

2023 Annual Report to the School Community

School Name: Strathmore North Primary School (4821)



- 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 20 March 2024 at 05:30 PM by Nicole Dimarco (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 20 March 2024 at 07:55 PM by Ben Starick (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

Strathmore North Primary School is nestled on the fringe of Moonee Valley City Council and established in 1961 alongside the picturesque Moonee Ponds Creek. Our school, located approximately 10km north-west of central Melbourne, thrives within a vibrant residential area abundant with sporting and service clubs. Our enduring vision is to empower every child to learn, achieve, and become catalysts for positive change in the world around them. Fuelled by a strong sense of pride and a reputation for excellence, we are honoured to continue receiving a high volume of enrolment applications from families seeking the best for their children.

At Strathmore North Primary School, our mission is clear: to cultivate an inclusive, nurturing, and intellectually stimulating environment that encourages holistic growth in every student. We are committed to fostering academic, social, emotional, physical, and creative development, allowing each child to realize their fullest potential. Our ethos revolves around fostering high expectations and fostering genuine relationships that nurture curiosity and resilience. We firmly believe in the inherent capacity of every student to learn, and we tirelessly pursue strategic initiatives aimed at maximising their educational journey.

In the year 2023, we welcomed approximately 55 new students, bringing our total enrolment to 635. Our school community proudly reflects a diverse socio-economic landscape, with our overall profile characterised by a low level of socio-educational disadvantage. Notably, 35% of our students hailed from culturally diverse backgrounds, enriching our learning environment with a tapestry of perspectives. While we celebrated diversity, we also acknowledged the importance of First Nations representation, with a small number of students of this cultural background in our midst. Our collaborative efforts ensured a seamless transition for our Foundation students from local preschools to our nurturing environment, while our Year 6 graduates embarked on the next chapter of their academic journey mostly at Strathmore Secondary College.

At Strathmore North Primary School, our commitment to excellence in education remains unwavering. We take pride in offering exceptional teaching and learning programs within a secure and stimulating environment. Guided by our core values of Team Spirit, Respect, Personal Best, Independence, Caring, Responsibility, Honesty, and Friendliness, our entire school community thrives. Our dedicated School Council plays a vital role in fostering collaboration and unity among students, parents, caregivers, and staff. Together, we prioritise a strong educational focus, continuously enhancing learning opportunities for our students. Our curriculum is meticulously designed to provide each student with a practical understanding of the Victorian Curriculum, laying solid foundations for their educational aspirations.

Throughout 2023, Strathmore North Primary School maintained its dedication to fostering academic excellence, particularly in English and Mathematics, resulting in noticeable improvements in student achievements. Our curriculum is enriched by the Bring Your Own Device (BYOD) program, providing iPads for Years 3 to 6, and the seamless integration of relevant technology resources for Foundation to Year 2 students. Additionally, our specialised programs in Science, STEM, Physical Education, Japanese, and The Arts continued to inspire and engage our students, offering a diverse range of learning experiences.

Organised into 26 classes, our students thrived in a dynamic learning environment that prioritised individualised attention and growth. With class sizes averaging 24 students, we ensured each child received the support and guidance needed to excel academically and socially.

In 2023, our school boasted a committed staff profile comprising 51.29 equivalent full-time members. This team included 3.2 Principal Class, 37.9 teaching staff (inclusive of 1.8 Learning Tutors), and 10.99 Education Support staff. Upholding our ethos of inclusivity and support, we continued to implement robust student welfare programs, overseen by dedicated coordinators and our Student Wellbeing Officer committed to creating a safe and nurturing environment for all students.

Guided by our Annual Implementation Plan(AIP), our leadership team, staff, and families remained aligned in our pursuit of educational excellence. Utilising the Department's Framework for Improving School Outcomes (FISO 2.0) Improvement Cycle, we engaged in continual monitoring and reflection to ensure our strategic objectives were met. Through Professional Learning Communities, our staff collaborated on innovative teaching methodologies, closely tracking student progress and adapting strategies to meet individual needs. Our strong leadership structure fostered a culture of professional development, enabling our highly effective teaching and support staff to thrive. In our recruitment efforts, we prioritised candidates who embraced our student-centered approach and exhibited traits of optimism, reflection, and collaboration.

