

2022 Annual Report to the School Community

School Name: Fyans Park Primary School (4919)



- 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 11 April 2023 at 03:41 PM by Darlene Cameron (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 11 April 2023 at 04:28 PM by Heather Hall (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

Fyans Park Primary School was established in 1965 overlooking the Barwon River in Newtown, Central Geelong. Fyans Park Primary School is set on a large, attractive site with established gardens, and generous play areas for students. Our modern classrooms and learning spaces include a STEAM Lab, Language room, library and newly renovated multi-purpose building. The school community shares a strong vision and commitment to providing the best opportunities for students in a vibrant, nurturing, and collaborative atmosphere. Students are supported and encouraged by parents, carers, and staff to appreciate and value their role and the role of others within the extended community. During 2022, our community embraced and welcomed all opportunities for extra-curricular events, enjoying a full school year of on-site learning post pandemic.

The school is supported by an aspirational vision of building 'Inspired', 'Collaborative and 'Innovative' learners who all work towards providing 'a learning environment that inspires all students to be their best'. This is enhanced through the school's core values of - Respect, Resilience, Innovation and Collaboration and our motto "my Best Each Day'. The school's leadership team in 2022 consisted of the Principal, Assistant Principal, Learning Specialist, and Professional Learning Community leaders (PLCs) further enhanced by a distributive leadership model with clear roles and responsibilities in place.

In 2022, our school operated with 3 Foundation classes and 14 composite classes from years 1-6 continuing to allow for enrolments inside our local neighbourhood zone at all levels of the school. During 2022, we maintained enrolment of 390 students and welcomed the provision of a new Mod 4 portable building to further complement our schools Specialists program. During 2022, discussions continued with DET to determine the schools entitlement to additional classroom and administration spaces in light of projected growth in student enrolment from our local neighbourhood area and communications will continue into the future based on the needs of our school.

The school workforce plan consisted of 22.1 teaching staff, 4.4 Education Support and 2 Principal class members with an overall balance of gender, in addition to graduate and experienced staff members. At the beginning of 2022, Victorian government schools in the Barwon region began work in Disability Inclusion reform and an experienced staff member was appointed to a key leadership position in the school to lead this initiative alongside the Principal with the aim of embedding inclusive practices across school wide. The school also employed a chaplain 3 days per week who was an incredible support to students, families and staff throughout 2022.

Fyans Park has a growing cultural diversity and in 2022, we had one student who identified as indigenous and welcomed families from a wide variety of backgrounds and cultures with 28 different languages spoken within our community. Our Specialists program for students in 2022 included STEAM, ARTS, Japanese and PE providing opportunities for all students to share their creative passions and sporting achievements. Our school values the home/school partnership and provides genuine opportunities for all students to celebrate the things that make them unique and live our school motto 'My Best Each Day'.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 all schools worked towards progress within a single Priorities Goals, with two key improvement dimensions - Learning and Wellbeing, aligned to the introduction of a renewed learning framework (FISO 2.0). At the end of 2021, it was also announced that the Tutor Learning Initiative was to continue, and all students' data was analysed across all year levels and students were identified for TLI/MiniLit. In addition, in 2022 IEPs (Individual Education Plans) were created to further support students in transition with identified learning/wellbeing needs and to monitor students' progress.

During 2022, our schools Learning Specialist was timetabled to work alongside PLCs and this resulted in an increased use and understanding of assessment platforms/data to inform teaching and learning sequences and understanding of students needs and progress. Student data (summative and formative) becoming the focus of our work in PLCs. All teams have successfully undertaken multiple inquiry cycles during 2022, that have resulted in targeted student learning growth. PLCs are adhering to a structured format, using pre-formulated agendas and minutes to guide meetings.

96.6% of students were identified by teachers as working at or above expected level in English against Victorian Curriculum with 44% above level in Reading (6% increase on previous year) and 31% above in Writing (7% increase on previous year) This result was above the similar schools average of 93.4% and the state average of 87%.

