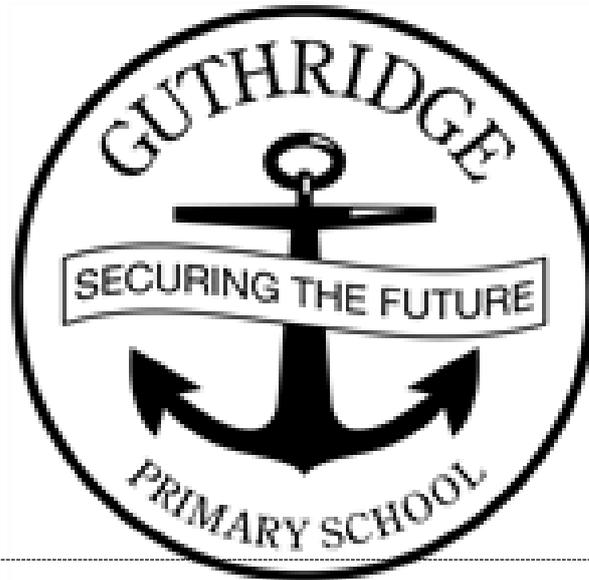


2022 Annual Report to the School Community

School Name: Guthridge Primary School (4853)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 03 April 2023 at 08:55 PM by Emily Streitberg (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 17 April 2023 at 02:16 PM by Lauren Munro (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).

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
-

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)

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.

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.

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

School context

Guthridge Primary School is located in Sale, Gippsland, and is approximately 220 km east of Melbourne. Our school is located close to Royal Australian Air Force Base in East Sale, and is positioned next to Sale College - Junior Campus.

Our enrolments in 2022 were 286 with a Student Family Occupation and Education (SFOE) index in the 'High' band, representing a high level of socio-educational disadvantage. In 2022 there were 15 classes comprising of a Foundation-support class, two Foundation classes, two Grade 1, two Grade 2, two Grade 3, four composite Grade 4/5 classes and two Grade 6 classes. Guthridge Primary School's 2022 enrolment composition included 10% Aboriginal and/or Torres Strait Islander students and 6% students with English as an Additional Language (EAL).

In 2022, our school staffing profile consisted of one Principal, two Assistant Principals, 27 teachers (18.6 FTE), including two Learning Specialists (2.0 FTE), four Tutors (1.2 FTE) and 10 Education Support (ES) staff (7.2 FTE). We also employed six additional Integration Aides, to provide support at point of need for identified students, and two AUSTSWIM qualified swimming instructors. Guthridge Primary School's workforce composition includes staff identifying as Aboriginal and/or Torres Strait Islander.

Our school has high expectations of all its students and aims to provide opportunities for each of them to develop as learners, now and in the future. Guthridge has a Foundation-support class specifically designed to support the transition from kindergarten to school, for children who require a settling year of school, after a year at kindergarten.

We have superior facilities to support all students in all domains. Our purpose-built Fitness Centre accommodates all forms of ball and racquet sports. Our sporting facilities also include a synthetic sports field, complete with four lane running track and long jump pit. We have a football field and outdoor basketball, netball and down ball courts for all ages.

In 2022 the Victorian School Building Authority (VSBA) – Minor Capital Works Swimming Pool refurbishment project commenced. Every effort was made to maximise our Swimming Program prior to the start of works in June. The project was expected to be complete in December 2022 but delays resulted in that completion and handover date being pushed into 2023.

In 2022, our students participated in Specialist classes in Art, Music and Performing Arts, Physical Education, Swimming and LOTE: Auslan. Additionally, our school provides instrumental tuition (for senior students) and annually, a group of students participate in the Victorian State School Spectacular. In 2022, our annual Grade 6 Performing Arts Production was made into a movie and shown on the silver-screen at the local cinemas.

Guthridge Primary School has a well-established Program for Students with Disabilities (PSD) and we use Equity funding to provide additional supports and intervention to identified students. Our highly experienced ES Staff provided Integration Aiding to identified students funded through PSD and Equity funding. Further to this, in 2022 our Student Wellbeing Officer and Mental Health in School funded teacher provided additional support to staff, students and families by promoting positive mental health and wellbeing, using BeYou initiative resources, strategies and supports. Additionally, the Department of Defence provided our school with funding to employ a Defence School Mentor (DSM) to provide assistance and support to the children of Australian Defence Force members.

