

2022 Annual Report to the School Community

School Name: Beaumaris Primary School (3899)



- 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 22 March 2023 at 09:22 AM by Russell Watson (Principal)

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

Attested on 04 April 2023 at 01:40 PM by Steve Marshall (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
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Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

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

Beaumaris Primary School has a proud history of providing quality education for local students since 1915. The school is located in a quiet residential area close to beaches, sporting facilities, shopping villages and public transport. Our school is set against a backdrop of beautiful gums, a well maintained oval and gardens of natives and indigenous plant.

Our Vision: 'Learning Together' Our vision is to empower our students to become adults who are self-responsible, think critically and who will thrive and make a positive contribution to the world in which they will live.

Our Mission: At Beaumaris Primary School we believe we have a responsibility to shape the fabric and identity of the school as a learning organisation which will meet the needs of contemporary learners.

Our Purpose: Our learning community strives to provide an environment where students feel safe, valued and included. Our purpose is to prepare students for a rewarding future by supporting them to achieve their goals, experience success and develop a positive sense of personal wellbeing.

Our school values are central to our school vision and provide a framework to guide the ways in which we operate and interact:

Respect: Valuing all staff, students, parents and community members.

Resilience: Being optimistic, developing perseverance and self management skills.

Responsibility: Being accountable for one's own actions, resolving difficulties in a constructive and peaceful way, taking care of the environment.

Relationships: Teamwork and tolerance between all school members.

Our School Strategic Plan (SSP) 2018-2022 goals included:

1. To improve literacy outcomes for all students.

By building consistent practice through embedding our whole school pedagogical model and high impact teaching strategies we will further enable a steady upward trajectory of learner growth.

2. To develop all students as 21st century learners.

There is a growing global focus on the development of learner capabilities and competencies. Through developing 21st century learners we will ensure students have the knowledge and skills to be successful in the modern workforce.

3. To improve Science, Technology, Engineering, Arts and Mathematics (STEAM) outcomes for all students.

The interdisciplinary inquiry based approach is connected to and supports our focus on developing 21st century learners. Students develop skills to think scientifically and logically, problem solve and collaborate to create solutions.

As a result of the experience of remote learning and onsite learning in 2020-21, the focus of the 2022 Annual Implementation Plan followed a slightly different pathway to the 2018-2022 SSP.

The following Department of Education and Training Statewide Priority Goal and Key Improvement Strategies became our focus and the focus in all schools throughout the year:

1a: Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

1b: Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Our School Profile

Our enrolment in 2022 increased during the year from 563 to 584 students. There was low mobility of neighbourhood students. The school was organized around 25 classes. Our Prep students were drawn from five local pre-schools. In recent years an increasing percentage of our Year 6 students enrolled at government secondary schools. Enrolments of overseas/international students were not evident.

Our model of collaborative decision making and distributed leadership, underpinned by agreed staff norms and values, enriched the collective responsibility staff have for the effective operation of this school. The school leadership consisted of the principal, assistant principal, three learning specialists reducing to one due to parental leave, and two teachers receiving special payments. The staff profile included twenty-seven classroom teachers and nine Education Support (ES) staff. Ten teachers were part time, four sharing classroom positions and six in specialist positions or support roles. One ES staff member was full time and ten ES personnel were part time. Aboriginal and Torres Strait Islander staff are not represented within the workforce profile. The school continued strong links with the Bunurong Land Council and the South East Victoria Region Koorie Education Support Officer (KESO).

To celebrate the achievements of the school against the SSP 2018-2022 over the previous four years, the school underwent a School Review. The staff prepared Pre Review School Evaluation (PRSE) during Term 3. The students, staff and parents contributed to the findings of the review panel overall and we thank them for their contribution.

Overall, the school was orderly and calm and our students appeared settled and engaged in their learning. During 2022, we continued to implement the contemporary research-based teaching and learning practices of 21st century learning design. Teachers differentiated and personalized the curriculum to meet the diverse learning needs of our students. We provided learning experiences that both supported and challenged our students to enable them to develop knowledge, skills and attitudes that are transferrable and adaptable in future years.

