

# 2023 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 \(VIT\)](#)
- 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 16 April 2024 at 04:34 PM by Darlene Cameron (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 17 April 2024 at 05:18 PM by Heather Hall (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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## 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

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## 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, flexible learning areas and multi-purpose building. The school community shares a strong vision and commitment to providing the best opportunities for students in a respectful, 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 2023, our community embraced and welcomed all opportunities for extra-curricular events including with highlights being our school Art Show, camps to The Summit and Cave Hill Creek for our Years 3-6 students and our annual Christmas Fair that despite damaging winds and rain raised \$37,650 for our school, demonstrating the commitment and engagement of our whole school community.

During 2023, we began whole school implementation of SWPBS (School Wide Positive Behaviour Support). This involved input from students, staff and families as we reviewed our school values, resulting in agreement of three values - Respect, Responsibility and Resilience, further enhanced by our school's motto - "My Best Each Day". Students and staff then had direct input into the development of our schools agreed expected behaviours. Our expected behaviours are now featured prominently throughout the school and used by staff to recognise positive behaviour in students, while also reminding students of expected behaviour. The school's leadership team in 2023 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 2023, 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 2023, we maintained enrolment of 390 students and welcomed the addition of a new playground for students in Foundation, the result of fundraising efforts from the previous school fair. During 2023, 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 2023, Victorian government schools in the Barwon region began work on the Mental Health in Primary Schools initiative and an experienced staff member was appointed to a key leadership position in the school to lead this initiative. As a result of this initiative, we have embedded practices to support students' overall mental health and increase capacity of teachers to support students' mental health school wide. The school also employed a chaplain 3 days per week who was an incredible support to students, families and staff throughout 2023. Sadly, in November 2023 the school received notification that the NSCP (National Schools Chaplaincy Funding) funding application of \$25,000 was not successful for 2024/2025 resulting in a reduction in chaplaincy hours in 2024.

Fyans Park has a growing cultural diversity and in 2023, we had two students who identified as indigenous and welcomed families from a wide variety of backgrounds and cultures with 28 different languages spoken within our community. Our specialist program for students in 2023 included STEAM, ARTS, Japanese and PE providing opportunities for all students to share their creative passions and sporting achievements. Our school has continued to value the home/school partnership and provides genuine opportunities for family engagement and for all students to celebrate the things that they are passionate about - Academic pursuits, debating, ToM, a variety of sports at the District and Division level, musical and creative pursuits, ultimately re-defining our students understanding of success and further evidenced in a increase of overall parent satisfaction from 86.9% in 2022 to 95.8% for 2023.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Our School Improvement Team (having participated in Agile Leadership during 2023) and teachers have worked strategically this year towards the achievement of our Maths goals and overall improvement for students, with particular focus on embedding the BIG Ideas in Number. Maths champions were elected from each PLC to drive the improvement agenda and support the capacity building of teaching staff and targeted professional learning was delivered by the school's leadership team and key staff. Our school has

evidence of the documentation of adjustments for individual students at all levels within our planning and increased use of manipulatives for purpose (as evidenced in our Red, Amber, Green pre and post self assessment).

During 2023, our Learning Specialist formed a group of staff to all lead the implementation of the use of Swivl Cameras, resulting in all teaching staff recording their own teaching for the benefit of the PLC. The Swivl camera was used throughout the year to further support teachers' practice from the perspective of our whole school instructional model. Evidence from the cameras and our peer observations identified a more effective use of warm ups within our instructional model. Increased accountability of PLCs and each team member bringing data to the table (evidenced in PLC Fidelity Matrix results) and increased consistency in planning across the school was evident in planning documentation for students' learning and wellbeing.

The effectiveness of our schools Tutor Learning Initiative is a highlight and was evident across 2023, despite some staffing changes, individual students experienced higher levels of growth through sustained tutoring and links being made directly with teachers to learning in the classrooms. This has resulted in a significant reduction in TLI funding for 2024 with plans in motion to further build the capacity of our Education Support team to provide targeted intervention.

NAPLAN data for 2023 indicates high levels of learning attainment and % students in Exceeding/Strong, however this is not reflected in relative growth of students at Year 5. The relative growth results, for both Reading (24%) and Numeracy (20%) whilst comparable with similar schools and above the state result, are still areas for targeted focus moving into 2024 with students known by name and identified for TLI support. In addition, in 2023 IEPs (Individual Education Plans) were created to further support students in transition to the next year level with identified learning/wellbeing needs and to monitor students' progress.