Our students achievements in Mathematics over 2022 was also above similar schools (93.6%) and the State average (85.9%) with 97.9% of students at Fyans Park at or above level when assessed against Victorian Curriculum. This is an incredible result for the students in light of trend dating across the State indicating a decline in overall Mathematics achievement.

Staff Opinion Data for 2022 indicated an increase in the following Practice Improvement Domains:

1. Monitor effectiveness using data - 95% positive endorsement from staff, increase of 17% from 2021
2. Uses evidence to inform teaching - 100% positive endorsement from staff, increase of 10% from 2021
3. Professional learning through peer observations - 95% positive endorsement from staff, increase from 55% in 2020
4. Uses Pedagogical Model - 100% positive endorsement from staff since beginning of implementation in 2019, up from 67% in 2019

A high level of individual student achievement is also evident in our schools 2022 NAPLAN results for students in both Year 3 and Year 5 with the percentage of students in top 2 bands in Reading and Numeracy above similar schools and State average results. These results can be attributed to many factors, however maintaining a high level of instructional practice on site and during the periods of remote learning during 2021/2022 and the implementation of our schools instructional model, high impact teaching strategies and the home/school partnership are key enablers of ongoing improvement in all domains of learning.

Wellbeing

Student attendance during 2022 was an interesting space to navigate with many families taking advantage of interstate and overseas travel with borders re-opening post COVID. Common reasons for student absence were COVID related illness and extended family holidays with 13% (51 students) having 30 + days absent in 2022. The average number of absence days in 2022 was 18.3 compared with 9.7 days in 2021. With lockdowns forcing school closures in 2021, it is difficult to use this figure as a benchmark when comparing year on year, however this is always an area where we are keen to see improvement, particularly with regards to student engagement.

2022 Attitudes to School Data - (85% student response rate, 128/151 students due to student absence with Illness and COVID)
 Sense of Connectedness - 88% positive endorsement from students (up 2% from 2021)
 Advocate at school - 91% positive endorsement from students (up 1% from 2021)
 Managing Bullying - 84% positive endorsement from students (down 6% on 2021)
 Teacher Concern - 80% positive endorsement from students(down 5% on 2021)

In addition to attendance, in 2022, the Disability Inclusion initiative was launched in the Barwon Region and our school employed an experienced teacher to lead this work alongside school leaders and staff. Targeted support from our DI Coordinator within teams and for individuals, particularly those who have diverse learning needs (Tier 2) was prioritised. All staff (31) participated in Professional learning in inclusive practices and undertook the IEP (Individual Education Plans) module on Ed Learn.

Prior to the end of Term 2, our school was fortunate to be afforded an opportunity to work alongside a Diverse Learner EIL with weekly visits to the school that commenced from the start of Term 3 for the remainder of the year and into 2023. Initial baseline data was collected using an interim resource evaluation and this resulted in a SMART goal being developed and then smaller goals developed in the areas of inter school transition, consistent visuals for students and communication boards being implemented in each classroom. All teachers have undertaken professional learning to increase inclusive practices for all students and the consistent documentation of all adjustments made by teachers for students and their learning and wellbeing within curriculum planning.

To further support the engagement of all students in learning, our school invested in the support of OKAY Therapy - Occupational Therapists who undertook classroom observations and staff development sessions with reports and recommendations to follow to further support staff with embedding suitable adjustments for students. Prior to the end of Term 2, all teachers reviewed student IEPs with ongoing monitoring during Semester 2 for all students working 12 months above or below expected level and for all Equity, Disability Inclusion, EAL and Koorie students.

In early term 2, school leaders undertook an extensive review of all relevant policies in line with changes to the Child Safe Standards, with the Principal completing all required Professional learning and communication and endorsement of all policies by school council in June 2022, ready for 1st July compliance and updated policies published via our newsletter and on the school website. In late Term 2, all school council members and staff participated in Child Safe Standards refresher training to become familiar with the policy changes with the safety of our students, always a priority.