Progress towards strategic goals, student outcomes and student engagement

Learning

The reorientation of the students to on-site learning required high levels of adaptability by both students and staff.

Our pedagogy continued to be built around the use of high impact teaching strategies and high expectations with an emphasis on learning gain through point of need instruction. To achieve this we continued to strengthen our understanding of the interdependence of student learning and student wellbeing.

We maintained a focus on purposeful learning and wellbeing data collection and effective data analysis using various platforms and tools mentioned previously. Improving fidelity in the analysis of student learning growth informed the focus of the classroom learning and wellbeing programs and the development of targeted teaching.

To support student learning growth we focused on:

- Whole staff review of co-created BPS staff norms as the foundation for an effective learning community underpinned by relational trust, collective responsibility, collective efficacy, high expectations and collaboration.
- Leaders maintaining a clear focus on providing professional learning, resources and an adequate budget to support the statewide KIS.
- Leadership team participation in Simon Breakespear Professional Learning which enabled the development of rapid action plans for Term One and Term Two to support our focus on building leadership capacity, driving school improvement and improving teacher capacity in the teaching of writing.
- Teaching teams documenting, term by term, their progress towards achieving the outcomes of the AIP key improvement strategies.
- Overseeing term and weekly planning documents, Statements Of Intent and classroom practice as evidence of the use of assessment tools and data analysis to guide the planning and delivery of a differentiated curriculum.
- Strengthening teacher capacity to identify students' learning needs based on diagnostic assessment data to develop both classroom and cohort student groupings to facilitate targeted teaching.
- Ensuring the use of explicit learning intentions and success criteria in planning documents/classroom practice.
- Strengthening student capacity to develop learning and wellbeing goals based on self-reflection, assessment and teacher feedback. They also developed strategies to progress their learning.
- Continued participation in the Beachside Network Writing and PLC Communities of Practice.
- Professional learning, facilitated by expert teachers, focused on building teacher capacity to implement the 6+1 Traits of Writing.)
- Professional learning facilitated by the leadership team, learning specialists, teacher experts and external consultants including Michael Minas (Mathematics), Rowena Ulbrick (21st Century Learning Design) and

Karen Starkiss (Learning Disabilities). Online resources helped to inform the content of writing workshops.

- An audit of year level classroom writing programs by classroom teachers. An audit of literacy planners was undertaken by learning specialists. At the end of Term Two staff provided feedback on their learning needs in the area of writing, as a follow up to the intensive writing workshop model provided throughout Semester One. The information collected at each stage was analyzed by the leadership team to inform the focus for professional learning and whole school processes/documentation. eg Mentor Texts Library, Scope and Sequence.
- The introduction of the PLC cycle. Learning specialists and teachers completed training in the PLC initiative. Using the BPS Petcha Kucha, DET PLC resources and the FISO improvement model, all year levels developed and completed a number of improvement cycles. The cycles focused on improving student growth in an identified area of need in writing, through the use of targeted teaching.
- Regular meetings with regional PLC Facilitators to guide and inform the next stage of implementation of the PLC initiative.
- The development of a BPS intervention model by the Learning Support/ Disabilities and Inclusion Coordinator in collaboration with classroom teachers and the Leadership Team.
- Scheduling time for classroom teachers, the Learning Support Teacher, Tutors and Education Support Staff to work collaboratively to ensure the Tutor Learning Initiative and Disabilities and Inclusion Tier Two Initiative provided targeted academic and wellbeing support to identified students.
- Learning walks by leaders focused on the implementation of classroom norm setting/student voice and learning intentions/success criteria. Feedback was provided to teachers and PLC leaders.