During 2023, 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 2023, that have resulted in targeted student learning growth. PLCs are adhering to a structured format, using pre-formulated agendas and minutes to guide meetings.

95.2% of students were identified by teachers as working at or above expected level in English against Victorian Curriculum with 42% above level in Reading (maintained on previous year) and 31% above in Writing (also maintained on previous year). This result was above the similar schools' average of 89% and the state average of 81%. Teacher judgement against curriculum in Mathematics over 2023 (97.7%) was also above similar schools (93%) and the State average (86%) and correlates to the targeted work of staff over 2022 and 2023 in teaching mathematics. The 2023 NAPLAN results with 89% of Grade 3 students and 92% of Grade 5 students assessed as Strong and Exceeding and no student in either year level assessed as requiring additional support also attests to the work of the school in driving improvement and is a significant learning highlight.

## Wellbeing

There was a strong focus on wellbeing across our school in 2023 with high level of consultation regarding the revised school values, Respect, Responsibility and Resilience. The implementation of School Wide Positive Behaviour Support (SWPBS) was a critical component in building shared understanding with all staff, effective systems for data tracking and documented processes with consistent language for students.

Staffing structures were put into place to ensure a member of each team as representative on SWPBS team who have met weekly on a Thursday afternoon for all of 2023. Our school's Wellbeing leader was formally appointed for SWPBS and MHIPS as a key leadership position in the school to support Tier 1 practices. Our school welcomed support from our DET Area team who provided regular check ins, support with PL and mentoring of our wellbeing leader. A major achievement in 2023 was the development of our schools agreed expected behaviours and consistent language with regards to how we (all staff) are supporting student behaviour with logical consequences implemented to reinforce expected behaviours. Professional learning was prioritised for all staff with the documentation of Minor and Major Behaviours, involving active participation from within our teams and growth in middle leadership across the school, resulting in a reduction in unexpected behaviours from students.

2023 saw the second year of the Disability Inclusion initiative. Throughout the year we successful completed three Tier-3 funding applications and submitted a further two for 2024 profile meetings. Targeted support from our DI Coordinator and Diverse Learner EIL continued throughout 2023. Sustainable processes in transitions, consistent and predictable routines across classes and documentation of adjustments were a focus. Our education support team in classrooms grew and weekly professional learning sessions were implemented to ensure consistency when working with our most vulnerable students. Documented Learner Profile's were developed for individual students in consultation with families, teachers and education support staff.

## Engagement

The average number of days attendance for 2023 was 19.1 days and our attendance data indicated a slight decrease of 1.6%, however overall, our schools attendance moved into the Influence performance group with all year levels averaging between 89 and 93% attendance. Our data tracking of individual students indicated a high proportion of families that took extended family holidays during 2023, and materials were provided for students to ensure continuity of learning. Our SWPBS team also developed an Attendance flowchart and assisted teachers with responsive follow-up to attendance concerns. The DET Area team were also engaged to assist with a small number of families where attendance issues developed with personalised letters issued to parents and meetings arranged to ensure return to school planning and support for families. Pleasingly, 2023 AToSS data indicates that 89% of our students have a positive attitude towards attendance.

Our 2023 Attitudes to School Data, whilst remaining above similar schools and the State in most domains, did show some small declines in the areas of student voice (64%) and teacher concern (69%) with work to continue in these domains to encourage positive relationships and connections between teachers and students.

Pleasingly, in the domain of Advocate at school, students responded with 90% positive endorsement maintained from the previous year and this can be attributed to all students identifying "Go-to" adults across the school. Both student voice and agency and teacher concern are priority areas for 2024 with the formation of small focus groups of students and targeted wellbeing teaching, particularly in the areas of friendship building, empathy and communication.

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## Other highlights from the school year

Community partnerships were a key feature throughout 2023 with high levels of family engagement at school assemblies, Open Classrooms, Parents Association, School Council and our annual Christmas Fair. Acknowledging parents as their child's first teacher and increasing levels of genuine engagement with our community is a focus for 2024, ensuring that events allow for parents and carers to be active and knowledgeable participants in their child/ren's learning.