Our Core Values are embedded in the language of our school and are very much the basis of our aspirations as life-long learners: Show Respect; Have a Go; Keep Trying; Bounce Back; and Work as a Team. Ultimately, our Values support our aim to collectively "Be Our Best". As part of our School Wide Positive Behaviour Support (SWPBS) approach to student management, we have three explicitly taught behaviour expectations – Be Respectful, Be Safe and Be Responsible.

Guthridge Primary School is committed to promoting the safety, participation and empowerment of all children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, vulnerable children, and children with disabilities.

Positive endorsement in the Parent Opinion Survey (POS) for General School Satisfaction in 2022 was 82%, inline with Similar schools (82%) and State (81%). This domain includes factors of, overall satisfaction with facilities, resources and extracurricular activities as well as their perception of our school's efforts to continuously improve to achieve the best outcomes for their children.

The School Staff Survey (SSS) demonstrated 79.8% positive endorsement from staff for the factor of School Climate for learning. This is higher than State (73.4%) and higher than Similar Schools (71%). Our SSS results included strong results with 73% of school staff showing positive endorsement for feeling Collectively Effective. These results show more staff feel confident that they have the skills needed to provide meaningful student learning, that they can motivate their students to learn, and that they believe that all students can learn. Collective Efficacy is a strong determiner in students achieving positive performance growth. This is also reflected in the staff perception of how students see themselves as learners and their own willingness to improve. Our school staff also positively endorse our Academic Emphasis at 78%, compared to similar schools (62%) and State (66%).

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the school continued work on its strategic goal of, maximising the learning and growth in Literacy and Numeracy for each student.

Teacher Judgements for end of year English achievement levels, as reflected in Students' End of Year Reports, for Reading and Viewing, Speaking and Listening and Writing are below State results. However, 31% of students achieved above the age expected level in Reading and Viewing. This result reflects the focus on Reading for our Professional Learning over the last four years. In contrast, the trend data for Writing highlights the large percentage of students below expected levels in Writing year after year. After the success we have had in Reading instruction, the Writing data instigated a needed shift to Writing as the focus for Professional Learning in 2022. This centred on upskilling teachers in the explicit teaching of Writing across all year levels, starting with sentences as the building blocks of all writing, then focusing on the authentic purpose for writing - embedded in the content of the curriculum.

In Mathematics, our data in all three domains: Measurement and Geometry, Number and Algebra, and Statistics and Probability remained relatively the same as 2020 and 2021 with a couple of percent improvement in all achievement levels across all three strands compared to 2021. The stagnant percentage of students unable to attain 12 months or more growth in Maths at School, Network and State levels has driven a State-wide focus to target this area and these students when planning for school-based and Area and Regional Professional Learning in 2023 and beyond.

Our 2022 NAPLAN results are as follows:

- Reading – Year 3: 56% of students in Top 2 bands compared to 46% for similar schools, 58% for State. This is an increase from 52% in 2021.
- Reading – Year 5: 19% of students in Top 2 bands compared to 31% for similar schools, 44% for State. This is a decrease from 30% in 2021.
- Numeracy – Year 3: 33% of students in Top 2 bands compared to 26% for similar schools, 39% for State. This is a slight decrease from 36% in 2021.
- Numeracy – Year 5: 15% of students in Top 2 bands compared to 14% for similar schools, 27% for State. This is a decrease from 28% in 2021.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. In 2022, our school was selected to participate in further Professional Learning focused on developing and documenting effective Individual Education Plans in line with the future Disability Inclusion model. As a result, we will extend our inclusion-focused Professional Learning for all staff in 2023. This will include identification of inclusive strategies, student goal setting, collecting evidence, and updating and tracking student details and achievement more effectively and efficiently.

Wellbeing

In 2022, Guthridge Primary School has continued to achieve outstanding results in a number of factors in the Attitudes to School Survey (AtoSS). Our results for Student Engagement, School Climate, and Student Wellbeing were consistently in the 'excelling' range of positive endorsement of all Wellbeing focused improvement measures – well above similar schools and State. Our students indicated, through our school surveys and the AtoSS, positive feelings towards school. Their responses showed that they feel they:

- experience effective classroom behaviour management – 95% (compared to 78% similar schools and 77% State)
- have developed strong resilience - 86% (compared to 68% similar schools and 68% State)

