

# 2022 Annual Report to the School Community

School Name: Greenvale Primary School (0890)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 13 March 2023 at 10:06 AM by Angelika Ireland (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 04 May 2023 at 09:13 AM by Lyla Badawy (School Council President)

## How to read the Annual Report

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### 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.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## School context

### OUR PHILOSOPHY

Our school values of Resilience, Respect, Learning, Honesty, and Responsibility are the guiding principles and beliefs of the school community. Our school values will guide our students to become active and conscientious citizens.

### OUR VISION

At Greenvale Primary School we believe that a safe, nurturing and engaging environment can provide the opportunity for all students to reach their full potential as literate, numerate and curious lifelong learners. A focus on effective communication, creativity, collaboration and critical thinking are essential for our students to participate productively in the 21st century global community.

Officially opened in 1868, Greenvale Primary School relocated to its present site in Bradford Avenue in April 1988, retaining the original identity number and its historical links.

Greenvale Primary School is a dynamic learning community offering a broad, rigorous curriculum from Foundation to Year 6. The school prides itself on promoting success for all students. Classroom programs are progressive and personalised, catering for each child's needs, encouraging parental involvement and promoting active learning. The school has high, but achievable student expectations with student progress being monitored regularly and this data and information used to inform teaching practice. The school offers a wide range of learning experiences and challenges which encourage curiosity, excitement for learning and connectedness to the community.

The enrolment for 2022 on census day was 710 students with the school experiencing a trend of decreasing enrolments due to the opening of another public primary school in Greenvale. In 2022, the school employed 59.7 equivalent full-time (EFT) staff comprised of 3 Principal class (EFT 3.0), Leading teachers (EFT 2.0), 3 Learning Specialists (EFT 3.0), 43 teaching staff (36 EFT) and 19 Education Support staff (15.7 EFT). None of the staff were of Aboriginal or Torres Strait Islander background. Last year, 198 (27.8%) of our students received funding for English as an Additional Language (EAL) and in total 264 (37.17%) of students had English as an additional language, 2 students were Aboriginal or Torres Strait Islander and 27 (4.45%) of our students received funding through the Program for Students with a Disability. The School Family Occupation and Education Index (SFOE) falls into the low to medium range. The school did not have any overseas students.

The school is committed to keeping abreast of current educational trends and developments and strives to achieve quality educational practice. In 2021, the strategic goals aimed at facilitating continuous improvement in student outcomes with a focus on Literacy and Numeracy, Student Wellbeing and Learner Agency. Professional learning of staff was clearly linked to the strategic directions of the school with the intent of enhancing teacher capacity.

Teachers worked collaboratively in Professional Learning Communities (PLCs) to plan consistent, rigorous curriculum and use student learning data to drive this planning. The Learning Specialists continued to work closely with PLCs to guide curriculum planning and coach /model in classrooms. Our staff are passionate about their teaching and encourage all students to strive to achieve their best with their learning and social skills. Our aim is to develop confident and resilient students through the provision of a diverse range of learning experiences and challenges which encourage curiosity, excitement for learning, thirst for knowledge and connectedness to their community.

Specialist programs offered included Physical Education, Performing Arts, Visual Arts, Science and Italian..

Our school has a well-established 1:1 laptop program for all students in Year 4 to Year 6 with an average uptake of over 95% which has made a significant impact on the learning/teaching in these year levels. Each classroom has an Interactive Whiteboard or TV screen each with its own dedicated computer.

Greenvale Primary School prides itself in providing a safe and orderly learning environment, one which is inclusive of all students. We have engaged with and implemented strategies to support DET's School Wide Positive Behaviour Strategy (SWPB) as well as Respectful Relationships.

To promote leadership opportunities, students are able to be part of the Junior School Council, or be elected as School Captains, Class Captains and House Captains. Our Buddy Program allows older students to demonstrate their leadership by working together with a younger student.

