

2023 Annual Report to the School Community

School Name: Templestowe Valley Primary School (4985)



- 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 19 March 2024 at 04:42 PM by David Jenés (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 19 March 2024 at 05:06 PM by Pariece Nelligan (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Templestowe Valley Primary School, established in 1969, is situated in the leafy suburb of Lower Templestowe. It has a rich history and culturally diverse community with a strong community focus and family involvement. It is a vibrant and dynamic school with a clear vision and strong values that guide its educational practices. The school provides an excellent learning environment that encourages academic, social, and personal growth for all students, regardless of their backgrounds or abilities.

Vision: Templestowe Valley Primary School strives to provide an innovative and engaging learning experience, which promotes individual excellence and develops social responsibility. We aim to instill a lifelong love of learning through meaningful and challenging activities, within a safe and caring environment. TVPS endeavours to deliver best practice teaching methods, empowering student learning through programs that encourage our students to become self-motivated, successful and active global citizens.

Values: Templestowe Valley's philosophy reflects the values of *Honesty, Acceptance, Responsibility* and *Respect*. The shared values and common language set out expectations for all stakeholders in our school community and are the basis of the school's Code of Conduct. The TVPS community comprises of culturally diverse family backgrounds with 18 different languages spoken in students' homes, with 49 students having a Language Background other than English (LBOTE). The school's Student Family Occupation and Education (SFOE) index 0.1918 (Band – Low).

In 2023, there were 359.2 students enrolled across 16 classrooms; inclusive of 9 Program for Students with a Disability (PSD) students, 49 EAL enrolments and 158 students counted in Nationally Consistent Collection of Disability Data (NCCDD).

With a motto of, "Aim High", the school strives to support students so that each can be CHALLENGED by providing the best possible teaching and learning environment that is both innovative and secure. TVPS staff provide an inclusive and collaborative learning environment for all students, staff and families that promotes high expectations for lifelong learners, strives for academic excellence and supports students to build positive relationships and lasting friendships. Staff endeavour to deliver best practice teaching methods, within a safe and caring environment, empowering students to become self-motivated, successful and active global citizens.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, the school's primary focus was to enable all students to achieve success, particularly in Literacy and Numeracy, develop a strong feeling of confidence and self-worth and develop skills that enable them to contribute positively to society.

The school had a dedicated focus on the Department of Education (DE) Priorities Goal: "In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing."

The school achieved this through the:

- DE funding of 0.5 for two experienced teachers to take part in the Primary Mathematics and Science Specialist Initiative (PMSSI)
- Explicit and consistent implementation of the Literacy and Numeracy TVPS Instructional Model (IM) within classrooms and Professional Learning Community (PLC); with a specific focus on Numeracy instruction.
- Confidently and accurately use data to identify and plan for learning needs of students and to accommodate learning needs of all students through task differentiation.
- Development of teacher knowledge and pedagogy through Professional Learning (PL) lead by PMSSI participants (e.g. use of Investigation Tasks with enabling and extending prompts) in order to ensure a consistent understanding of research based pedagogical approaches and numeracy core curriculum priorities within and across PLC
- PMSSI participants attendance at all year level PLC meeting to support collegiate discussions and data analysis
- Consistent implementation of the agreed assessment schedule with regular discussion, feedback and monitoring of student/cohort progress at PLC meetings through the use of data walls
- Utilisation of the High Impact Teaching Strategies (HITS) to plan lessons and units to ensure lessons are engaging and effective; ensuring they align with student learning needs.
- Collaborative design and implementation of Learning Intentions (LI) and Success Criteria (SC) within PLC.
- Establishment of intervention/small group tutoring both to support those at risk (Learning support - Tutor Learning Initiative), and those needing extension (Maths Extension and High Abilities program), and the
- Delivery of PLC Leaders professional learning opportunities to ensure all leaders were able to confidently lead PLC data

discussions and curriculum planning to identify and cater for the learning needs of each student.

TVPS success in this Priorities Goal is evidenced in the Performance Summary and the 2023 Supplementary School Level Report and measured against the targets set in the school's Annual Implementation Plan (AIP) and School Strategic Plan (SSP). The school has a commitment to continuous improvement and academic excellence, with the most recent academic results displaying high levels of growth inclusive of:

Reading and Viewing

Teacher Judgement (Vic Curric):

- In Semester 2, 91% of students were AT or ABOVE the age expected level. This was SLIGHTLY BELOW the results (92%) for primary schools with *Similar Characteristics*.