- experience a strong sense of inclusion – 98% (compared to 89% similar schools and 87% State)
- have respect for diversity – 98% (compared to 80% similar schools and 79% State)
- have a sense of connectedness at school – 91% (compared to 78% similar schools and 78% State)
- feel management of bullying is followed up and dealt with fairly – 94% (compared to 78% similar schools and 76% State)
- are supported at school – 97% (compared to 88% similar schools and 86% State)
- have a sense of confidence – 91% (compared to 76% similar schools and 76% State)
- are stimulated for learning – 96% (compared to 79% similar schools and 78% State)

Only 18% of our parent population responded to the Department's annual Parent Opinion Survey (POS). Despite this, the results showed particularly high levels of positive endorsement across several factors. Some highlights show that parents felt:

- the school satisfactorily managed bullying – 72% (compared to 77% similar schools and 78% State)
- our school provides opportunities for children to develop confidence and resiliency skills – 83% (compared to 87% similar schools and 84% State)
- their child has a strong sense of connectedness to our school – 79% (compared to 89% similar schools and 89% State)
- the school promoted positive behaviour – 83% (compared to 86% similar schools and 85% State)

Our staff results from the Department's School Staff Survey (SSS) were also positive. In particular, staff demonstrated that they feel:

- a strong endorsement of academic emphasis – 78% (compared to 62% similar schools and 66% State)
- high levels of collective responsibility and effectiveness to make a difference – 93% (compared to 85% similar schools and 86% State)
- the school provides a safe and supportive work environment – 81% (compared to 81% similar schools and 75% State)
- staff are encouraged to report staff health and wellbeing concerns - 84% (compared to 79% similar schools and 74% State)

In 2022, we continued to work on supporting student wellbeing as part of our strategic plan goals. As evidenced in the Annual Implementation Plan beginning, mid-year and end of year reflections we have worked hard to achieve the targets and outcomes year on year regardless of the interruptions and challenges posed by the pandemic. Some practices in our school are proving to be outstanding and system leading. We have developed strong strategic direction and effective use of resources to reinforce our vision, values and culture. We have established high levels of shared responsibility and high expectations, for maintaining a positive, safe and orderly learning environment. We have strong processes and supports in place for at-risk students and those identified for Tier 2 interventions, in Learning and Wellbeing. To do this, we have:

- Continued to embed the Resilience, Rights and Respectful Relationships (RRRR) curriculum across the school
- Built staff capacity to collect, analyse, monitor and respond to student engagement data – Sentral, Class behaviour tracking, PIVOT, Student Agency survey
- Targeted individual students with support plans, referrals and counselling (Psychologist, Student Wellbeing Officer, Student Engagement Teacher or the wellbeing team)
- Continued mentoring sessions from positive role models (One-Child mentors) focused on self-awareness, self-management, problem solving and social skills
- Built relationships and engage with families of at-risk students – at the gate, on ClassDojo, emails, phone calls – positive touch bases, Handle with Care messages
- Employed of additional Integration Aides and Tutors
- Conducted item analysis and follow up from student surveys – at point of need including tracking and measuring impact for students receiving interventions
- Continued positive engagement and refinement of flow charts and contracts consistently used across the school for improved learning and behaviour
- Established whole school consistent approaches to behaviour management focused on Rethink (redirect, reteach, restore) – don't expect students to know what they've done, nor how to correct it. Explicitly teach it, pre-correct, and reteach often!
- Provided Positive, Purposeful Play opportunities reinforced with rewards program - Green Cards and White Cards are used to acknowledge and celebrate positive choices and engagement in learning and play

Considering all the interruptions over the last 3 years, this is a remarkable effort.

Engagement

Our whole school is committed to engaging our learners in all facets of schooling and having access to a quality education. In 2022 the focus was to meld and enhance evidence-based student Wellbeing and Engagement strategies such as Play is the Way, School

Wide Positive Behaviour Supports (SWPBS), Resilience, Rights and Respectful Relationships and Be You to positively engage our students in all facets of their education.

Our Student Wellbeing Team promotes school attendance through incidental catch-ups with families before and after school, phone calls and text messages to families to address unexplained absences, monitoring attendance data and supporting students and families to address barriers to help students to attend school every day, as well as referrals made to DET Attendance Officers to address chronic non-attendance.