Our caring atmosphere reinforces mutual respect, promotes self-esteem and enhances the cohesive nature of the school where a positive home/school relationship is highly regarded. Our school places a strong emphasis on building community participation. Parents are encouraged to play an active role in the education of their children.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

#### MATHEMATICS

Improved student outcomes in Numeracy was a major focus at Greenvale Primary School and was continually driven through collaborative planning, consistent and purposeful assessments and the rigorous interrogation of data. The school's Maths Learning Specialists, were appointed in a coaching role half of the week. In their role they assisted Professional Learning Communities' to identify areas of focus for their Inquiry Cycles, to plan differentiated programs and to evaluate the effectiveness of teaching. PLC's collaborated and strived to plan and implement engaging, rich, open-ended maths activities, designed to meet the needs of all students.

Research based professional learning was undertaken that was aligned to the schools Strategic and Annual Implementation Plan's. Professional readings were unpacked in PLC's to support the development of teacher efficacy and capabilities in relation to their Inquiry foci.

There were several intervention programs delivered to accelerate and enrich student's learning such as the Scaffolding Numeracy in the Middle Years and the Student Excellence Program for years 5 and 6 as well as the Student Enrichment Programs for students in Years 2 to 4.

Numeracy was promoted to the broader school community through the delivery of Maths information nights for parents, various articles in the newsletter and the running of a successful Numeracy Week.

Teacher judgement of student achievement in Numeracy indicates that the percentage of students in Foundation to Year 6 who are working at or above age expected standards in Mathematics is at 76.8%, which is around 8% less than that of similar schools and the state average.

In NAPLAN, Year 3 Numeracy, 49.4% of students were in the top three bands, compared to 59.9% for similar schools. Year 5 Numeracy results showed, 42.9% of students in the top three bands, compared to 47.3% for similar schools.

NAPLAN Benchmark Growth indicates that students in Year 5 performed 10% better than their state contemporaries

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## ENGLISH

- Teacher judgement of student achievement in English indicates that the percentage of students who were working at or above the expected level was 83.3%, this being lower than the State and Similar Schools.
  - 2022 NAPLAN assessment of students achieving in the top three bands in Reading, at Year 3, indicates that our school achievement of 77.8% was above State and Similar Schools.
  - 2022 NAPLAN assessment of students achieving in the top three bands in Reading, at Year 5 indicates that our school achievement of 75.6% was above State and Similar Schools

Improvement of student learning in English continues to be a focus and was continually driven through collaborative planning, consistent and purposeful assessment and data analysis. PLC's have worked diligently to plan appropriate and engaging, rich, literacy activities, designed to meet the needs of their students.

Professional learning and coaching sessions in reading and writing were provided by the English Leading Teacher in order to improve teacher efficacy and capabilities. The systematic, structured phonics program, Little Learners Loves Literacy program continues to be embedded in Foundation and Year 1. SMART spelling is embedded throughout years 2-6 years, complementing the work undertaken in Foundation and Year 1.

Reading Intervention continued to be provided through the Tutoring Initiative. 150 students were involved in Rocket to Reading in Semester 1, and 99 in Semester 2. The discrepancy between the two semesters is attributed to staffing constraints and tutors being required to fill classroom positions.

The English Leading Teacher modelled reading and writing sessions for staff in Foundation to Year 2. Staff had the opportunity to participate in Writing Professional Learning focused on the Greenvale Writing Model. Students showcased their amazing writing through the Writers' Festival. The Big Top theme, which had commenced in 2021, but delayed due to COVID, continued, and staff spent the first half of the term exposing students to Circus experiences, stimuli and vocabulary. The Writers' Festival was highly successful and a great way to re-engage families after COVID restrictions were lifted. Australian authors, regional department staff, and our local secondary school were invited to share in this event. A partnership with the local secondary school is currently being developed for the 2023 Writers' Festival.

Students across the senior school participated as Shadow Judges for the CBCA (Children's Book Council of Australia) Awards. They read books by various Australian authors, participated in Question and Answer sessions with the authors studied, presented creative and varied novel responses and voted on the final winners. This collaboration with the CBCA was highly rewarding for all students involved.