NAPLAN:

- Yr 3 - 83% of students in strong or exceeding bands; this was SLIGHTLY ABOVE the results for primary schools with *Similar Characteristics* (81%) and WELL ABOVE *State* results (70%).
- Yr 5 - 93% of students in strong or exceeding bands; this was SLIGHTLY ABOVE the results for primary schools with *Similar Characteristics* (89%) and WELL ABOVE *State* results (77%).

Writing

Teacher Judgement (Vic Curric):

- In Semester 2, 90% of students at or above the age expected level. This was SLIGHTLY ABOVE the results (88%) for primary schools with *Similar Characteristics*.

NAPLAN:

- Yr 3 - 94% of students in strong or exceeding bands; this was ABOVE the results for primary schools with *Similar Characteristics* (88%) and WELL ABOVE *State* results (78%).
- Yr 5 - 93% of students in strong or exceeding bands; this was ABOVE the results for primary schools with *Similar Characteristics* (85%) and WELL ABOVE *State* results (75%).

Number and Algebra

Teacher Judgement (Vic Curric)

- In Semester 2, 92% of students AT or ABOVE the age expected level. This was ON PAR to the results for primary schools with *Similar Characteristics* (92%) but ABOVE State results (86%).
- TVPS students achieving ABOVE indicative level - minimum 31% (Foundation) – maximum 53% (Yr 2)

NAPLAN

- Yr 3 - 83% of students in strong or exceeding bands; This was ABOVE the results for primary schools with *Similar Characteristics* (80%) and WELL ABOVE *State* results (67%).
- Yr 5 - 83% of students in strong or exceeding bands; This was SLIGHTLY ABOVE the results for primary schools with *Similar Characteristics* (82%) and WELL ABOVE *State* results (68%).

Wellbeing

Learning at Templestowe Valley is a partnership between a student, their family and the school. It can only be successful when all three parties work closely together for the benefit of the child – both their learning and wellbeing. Parents are encouraged to be actively involved in all aspects of their child's education. In 2023, the school had a dedicated focus on the DE Priorities Goal "In 2023 we will continue to focus on student learning-with an increased focus on numeracy-and student wellbeing." The school achieved this through the:

- development of a whole school approach to social-emotional learning and engagement inclusive of: Resilience Rights and Respectful Relationships (RRRR), Growth Mindset and School Wide Positive Behaviour (SWPBS).
- provision of staff professional learning to consolidate and develop understandings of TVPS wellbeing programs including RRRR modules and SWPBS professional learning.
- establishment and implementation of structures and process in order for students to develop routines and prioritise time in class every day.
- provision of programs to ensure all students can engage in all forms of the Arts, including music, dance, drama, media and visual arts.
- establishment and implementation of an agreed approach to monitoring and responding to student wellbeing concerns.
- review, revision and re-introduction of the TVPS Code of Conduct, and SWPBS school values with students, staff and parents.
- Year 6 student leader involvement in the Spaces and play project.

- Year 6 student leaders working across the school to gather data and student voice to create the c/school values books.
- implementation of classroom activities involving student mentoring, exercise, relaxation and mindfulness.
- strengthening of in-class and PLC relationships through peer and group learning activities
- conducting regular check-ins/conferencing with students. Class teachers to conduct daily check-ins with at-risk students ensuring that all students know there is someone who cares about them
- targeted counselling for individual students with acute needs e.g. referrals to kids Hope, On Psych, etc.
- establishment of student mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills
- monitoring of the wellbeing of students within year levels through structured discussions in weekly PLC meetings with regular communication between individual class teachers, year level leaders and school leaders regarding students at risk.
- provision of additional ESO support for both funded and un-funded students in classrooms.
- access to and liaise with Occupational Therapists, Speech Therapists, Tutors, etc. as required.
- building of relationships and engagement with families of at-risk students.
- development and implementation of IEPs for wellbeing concerns as required. Regular discussion of these with parents with a follow up on achievement of goals set.

The Sense of Connectedness score for Templestowe Valley in 2023 was 79.3% which was above both state average and similar schools. The Management of Bullying for 2023 was 77.8% which was also above the state average and similar schools. Both of these data sets demonstrate that our wellbeing programs are making a difference at school.