The capital works program, which aimed to enhance our classroom and outdoor spaces, is in its final stage and is expected to conclude by the end of Term 1, 2024. The majority of the program was completed by the end of the 2023 school year, marking significant improvements in our school's facilities.

In addition to our infrastructure enhancements, a celebration for our school, following a successful School Review last year, was the development of a new four-year School Strategic Plan. The comprehensive review determined that we met all desired outcomes outlined in our goals and targets, reflecting our commitment to excellence in education. Moreover, it was a moment of great pride for us to be recognised as a School of Influence by the Department in 2023 and to have maintained this performance status since 2019. This acknowledgment underscores our dedication to providing exemplary education and positively impacting our broader educational community.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Strathmore North Primary School, we firmly believe that students thrive when they are actively engaged in their learning. Our philosophy centres on providing a dynamic and inclusive educational experience where every student has the opportunity to explore and unleash their unique talents and achievements. By offering a broad and well-balanced curriculum, we empower our students to become active participants in their own learning journey.

Throughout 2023, our school remained dedicated to advancing our School Strategic Plan's objective of enhancing English and Mathematics outcomes for all students. Demonstrating exceptional performance, our students consistently achieved at high levels based on teacher judgement results, surpassing both network and similar school averages by significant margins. Notably, our students greatly exceeded state averages. In 2023, our Teacher Judgement scores revealed:

- In Reading, an impressive 95% of students performed at or above the expected level, surpassing similar schools (94%) and the network (91%).
- In Writing, 93% of students demonstrated these levels, surpassing similar schools (91%) and the network (86%).
- In Numeracy, 94% of students exhibited these levels, equaling similar schools (94%) and surpassing the network (90%).

All students supported under the Program for Students with a Disability showcased progress meeting or exceeding their individual targets.

A standout feature of our 2023 student achievement data was our outstanding performance across all Year 5 NAPLAN domains. Our students excelled in the new Proficiency ranges of Exceeding or Strong, surpassing similar schools, the network, and the state by significant margins. Highlights include:

- In Reading, an impressive 92% of our students operated within these ranges, surpassing similar schools (89%), network schools (89%), and the state (77%).
- In Writing, 95% of our students achieved proficiency, outshining similar schools (89%), network schools (83%), and the state (75%).
- In Spelling, 86% of our students demonstrated proficiency, surpassing similar schools (84%), network schools (78%), and the state (70%).
- In Grammar and Punctuation, 86% of our students achieved proficiency, outperforming similar schools (81%), network schools (75%), and the state (64%).
- In Numeracy, 92% of our students exhibited proficiency, surpassing similar schools (85%), network schools (78%), and the state (68%).

In 2023, our commitment to enhancing student learning outcomes remained steadfast as our Professional Learning Communities (PLCs) engaged in regular data monitoring discussions, moderation, and targeted planning. Following our PLC Pedagogical Model, teams pursued a structured inquiry improvement cycle, fostering continual reflection on their impact and the development of tailored plans to meet diverse student needs.

Complementing the Department's Tutor Learning Initiative, we sustained our self-funded small group targeted intervention programs, benefiting over 200 students throughout the year. Initiatives such as MiniLit and MacqLit Synthetic Phonics Intervention Programs, along with the continuation of Extending Mathematical Understanding (EMU), targeted students assessed below their expected achievement level or experiencing learning plateaus, identified through ongoing cohort data analysis.

The essence of a respectful and supportive learning partnership continued to resonate throughout our school community in 2023. Collaboratively, staff, students, and families remained dedicated to optimising achievement and growth for every child. We take immense pride in our students' accomplishments and the unwavering commitment to supporting learning exhibited by our families throughout the year. As we look ahead, we are committed to our 2024 motto of being 'Better Together'.