Fourteen students, ranging from Prep to Year 6, were funded through the Program for Students with Disabilities due to challenges related to SBD, Physical, ID, ASD and SLD. Nine Education Support staff provided support for these students, in conjunction with the classroom teacher and specialist teachers. Termly Student Support Group meetings were held and Individual Education Plans were monitored and reviewed regularly.

Wellbeing

In 2022 our commitment to supporting the health and wellbeing of students, staff and families remained a priority. The school focused on providing a safe and positive learning environment for students, staff and parents.

A whole school approach to student welfare continued to be developed through the continuation of strong student welfare support, professional development of staff and consistent behaviour management of students. Emphasis continued to be placed on the development of student wellbeing programs, aligned to our school values, to support respectful relationships, social skills, self-esteem, valuing difference, diversity and resilience.

To promote wellbeing and a culture of caring, throughout the year we continued to offer information, activities and events for teachers, students and their families to support their wellbeing, resilience, inclusion and sense of belonging including:

- At the beginning of the year, staff meetings were set aside for teachers to meet and discuss the academic, social and emotional needs of the students.
- The school newsletter included weekly Wellbeing Tips, facebook and Compass posts continued as a conduit between home and school throughout the year.
- All staff received a Daily Bulletin via Compass to keep them informed about school events, and to maintain strong lines of support and further strengthen the culture of collegiality across the school.
- Our strong focus on resilience and wellbeing was underpinned by our well-established whole school values.

Each class co-created classroom norms as the foundation for a respectful, constructive, positive and collaborative classroom environment.

- A focus on wellbeing in the first weeks of school supported the development of new friendships and a positive, inclusive classroom culture.
- The Resilience Project classroom program, professional learning facilitated by the TRP staff, GEM-Gratitude, Empathy and Mindfulness and online teaching resources continued to support the development of resilience and wellbeing P-6.

- Our Upstanders team continued to collaborate with several neighbouring schools.
- Our involvement with "Resilience Youth Australia" also informed our student wellbeing and welfare programs, to support and promote acceptable behaviours to enable a safe, inclusive and orderly learning environment.
- Teachers continued to use Circle Time to build the students' social/emotional skills, sense of connectedness to school, student voice and agency, and to reinforce our school values.
- A whole school assembly, the Welcome to Country and Smoking Ceremony launched the school year.
- Harmony Day deepened student awareness and understanding of cultural diversity.
- Students revisited the use of eSmart tools and strategies to promote safe online practices.
- The Buddies program enriched wellbeing by organizing students with similar interests to come together. Buddies encompassed Reading, Digital Technologies, Friendship and Pastoral Care, as well as the Sustainability and Bully Stoppers/Upstanders.
- The Prep teachers facilitated a range of presentations to strengthen student pathways and transitions from the preschool sector into primary school. Transition visits supported the transition from Kindergarten to Prep.
- The Parent Club, Student Leaders and Leadership team facilitated an information session for new Prep families
- Our whole school Step Up transition program provided an excellent opportunity for teachers to get to know students for the following year as well as enabling students to gain a positive view of their future year level. Students visited other classrooms on three occasions in Term Four and participated in a range of activities designed to create a positive, optimistic experience of their new classmates and teachers.
- Year 5 and Year 6 students participated in the transition programs offered by local secondary colleges.
- Junior School Council continued to organise events that enabled our students to contribute to local and global charities.
- The Year 6 production of The Jungle Book and Year 6 Graduation celebrations continued to strengthen school pride as well as student connectedness, self belief and confidence.
- To celebrate the success of their first year at school the Prep Team organized a Prep student end of year performance for parents and carers.
- Year 6 students completed the two remaining panels of an outdoor mosaic acknowledging indigenous cultures.
- All Year 3,4,5 and 6 camps went ahead as scheduled.
- Classroom planning documents continued to show evidence of a weekly focus on wellbeing practices.
- Student growth in the Personal and Social Capability was demonstrated through teacher judgements.
- In Years P-2, teachers continued to implement a structured play based approach to building the students' skills in the four capabilities.
- Year level timetables reflected dedicated time allocation to wellbeing practices.
- Student led conferences were undertaken in Term Four to support student voice and agency in their learning and to celebrate the learning growth of the students. The student led conferences further

strengthened the significance of the home school partnership in student learning and demonstrated the value in contributions from all stakeholders-student, parent and teacher.