## Wellbeing

Student Wellbeing is a whole school focus through the implementation of School Wide Positive Behaviour Support (SWPBS), the Rights, Resilience and Respectful Relationships (RRRR) program, The Zones of Regulation framework, school yard creative play equipment, library club and lunchtime clubs, Harmony Day and Bully Prevention is PBIS presentations. Clubs run by staff provided an indoor, interactive play area, and alternative activities for student engagement at lunchtime. The School Therapy dog continued to support and encourage student wellbeing.

Our School Values continue to underpin all interactions, and are consistently applied and referenced, in and out of the classroom. School assemblies include Student of the Week awards which draw on the student application of the school values. A consistent and restorative approach to behaviour management is implemented, and appropriate social behaviours are reinforced with reference to the School Values of Respect, Responsibility, Resilience, Honesty and Learning. In Term 1, a Start Up program is implemented across the school to establish rules and expectations around the school values, classroom behaviour, learning behaviours and child safety.

Our Students Attitude to School – Sense of Connectedness Years 4 to 6 endorsement 75.1.4% below the 75.85% state average for all Victorian Government Primary Schools and equal to that of scores of Similar Schools. The four-year average score is above the state median, indicating that our students have continued a high sense of connection to the school.

Our 71.7% endorsement for the Management of Bullying is less than the state average and less than the scores of similar schools. The four-year average of scores continues to be above the state and similar schools median. The 'Wellbeing Trees' on our front windows continue to highlight student demonstration of the school values in the school yard, as do the Student of the Week awards. We are a blue SWPBS awarded school and we will continue to develop our knowledge and practice so we can attain Silver status..

In 2023, we continue to be part of the Mental Health in Primary Schools initiative and have a full time Mental Health and Wellbeing Leader.

## Engagement

A full, uninterrupted year of teaching and learning at school was embraced by teachers, students and parents alike. Student engagement was enhanced through the provision of increased opportunities for higher levels of student cognitive stimulation, challenge, and deep thinking, with further opportunities for social and emotional development and self-awareness.

Teacher student feedback was ongoing with the conduct and use of Pivot Surveys, Feedback Stations, Class Meetings and Circle Time. Each term students developed SMART (specific, measurable, achievable, relevant, time-bound) goals for their learning, and reviewed their progress before determining new goals. Teachers continued to refine their understanding and implementation of the High Impact Teaching Strategies to maximise the impact of their teaching. Student Agency was developed through self-directed Inquiry opportunities. The Science program, led by the Science Specialist, incorporated STEM projects that engaged and stimulated Year 3 – 6 students.

The attendance rate from Foundation to Year 6 ranged similarly from 86% to 88%. The average absence rate for our school at 25.2 days was higher than the state average of 23.3 and that of similar schools at 24.3. The average number of absence days over the past four years was 18.0, which was slightly above the state mean of 17.0 for all Victorian Government Primary Schools, but only slightly higher than similar schools at 17.7. School attendance data has been affected by students absent for extended family holidays overseas and illness. Student Absence Learning Plans have been created for students with extended absences and parents of students with chronic lateness or attendances have been contacted by Principal class officers to determine a plan for improving attendance.

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## Other highlights from the school year

Greenvale Primary School saw our camp program resume after a 2-year hiatus due to COVID-19. The program proved successful with Year 4-6 students all attending camp for the first time since beginning school. Students were able to attend excursions to enhance their classroom learning and support our Inquiry foci throughout the year. Venues such as Scienceworks, Melbourne Zoo, and Funfields saw Greenvale students displaying the school values and engaging with the greater community.

The school was able to welcome parents back on-site to celebrate and explore student learning through our Writers' Festival, where students across the board planned, drafted and published various genres of writing. Parents were also

invited to our school Christmas Concert, Colour Blast Run, Year 6 Graduation and our Literacy and Numeracy information nights, further strengthening community links between our students, their families and the Greenvale community. Sporting events were able to resume with Tabloid Sports for our Foundation to Year 2 students, and competitive Gala Days for our senior students. Greenvale Primary School upheld our sporting pride, with many students qualifying and competing at a regional level in Cross Country, Athletics, and Volleyball.