A highlight for students in Years 3-6 was our Camp program with Years 5/6 attending the Summit camp in Trafalgar, early in term 1 and students in years 3/4 attending Cave Hill Creek camp in Beaufort. Our camp program was fully supported by school leadership, teaching staff, education support and parent volunteers and provided two very memorable experiences for students.

Our school also held an Art Show in early Term 3 which was a culmination of creative work from our students in the Visual arts and Media arts program on offer during the 2023 year. The Art show was attended by all families and raised over \$2500 for the school which was used to upgrade our school's AV equipment.

Our schools Parent Association was highly active during all of 2023, organising events for our students to enjoy including special food days and fundraisers raising over \$10,000 for the school, which was used to purchase new home reading materials for our F-2 students and additional iPads for students in years 3-6. Our School Council remained active and supported policy development and the negotiations of licence agreements for OSHC and the successful grant application for inclusive schools, bringing to life a \$300,000 project for the school in the re-development of an outdoor learning area to begin in 2024.

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## Financial performance

Total of all bank accounts at EOY for 2023 was \$283,152 with \$177,625 allocated to 2024 expenditure. At the end of 2023, the Student Resource Package (credit budget) was in a surplus of \$115,000. This surplus was carried forward to fund staffing to support students with additional needs in 2024. Salaries for the staff linked to the Disability Inclusion initiative allowed for further building of teacher capacity in inclusive practices at a whole school level and embedding Tier 2 and 3 adjustments for students. In addition, this surplus has allowed for our literacy intervention program Mini-Lit targeted to students identified in Year 1 and the chaplaincy hours for 2024 as the school was unsuccessful in obtaining the National Student Wellbeing Program funding.

Our school was funded with an additional \$69,907 and spent \$87,184 to implement the Tutor Learning Initiative in 2023. 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 in mathematics. The school received total equity funds of \$13,626 and this was used to supplement the Tutor Learning staffing to provide additional students with tutoring in mathematics.

The expenditure for Casual Relief Teachers in 2023 was \$185,084. Of this amount we were reimbursed by the department \$35,423 to cover long term sick leave and LSL replacements. The total voluntary contributions from families in 2023 was \$112,442 and this includes the building and library contributions. This figure was 78.5% of the potential contributions from families. We continued our partnership with Camp Australia and the licence fee paid to the school for 2023 was \$23,098 with the licence fee re-negotiated with the support of school council at the end of 2022 with a positive outcome for the school.

2023 was another consistent year for our Christmas Fair, despite very challenging weather with \$37,650 profit raised. Funds raised will go towards an upgrade of the Green surface in conjunction with the funding received as part of the Inclusive Schools Grant. The

school was successful in obtaining just under \$300,000 for this project to commence during 2024. The Parent's Association had a very productive year with fundraising, undertaking various fundraising and community engagement events, Hot X buns, Meredith Goats Cheese drive, Picture Plates, special food days, movie night, comedy night, comedy night auctions, mango fundraiser, school disco and second-hand uniform sales. The PA profit purchased reading materials for our Foundation-2 departments, a class set of iPads for the STEAM program and continued to support students with graduation gifts. The carry forward figure for PA to 2024 was \$13,500.

Total Mental Health and Wellbeing funding for 2023 was \$130,316 with this used to fund a full time Wellbeing Leader to embed school wide practices and Tier 1 supports for all students including lunchtime clubs, SWPBS and building teacher capacity in mental health. Every measure was taken to closely monitor the school's budget (Cash and Staffing budgets) to ensure the school did not fall into any deficit. After high level consultation and workforce planning, a credit to cash transfer of \$80,000 was completed to support wages expenditure in 2024.

With the introduction of the new industrial agreement in 2023, time in lieu for teaching staff was implemented resulting in an additional cost of \$14,000 in staffing to cover overnight camps for students in Years 3/4 and 5/6. The school leadership and school council is committed to funding this expense in the future to ensure that camps remain on offer for all students.

Across the school there was minor work undertaken, utilising the funds we receive through the SRP and supplemented by other revenue. These works included internal and external painting of the 3/4 building, installation of air-conditioning split systems in the 1/2 building, new classroom furniture for the 1/2 department, upgraded school signage with new logo and designs, new entrance stairs at the Camden Rd entrance to improve safety and access and new wire on the cricket nets.