In 2022, we experienced an increase in the average number of student absence days. The increase was relative to the increases experienced by similar schools and state. Strategies employed to address absences include same-day SMS notifications for all unexplained absences and phone calls home or home visits to families where two or more consecutive and unexplained absences occur. Information is provided to parents regarding the impact of missed days and the detrimental cumulative effect of coming late to school. 'On time every time', and 'Every minute counts' are slogans used across the school. Messages during and post-covid have potentially impacted parents' decision making about whether to send their children to school if they are experiencing even the slightest symptoms of unwell. This has presented unforeseen challenges for schools promoting strong attendance, while also needing to promote the public health message requiring students and staff to stay away if unwell.

In 2022 we maintained the positive strategies identified in the 2021 Remote Learning phase. The school Wellbeing Team, Student Support Services and external agencies continued monitoring and timely referral processes, to minimize disengagement and promote attendance and engagement. The emphasis was on re-establishing social connections, rebuilding a sense of belonging, and facilitating engagement in learning and play, leading to student success. Additionally, our Teachers, Tutors and ES staff worked on building up students' stamina for learning and persisting with tasks, while our school's Leaders, Student Wellbeing Officer, our Mental Health teacher and Defence School Mentor continued to provide assistance and support to families who presented with complex home-school issues post lockdowns.

The return to face-to-face learning saw the majority of our students return with a high level of engagement. A few students, families and staff faced prolonged health challenges related to COVID. To support our students to re-engage when we returned after COVID restrictions eased, we continued 2021's focus on whole school explicit teaching approaches to re-engaging students with school environments, routines and re-connecting with peers.

Other engagement strategies in 2022 included:

- Re-introduction of Play is the Way, where staff volunteered time to engage students in play time activities and supported students at playtimes to engage in positive, purposeful play experiences.
- The Student Wellbeing Officer and Mental Health teacher continued to support students at risk of disengagement by providing support directly to the teacher, the student, and families, and making referrals as needed.
- Continued development and implementation of student Individual Education Plans for identified students.
- Identification and promotion of high performing students in Literacy and Numeracy and the participation of some students in the Victorian High Ability Program.
- School-wide use of Essential Assessment - Numeracy to provide students with a visible individual learning pathway.
- Refurbishment of our Breakfast Club had our students lining up out the door to get their bellies full ahead of each great day of learning and play.
- Our whole school Cross-Country and Athletics days brought the school community together in red, yellow and green to support Latrobe, Thomson and Macalister Houses.
- Easter and Book Week Parades allowed students, families and staff to unleash their creative skills... and some acting out!
- The Grade 6 film at the Sale Cinemas was a success touted across the town and even travelled to screen at the Yarram Regent Theatre.
- And finally, our end of year Concert included the whole school community gathering in our Fitness Centre to watch our students perform fabulous singing and dancing routines to entertain their families and friends. We even had a flash-mob with staff and school council members surprising the audience with their dance skills.

With all members of our school community working together we were able to ensure every student was able to engage and participate at their best, to be their best. Go Guthridge!

Financial performance

In 2022, Guthridge Primary School maintained in a healthy financial position with strategic planning and spending on improvements in teaching and learning, focused on building teacher capacity, and improving student achievement, engagement and wellbeing.

The annual result was a surplus of \$557,189. This is the result of many years of diligent saving but mostly accounted for in the strategic planning over the next 5 years to meet costs for school programs and financial commitments for maintenance and asset replacement in future improvements and upgrades.

The following Financial Commitments were completed in 2022:

- Maintenance works identified through the Rolling Facilities Evaluation: Block A – painting, roofing and flashing repairs and BER – cladding repairs, painting, plaster and ceiling tiles replacement, plumbing
- School Based Programs - purchase of decodable reading resources (assessment kits and reading books)
- School Based Programs - purchase and maintenance of musical instruments, funding Instrumental Program, purchase of replacement student laptops and classroom iTVs
- Make safe – Block A sub-floor asbestos removal

Several areas have been identified to have funds committed to allow our school to complete upgrades and replacements in the future. Asset/Equipment Management allocation includes, upgrade and replacement of the Junior Playground, as well as new sheds to be built to extend storage for sporting equipment. Identified areas for Maintenance of school Buildings/Grounds includes, repairs and refurbishment of junior seating area; tree replacement, tank and irrigation; car park extension and bitumen; and hall and kitchen (upgrade and refurbishment).