Greenvale Primary School received several grants throughout the year which supported student learning and teacher's ability to teach. These included:

- Shade Sail grant (to install a brand-new shade sail over the Senior Playground)
- Victorian Sporting Schools grant (supported our sporting program and enhanced our sporting equipment)
- Bridging the Devices grant (replacing device handed out to support student learning throughout Learning from Home)
- Accessible Building Grant (hearing impairment support within the classroom with assistive devices)

Our whole school approach to environmental awareness continued to develop as students and teachers worked together to use our Play-Pods in the yard, giving students the opportunities to discover diverse recyclables that encourage design, craft and exploration. Our 1:1 Device program also continues to support our move towards a more sustainable future at Greenvale Primary School.

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## Financial performance

The Finance Committee, which includes the Business Manager and the Principal in conjunction with School Council representatives, were responsible for overseeing finances that meet DET audit requirements. As a result of a careful allocation of funds, Greenvale Primary School finished 2022 with a surplus. These surplus funds will be accessed in the subsequent calendar year to provide additional staffing, buildings and grounds developments and equipment to meet the needs of our students. This surplus occurred through careful planning for major projects to occur on a priority basis; projects completed in 2022 include but not limited to the installation of the new air conditioners in the main office building, installation of the shade sails over the senior school playground. Future major projects planned include the upgrade of the administration office area, the covering of the asphalt on the basketball courts, installing soft fall synthi under the junior playground and an upgrade to foundation courtyard with new pavers and drainage in this area. The aftermath of Covid still had an ongoing impact on projects with resources and tradesman hard to source. Additionally, locally raised funds include the hire of school facilities, donations from our families, interest earned and fundraising activities. These funds were utilised for improvements in numerous buildings and grounds projects as well as purchasing extra reading materials and digital resources, software and hardware.

Equity funding was allocated to various areas to align with our strategic plan goals. These included employing two 0.5 Maths Specialists, partnering with the Northern Centre for Excellence and School Engagement (NCESE), providing professional learning for staff in Literacy, employing a Literacy Intervention teacher as well as allocating a 0.5 Literacy Coach to support staff throughout the year. The school continued to employ a Speech Therapist to support the Synthetics Phonics Program and language development throughout the school for the first semester along with buying resources such as decodable texts for the older year levels.

**For more detailed information regarding our school please visit our website at**  
<http://greenvaleps.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 709 students were enrolled at this school in 2022, 348 female and 361 male.

38 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).

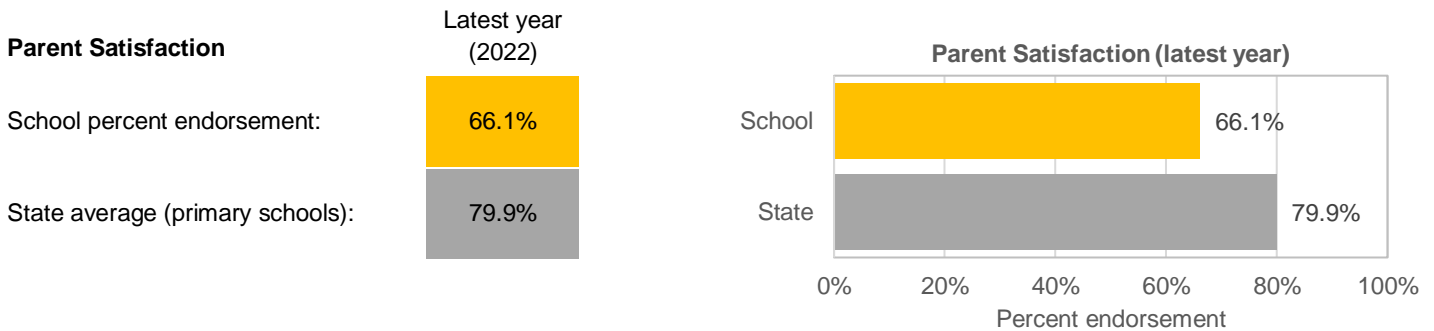
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