During 2022, all students participated in Life Education and First Aid in Schools, both evidenced based preventative health programs, further complementing our teaching and building the health, safety and wellbeing of our students. We dived right in and held our first whole school swimming program in 2022. It was a busy couple of weeks, however all students very quickly got into the routine and enjoyed the daily venture to the pool. Another fabulous opportunity to increase students' wellbeing and confidence and safety around water.

Engagement

In 2022, a dedicated hour per week for wellbeing was the focus for all classrooms with targeted social/emotional teaching (with content drawn from our whole school and agreed Scope and Sequence, embedding The Resilience Project, Zones of Regulation, RRRR). In addition, teachers used all available opportunities to model positive wellbeing practices and target to the needs of each individual student and cohort. Our school Wellbeing leader, assisted by student leaders, supported all students to identify 'Go-to' adults and these were then communicated with staff who made strategic effort to support individual students all throughout 2022.

In 2022, students at Fyans Park benefitted from a vast array of extracurricular opportunities and represented our school confidently and creatively in sports, debating and the creative arts. Of particular mention is the 2022 Tournament of Minds teams all reaching the State finals in Melbourne and our all female STEM team who took out the international final in Canberra, an outstanding achievement, achieved with the support and dedication of students, teachers and families.

Student House Leaders also planned and assisted teaching staff to embed a variety of lunchtime clubs each day for students based on feedback and input from students across all years levels. Popular lunchtime clubs included, Lego, Mindfulness, Games and Disco Club just to name a few. A wide variety of in school and extra-curricular sports were also on offer for students post Covid with many students taking up the opportunity to participate in team and individual sports, with our school captain nominated and awarded a Victorian Sports Award for his achievements in Soccer during 2022. All students represented Fyans Park admirably in sports during the school year.

The Mental Health Fund Menu was released to Government schools during 2022 with funding provided at midyear to support students mental health. Our School Leadership Team undertook a review of a number of data sets including the Student Opinion preliminary data from Term 1 and this resulted in our school engaging the services of Project Rockit, to further educate students and families regarding online safety and seeking to further strengthen the home/school partnership in the online world.

Our work to embed inclusive practices enabled us to identify inter-school transition as a focus as we concluded 2022 with added opportunities for students to become familiar with their new learning area and teachers in readiness for 2023 with great success.

Staff Opinion Data indicates the following in 2022

1. Instructional Leadership - positive endorsement from staff was 85% (2021) and 90% (2022)
2. Collective Efficacy - positive endorsement from staff was 96% (2021) and 88% (2022)
3. Trust in Colleagues - positive endorsement from staff was 88% (2021) and 91% (2022)

Parent Opinion Data indicates the following for 2022

1. General Satisfaction - 95% positive endorsement from parents
2. School Connectedness - 92% positive endorsement from parents
3. School Pride/Confidence - 96% positive endorsement from parents

We are incredibly grateful for the ongoing support of our Parents Association during 2022 and the success of fundraising efforts and events held for our students to enjoy. We know very well, the extra time and effort that goes into organising these events and there have been many during 2022 – Special Food Days, the Colour Run and Disco just to name a few - with so many parents genuinely giving their time and expertise and further strengthening the home and school partnership.

Other highlights from the school year

Particular highlights during 2022 include the 4/5 Bike Ed camp to Maldon in Term 1 with camp operators and staff congratulating students on their exceptional behaviour and 'can do' attitude. This camp was especially special as it been cancelled previously due to the Pandemic and a huge sense of relief and gratitude was felt by all in 'making up' a once lost opportunity for students.