Our school council endorsed a rollover of the cleaning contract for an additional 6 months as a new company AECS took over the contract. We received \$66201 and spent \$61992 on cleaning in 2023. The Contract will go to tender in May 2024.

A lease for additional iPads was entered into with Equigroup, the department's preferred provider to stock the classrooms with devices. This was in response to the cessation of the BYOD program. The school further enhanced their responsibility around cyber safety by implementing JAMF across all devices. The start up cost of this initiative was \$5632 with an ongoing licence cost of \$2355 per year to ensure safe and responsible device use for all students.

It remains a priority of the school to ensure that the funds received during the school year be spent on students, in that year and in their best interests, ensuring the achievement of the schools overarching goals.

**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 2023, 190 female and 200 male.

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

### Overall Socio-Economic Profile

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

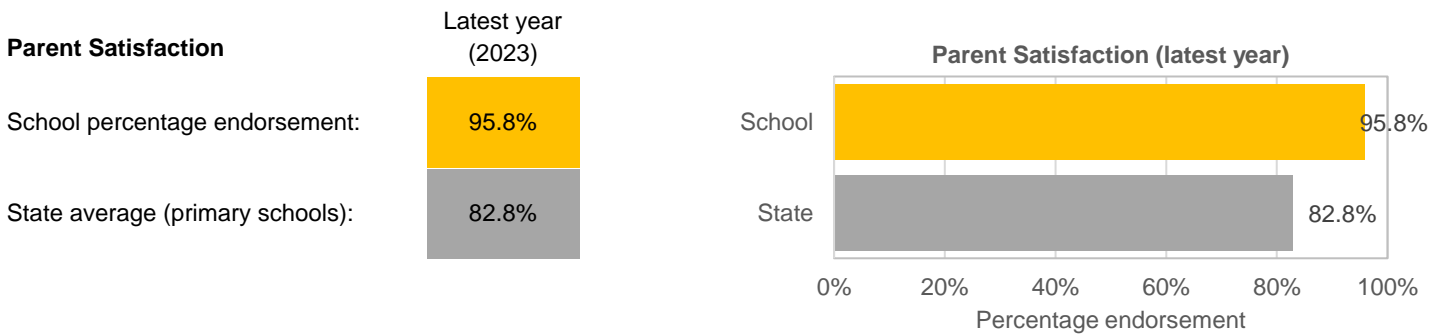
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