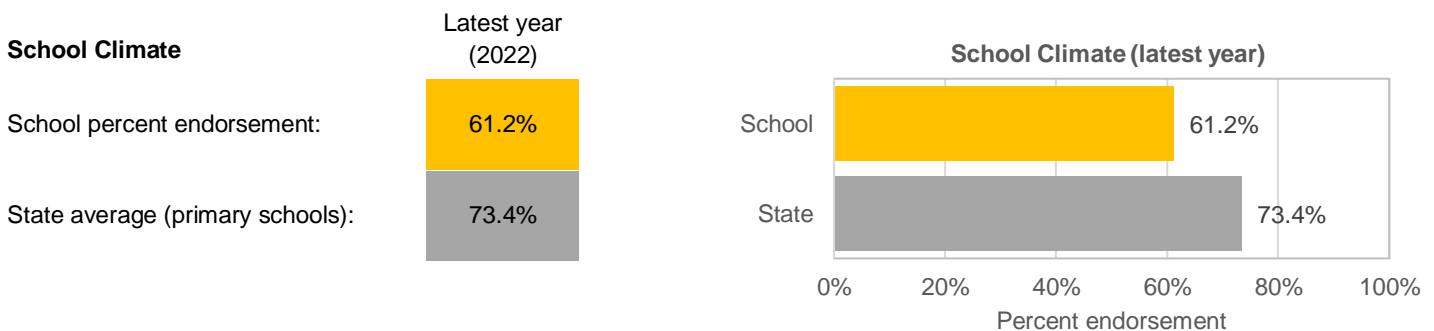


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

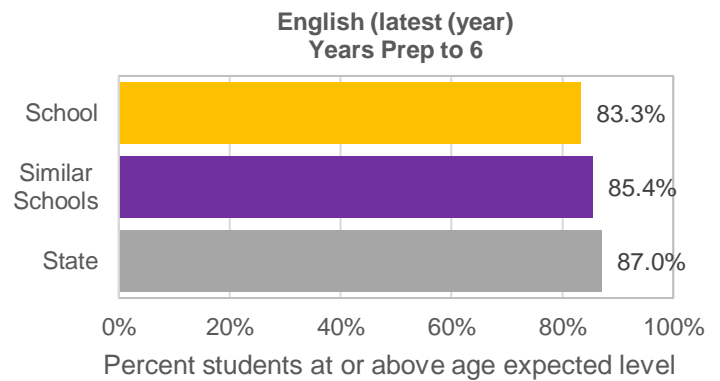
83.3%

Similar Schools average:

85.4%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

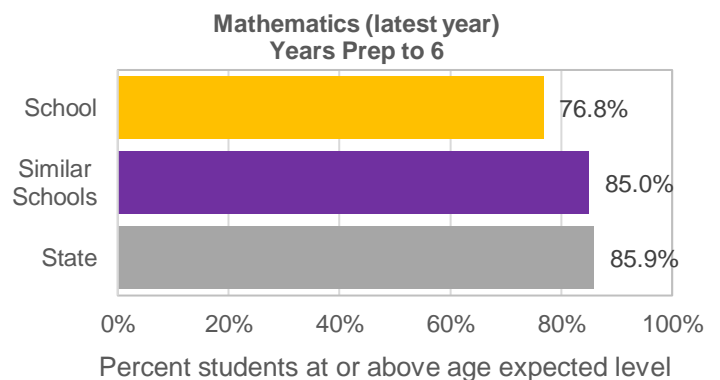
76.8%

Similar Schools average:

85.0%

State average:

85.9%



## LEARNING (continued)

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

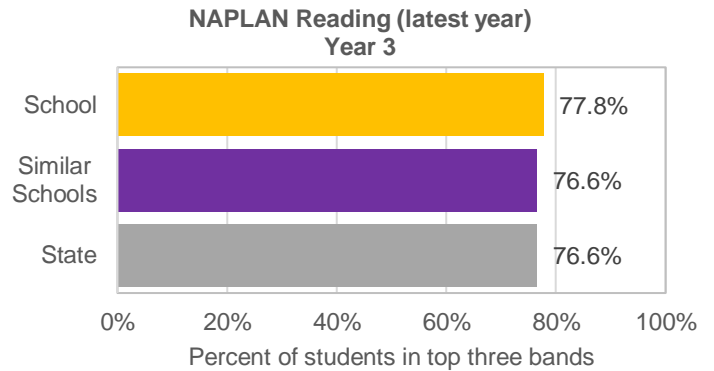
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

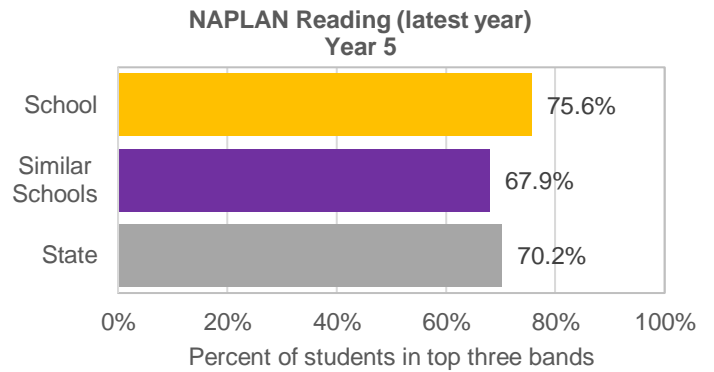
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	72.2%
Similar Schools average:	76.6%	75.7%
State average:	76.6%	76.6%



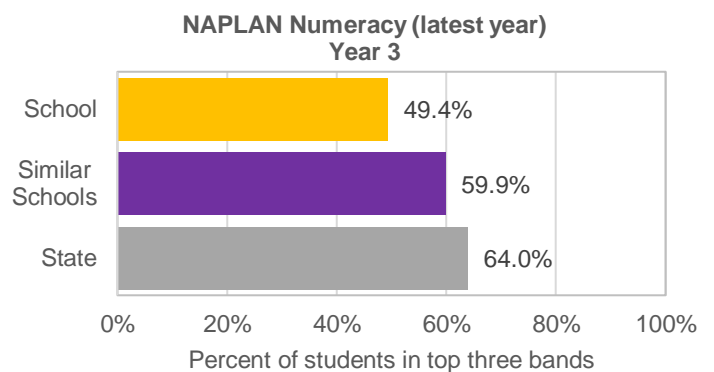
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.6%	64.7%
Similar Schools average:	67.9%	65.9%
State average:	70.2%	69.5%



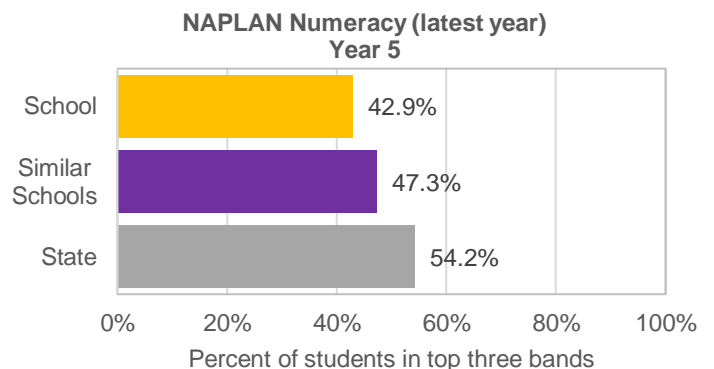
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	49.4%	53.8%
Similar Schools average:	59.9%	61.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.9%	47.7%
Similar Schools average:	47.3%	53.5%
State average:	54.2%	58.8%