Student wellbeing continued to be supported through an extensive range of both formal and informal opportunities provided within the daily life of the school as documented in "Life at Beaumaris Primary" on the school website.

School Performance Achievement Measures: Attitudes to School Survey (AToSS)

The DET Student Attitudes to School Survey completed by students in Year 4, 5 and 6 showed the following percentage of student positive responses for:

	2021	2022	2022 Similar School	2022
Network				
Connectedness to School (sense of belonging)	82%	78%	75%	78%
Advocate at School	86%	86%	83%	85%
Managing Bullying	80%	75%	74%	76%
Respect for Diversity	84%	79%	76%	78%

Engagement

Most, but not all students demonstrated high levels of engagement in learning and daily school life on their return to school. Whilst some students felt challenged by the on-site environment as the Home Learning environment supported their learning needs and learning style, most students appeared to be more connected to their learning and their teacher and over the year experienced greater learning growth and success.

To ensure high levels of student attendance we aimed to provide engaging opportunities, activities and events that provided for the diverse needs and interests of our students, to build a sense of connectedness and eagerness to attend and participate in all that school has to offer.

To ensure high levels of student engagement in their learning, we continued to:

- Integrate digital technologies and platforms to enrich learning and teaching
- Facilitate parent information sessions to outline the curriculum, classroom programs, specialist programs, expectations and routines for each year level. The presentations were made available on our website for those unable to attend and as an ongoing reference point.
- Exchange information with parents about their child's academic, social and emotional needs and progress through wellbeing meetings in Term One, parent/teacher meetings in Term Two and student led conferences in Term Four. Meetings continued throughout the year at the request of the parent or the teacher.
- Strengthen the partnership between home and school, by posting the fortnightly Statement of Intent on Compass and the school website, Level Low Downs in Stop Press and daily happenings on Facebook. The school website was continually updated to ensure families could access current information about their child's learning and school events.
- Implement our student leadership model to support student voice, agency and leadership. Authentic student leadership opportunities were enabled through Year 6 roles and responsibilities, Junior School Council, Bully stoppers/Up standers, Play Leaders, Southern FM Radio, the Kids Teaching Kids initiative and the Buddies Program.
- Organize well-established traditional within-school activities that are embedded in the culture of the school such as the Welcome to Country and Smoking Ceremony, Easter Raffle Assembly, Investiture Ceremony, Harmony Day, Anzac Day Commemoration, Grandparents and Special Friends Day, Japanese Day, Book Week, Footy Day, and Remembrance Day, student performances and announcements at assembly and the Year 6 annual production, The Jungle Book in 2022.
- Support Junior School Council to further contribute to school improvements.
- Celebrate student achievements through classroom affirmations both online (Microsoft Teams and Seesaw) and at on-site assemblies, via the school newsletter, awards at assembly and a range of awards at Year 6 Graduation.

School Strategic Plan Targets:	2021	2022	2022 Similar Schools	2022 Network
Motivation and Interest from 84% to 90%	80%	80%	73%	77%
Self-regulation and Goal Setting from 87% to 90%	84%	84%	81%	83%
Student Voice and Agency from 69% to above 79%	68%	63%	61%	64%

Overall in 2022 the school performed well when compared to the outcomes of similar and network schools in all areas.