A significant list of maintenance works were identified through the Rolling Facilities Evaluation and these works are itemised on the VSBA portals and include, but are not limited to:

- Block A –re-stumping (postponed due to asbestos removal), window frame repairs and exterior re-cladding
- BER – washroom replacement plumbing
- Hall, portables, sheds, fencing, car-parks, paths, etc

The total cost for the works will be identified as a rolling Maintenance schedule and may attract Department funding or may be covered by potential grant applications.

At the end of 2021, our school applied for a Minor Capital Works Grant to support a Swimming Pool Refurbishment Project including repairing and replacing the building structure and pool surrounds; refurbishing and re-tiling the pool shell and hob; building new change rooms; adding electric doors; and improving storage facilities and the equipment room. We were extremely lucky to be awarded a generous Minor Capital Works Grant of \$318,125.00 from the Victorian School Building Authority (VSBA) but the costs of this VSBA-led project were heavily impacted by Covid. This resulted in complex cost changes incurred as a result of the manufacturing, supply and labour cost increases caused by COVID-19. Guthridge Primary School, School Council agreed to contribute a total sum of \$650,000 to the project to allow the works to be completed and provide a more compliant and appealing facility. This school contribution was made possible because of many years of diligent and strategic fundraising and savings set aside for maintenance and asset replacement in future improvements and upgrades just like this project.

The Swimming Pool Refurbishment Project was due for completion at the end of 2022 but has been delayed until early 2023. At that time Guthridge Primary School, and the team from Baw Baw Swim School, will team up to provide all students at Guthridge small group, weekly lessons to develop water survival skills, fitness, and basic strokes and techniques. Our swimming program has always been a vital part of our school curriculum at Guthridge Primary School. It is not only a favourite lesson, but could ultimately save a life.

At the end of 2021 the VSBA School Shade Sails Fund provided grants to schools for shade development to facilitate outdoor learning. Our school was successful in receiving \$25,000 to install new shade sails over our outdoor classroom. The installation of the shade sails has been delayed due to limited suppliers and manufacturing delays related to Covid-19. The works have been scheduled for the beginning of 2023.

At the beginning of 2022, our school was successful in applying for funding for a Defence School Mentor through the Department of Defence. The Defence School Mentor provides dedicated support to students at Guthridge who have a parent in the Defence Force.

Our school's 2022 Equity funding enabled our school to support students who faced extra barriers to education, and was used strategically to fund additional staffing, resources and professional learning to improve student outcomes including but not limited to:

- Employment of additional Tutoring teachers; additional Integration Aides to provide individualised point of need support to identified students; and a second Assistant Principal.

- Release of Literacy and Numeracy Learning Specialists to coach and support improved teaching and learning.
- Employment of additional classroom teachers to enable smaller class sizes. Smaller class sizes enabled more individualised teaching and learning to meet our Strategic and Annual Improvement goals.

At the end of 2022 our school applied for a Cluster Grant to provide Out of School Hours care onsite at Guthridge Primary School and to service students from Airly and Cobains PS. We were successful in being awarded a \$225,000 grant to support the establishment and sustainability of this service. Gumnuts Out of School Hours Care were the successful service provider and will provide a before and after school care program for Guthridge students as well as students from Airly PS and Cobains PS from the start of 2023. At the end of 2022, we were in the process of procuring a 12-seater bus to facilitate pick up and drop off for students at Airly PS and Cobains PS.

Guthridge Primary School is proud of its modern facilities and high quality resources to meet the needs of every student.

For more detailed information regarding our school please visit our website at
www.guthridgeps.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 286 students were enrolled at this school in 2022, 152 female and 134 male.

6 percent of students had English as an additional language and 10 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

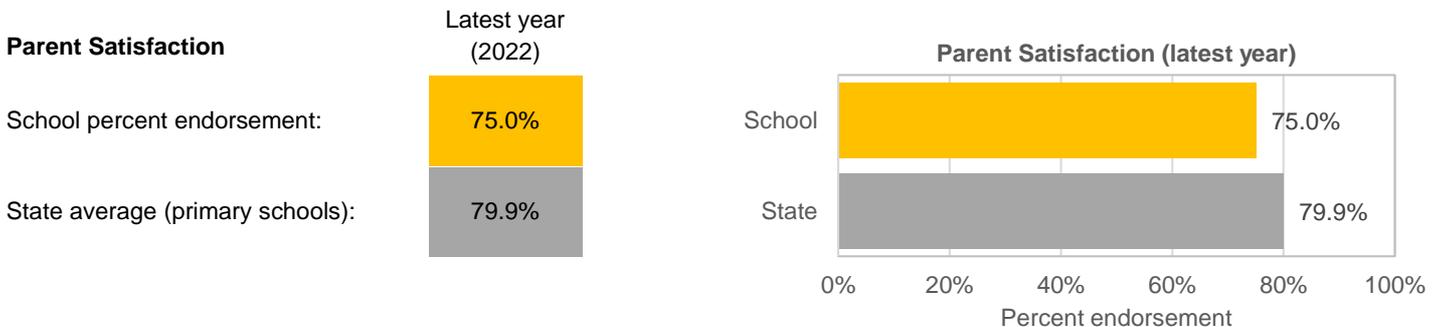
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