Engagement

The teachers and support staff at Templestowe Valley Primary School are friendly, committed and approachable. They strive to deliver quality programs and take extra care in learning about the unique abilities of each child. The school has a commitment to the achievement of excellence and the maintenance of an environment where the children are valued as individuals. The school believes that children learn best when:

- they are actively involved in their learning.
- they are challenged and see a purpose for their learning.

In 2023, the focus was creating differentiated learning programs in the classroom that challenged students at their point of need, engaged students via purposeful delivery of the curriculum, and establishing an empowering learning environment that values the positive contributions of students. The school focused its Professional Learning for staff on Numeracy through the PMSSI program and SWPBS and made huge strides in developing new teaching and learning models that support student engagement. Other areas of focus included extra-curricular opportunities, extension and support programs including the TVPS Student Leadership program, Yr 3 – 6 Junior School Council Representatives and Prep – Yr 6 Sustainability Class Captains to ensure the school provided opportunities for students to take responsibility and be involved in decision-making. We aimed to have high levels of connectedness to school by fostering an inclusive environment that was conducive to positive behaviours and effective engagement in learning by focusing on the promotion of the school's values with clear expectations of behaviour for students, staff and community members. The school's absence data reflected students were absent, on average 21.1 days per year. This was higher than both the Similar Schools average of 17.9 days and State average of 20.5 days. This is a decrease on 2022 which was an average of 25.1 days absence.

Over the course of the year, the school identified and provided timely, targeted interventions to at-risk students.

Specifically: Identifying trends in chronic student absenteeism and consistently following up via formalised Student Support Groups and the use of Student Absence Learning Plans; Seeking advice and support from experts, DE Regional staff and support service.

Other highlights from the school year

In 2023, Templestowe Valley Primary School continued its school camping program with the following:

- Yr 2 students participating in a sleepover at school,
- Yr 3 & 4 students attending a 3-day, 2-night program at Camp Mill Vallet Ranch, Tynong,
- Yr 5 & 6 students taking part in a 3-day, 2-night program at Camp Anglesea Recreation, Anglesea, and
- 10 Year 5 & 6 students also participated in the Asian Experience Program traveling to Cambodia and Vietnam along with two staff. Students and staff immersed themselves in the experience for a very safe and successful trip.

A key component of the TVPS program was the inclusion of parent helpers at the camp to maintain supervision ratios and keep families' costs to a minimum.

TVPS is proud of its PE and Sports program. The school's students are generally very active and passionate about sports, particularly soccer and basketball. In 2023, not only did the school's Interschool Sports teams move onto the District Finals, but

some teams also moved onto Regionals. Individual student success was also achieved in Swimming, Cross Country, and Athletics. TVPS was also very lucky to host Channel 7's 'Sunrise' at TVPS on a lovely brisk early morning, where TVPS was able to showcase our outstanding school, programs and fantastic students and staff and preview our 2023 Production 'Little Mermaid Jnr'. The 'Little Mermaid Jnr' was presented over two unbelievable nights at the Besin Centre in Burwood, displaying the creativity and abilities of many of our students and our unique and substantial Performing Arts program, driven by our Performing Arts leader. The Templestowe Valley Student Leadership Program was highly successful. Formal Student Leadership opportunities commence in Prep with the introduction of Sustainability Captains chosen by each class, continue with the election of class Junior School Council Representatives at Year 3, and finish with the end-of-year election process of Year 5 Students to take on the formal role of Student Leaders in Year 6. In 2023, TVPS Student Leaders were highly energised, enthusiastic and innovative with their ideas and the school-wide activities they proposed and implemented. The school is proudly represented by its students and Student leaders at all school and community events. TVPS maintained well-established partnerships and programs with local preschools and Bulleen Heights and strong links with local secondary schools. TVPS provided a comprehensive transition program during Terms 3 and 4 for prospective Prep students and outgoing Year 6 students. These programs facilitated students' immersion in their new learning environments and helped them build new relationships to support these new chapters in their lives. Throughout the year, preschools had visits from Prep teachers, PLC Leaders, specialist teachers, and preschool families, who were invited to join the rest of the school community during community events. The TVPS "Big Friends, Little Friends" program continued to play an integral role in fostering positive relationships between students, where older students set beautiful examples for younger students to follow, supporting a positive school culture. Importantly, this was able to continue virtually. The Year 6 students are well prepared for their transition to secondary education. A significant part of the program in Year 6 focuses on developing skills in organisation, study habits, time management, adapting to change, and building resilience. We worked closely with our secondary colleagues to host webinars, WebEx meetings, and visits from their staff to help build relationships between our students and theirs.