Wellbeing

Throughout 2023, Strathmore North Primary School remained dedicated to prioritising student well-being and fostering a positive school culture. Our commitment to maintaining high standards of discipline and ensuring students feel valued and respected continued to be a focal point. We provided increased opportunities for students to actively contribute to our school and the wider community.

Emphasising the importance of preparing students for the future, we focused on developing essential skills such as resilience and empathy. Key initiatives like The Resilience Project, the Respectful Relationships Program, and the Learning to Learn start-up program were central to our efforts. These programs aimed to cultivate positive classroom cultures and instill a growth mindset centered on resilience.

Additionally, our well-established welfare program remained integral to our student support framework throughout the year. Utilising a comprehensive welfare tracking system recorded on Compass, our staff ensured timely access to critical information, including medical and incident reports, facilitating effective responses to welfare issues. The presence of a dedicated full-time Welfare and Child Safety Officer supported our ongoing efforts, enabling seamless coordination of welfare assessments, behavior management, and support services liaison, while providing valuable assistance to parents and carers.

Student leadership and voice continued to be developed in 2023 through the mentoring of our School Captains and the continuation of Junior School Council, who identified and actioned ideas to improve aspects of our school. In the Attitudes to School Survey completed by Years 4 to 6 students the positive endorsement of the factor 'Student Voice and Agency' was at an impressive 91% with similar schools, the network and the state at 66%

Our commitment to fostering strong parent engagement and satisfaction remained evident, as reflected in the Parent Opinion Survey, where we scored a notable 83%. This high level of satisfaction is attributed to our ongoing transparent consultation and communication practices. Furthermore, in the same survey, the factor of School Pride and Confidence scored 87%, surpassing similar schools (83%) and network schools (76%).

In 2023, our efforts to promote student well-being continued to extend to parent involvement through partnerships with The Resilience Project and the implementation of the Department's Respectful Relationships program. Parent seminars, webinars, and informative articles on various well-being topics were regularly provided and advertised through our school newsletter.

Additionally, the results of the Department's annual Years 4 to 6 Student Attitudes to School Survey underscored an extraordinarily strong sense of engagement and well-being among our students. Notably, 97% of students reported having an advocate at school, exceeding state (86%), similar school (85%) and network (87%) averages. Furthermore, our results for managing bullying stood at an impressive 97%, surpassing both the state (75%), network (76%) and similar school (76%) averages.

The 2023 School Staff Survey reaffirmed a positive and engaged staff culture, with 92% of staff expressing positivity and a collective responsibility to support every child. These results exceeded averages for similar schools (82%), network schools (80%), and the state (78%). Our entire school community's commitment to an open, respectful, and engaging partnership in supporting the social and emotional well-being of every child remains a source of pride.

Engagement

Looking back on 2023, Strathmore North Primary School remains committed to cultivating a supportive environment based on mutual respect, trust, and collaboration. The positive outcomes from the Department's annual surveys, reflecting the views of parents, staff, and students, underscore our dedication to fostering strong relationships within our school community.

In alignment with our steadfast commitment to student well-being and engagement, we maintained a diverse range of programs and opportunities throughout the year. Notably, our efforts were validated by the remarkable results of our Student Attitudes to School Survey. With a Sense of Connectedness score reaching an impressive 93%, our school surpassed both state (77%) and similar schools and network schools, both at 79%. These statistics reaffirm our unwavering dedication to fostering resilience, persistence, and engagement among our students.

Our dedicated staff demonstrated a commitment to professional growth, enabling them to deliver engaging and rigorous content through high-impact teaching strategies. Remarkably, our use of high-impact teaching strategies received a perfect score of 100% in the 2023 School Staff Opinion Survey, exceeding similar schools (90%), network schools (91%), and the state (89%).

Throughout 2023, our students demonstrated independence and optimism in their learning endeavours. We were grateful for the collaborative partnerships forged among students, staff, and families, reflecting our commitment to creatively supporting student engagement and learning. The steadfast support of a dedicated School Council and our broader school community, we worked tirelessly to cultivate positive relationships.