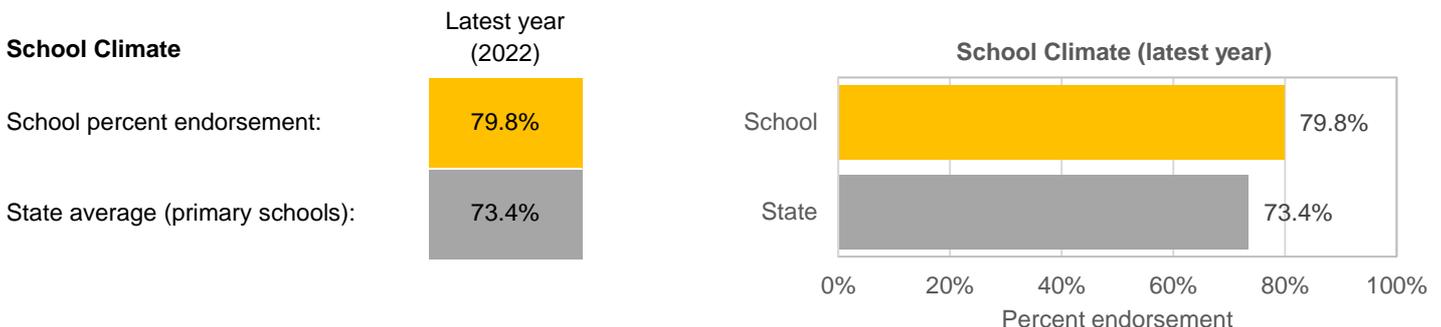


School Staff Survey

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:

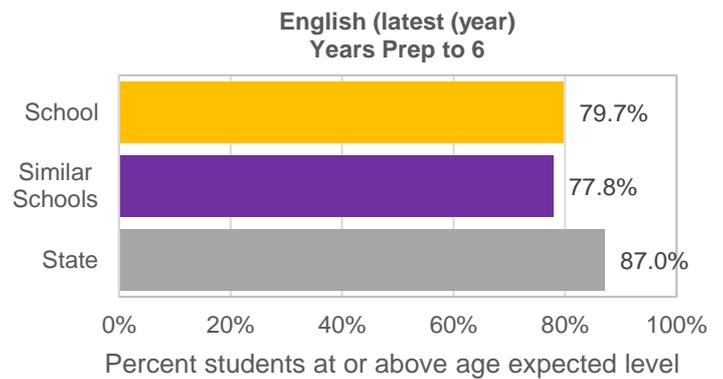
79.7%

Similar Schools average:

77.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

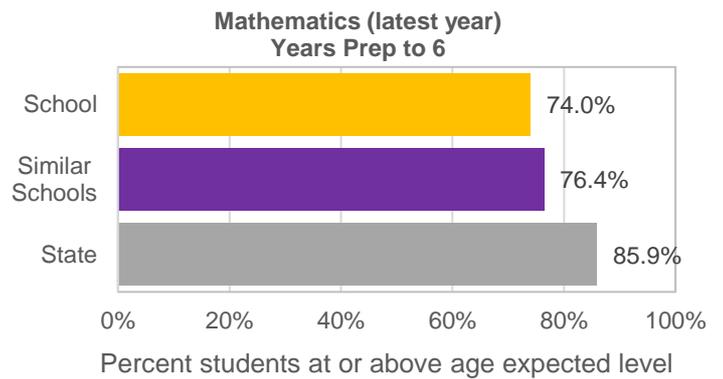
74.0%

Similar Schools average:

76.4%

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.