Other highlights from the school year

Our Specialist program including Visual Arts, Performing Arts, Japanese and Physical Education/ Sport, continued to promote creativity, innovation, physical and mental wellbeing as well as enabling students to improve their skills and expand their interests. Our Learning Support Program and the Tutor Learning Initiative continued to enrich and boost the learning growth of the students. The return to on-site learning enabled the gradual reintroduction of traditional and new whole school community events. Extra-curricular activities accommodated the broad interests and talents evident in our students and included camps, excursions, incursions, instrumental music, Drains by the Bay, Kids Teaching Kids, Dolphin Research Project, Lego Club and student led pop up lunchtime clubs. The experience of the previous two years further strengthened our commitment to work in partnership with parents and carers to support our students to achieve their learning goals. We focused on practices and strategies to strengthen student engagement, voice and agency in the learning process.

Financial performance

Beaumaris PS completed a successful year in surplus. Sound financial management and funds raised by our parents enabled improvements to the school environment and the purchase of resources to enrich student learning. School improvements and resources purchased included: - A school contribution to the Minor Capital Works Program to fund the connection of power and water to the Sport and storage shed, the installation of a watering system for the rejuvenated grassed area, rubberized surface areas, AFL goals and soccer nets. - Additional standard TVs on mobile stands are now available in all teaching spaces and the staffroom. - Purchase of one large TV for professional learning presentations with staff and parent information sessions. - Learning centre resources, literacy, mathematics and science resources, student furniture and resource storage. - The purchase of additional teacher laptops compatible with the BYOD devices purchased by Year 4,5 and 6 students. - The purchase of additional ipads to support P-3 learning and teaching programs. - Ongoing maintenance of the trees, grounds, shade cloth and play equipment. - Sunscreen and hand sanitiser for all classrooms. - Equity funding enabled the acquisition of additional resources for the Learning Support Program and Tutor Program. - State Government Grants used to fund sport coaching within the Physical Education and Sport program. - State Government Grants to subsidize the Year 5 and 6 Swimming program.

For more detailed information regarding our school please visit our website at
<https://www.beaups.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 566 students were enrolled at this school in 2022, 284 female and 282 male.

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

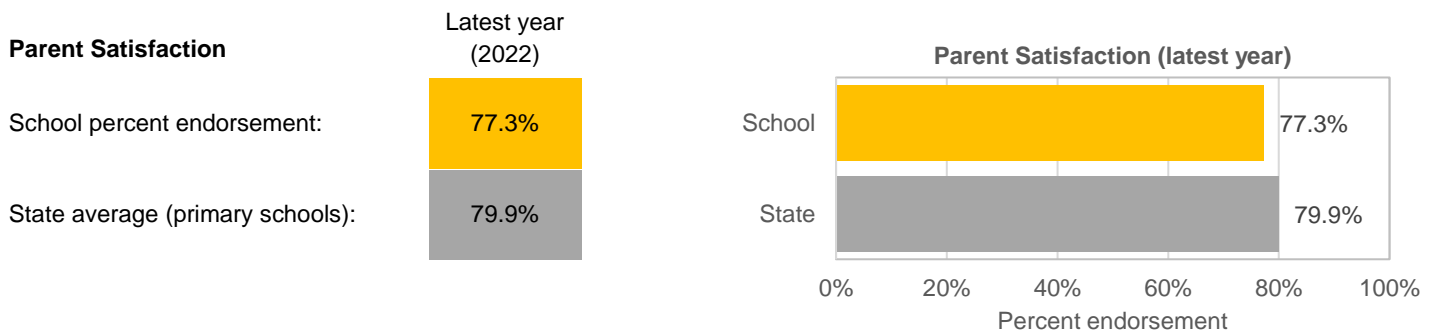
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