Continuing our School Strategic Plan's emphasis on Community Engagement, our School Council prioritised the development of positive relationships within the school and the wider community. The Community Engagement committee played a pivotal role in nurturing these valued connections, evident in our classroom activities, school events, parent forums, and various School Council sub-committees, including Finance and Fundraising.

In 2023, our curriculum was enriched with a diverse array of specialist programs, including Physical Education, Science, Technology, Japanese, and The Arts. Our commitment to holistic education was evident through well-attended camps for Years 3 to 6, a comprehensive swimming program, and participation in inter-school sporting competitions, resulting in our victory at the Victorian School Sports State Championships for T-Ball and Softball. Embracing our 2023 motto of 'Seize the Day - Let's make memories!', we offered an extensive calendar of excursions and incursions across all year levels, complemented by whole-school experiences such as Footsteps (dance program) and The Flying Bookworm (theatre performance). Notably, Year 6 students

enjoyed both their official formal graduation ceremony with a morning tea with family and friends as well as a celebratory event at Windy Hill. We also provided comprehensive transition programs for students transitioning to Secondary College and Foundation. Enrichment clubs, student-run and staff-led, continued to thrive, culminating in the celebration of our students' artistic achievements at a well-attended Art Show and our annual end-of-year celebration concert in December, both warmly embraced by the community. Our commitment to maintaining strong attendance rates across all year levels remained steadfast in 2023, with an average attendance rate exceeding 92%. Tracking attendance patterns throughout the year was a priority, facilitated by our Attendance Officer and Compass communication with families to address any unexplained absences promptly. Recognising the importance of regular school attendance, we continued to emphasize the message 'Every Day Counts' through our school newsletter and assemblies. Additionally, our leadership team took a proactive approach to address student lateness, visibly present and actively welcoming students at the start of each day.

Throughout 2023, our students demonstrated independence and optimism in their learning endeavors. We were grateful for the collaborative partnerships forged among students, staff, and families, reflecting our combined commitment to promoting student engagement at our school.

Financial performance

In 2023, Strathmore North Primary School maintained a robust financial position, driven by the strategic guidance provided by our School Strategic Plan 2020 - 2023 and the 2023 Annual Implementation Plan. These frameworks continued to inform the allocation of cash funds by the School Council, ensuring support for key school programs and priorities. Throughout the year, the School Council Finance sub-committee diligently monitored and assessed financial reports, convening before each of the 8 School Council meetings held in 2023 to ensure fiscal accountability and transparency.

Our school community continued to support us in 2023, with voluntary parent payment contributions reaching 63%. These contributions played a pivotal role in sustaining school programs and materials (book packs) and investments in facilities, furniture, and learning resources. The funds, sourced locally through voluntary contributions, donations, and fundraising events, underscored our community's commitment to enriching the educational experience for all students. Fundraising funds raised in 2023 went towards a new student playground. Furthermore, our enrolment numbers continued to grow, reflecting ongoing confidence in our school's mission and values.

In 2023, our Equity funding amounted to \$25,265, primarily allocated to bolstering staffing for additional intervention and support programs. We also maintained partnerships with Bendigo Bank, which supported initiatives such as the Year 6 Excellence Awards and School Community Hardship funding, enriching our students' experiences and ensuring equitable access to resources. Despite ending the year with a surplus, much of our financial resources are earmarked for expenditure in the 2024 financial year, aligned with the anticipated completion of our capital works. Our current financial position remains highly favourable, presenting significant opportunities for investment in resource enhancement and improvements to our learning environments.

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

<https://www.snps.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 635 students were enrolled at this school in 2023, 319 female and 316 male.