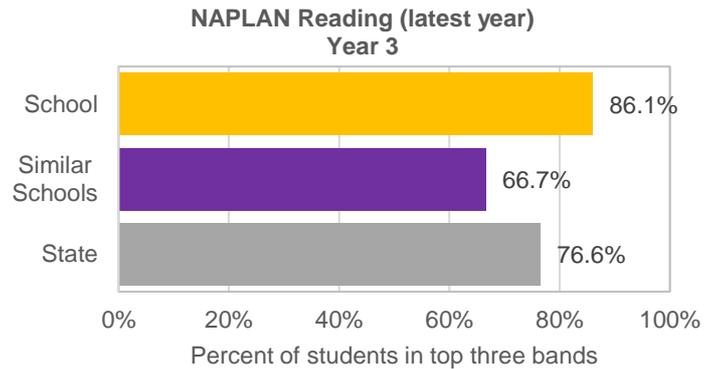
NAPLAN

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.

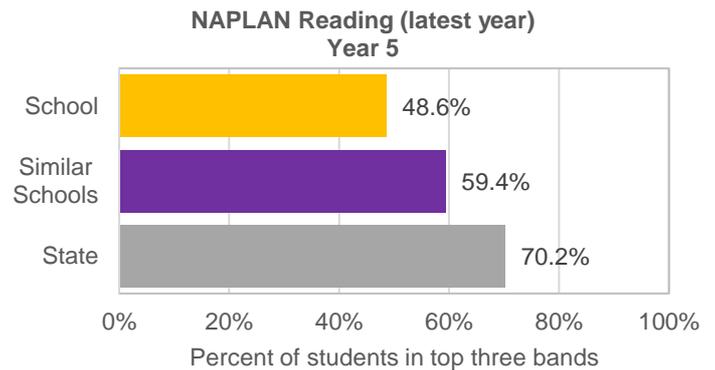
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.1%	70.7%
Similar Schools average:	66.7%	68.0%
State average:	76.6%	76.6%



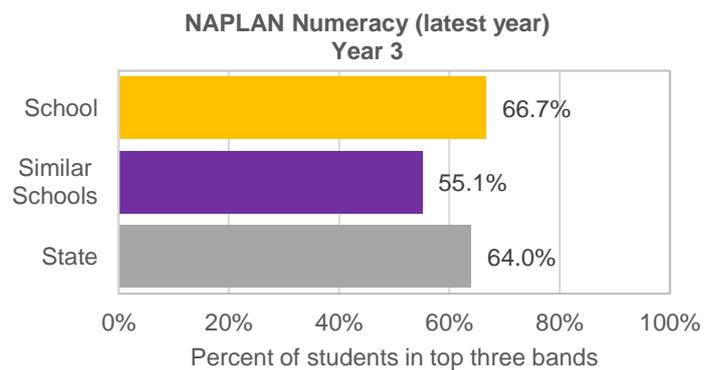
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.6%	52.7%
Similar Schools average:	59.4%	59.7%
State average:	70.2%	69.5%



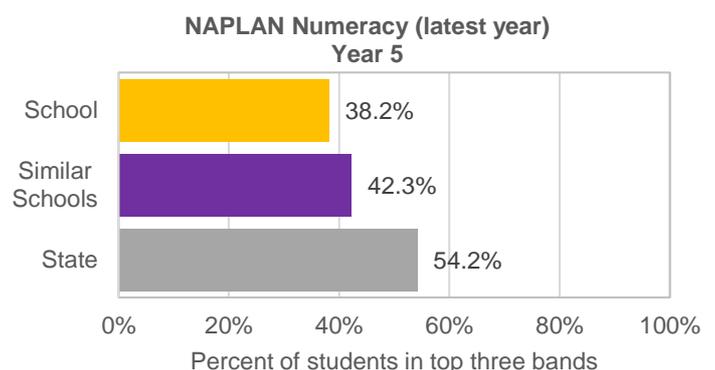
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	56.2%
Similar Schools average:	55.1%	57.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.2%	48.8%
Similar Schools average:	42.3%	46.9%
State average:	54.2%	58.8%