Financial performance

Templestowe Valley finished the 2023 year in a good financial position. The school has accumulated funds in both the Building Fund and the Library Fund which will be used in 2024 to upgrade two older classrooms, purchase a new library system and invest in both texts for Maths and English for staff and students. The school will carry a staffing deficit of \$158,000 into 2024 and this is offset by the cash budget of \$846,000. Staffing expenses, both Centrally and Locally Paid, have impacted 2023 expenditure along with a drop in enrolment numbers from 422 in 2021 to 359 in 2023. Casual Relief Teachers cost the school in excess of \$200,000. Equity funding was used to support students with high absence rates with a focus on providing programs and staffing to support the students and families in addition to the school's Learning Support and Wellbeing programs. TVPS owns and operates the OSHC program, the Canteen and the Uniform Shop. These entities are self funded with small profits made by each. The cost of food and salaries had a significant impact on the profitability of both the canteen and the OSHC program in 2023 which was reflective of the cost of living experienced in Australia.

All funds received from the DE, 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 DE policies, School Council approvals, and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at
<https://www.tempvalprimary.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 361 students were enrolled at this school in 2023, 172 female and 189 male.

18 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).

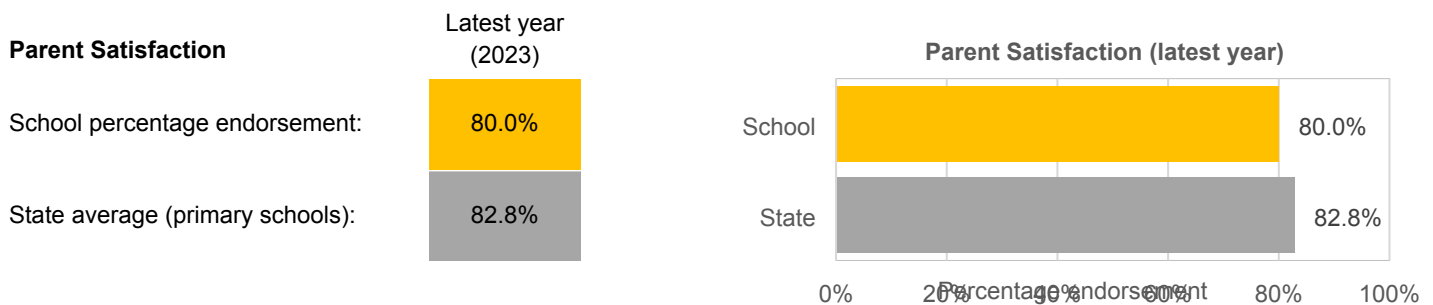
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

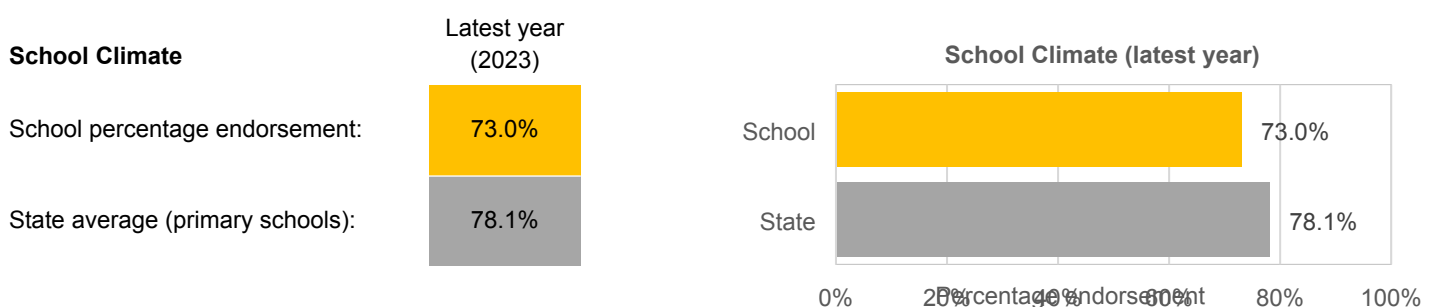


School Staff Survey

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:

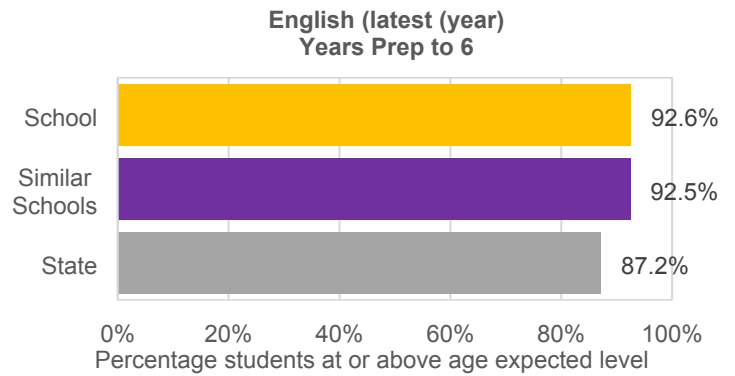
92.6%

Similar Schools average:

92.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

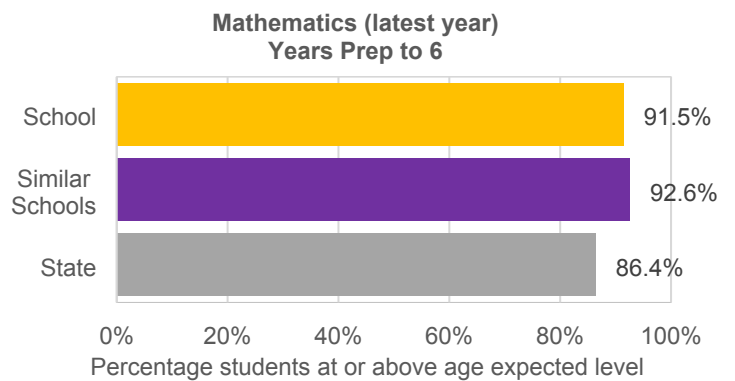
91.5%

Similar Schools average:

92.6%

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:

83.0%

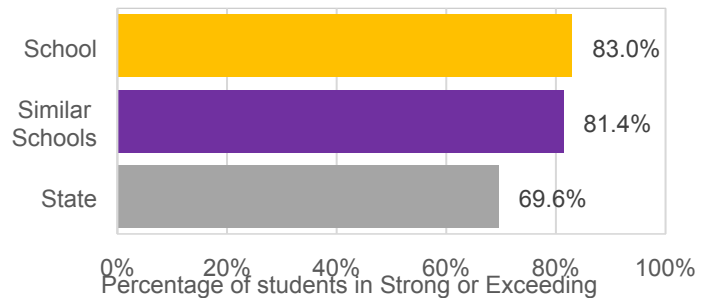
Similar Schools average:

81.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.7%

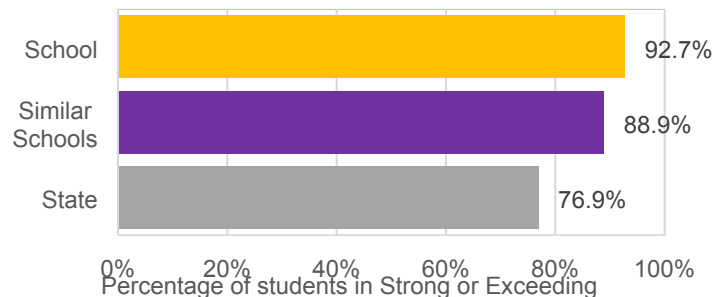
Similar Schools average:

88.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.0%

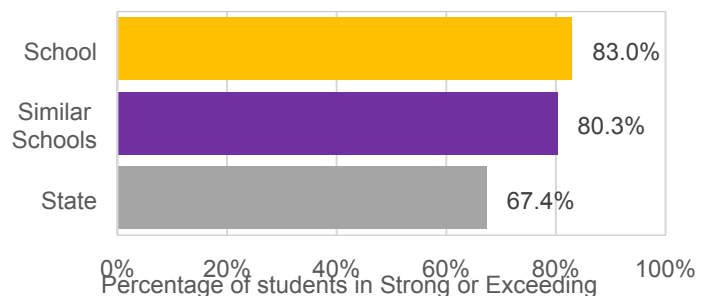
Similar Schools average:

80.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.9%

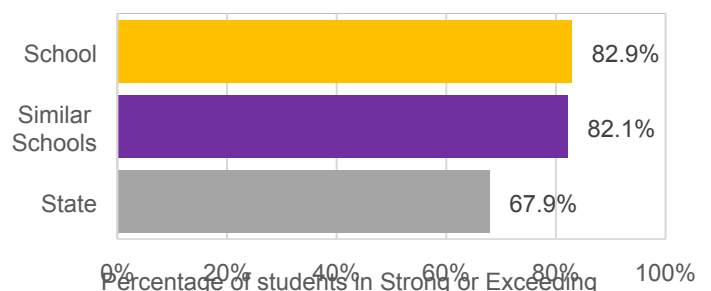
Similar Schools average:

82.1%

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:

89.6%

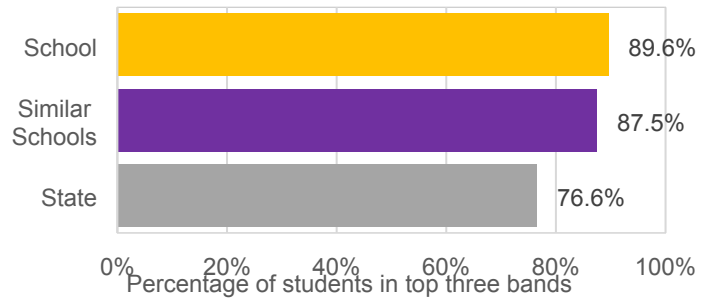
Similar Schools average:

87.5%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

81.8%

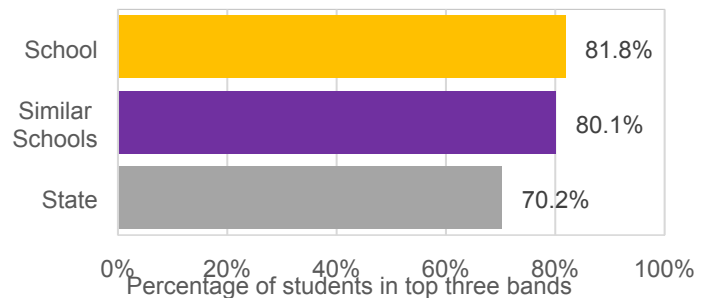
Similar Schools average:

80.1%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

75.5%

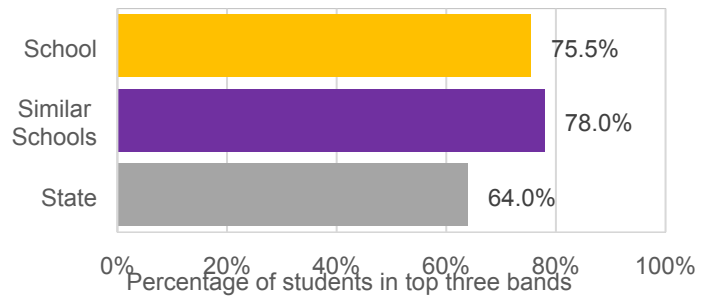
Similar Schools average:

78.0%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

70.1%

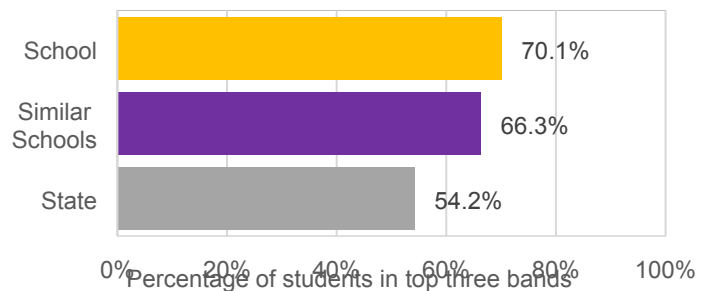
Similar Schools average:

66.3%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

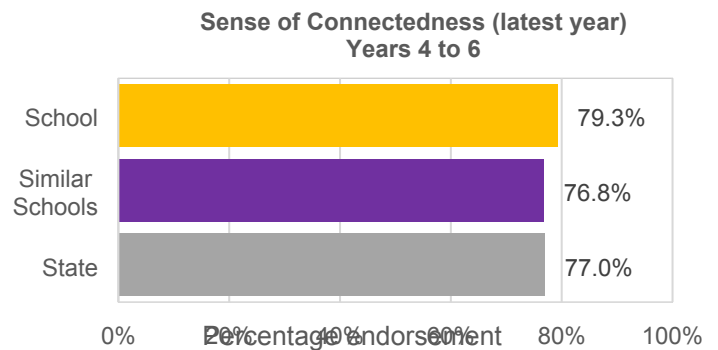
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	79.3%	77.5%
Similar Schools average:	76.8%	77.9%
State average:	77.0%	78.5%

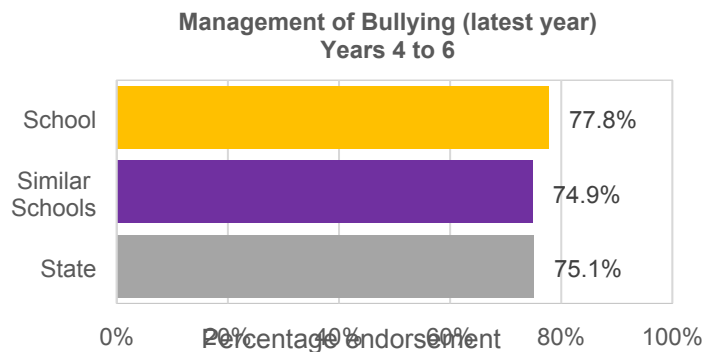


Student Attitudes to School – Management of Bullying

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:	77.8%	75.7%
Similar Schools average:	74.9%	76.1%
State average:	75.1%	76.9%



ENGAGEMENT

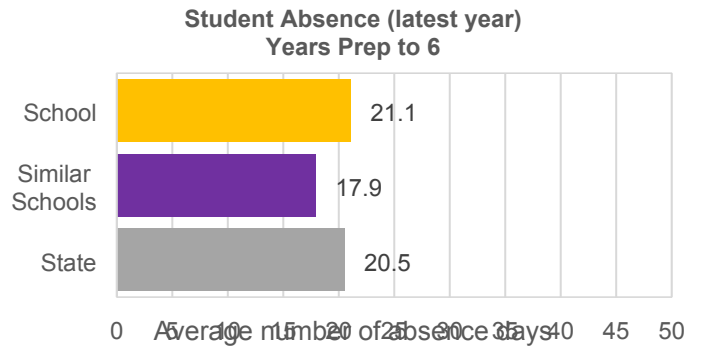
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.1	18.1
Similar Schools average:	17.9	15.4
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):	88%	89%	90%	90%	89%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,434,429
Government Provided DET Grants	\$218,541
Government Grants Commonwealth	\$5,058
Government Grants State	\$26,434
Revenue Other	\$91,955
Locally Raised Funds	\$656,377
Capital Grants	\$0
Total Operating Revenue	\$4,432,794

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,608
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$20,608

Expenditure	Actual
Student Resource Package ²	\$3,580,929
Adjustments	\$0
Books & Publications	\$6,229
Camps/Excursions/Activities	\$194,365
Communication Costs	\$3,977
Consumables	\$39,036
Miscellaneous Expense ³	\$63,987
Professional Development	\$3,401
Equipment/Maintenance/Hire	\$29,361
Property Services	\$75,550
Salaries & Allowances ⁴	\$318,760
Support Services	\$90,922
Trading & Fundraising	\$108,140
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,892
Total Operating Expenditure	\$4,543,549
Net Operating Surplus/-Deficit	(\$110,755)
Asset Acquisitions	\$0

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

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$846,015
Official Account	\$9,702
Other Accounts	\$43,158
Total Funds Available	\$898,875

Financial Commitments	Actual
Operating Reserve	\$150,987
Other Recurrent Expenditure	\$19,932
Provision Accounts	\$13,984
Funds Received in Advance	\$0
School Based Programs	\$22,829
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$158,713
Asset/Equipment Replacement < 12 months	\$56,346
Capital - Buildings/Grounds < 12 months	\$53,177
Maintenance - Buildings/Grounds < 12 months	\$132,992
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$608,959

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.