During Term 2, we also welcomed a brand new Mod 4 portable building to Fyans Park and immediately this space was used creatively by our Specialists team with preparations and rehearsals for our school concert "Our Wonderful World" only just beginning. We all know how this turned out with the most magical night held in Term 4 at Costa Hall to a packed house. The concert, directed capably by Ms Jacobson and the Specialist team proved an incredibly rich learning opportunity for students across a variety of curriculum areas encompassing all of the Arts, STEAM, Japanese, Literacy and Personal and Social Capabilities. The 2022 performance, without doubt, our school's 2022 highlight demonstrated collaboration and community connectedness in every sense of the word. The performance embedded student voice and was student focussed throughout, not only featuring the ARTS but also included a focus on STEAM, Japanese and Poetry with a big real-world environmental issue at the heart.

Mutual trust and respect between staff, students and parents forms a positive learning environment and the relationship between school and home is highly valued and encouraged as is evidenced in many of our data sets for 2022. During 2022, we continued to promote and welcome all parent participation in learning and we continued to have high levels of parental assistance with fundraising and events organised by our committed Parents Association and Fair committee that included a hugely successful online auction and Cocktail Extravaganza raising \$20,007.25 and our Christmas Fair raising a record breaking \$51,775. A highlight was the Special Food days that continued in 2022, much to the delight of students and also raising \$3233.40. Funds raised in 2022 went towards playground upgrades for students and for the purchase of equipment to complement our Digital Technologies focus moving into 2023.

Financial performance

At the end of 2022, the Student Resource Package (credit budget) was in a surplus of \$143,176. \$110,000 of this surplus was carried forward to fund the planning for Disability Inclusion in 2023, an initiative that was launched in 2022. Salaries for the staff linked to this initiative allow for the implementation of the initiative in building teacher capacity in inclusive practices at a whole school level and embedding Tier 1 practices and in addition, our literacy intervention program Mini-Lit targeted to students identified in Year 1. The projected surplus for 2022 was \$33,893 and the actual was \$50,852, with long term staff replacement costing less than first predicted. Our school was funded with an additional \$76,103 in 2022 to implement the Tutor Learning Initiative in 2022. Our tutor, an experienced classroom teacher and well known to students did an outstanding job supporting all students learning under the initiative to make considerable learning progress.

With schools returning to full operation under COVIDSafe guidelines, it was predicted that we would overspend on replacement teaching staff in 2022 with isolation requirements for staff and many staff contracting COVID during 2022. The 2022 CRT budget had 2 separate subprograms to track the expenditure of Agency and School Local Payroll CRT expenditure. The confirmed budget for Casual Relief Teachers subprogram was \$60574 and the actual spend was \$75044. Upon request of the Finance sub committee, another subprogram was set up once this budget was exhausted to track further spending called CRT Top Up 2022. The budget for this was \$19,000 actual spend \$95560.91. In total the budget for CRT's was \$79574 and the expenditure was \$170,604.91. An overspend of \$91030.91. This overspend was managed by completing 2 credit to cash transfers; one in June 2022 for \$50,000 and August 2022 for \$40,000. The finance committee also agreed to drop the Operating reserve in the confirmed budget from the recommended amount of \$99000 to \$60000. \$20000 of this was used to support CRT expenditure and the remainder to support the budget in general for the remainder of 2022. We continued our partnership with Camp Australia and the licence fee paid to the school for 2022 was \$17,394.24 with the licence fee re-negotiated with the support of school council at the end of 2023 with a positive outcome for the school.

The Whole school music performance was sponsored by Gen Fyansford to cover the cost of bus transport for students and other expenses. Gen Fyansford kindly contributed \$3,000. Tickets were sold for \$25 each at Costa Hall. The total profit from the Music concert was \$10,085.21. To date the profit has been used for a garden shed and planning is underway to build a bike shed for students.

2022 was a record breaking year for our Christmas Fair with \$51,775 raised and targeted towards the second half of our playground upgrades with funds from previous years Christmas Fair's going towards the Years 1-6 Playground and the long awaited GAGA Pit that has proven popular with all year levels at recess and lunchtimes.

The Parent's Association had a very productive year with fundraising, undertaking various fundraising and community engagement events; Cocktail Extravaganza, Hot X Bun and Meredith Goat Cheese drive, Easter Raffle, Special Food days, secondhand uniform sales, school disco and movie night. The PA profit purchased iPads for the specialist team and continued to support students with Graduation gifts. The carry forward figure for PA to 2023 was \$1978.13, highlighting funds spent on students in this calendar year.