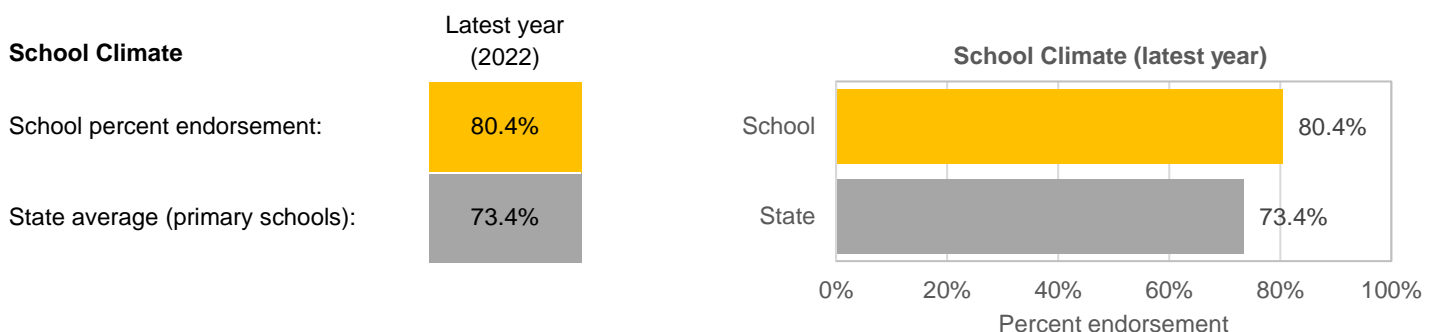


School Staff Survey

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:

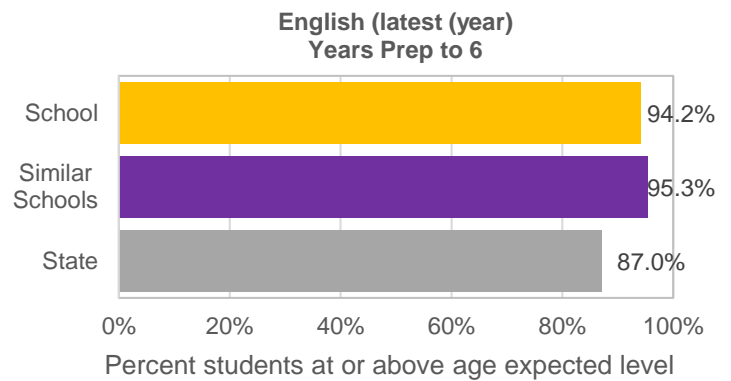
94.2%

Similar Schools average:

95.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

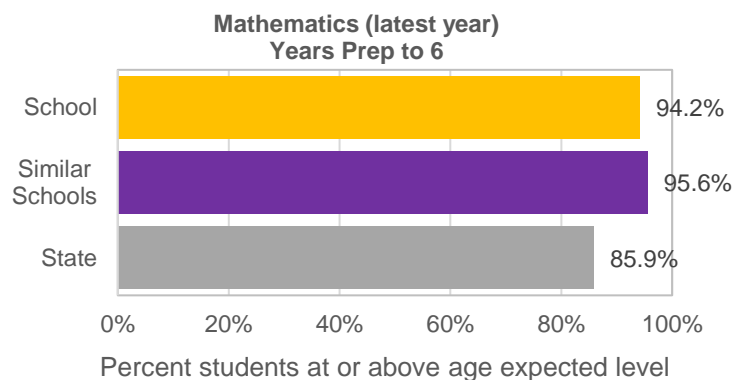
94.2%

Similar Schools average:

95.6%

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.

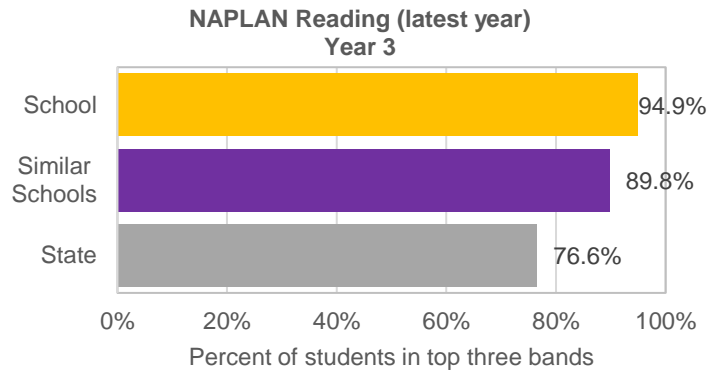
NAPLAN

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.