WELLBEING

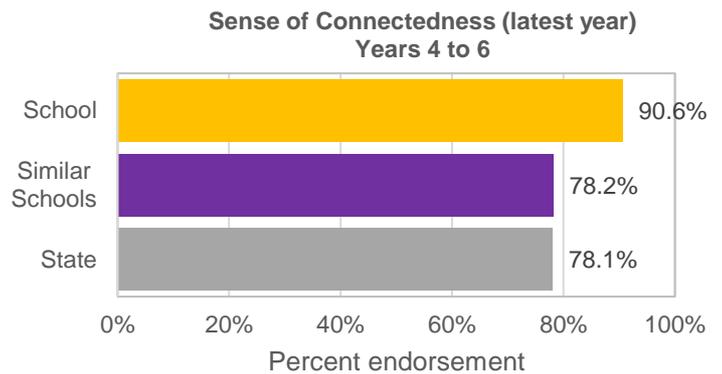
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	90.6%	84.0%
Similar Schools average:	78.2%	78.5%
State average:	78.1%	79.5%

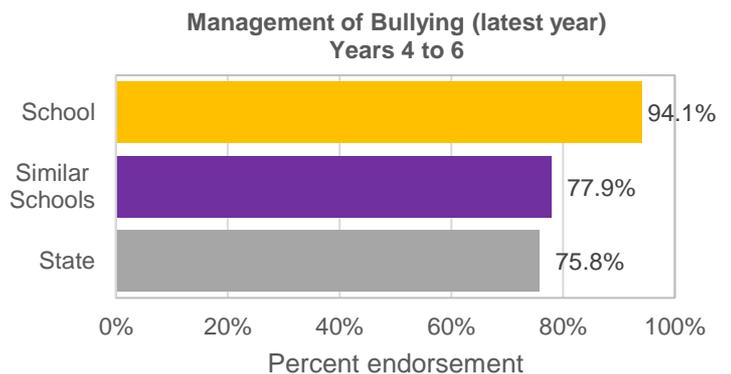


Student Attitudes to School – Management of Bullying

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:	94.1%	86.2%
Similar Schools average:	77.9%	79.0%
State average:	75.8%	78.3%



ENGAGEMENT

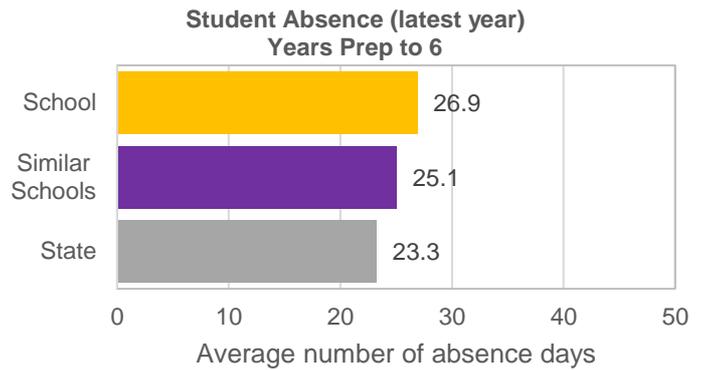
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	26.9	17.8
Similar Schools average:	25.1	19.2
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):	88%	86%	87%	87%	84%	86%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,771,619
Government Provided DET Grants	\$590,459
Government Grants Commonwealth	\$249,000
Government Grants State	\$18,525
Revenue Other	\$36,442
Locally Raised Funds	\$58,571
Capital Grants	\$0
Total Operating Revenue	\$4,724,616

Equity ¹	Actual
Equity (Social Disadvantage)	\$459,393
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$459,393

Expenditure	Actual
Student Resource Package ²	\$3,241,956
Adjustments	\$0
Books & Publications	\$6,285
Camps/Excursions/Activities	\$13,805
Communication Costs	\$4,419
Consumables	\$42,414
Miscellaneous Expense ³	\$13,401
Professional Development	\$612
Equipment/Maintenance/Hire	\$54,231
Property Services	\$85,954
Salaries & Allowances ⁴	\$268,615
Support Services	\$14,648
Trading & Fundraising	\$10,322
Motor Vehicle Expenses	\$121
Travel & Subsistence	\$0
Utilities	\$43,812
Total Operating Expenditure	\$3,800,595
Net Operating Surplus/-Deficit	\$924,021
Asset Acquisitions	\$643,000

- (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	\$1,398,712
Official Account	\$120,191
Other Accounts	\$0
Total Funds Available	\$1,518,903

Financial Commitments	Actual
Operating Reserve	\$90,265
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$280,010
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$6,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$419,474
Asset/Equipment Replacement > 12 months	\$335,000
Capital - Buildings/Grounds > 12 months	\$260,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,391,249

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.