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

Overall Socio-Economic Profile

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

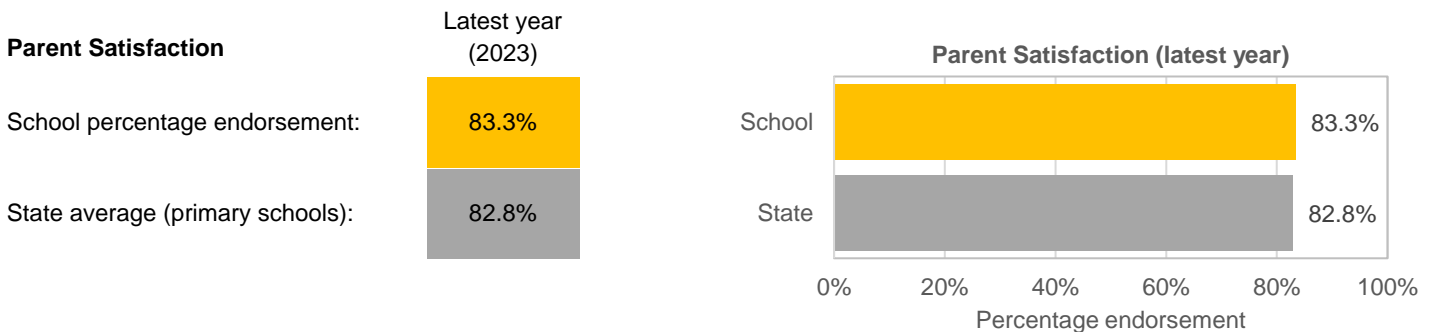
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

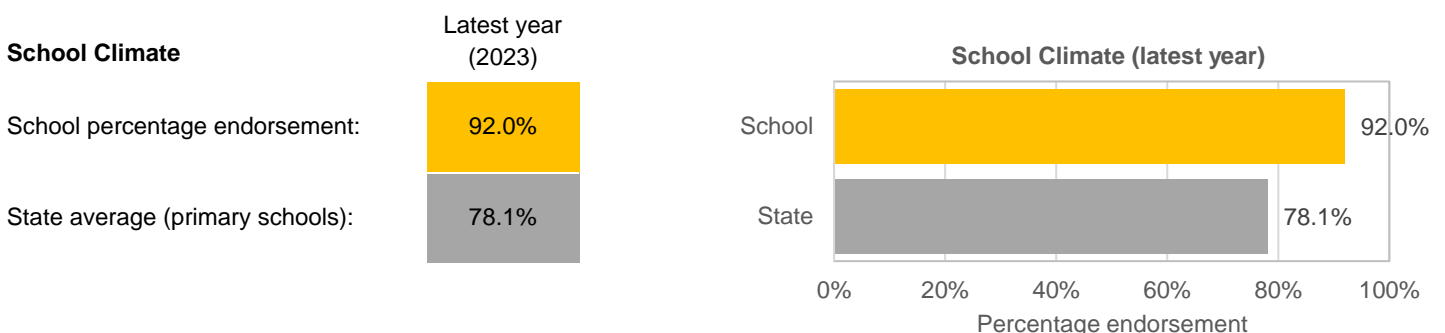


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

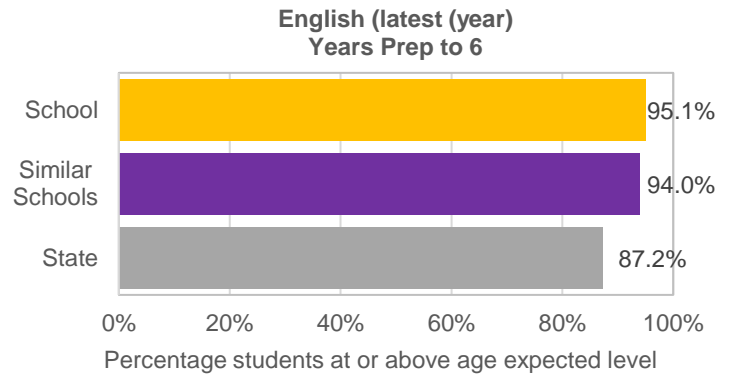
95.1%

Similar Schools average:

94.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

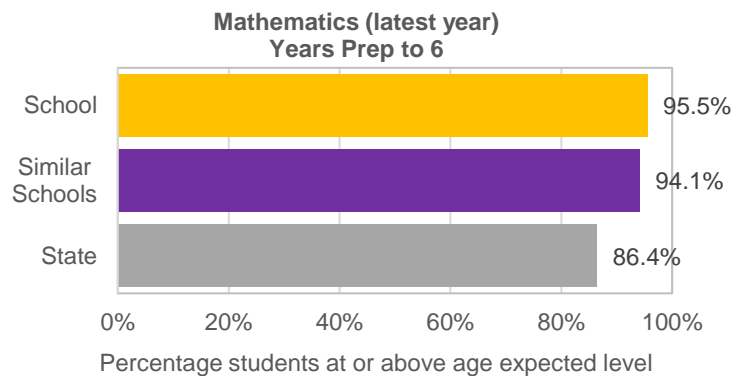
95.5%

Similar Schools average:

94.1%

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:

80.6%

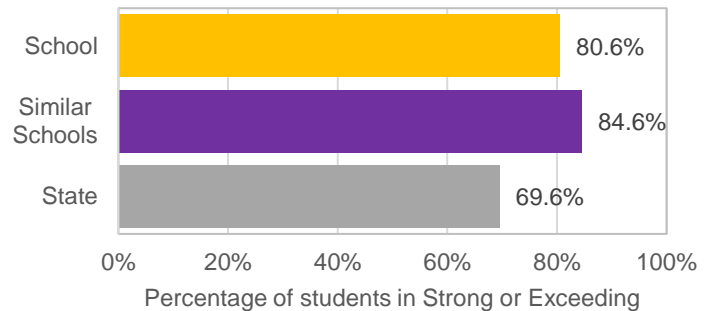
Similar Schools average:

84.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.1%

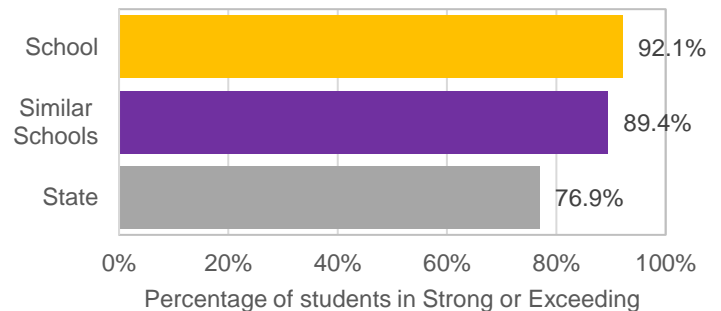
Similar Schools average:

89.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.9%

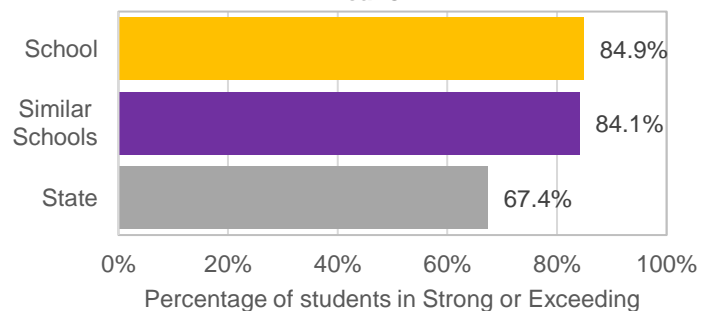
Similar Schools average:

84.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.1%

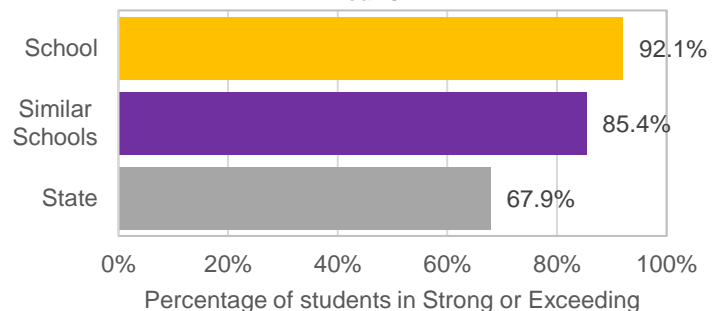
Similar Schools average:

85.4%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

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

Reading Year 3

Latest year
(2022)

School percentage of students in the top three bands:

88.8%

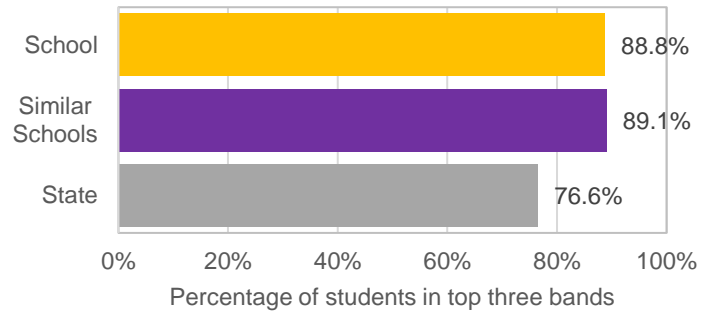
Similar Schools average:

89.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students in the top three bands:

97.3%

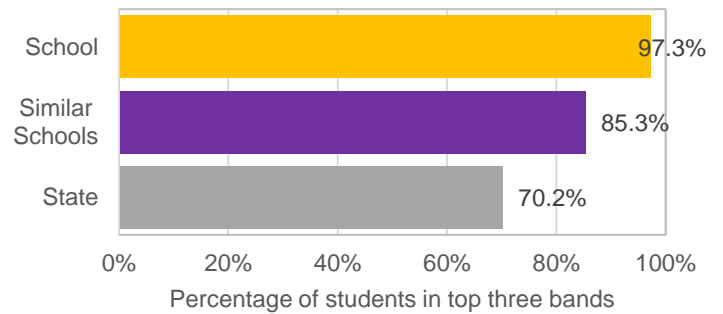
Similar Schools average:

85.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students in the top three bands:

78.4%

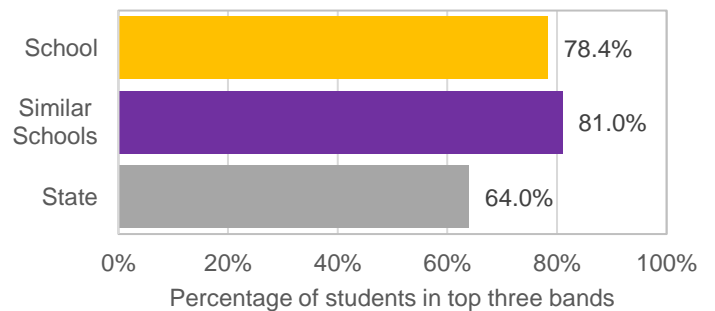
Similar Schools average:

81.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students in the top three bands:

84.9%

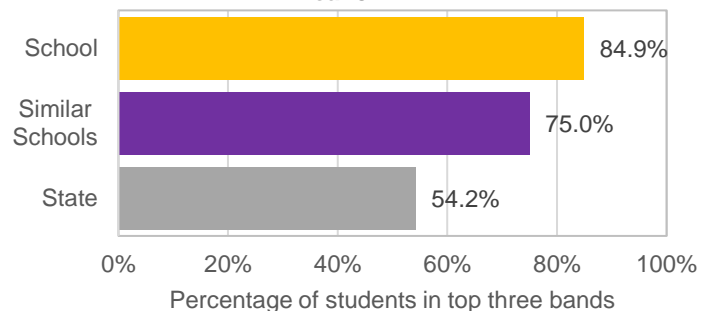
Similar Schools average:

75.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

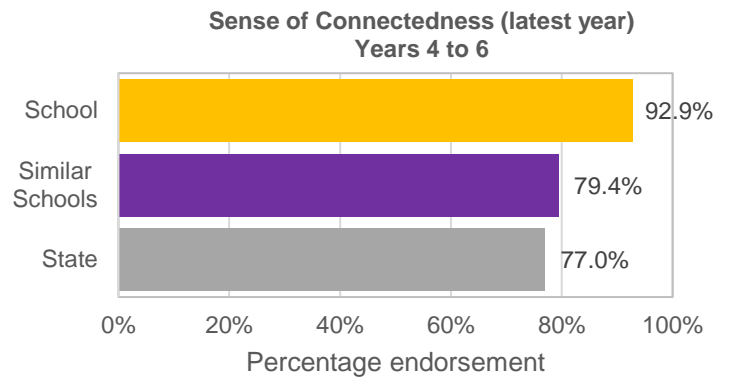
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	92.9%	93.1%
Similar Schools average:	79.4%	80.6%
State average:	77.0%	78.5%