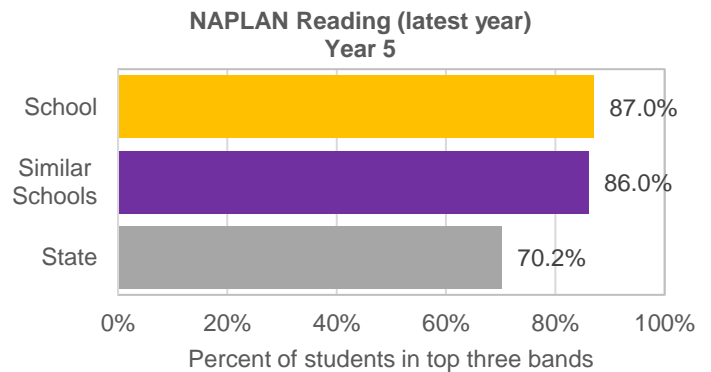
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.9%	93.7%
Similar Schools average:	89.8%	90.2%
State average:	76.6%	76.6%



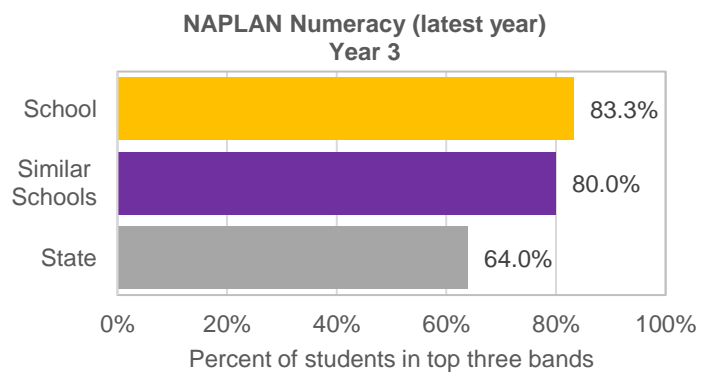
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.0%	85.1%
Similar Schools average:	86.0%	85.6%
State average:	70.2%	69.5%



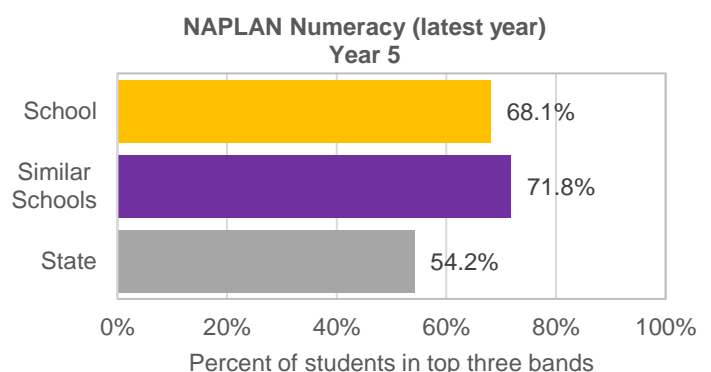
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	82.5%
Similar Schools average:	80.0%	83.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.1%	72.6%
Similar Schools average:	71.8%	77.1%
State average:	54.2%	58.8%



WELLBEING

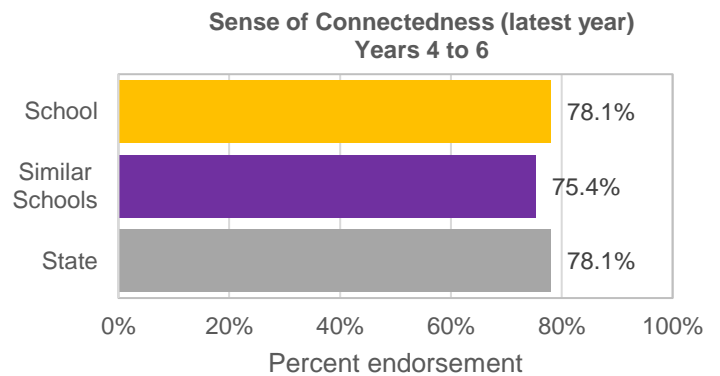
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	78.1%	83.7%
Similar Schools average:	75.4%	77.9%
State average:	78.1%	79.5%