In 2022, our work with an Educational consultant continued driven by the School Improvement Team and aligned to our schools priorities goals in Literacy and Numeracy with an expenditure of \$10,000 with an additional \$4,000 used for Respectful Relationships training, OKAY Therapy PL for all staff and Professional learning for our languages teacher.

While also maintaining our existing PLC structure an additional hour per staff member was timetabled to engage in peer observations and to support with the implementation of inclusive practices/adjustments for students each week. The school received total equity funds of \$9633.40 and this was used to increase the hours of our school chaplain by an extra day per week (total 3 days per week) with data from our Student surveys upon returning to school post COVID indicating an increased need for this service to assist students and families.

Every measure was taken to closely monitor the schools budget (Cash and Staffing budgets) to ensure the school did not fall into significant deficit, high level consultation and workforce planning was undertaken in Term 4 of 2022, with additional fixed term recruitment to ensure that we secured a healthy surplus to enact our plans for 2023.

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

<https://fyansparkps.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 390 students were enrolled at this school in 2022, 192 female and 198 male.

6 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).

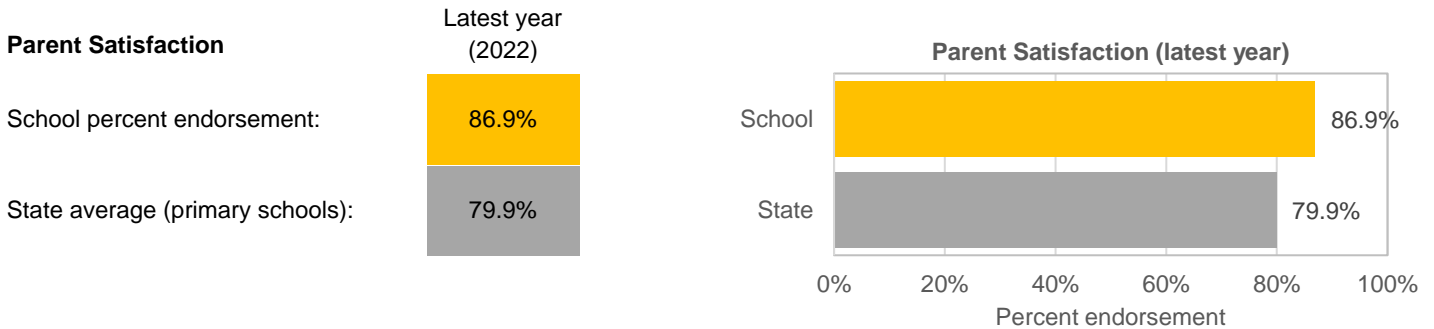
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

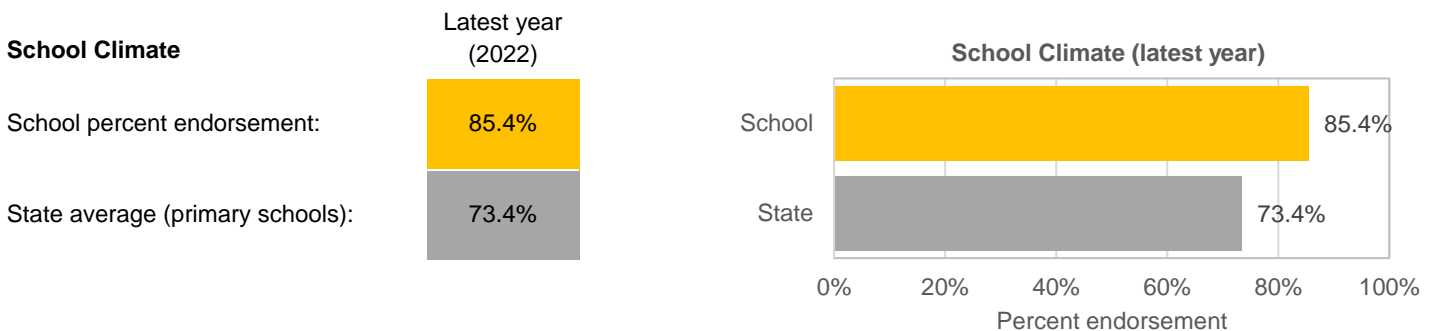


School Staff Survey

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:

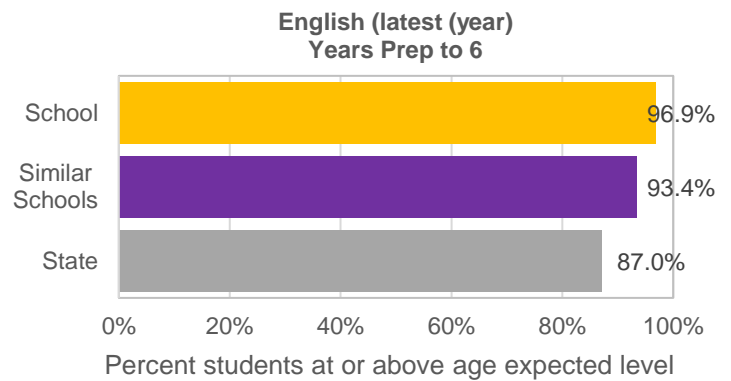
96.9%

Similar Schools average:

93.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

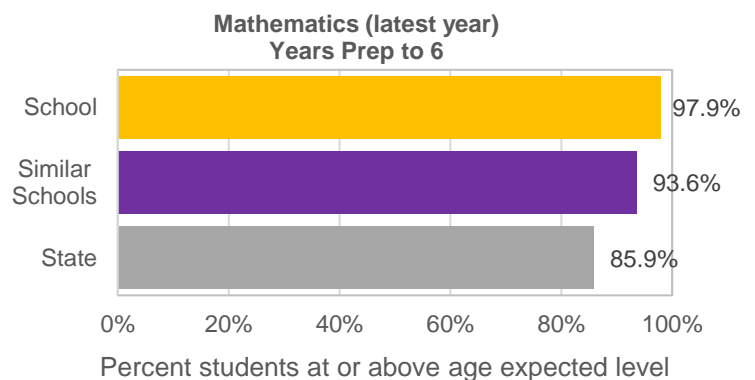
97.9%

Similar Schools average:

93.6%

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.

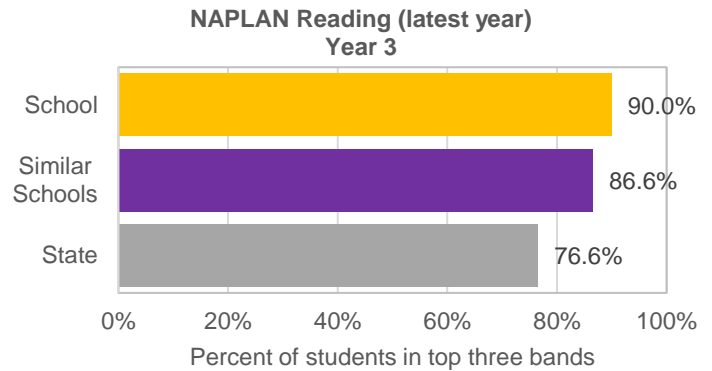
NAPLAN

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.