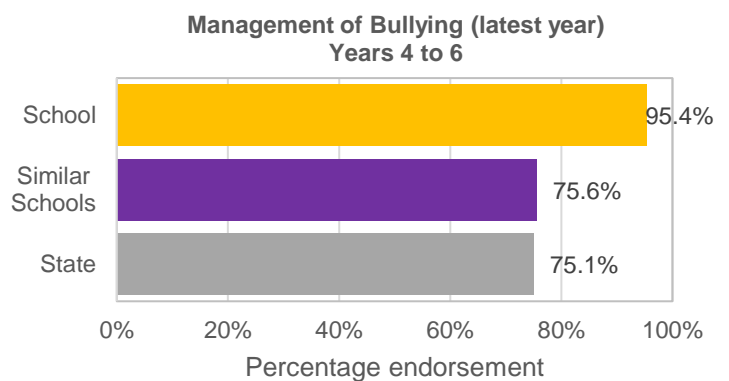


Student Attitudes to School – Management of Bullying

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:	95.4%	95.6%
Similar Schools average:	75.6%	77.2%
State average:	75.1%	76.9%



ENGAGEMENT

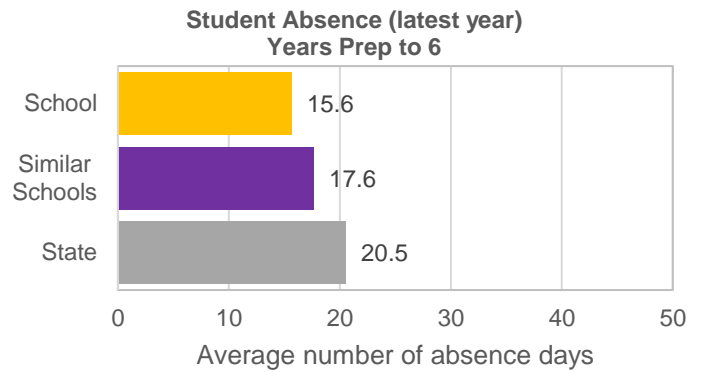
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	15.6	13.4
Similar Schools average:	17.6	14.5
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):	93%	92%	91%	93%	91%	93%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,227,612
Government Provided DET Grants	\$547,191
Government Grants Commonwealth	\$14,810
Government Grants State	\$0
Revenue Other	\$19,057
Locally Raised Funds	\$594,582
Capital Grants	\$0
Total Operating Revenue	\$7,403,251

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,265
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,265

Expenditure	Actual
Student Resource Package ²	\$5,818,981
Adjustments	\$0
Books & Publications	\$4,243
Camps/Excursions/Activities	\$163,592
Communication Costs	\$11,356
Consumables	\$210,536
Miscellaneous Expense ³	\$36,589
Professional Development	\$13,988
Equipment/Maintenance/Hire	\$140,037
Property Services	\$118,825
Salaries & Allowances ⁴	\$0
Support Services	\$307,237
Trading & Fundraising	\$41,832
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$85,332
Total Operating Expenditure	\$6,952,546
Net Operating Surplus/-Deficit	\$450,705
Asset Acquisitions	\$126,201

- (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	\$285,736
Official Account	\$68,182
Other Accounts	\$0
Total Funds Available	\$353,918

Financial Commitments	Actual
Operating Reserve	\$173,363
Other Recurrent Expenditure	\$62,565
Provision Accounts	\$0
Funds Received in Advance	\$55,915
School Based Programs	\$15,876
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	\$49,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$356,720

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.