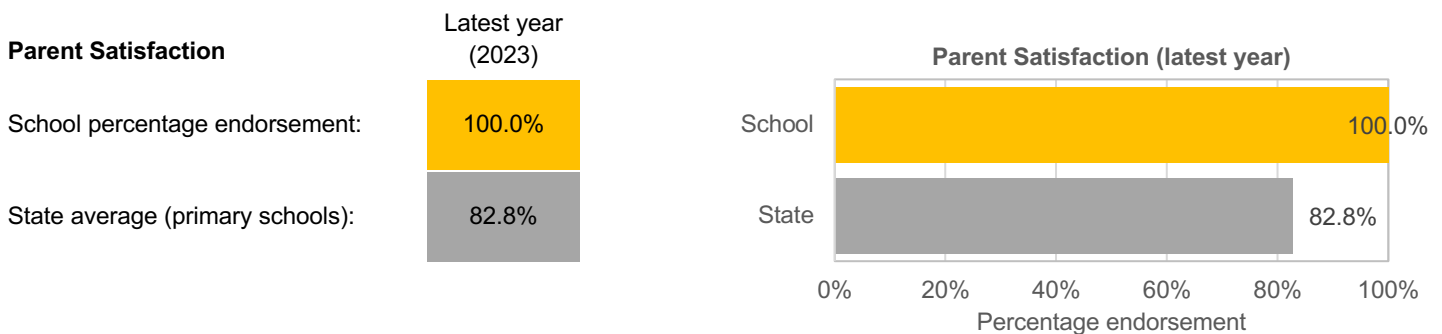
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

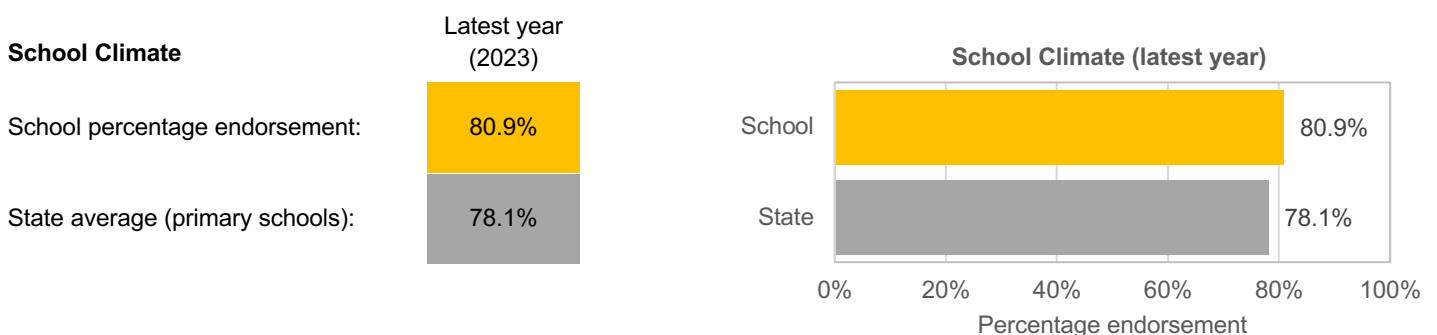


School Staff Survey

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:

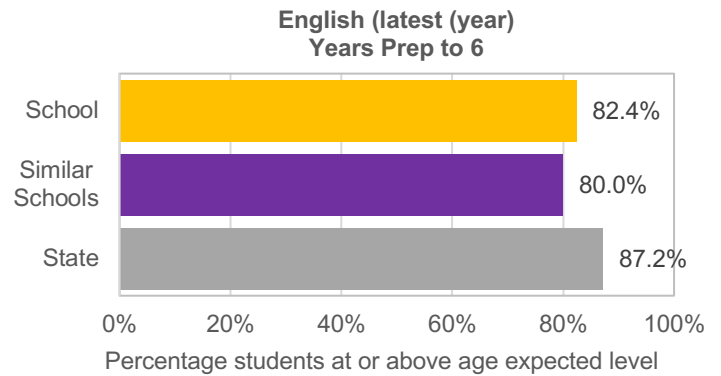
82.4%

Similar Schools average:

80.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

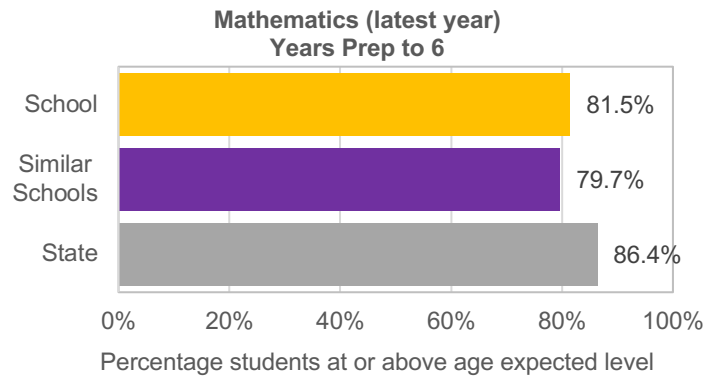
81.5%

Similar Schools average:

79.7%

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:

58.8%

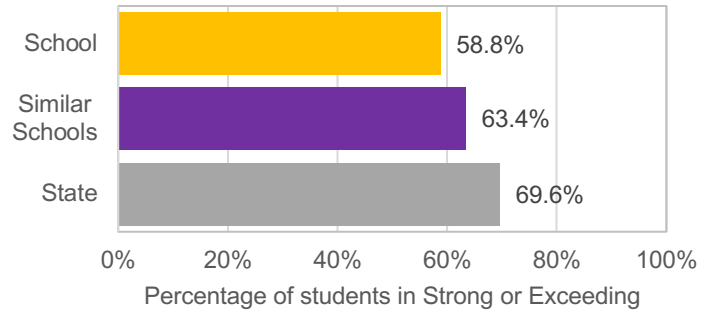
Similar Schools average:

63.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.3%

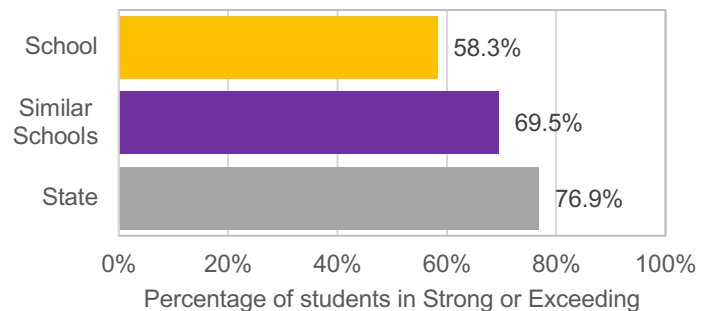
Similar Schools average:

69.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.8%

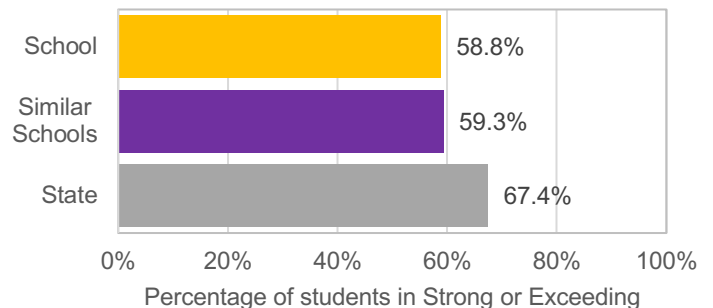
Similar Schools average:

59.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.2%

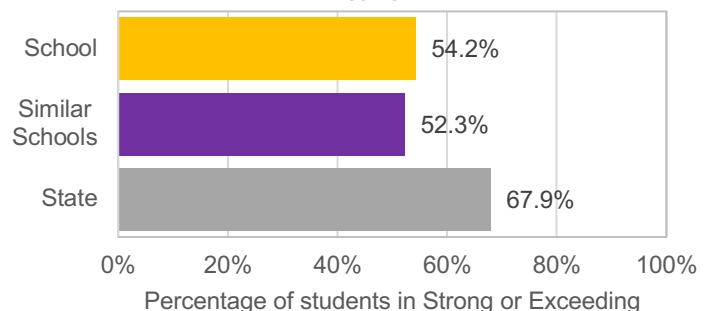
Similar Schools average:

52.3%

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:

69.7%

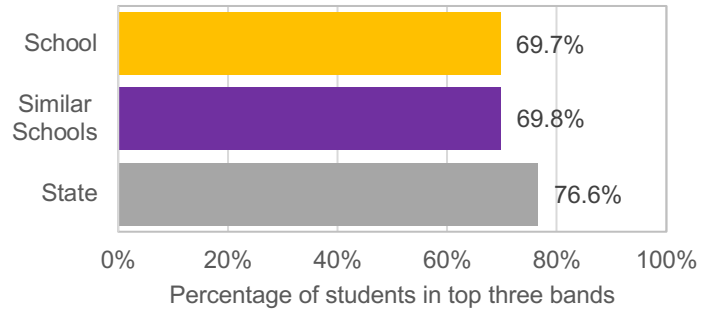
Similar Schools average:

69.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

70.4%

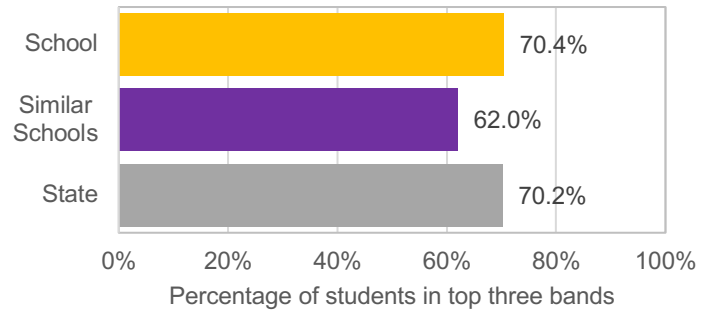
Similar Schools average:

62.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

54.5%

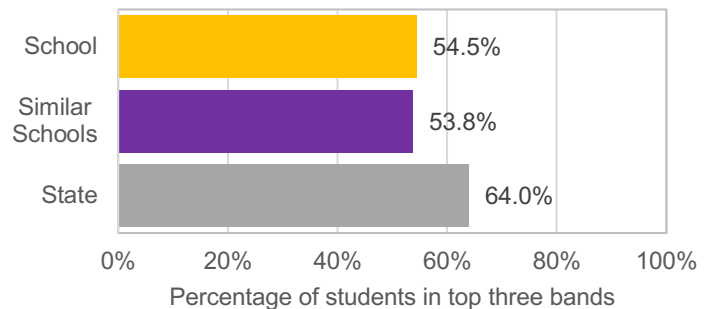
Similar Schools average:

53.8%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

39.3%

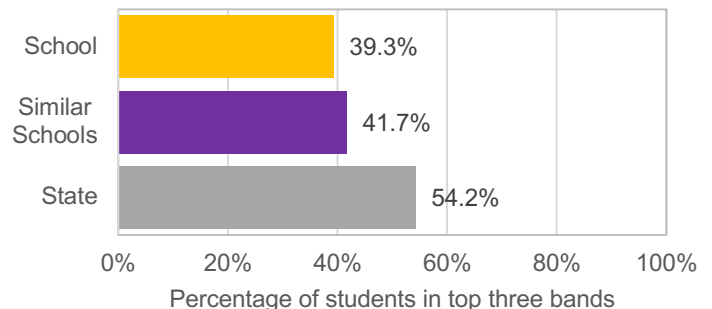
Similar Schools average:

41.7%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

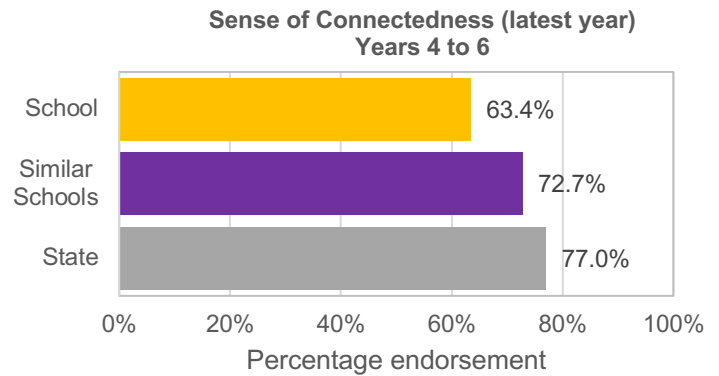
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	63.4%	74.1%
Similar Schools average:	72.7%	75.1%
State average:	77.0%	78.5%

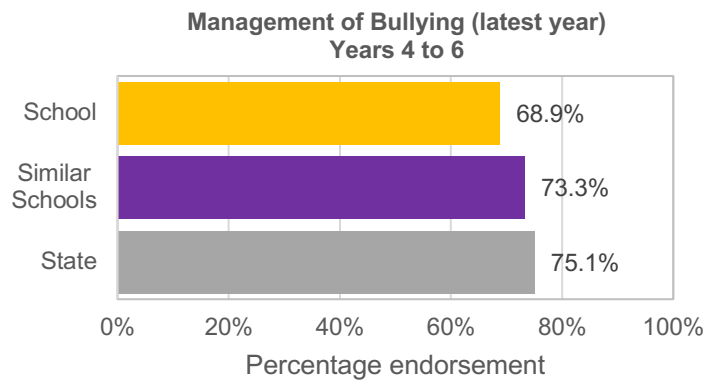


Student Attitudes to School – Management of Bullying

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:	68.9%	76.1%
Similar Schools average:	73.3%	75.2%
State average:	75.1%	76.9%



ENGAGEMENT

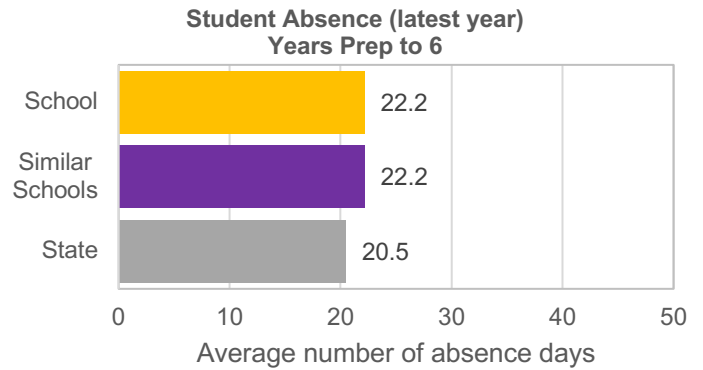
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.2	21.2
Similar Schools average:	22.2	20.2
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):	91%	90%	90%	89%	86%	88%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,750,615
Government Provided DET Grants	\$450,006
Government Grants Commonwealth	\$3,800
Government Grants State	\$0
Revenue Other	\$31,775
Locally Raised Funds	\$73,685
Capital Grants	\$0
Total Operating Revenue	\$3,309,880

Equity ¹	Actual
Equity (Social Disadvantage)	\$292,026
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$292,026

Expenditure	Actual
Student Resource Package ²	\$2,519,802
Adjustments	\$0
Books & Publications	\$23
Camps/Excursions/Activities	\$53,147
Communication Costs	\$8,528
Consumables	\$57,446
Miscellaneous Expense ³	\$26,167
Professional Development	\$28,240
Equipment/Maintenance/Hire	\$31,011
Property Services	\$123,534
Salaries & Allowances ⁴	\$213,888
Support Services	\$51,056
Trading & Fundraising	\$51,148
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$378
Utilities	\$25,340
Total Operating Expenditure	\$3,189,709
Net Operating Surplus/-Deficit	\$120,172
Asset Acquisitions	\$39,103

- (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	\$51,197
Official Account	\$97,249
Other Accounts	\$0
Total Funds Available	\$148,446

Financial Commitments	Actual
Operating Reserve	\$100,901
Other Recurrent Expenditure	\$375
Provision Accounts	\$3,895
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$205,172

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.