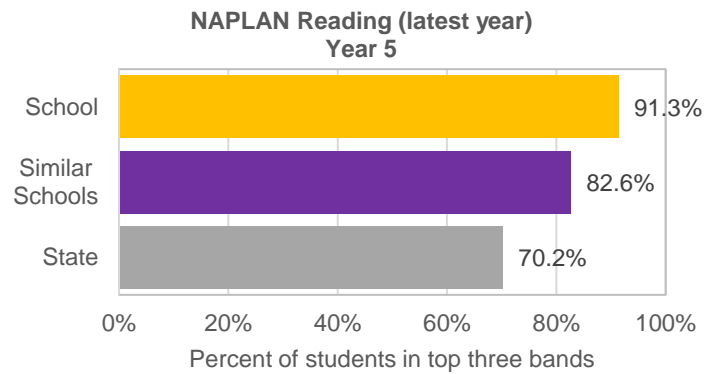
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 90.0% | 93.3% |
| Similar Schools average: | 86.6% | 87.0% |
| State average: | 76.6% | 76.6% |



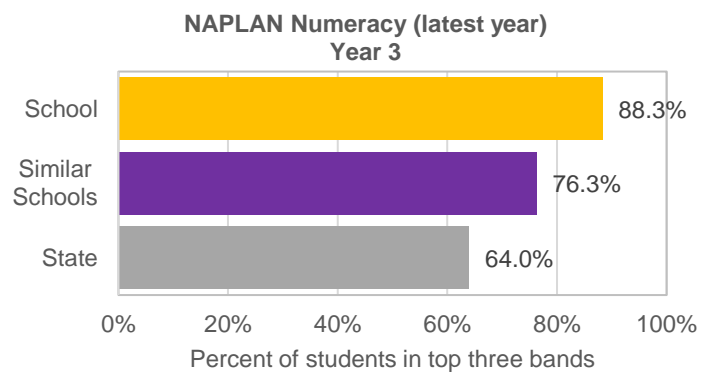
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 91.3% | 90.5% |
| Similar Schools average: | 82.6% | 82.1% |
| State average: | 70.2% | 69.5% |



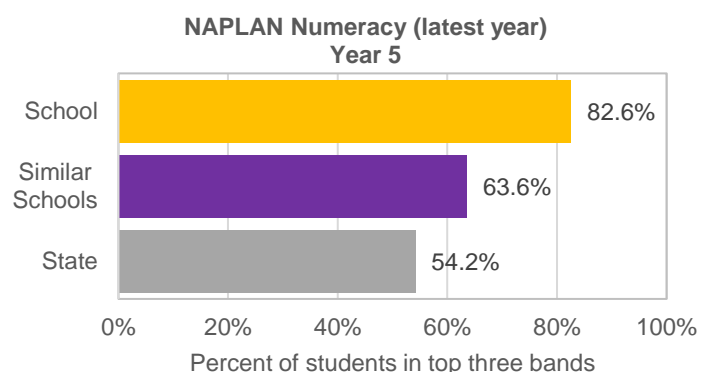
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 88.3% | 85.4% |
| Similar Schools average: | 76.3% | 78.4% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 82.6% | 85.0% |
| Similar Schools average: | 63.6% | 70.2% |
| State average: | 54.2% | 58.8% |



WELLBEING

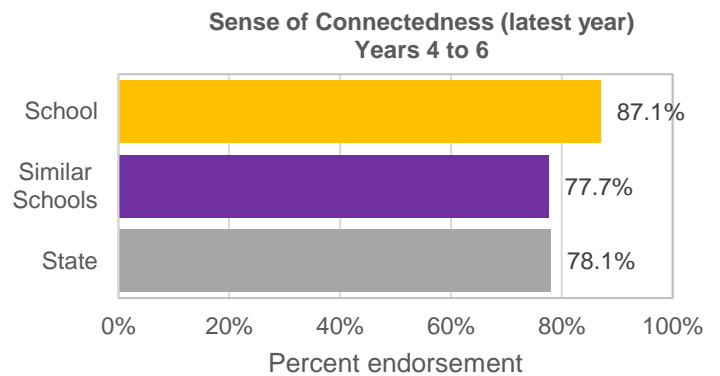
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 87.1% | 88.2% |
| Similar Schools average: | 77.7% | 78.6% |
| State average: | 78.1% | 79.5% |

