

2023 Annual Report to the School Community

School Name: Invermay Primary School (0882)



- 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 26 April 2024 at 10:35 AM by Justin Marshman (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 26 April 2024 at 03:02 PM by Bobby Norris (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

At Invermay Primary School we strive to develop 'happy kids & high achievers,' empowering our students through our six core school values of Commitment, Cooperation, Respect, Responsibility, Honesty & Excellence.

Established in 1873, Invermay Primary School is a Foundation to Year 6 primary school, located 10 kilometres north of Ballarat city centre. Facilities for 2023 included an administration building; four classrooms accommodating Foundation, Year 1-2, Year 3-4 & Year 5-6; a multi-purpose room; art room; and gymnasium. Our grounds encompassed a central courtyard, two undercover adventure playgrounds, extensive grassed and asphalted play areas and a beautiful new all weather synthetic grass play surface installed in 2022.

The majority of surrounding homes - both existing and under construction - are substantial, high end dwellings. It remains a challenge to attract enrolments from these families, many of whom maintain historical family and/or denominational ties with nearby private and catholic schools. We do receive strong enrolment interest and support from families in neighbouring Ballarat suburbs who deem our community, programs and instructional model an excellent fit for their children and family. Our 2023 Student Family Occupation & Education index value - a systemic measure of socio-educational advantage and disadvantage in schools based on educational and employment characteristics of parents/carers - was rated in the MEDIUM range across all schools with an index rating of 0.4694, but higher than the state median for the fifth consecutive year.

A total of 68 students were enrolled to begin the 2023 school year, up from 67 the previous year.

Our school's 2023 staffing profile comprised our Principal; 4.8 Equivalent Full Time classroom teachers; one shared music teacher (0.1 EFT); one school Chaplain/Engagement Officer funded through the Federal Government Chaplaincy program (10 hrs per week); and five Integration and Administrative Support staff (3.4 EFT). We maintain longstanding ties with local sport and music coaches who delivered subsidised guitar, ukulele, tennis and golf programs to twenty-three students throughout the 2023 school year. The proportion of our 2023 staff who identified as Aboriginal / Torres Strait Islander was zero. We do not offer any explicit programs for international students at this time.

Our most recent School Review highlighted that Invermay Primary School plans comprehensively for school-wide improvement within a calm, orderly & safe learning environment. We prioritise the academic & social development of our students and professional growth of our staff. Consistently high student, staff and parent opinion data throughout 2020-23 has supported these assertions.

We are committed to providing a respectful, cooperative and inclusive environment for all students and aim to foster a healthy school culture where all students have equal access to education; strive to do their best; take pride in their own achievements; and value the success and achievements of others.

Our IPS vision statement is '*To provide a caring learning environment that promotes a lasting enthusiasm for learning, one which unites our students, staff and families in the development of happy kids & high achievers.*'

Progress towards strategic goals, student outcomes and student engagement

Learning

Invermay PS staff continued to work on our strategic plan goal of maximising learning & growth in English & Maths for all students during the 2023 school year.

Within our 2020-23 Strategic Plan, we aspired to develop consistency in our Reading and Writing instruction and progression throughout classrooms and across learning levels, whilst also engraining student metacognition and understanding of their personal learning strengths, needs & goals. In addition to providing students with daily 150min Literacy instructional blocks and 60min Numeracy blocks, additional morning sessions of targeted, small group Literacy and Numeracy support were provided to targeted students through our Tutor Learning Initiative. These incorporated both in-class support and out of class focus groups for eight IPS students in 2023. All Invermay Prep students participated in thirty minute Synthetic Phonics instruction three times per week. At the same time, all IPS Gr 1-6 students participated in thirty minute duration Spelling Mastery lessons within point of need groupings, as part of their uninterrupted literacy learning time on three occasions per week.