## WELLBEING

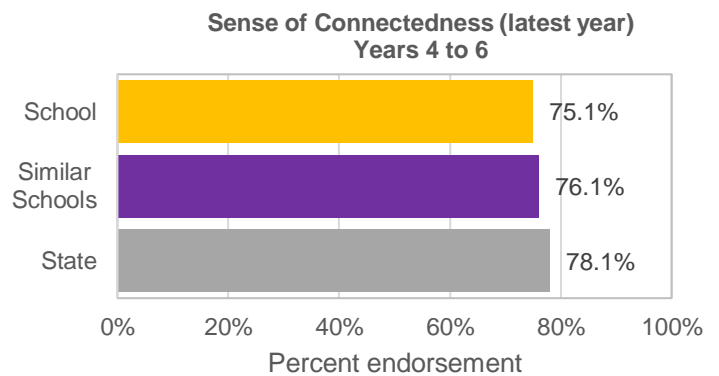
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.1%	80.6%
Similar Schools average:	76.1%	77.8%
State average:	78.1%	79.5%

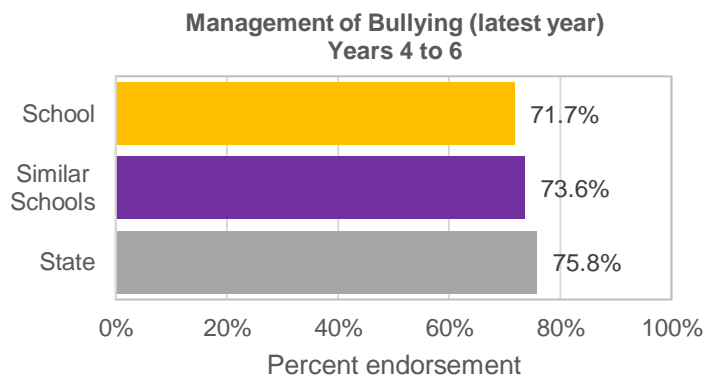


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	71.7%	79.9%
Similar Schools average:	73.6%	76.6%
State average:	75.8%	78.3%



## ENGAGEMENT

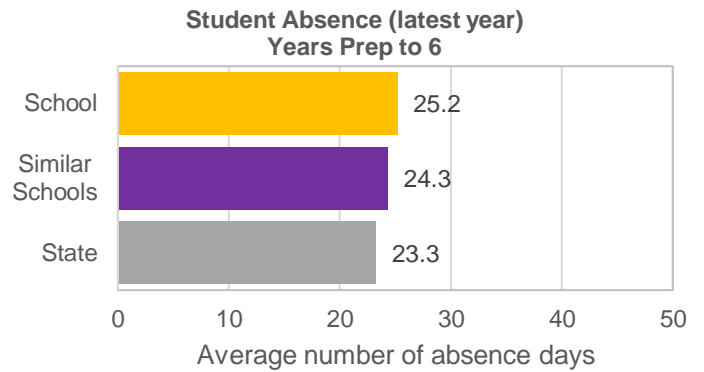
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### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.2	18.0
Similar Schools average:	24.3	17.7
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	88%	87%	87%	88%	88%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,262,988
Government Provided DET Grants	\$714,711
Government Grants Commonwealth	\$26,582
Government Grants State	\$0
Revenue Other	\$58,997
Locally Raised Funds	\$375,237
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,438,516</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$148,223
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$148,223</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,708,097
Adjustments	\$0
Books & Publications	\$5,104
Camps/Excursions/Activities	\$173,662
Communication Costs	\$6,197
Consumables	\$115,448
Miscellaneous Expense <sup>3</sup>	\$15,813
Professional Development	\$22,056
Equipment/Maintenance/Hire	\$188,412
Property Services	\$75,948
Salaries & Allowances <sup>4</sup>	\$272,818
Support Services	\$20,091
Trading & Fundraising	\$24,180
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$70,377
<b>Total Operating Expenditure</b>	<b>\$7,698,202</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$740,314</b>
<b>Asset Acquisitions</b>	<b>\$143,679</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$960,750
Official Account	\$65,224
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,025,974</b>

Financial Commitments	Actual
Operating Reserve	\$155,801
Other Recurrent Expenditure	\$51,894
Provision Accounts	\$0
Funds Received in Advance	\$109,135
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	\$29,000
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$340,873
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$886,702</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*