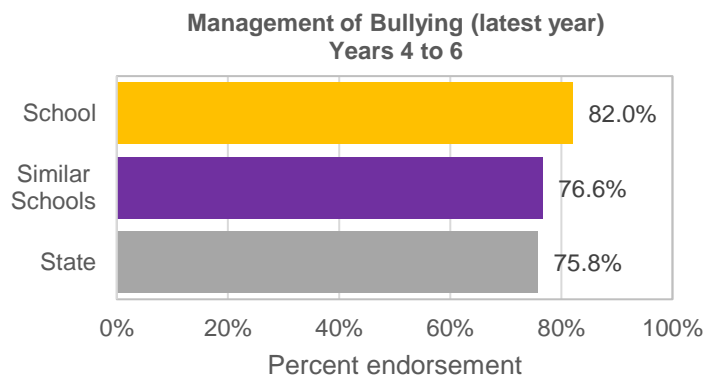


Student Attitudes to School – Management of Bullying

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: | 82.0% | 87.2% |
| Similar Schools average: | 76.6% | 79.0% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

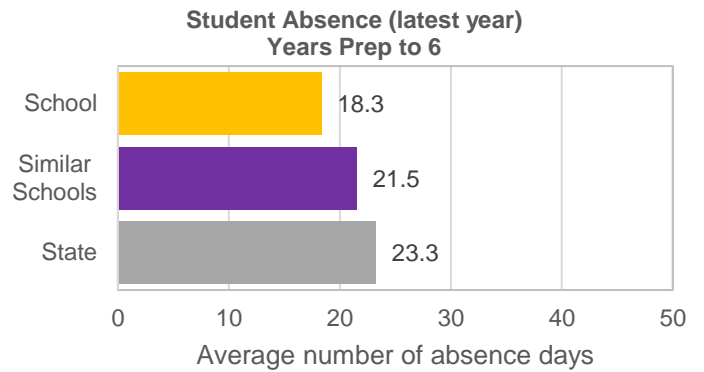
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 18.3 | 13.1 |
| Similar Schools average: | 21.5 | 14.7 |
| State average: | 23.3 | 17.0 |



Attendance Rate (latest year)

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

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 91% | 91% | 89% | 92% | 91% | 92% | 90% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,256,357 |
| Government Provided DET Grants | \$571,667 |
| Government Grants Commonwealth | \$6,553 |
| Government Grants State | \$887 |
| Revenue Other | \$20,825 |
| Locally Raised Funds | \$327,846 |
| Capital Grants | \$24,806 |
| Total Operating Revenue | \$4,208,941 |

| Equity ¹ | Actual |
|---|----------------|
| Equity (Social Disadvantage) | \$9,633 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$9,633 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,113,180 |
| Adjustments | \$0 |
| Books & Publications | \$7,238 |
| Camps/Excursions/Activities | \$87,718 |
| Communication Costs | \$2,777 |
| Consumables | \$71,082 |
| Miscellaneous Expense ³ | \$23,161 |
| Professional Development | \$13,953 |
| Equipment/Maintenance/Hire | \$118,891 |
| Property Services | \$126,061 |
| Salaries & Allowances ⁴ | \$82,517 |
| Support Services | \$229,033 |
| Trading & Fundraising | \$74,463 |
| Motor Vehicle Expenses | \$112 |
| Travel & Subsistence | \$1,389 |
| Utilities | \$24,022 |
| Total Operating Expenditure | \$3,975,598 |
| Net Operating Surplus/-Deficit | \$208,537 |
| Asset Acquisitions | \$73,149 |

- (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 | \$261,504 |
| Official Account | \$58,352 |
| Other Accounts | \$34,223 |
| Total Funds Available | \$354,079 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$135,304 |
| Other Recurrent Expenditure | \$4,695 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$19,500 |
| School Based Programs | \$91,223 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$25,390 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$8,745 |
| Capital - Buildings/Grounds < 12 months | \$11,369 |
| Maintenance - Buildings/Grounds < 12 months | \$70,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$366,226 |

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.