At the conclusion of the 2023 school year, **86% of our students achieved a teacher judgement grade of C or higher in English, up from 77% the previous year. In Mathematics Number & Algebra, 91% of our F-6 students achieved a teacher judgement grade of C or higher at the conclusion of the 2022 school year, up from 86% in 2022 and 81% in 2021.**

Students in Years 3 & 5 participated in nationwide NAPLAN Assessments during the month of May. While not all of our 2021-24 Strategic Plan targets were achieved in 2023 NAPLAN, **Year 3 NAPLAN achievement was equivalent or stronger in NAPLAN Reading Assessment when compared with DET 'similar schools' across Victoria. We saw 63% of our IPS Year 3 students ranked in the EXCEEDING or STRONG levels in 2023 Reading assessment (Similar Schools Year 3 = 64%). More pleasingly, we saw 78% of our IPS Year 5 students ranked as EXCEEDING or STRONG in 2023 Reading assessment (Similar Schools Year 5 = 74%).**

Working diligently and collaboratively as a small school Professional Learning Community, our teaching staff conducted inquiry projects throughout 2023 that analysed and enhanced classroom instruction and student voice in Writing (sentence construction), Mathematics (Addition and Division strategy across our school) and Wellbeing. All teaching and education support staff felt strongly supported to teach, support and guide the learning & achievement of the students with whom they worked. This was evidenced in key 2023 Staff Opinion Survey responses as follows:

****2023 Staff Opinion Survey - Guaranteed and Viable Curriculum - The curriculum is coherent across year levels and is delivered adequately in the time allotted = 91% positive**

****2023 Staff Opinion Survey - Collective Focus on Student Learning - All of the school's activities are organised to promote student learning = 100% positive**

****2023 Staff Opinion Survey - Timetabled Meetings to Support Collaboration - This school has timetabled meetings for teachers to support collaboration aimed at improving teaching and student learning = 100% positive**

We will continue to create opportunities to visit and observe practice in our own classrooms, as well as in high performing schools, to support the growth and ongoing development of our staff and their instructional practice.

Wellbeing

Our school Chaplain, Teachers, Education Support team and Principal assisted many families in dealing with grief & loss, hardship, student identity and school refusal during 2023. A Federal Government Chaplaincy & Wellbeing Grant once again enabled us to provide chaplaincy and engagement support onsite for 10 hours per week with a new chaplain appointed for the 2023 school year. Our chaplain provided Tier 1 programs to engage and support all students, including icy pole and hot chocolate pop-up stores for students and lunchtime Billy Cart, Boardgame, Drawing & ICT Clubs. Our Chaplain also facilitated classroom engagement and counselling of small groups and individual students at a Tier 2 & 3 level on a needs basis. Our chaplaincy role further extended to sourcing taxi vouchers and food hampers for families in need and/or linking those families and others to welfare agencies for further ongoing support.

Invermay Primary School staff continued our focus on maintaining intellectual engagement, whilst monitoring and supporting the health and wellbeing of our students upon return. In 2023 our teachers and Education Support staff were introduced by regional DET staff to SAEBRS (The *Social Academic and Emotional Behaviour Risk Screener*), providing our team with a comprehensive Tier 1 tracking system of Academic, Emotional & Behavioural habits for every student in our care. Support from an Educational Psychologist guided the implementation of a model for supporting students at risk in our care. Staff also reinforced our School Wide Positive Behaviours Matrix of Expected Behaviours - recognising and rewarding our students at assemblies and on newsletters, in addition to recording daily feedback to students and families on Class Dojo.

All staff completed training on Disability Inclusion, Gender Identity & Inclusion, First Aid & Anaphylaxis, while students participated in celebrations of Indigenous Culture & Multicultural Studies.

All classes engaged in personal and social development activities referenced from Respectful Relationships & School Wide Positive Behaviour programs, in our weekly timetabled 'Invermay Way' lessons. Observable changes from a student perspective included students better identifying how they could manage a situation; referencing lessons and language learned during 'Invermay Way' lessons; as well as students understanding their role as a member of a team, group or class.

These outcomes are reflective of Student Attitudes to School Survey results compiled by DET, where 86% of IPS students surveyed in 2023 indicated a positive response to 'Student sense of connectedness to their peers, staff and school community' - pleasingly exceeding the state average of 77%.

In the same survey, 91% of Invermay PS students surveyed responded positively with AGREE or STRONGLY AGREE to their experience with 'School management of bullying,' also well exceeding the Victorian state average score.

Engagement

Many elements contribute toward a productive and engaged school community at Invermay PS. Student Support Group meetings each term for integration funded, at-risk, ATSI and out of home care students respectively; a fortnightly newsletter; sharing of information between school and home through our XUNO Family Portal; Facebook and SMS communications; were all utilised in 2023 to enhance links between school and home and provide an ongoing window for parents into classroom learning, school strategy & student achievement.