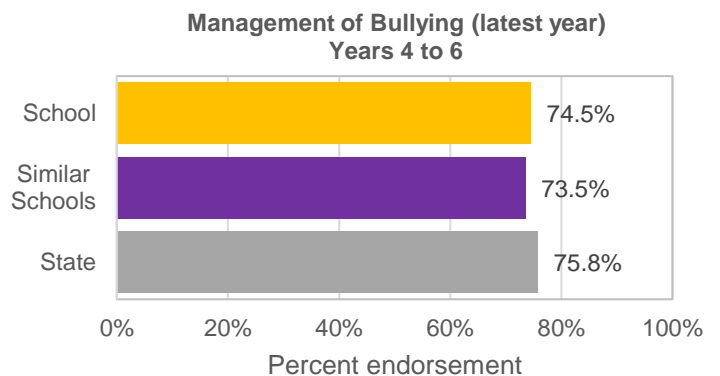


Student Attitudes to School – Management of Bullying

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:	74.5%	82.0%
Similar Schools average:	73.5%	76.6%
State average:	75.8%	78.3%



ENGAGEMENT

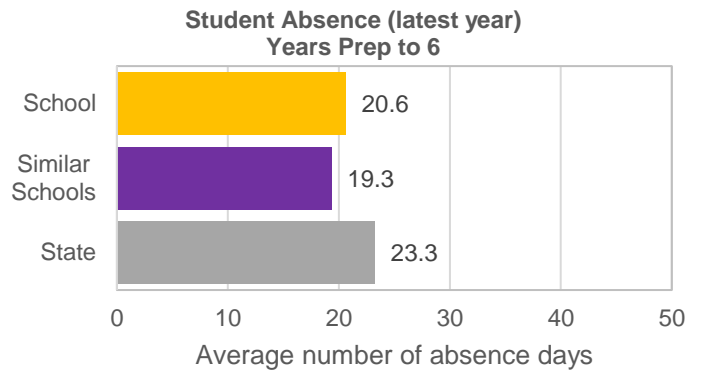
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.6	13.2
Similar Schools average:	19.3	12.8
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):	91%	91%	90%	90%	88%	88%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,151,635
Government Provided DET Grants	\$578,610
Government Grants Commonwealth	\$14,499
Government Grants State	\$28,615
Revenue Other	\$11,375
Locally Raised Funds	\$612,608
Capital Grants	\$0
Total Operating Revenue	\$6,397,342

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,526
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,526

Expenditure	Actual
Student Resource Package ²	\$4,741,712
Adjustments	\$0
Books & Publications	\$5,828
Camps/Excursions/Activities	\$290,637
Communication Costs	\$1,068
Consumables	\$102,379
Miscellaneous Expense ³	\$395,216
Professional Development	\$28,797
Equipment/Maintenance/Hire	\$60,007
Property Services	(\$310,835)
Salaries & Allowances ⁴	\$160,833
Support Services	\$196,831
Trading & Fundraising	\$75,932
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,556
Total Operating Expenditure	\$5,780,959
Net Operating Surplus/-Deficit	\$616,383
Asset Acquisitions	\$230,168

- (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	\$415,134
Official Account	\$263,141
Other Accounts	\$26,922
Total Funds Available	\$705,197

Financial Commitments	Actual
Operating Reserve	\$229,179
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$77,969
School Based Programs	\$288,429
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,658
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$8,962
Total Financial Commitments	\$705,197

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.