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

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

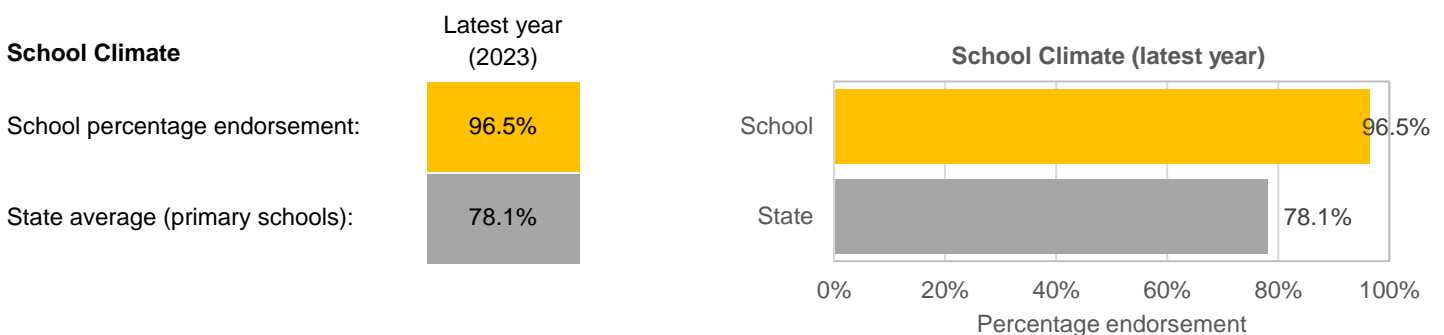


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

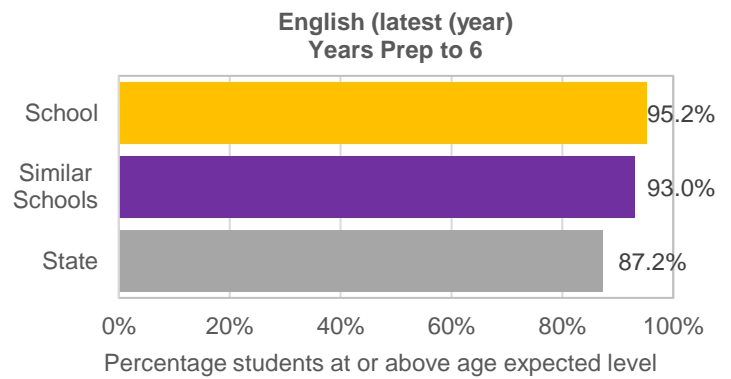
95.2%

Similar Schools average:

93.0%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

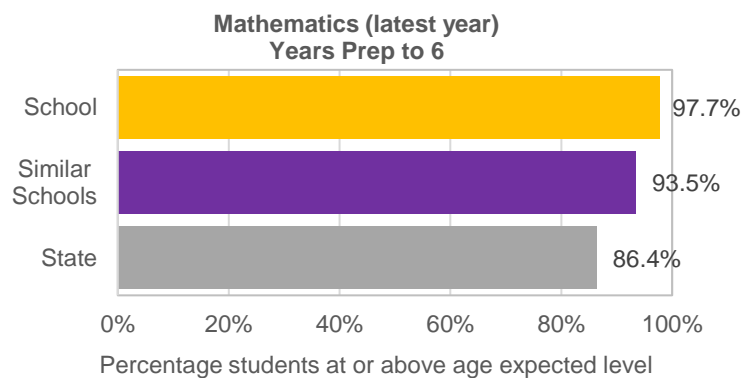
97.7%

Similar Schools average:

93.5%

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:

85.2%

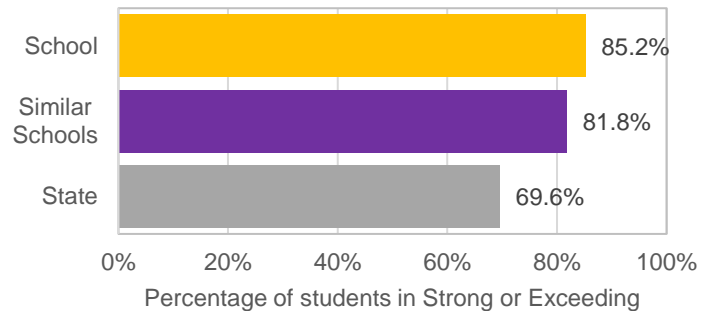
Similar Schools average:

81.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.3%

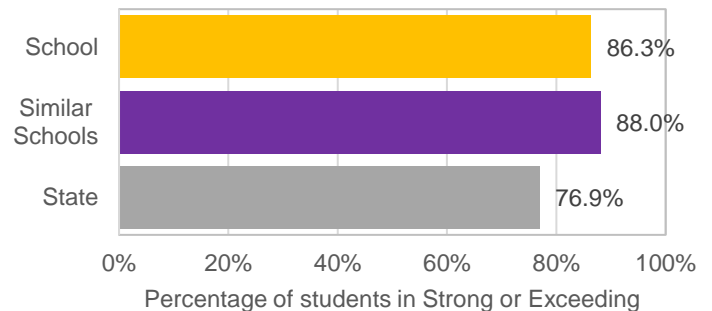
Similar Schools average:

88.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.5%

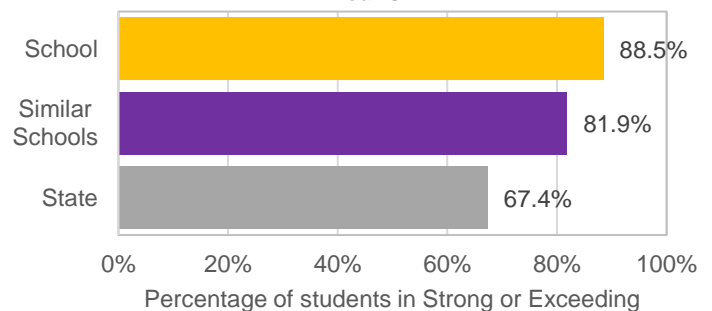
Similar Schools average:

81.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.2%

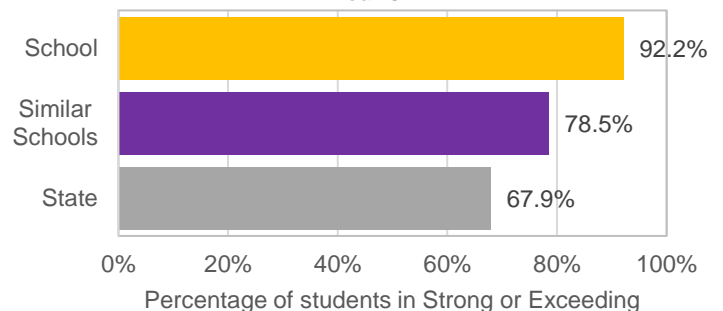
Similar Schools average:

78.5%

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:

90.0%

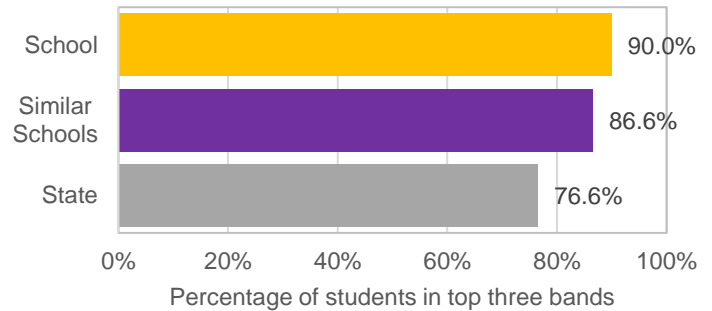
Similar Schools average:

86.6%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

91.3%

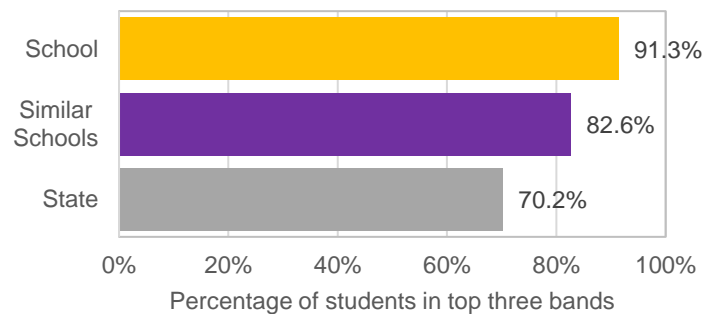
Similar Schools average:

82.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

88.3%

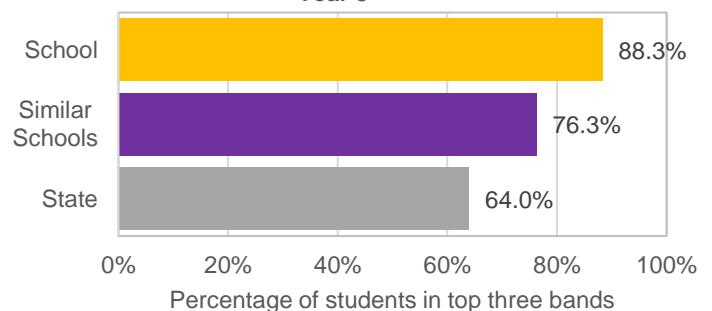
Similar Schools average:

76.3%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

82.6%

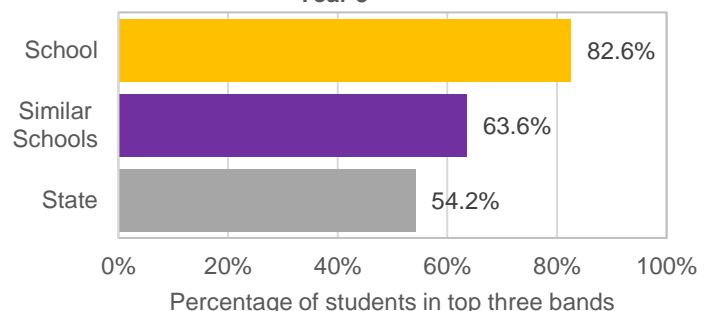
Similar Schools average:

63.6%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

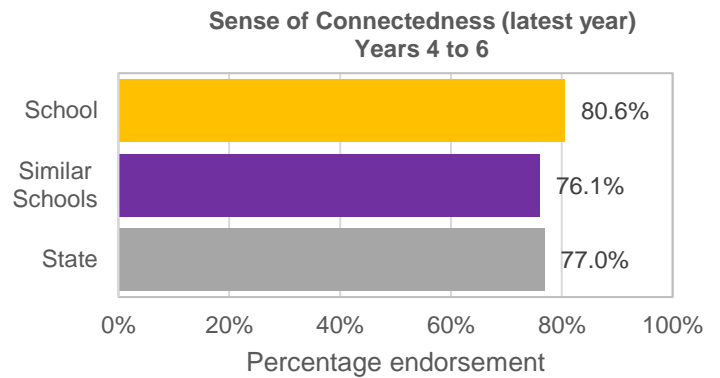
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	80.6%	86.2%
Similar Schools average:	76.1%	77.7%
State average:	77.0%	78.5%

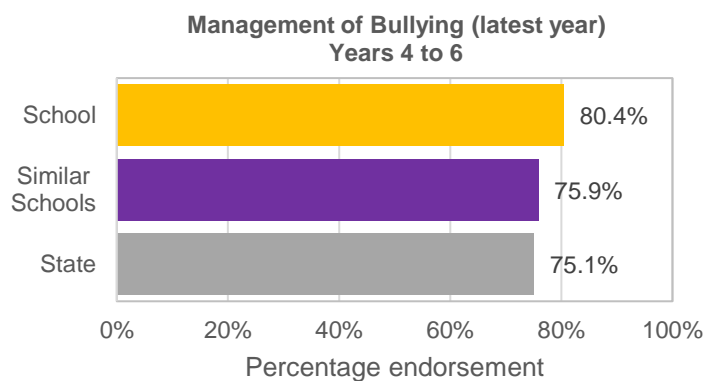


### Student Attitudes to School – Management of Bullying

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:	80.4%	85.4%
Similar Schools average:	75.9%	77.7%
State average:	75.1%	76.9%



## ENGAGEMENT

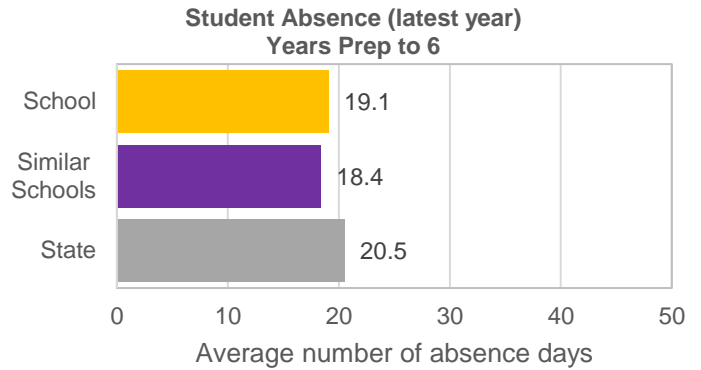
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	19.1	14.8
Similar Schools average:	18.4	15.6
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):	91%	89%	91%	90%	90%	92%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,651,656
Government Provided DET Grants	\$616,806
Government Grants Commonwealth	\$7,670
Government Grants State	\$0
Revenue Other	\$31,363
Locally Raised Funds	\$338,224
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,645,720</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$13,626
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$13,626</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,522,684
Adjustments	\$0
Books & Publications	\$6,711
Camps/Excursions/Activities	\$113,392
Communication Costs	\$5,754
Consumables	\$86,969
Miscellaneous Expense <sup>3</sup>	\$20,698
Professional Development	\$38,786
Equipment/Maintenance/Hire	\$131,181
Property Services	\$168,463
Salaries & Allowances <sup>4</sup>	\$197,124
Support Services	\$147,766
Trading & Fundraising	\$84,408
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$2,386
Utilities	\$19,493
<b>Total Operating Expenditure</b>	<b>\$4,545,812</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$99,907</b>
<b>Asset Acquisitions</b>	<b>\$40,070</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$260,456
Official Account	\$4,767
Other Accounts	\$17,930
<b>Total Funds Available</b>	<b>\$283,152</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$154,638
Other Recurrent Expenditure	\$7,156
Provision Accounts	\$0
Funds Received in Advance	\$6,007
School Based Programs	\$114,788
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$16,576
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$44,650
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$343,815</b>

*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.*