We continued to work with families to support students struggling with attendance. Unfortunately, **our school F-6 average of 27 days absence for the 2023 school year was only a slight improvement from 30 days the previous year. It was also still higher than the state average of 23.3 absent days per student in 2022. In 2023, the percentage of IPS students with 20 or more days of absence for the school year was 46 per cent. This exceeded a measure of 'Similar Victorian Schools' of 37% in 2023.**

Lingering cold, flu, gastro and covid symptoms meant that an extraordinary number of students missed blocks of 3-5 days at a time in 2023. Mental health appointments and school refusal were contributors in a smaller number of cases. Families taking the opportunity to enjoy extended family holidays in 2023 was also documented as another significant contributor to higher than desired number of absences. We will continue to contact and support our students and families wherever possible to minimise absence and maximise attendance.

Staff and families utilised the XUNO electronic attendance platform, enabling live absence notifications by parents and carers to enable timely acknowledgement of student absences and late arrivals.

To proactively influence attendance, a focus on students developing a special talent through our school subsidised Sport & Music Specialist Programs was again well received, with more than 40% of eligible Gr 1-6 students accepting opportunities to join our IPS Guitar, Ukulele, Tennis & Golf programs. We thank our Parents & Friends fundraising committee for helping to significantly subsidise the participation costs of these four coaching opportunities for interested Gr 1-6 students.

We welcomed our new School Chaplain to our team at the beginning of the 2023 school year. Our chaplain worked with a number of students and at times their families to support and maximise attendance.

Our Jnr School Council and Chaplain also generated plenty of excitement with playtime clubs and pop-up icy pole and hot chocolate stores throughout the year. Our T-Birds Breaky Club, facilitated by ES staff from 8.00-8.45am each Monday, Thursday & Friday morning throughout the year, was attended by between 0 & 6 students each morning, with an average attendance of 2.1 students per morning. Pleasingly, opportunities for students to represent their school with pride were enjoyed with our T-Birds HPV Cycling, T-Birds Netball, T-Birds Soccer & T-Birds Football teams all competing in inter-school competition.

Thirty-two Grade 3-6 students enjoyed a free, three day Beach Camp to begin the 2023 school year (Value=\$330), compliments of a successful grant application by staff to the Australian Government Good Start program.

Also of note, in June our TBird Racing student cycling team enjoyed a brilliant trip to Adelaide, competing in the 6hr Australian Pedal Prix. Two staff, ten students and families enjoyed a fantastic weekend together competing and socialising as a team & support crew. Our students completed 121km during the 6hour event. In doing so, they also finished 'on the podium,' achieving a 3rd place finish for schools under 200 enrolments with a mixed team of male & female participants.

Other highlights from the school year

An interstate sporting trip to the Adelaide Pedal Prix; a free beach camp to Queenscliff; new sporting infrastructure; construction of a student Frog Pond; a Gr 5-6 Community Service project supporting the homeless of Ballarat; and a trip to a farm school to visit pen pals; were all highlights of a productive and engaging 2023 school year at Invermay PS. Our bi-annual whole school production was also a highlight for many students and families alike, with over three hundred audience members in attendance for our November performance of Dr Seuss' "Seussical The Musical."

The key school community highlight for 2023 was without doubt our IPS 150th Anniversary Celebration Day, held on 17th November 2023. Former students, staff and community members spanning eight decades returned to school for the day, walking through our specially commissioned 150th Anniversary Arch & Gateway for the first time. Our Parents and Friends Association worked collaboratively with Invermay Historical Society to organise the celebration activities for the day, including a wonderful display of historically significant photos and memorabilia; outdoor games; interviews, complimentary ice cream van; lollies & fairy floss. A magnificent tribute cake and cupcakes were also commissioned for the day for all to enjoy. Senior students contributed by recording a radio commercial to promote the event of 3BA FM. They also recorded historical interviews with six former staff and students spanning the 1940's, 1950's, 1960's, 1970's 1990's and 2000s.

Our staff, parents and students commented that the day brought generations of the school community back together. Past students and staff who attended the celebration day also commented glowingly on the beautiful enhancements made to our buildings & grounds in recent years.

Financial performance

Both our cash budget and staffing budget finished with a surplus for the 2023 school year, with our school council diligently managing and discussing monthly expenditure versus our annual cash budget. Total cash funds available to our school at the end of 2023 were \$99,961.53. This figure was more than budgeted, largely due to the majority balance of our \$110,000 Out of School Hours Care Start Up Grant (received Term 4 2023) being held for costs incurred in this program throughout 2023-25 inclusively. With enrolments remaining stable from February 2022 to February 2023, key supplementary grants received during the 2023 school year included \$19,000 for ongoing management of bushfire fuel sources and vegetation in our grounds; a \$15,000 Federal Government Student Wellbeing Grant toward free class excursions and new basketball towers; a \$4000 Student Wellbeing Grant from Acciona Energy toward our HPV Student Cycling program; and a \$110,000 start up grant toward the introduction of After School & Holiday Care. The Department of Education also extended Tutoring funding in our staffing budget throughout 2023 and provided a Mental Health Fund cash grant, which enabled whole staff professional learning with the support of local Educational Psychologist, Dr Matt Davis.

Our Parents & Friends continued their fantastic fundraising work, raising in excess of \$11,000 toward school improvement and student initiatives celebrating our 150th anniversary. Most notably, school council were pleased to approve the installation of a new tennis court fence, along with a wonderful, bespoke school gate, archway & picket fence in honour of our 150th school anniversary, compliments of the generous fundraising efforts of our P&F.

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

<http://www.invermayps.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 68 students were enrolled at this school in 2023, 34 female and 34 male.

0 percent of students had English as an additional language and 7 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).

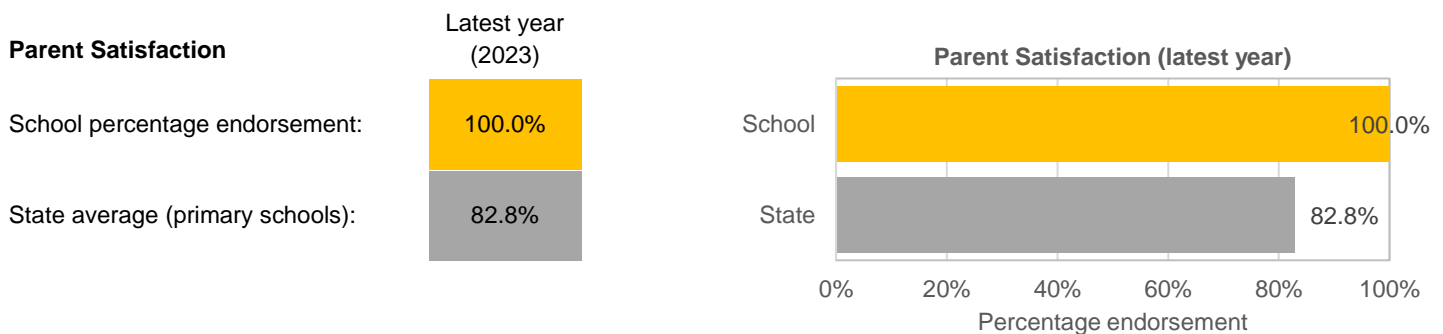
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

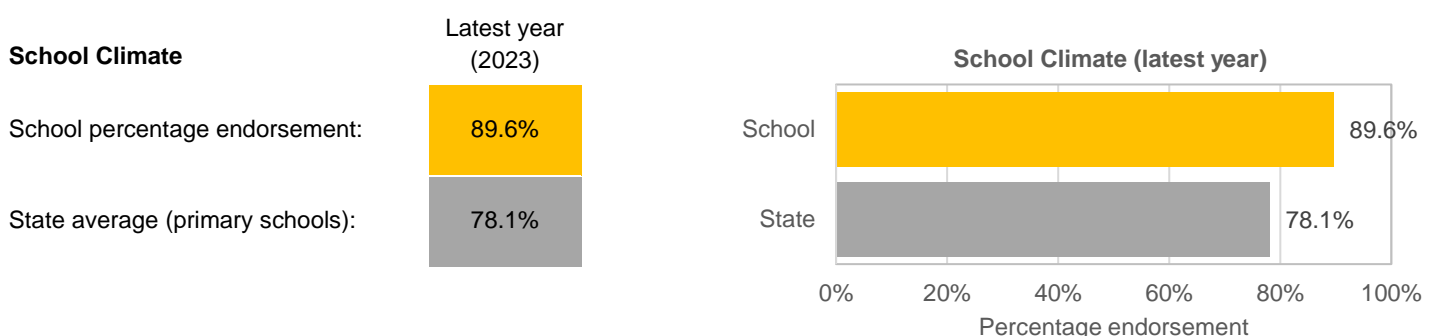


School Staff Survey

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:

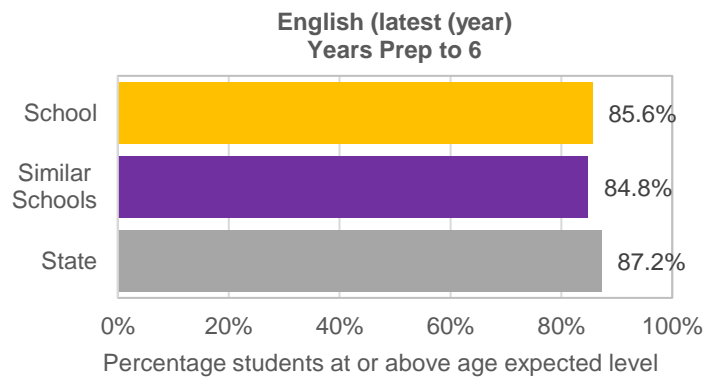
85.6%

Similar Schools average:

84.8%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

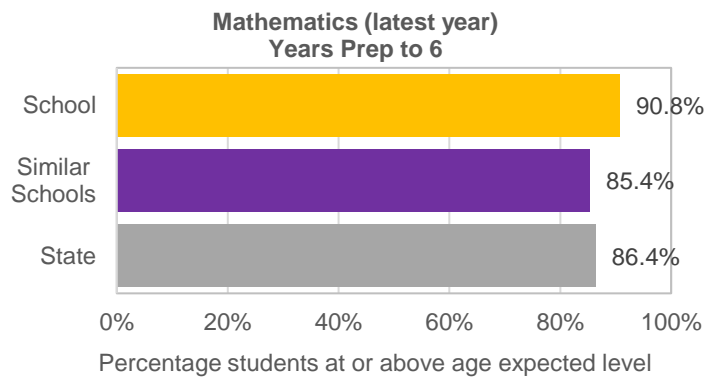
90.8%

Similar Schools average:

85.4%

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:

62.5%

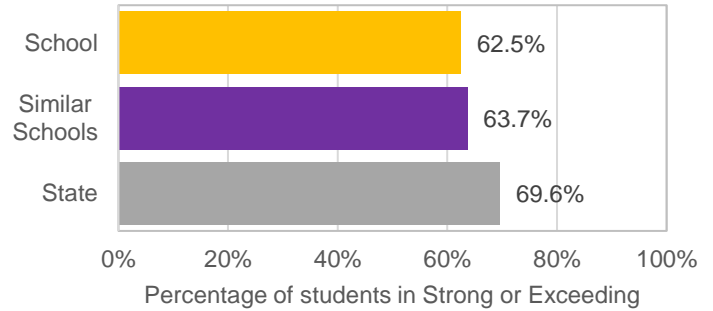
Similar Schools average:

63.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.8%

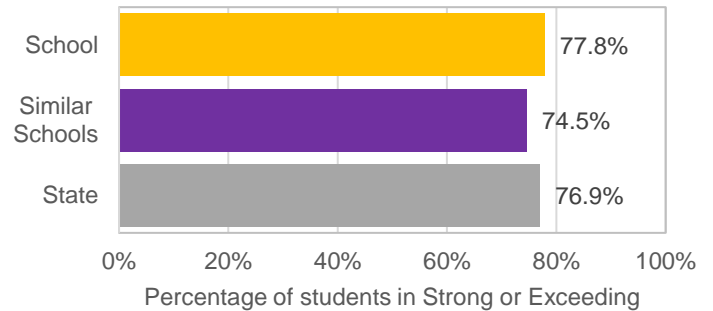
Similar Schools average:

74.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

37.5%

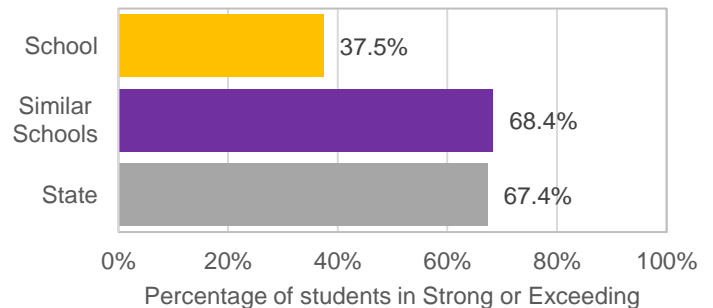
Similar Schools average:

68.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

33.3%

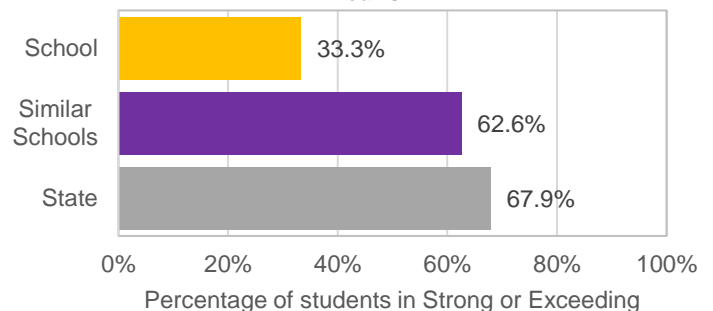
Similar Schools average:

62.6%

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:

75.0%

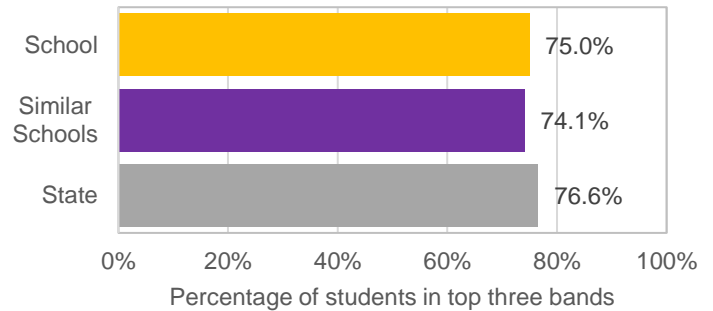
Similar Schools average:

74.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

28.6%

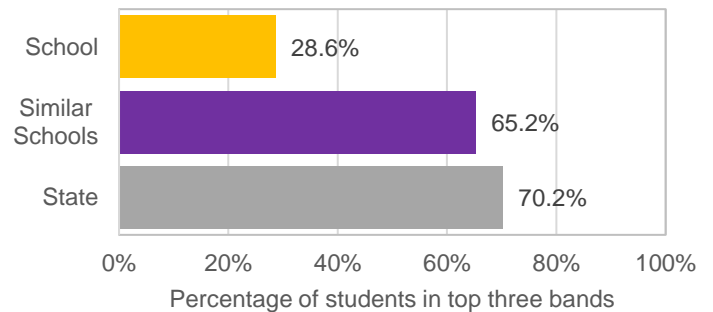
Similar Schools average:

65.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

57.1%

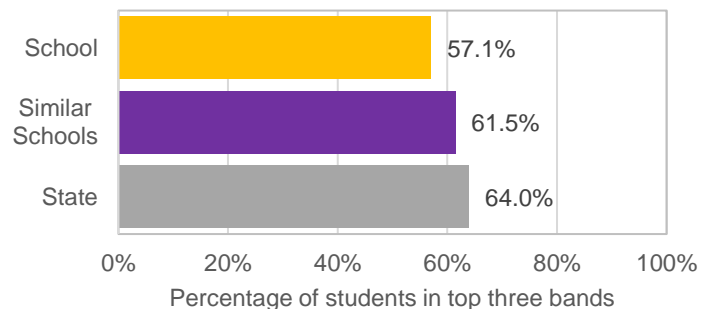
Similar Schools average:

61.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

42.9%

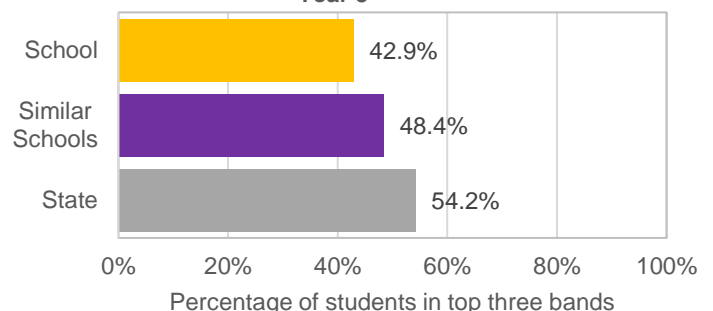
Similar Schools average:

48.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

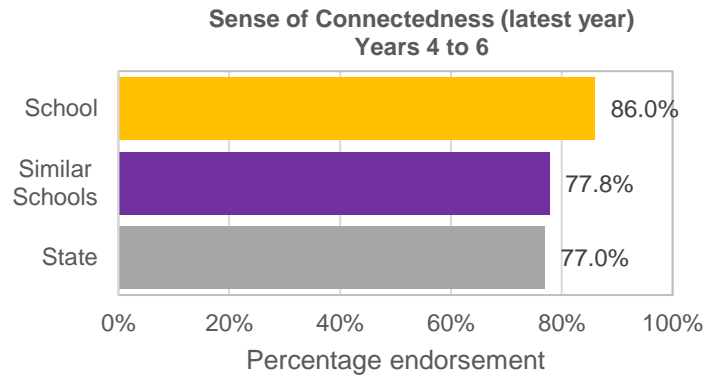
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	86.0%	82.8%
Similar Schools average:	77.8%	79.4%
State average:	77.0%	78.5%

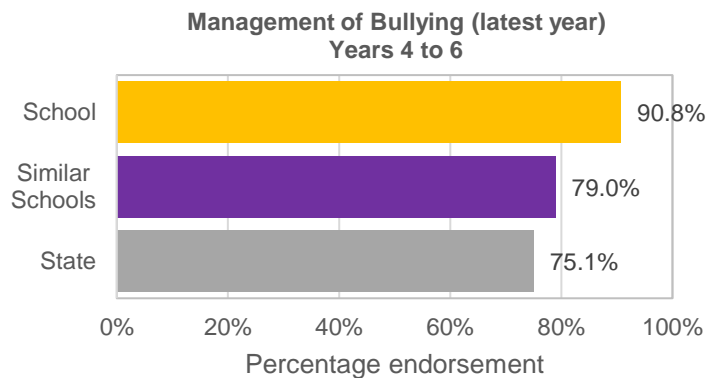


Student Attitudes to School – Management of Bullying

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:	90.8%	86.5%
Similar Schools average:	79.0%	80.6%
State average:	75.1%	76.9%



ENGAGEMENT

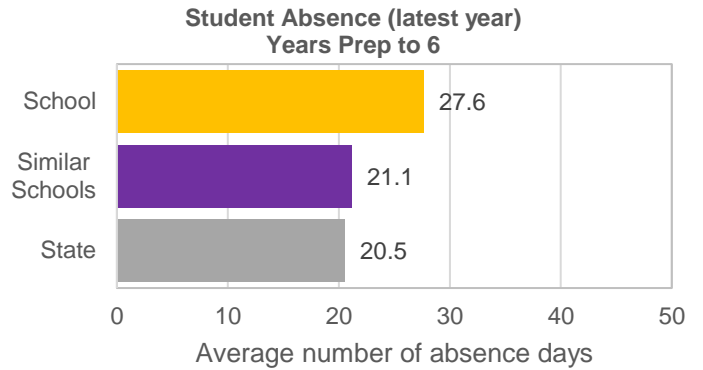
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.6	22.9
Similar Schools average:	21.1	19.3
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	88%	90%	88%	78%	86%	81%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,012,796
Government Provided DET Grants	\$241,957
Government Grants Commonwealth	\$116,500
Government Grants State	\$0
Revenue Other	\$4,053
Locally Raised Funds	\$44,327
Capital Grants	\$0
Total Operating Revenue	\$1,419,633

Equity ¹	Actual
Equity (Social Disadvantage)	\$67,578
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$67,578

Expenditure	Actual
Student Resource Package ²	\$881,488
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$28,605
Communication Costs	\$3,320
Consumables	\$10,827
Miscellaneous Expense ³	\$8,778
Professional Development	\$7,519
Equipment/Maintenance/Hire	\$18,600
Property Services	\$79,233
Salaries & Allowances ⁴	\$106,809
Support Services	\$27,976
Trading & Fundraising	\$9,161
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$1,485
Utilities	\$12,446
Total Operating Expenditure	\$1,196,309
Net Operating Surplus/-Deficit	\$223,324
Asset Acquisitions	\$0

- (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 16 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	\$95,935
Official Account	\$4,026
Other Accounts	\$0
Total Funds Available	\$99,962

Financial Commitments	Actual
Operating Reserve	\$41,245
Other Recurrent Expenditure	\$1,023
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$42,268

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.