

2023 Annual Report to the School Community

School Name: Ripponlea Primary School (4087)



- 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 09:11 PM by Natalie Rose (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 25 March 2024 at 09:31 PM by Tarryn Holland (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

Located in the heart of East St Kilda, just 10 kilometers southeast of the Melbourne City Centre, Ripponlea Primary School (RPS) has a rich history dating back to its establishment on 3 July 1922. Over the years, we have remained steadfast in our dedication to serving families and students in the local area.

Our centenary celebrations in 2022 marked a significant milestone in our journey, reinforcing our deep connections to the Bunurong people and the land on which we teach, learn, play, gather and our unwavering commitment to reconciliation. In 2023, we continued to honour our past while embracing the future.

At the heart of Ripponlea Primary School lies our vision: to empower students to be global and creative thinkers who are equipped with the skills and empathy to engage with an ever-changing world. Our students **care, they create, and they connect**, embodying our core values of **Community, Creativity, Integrity, Open-mindedness, Resilience, and Respect** in all aspects of their lives.

In 2023, our school had a total student population of 284, supported by a dedicated team of 13 full-time classroom teachers, 7 part-time teachers, and 10 Education Support staff members. Our deliberate multi-age structure fosters a holistic approach to learning, promoting collaboration, adaptability, and independence among our students.

Throughout the year, our students benefit from a comprehensive curriculum that places a strong emphasis on literacy, numeracy, personal and social development, as well as inquiry-based learning. We actively promote student voice and agency, allowing our students to play an active role in shaping their learning journey and fostering a sense of ownership and responsibility. At the heart of this commitment also lies the school's innovative and effective student leadership model, which empowers students to take on responsibilities, demonstrate initiative, and contribute to the broader school community.

Our staff are dedicated, professional and take pride in their work. They work in Professional Learning Communities (PLCs), collaboratively linking teacher practice to improving student outcomes. Our students benefit from having teachers with a range of different experiences and skills working together in teams to support the learning of every student.

Indeed, while some may perceive us as small in size, at Ripponlea Primary School, we take immense pride in our big offerings and the richness of experiences we provide for our students. We believe in the power of experiential learning, where students are actively engaged in hands-on activities, real-world experiences, and meaningful interactions that foster deep understanding and growth.

Our size allows us to maintain a close-knit community where every student is known, valued, and supported. It enables us to personalise learning experiences, cater to individual needs, and cultivate strong relationships between students, teachers, and families. Our school community is privileged to enjoy high levels of parental involvement and support, with families valuing the academic and social-emotional provision provided by the school.

Despite our small size, we offer a diverse range of extracurricular activities, specialist subjects, and opportunities for enrichment. From performing arts to visual arts, from sports to technology, and from dual language learning to community service, there is something for every student to explore and excel in.

At Ripponlea Primary School, we believe that greatness is not measured by numbers but by the impact we make on the lives of our students. We may be small, but our dedication, passion, and commitment to providing the best possible education for every child shine brightly in everything we do.

Progress towards strategic goals, student outcomes and student engagement

Learning

In alignment with the Department of Education (DOE) Framework for Improving Student Outcomes (FISO model 2.0), Ripponlea Primary School (RPS) continued its journey towards achieving common goals and core priorities in 2023. The third year of our Strategic Plan saw a dedicated focus on numeracy, student voice and agency, and well-being, seamlessly integrated into our

curriculum and school ethos. Our commitment to these areas of focus has resulted in tangible improvements in student learning outcomes, as evidenced by various data sets and performance indicators.

Numeracy Achievement and NAPLAN Performance: Our relentless focus on numeracy yielded commendable results, with significant improvements observed across multiple-year levels. Teacher judgements indicated a high percentage of students achieving at or above expected standards in Mathematics and English, above both similar schools and state averages.

- English (95.3%) similar schools (94.3%) and state (87.2%)
- Mathematics (98%) similar schools (94.5%) and state (86.4%)

The Year 3 and Year 5 NAPLAN achievement data introduced with the new proficiency scales were particularly noteworthy.

Reading – A very high percentage of Year 3 students in the **strong and exceeding proficiency scales** at (91.3%) above both similar schools at (84.3%) and the state average of (69.6%). Similarly, Year 5 students (97.1%) with similar schools at (89.9%) and the state average at (76.9%).

Writing – A high percentage of Year 3 students in the **strong and exceeding proficiency scales** at (96.0%) above both similar schools at (90.0%) and the state average of (78.0%). Similarly, Year 5 students (85.0%) nearly matched with similar schools at (86.0%) and above the state average at (75.0%).

Numeracy - A high percentage of Year 3 students in the **strong and exceeding proficiency scales** at (93.5%) surpassing both similar schools (82.4%) and the state average of (67.4%). Similarly, Year 5 students (85.3%) with similar schools at (82.0%) and the state average at (67.9%).

These results underscore the effectiveness of our targeted interventions and instructional strategies aimed at fostering numeracy skills and literacy proficiency.

Professional Learning Communities (PLCs) and Mathematical Learning Initiatives: The establishment and refinement of PLCs, coupled with a concerted effort to enhance mathematical learning practices, have been instrumental in driving improvements in student outcomes. The Mathematics Team, bolstered by staff trained in the Primary Maths and Science Specialist initiative, spearheaded initiatives aimed at addressing student misconceptions and tailoring instruction to individual needs. Through multiple math inquiry cycles and targeted interventions, PLCs successfully navigated through the 'implement and monitor' stages of the planned inquiry cycle, resulting in enhanced formative assessment practices and a more cohesive approach to student learning.

Consistency in teaching Mathematics has been achieved through various initiatives:

- Professional learning sessions led by Maths leaders emphasised the effective implementation of the Gradual Release of Responsibility instructional model, drawing parallels with literacy practices. This included discussions on the advantages of this model over a linear approach and offered alternatives.
- Teams conducted a thorough review of the structure of maths lessons, with a specific emphasis on enhancing fluency. Adaptations were made to fluency games across the school to ensure equitable access for all students, balancing skill and strategy with elements of chance and probability.
- A comprehensive school-wide maths planner was collaboratively developed, incorporating input from all staff members. This planner underwent a successful trial during Semester 1.
- Differentiation of all aspects of the maths curriculum was achieved through explicit planning of enablers and extenders. Teams are now tasked with identifying students who may benefit from additional support in these areas.
- The school engaged Peter Sullivan to collaborate with teams on enhancing Number and Algebra concepts. Sullivan's expertise focused on developing greater awareness of sequential maths skills, as well as implementing challenging tasks to build students' mathematical stamina.

To further advance the writing skills of students, teachers focused on developing comprehensive knowledge and skills in teaching the Six Traits of Writing.

The instructional elements included the following components:

- Teachers participated in workshops dedicated to each of the Six Traits of Writing: **Ideas, Organisation, Voice, Word Choice, Sentence Fluency, and Conventions**. These sessions provided in-depth exploration of each trait, practical strategies for teaching them effectively, and opportunities for hands-on practice.
- The Six Traits of Writing were integrated into the school's curriculum across all year levels. Teachers aligned writing assignments and activities with specific traits, ensuring that students had consistent exposure to and practice with each trait throughout their writing sessions.
- Staff utilised modeling and mentor texts to illustrate the characteristics of each writing trait. By analyzing exemplary texts, students gained a deeper understanding of how to incorporate the traits into their own writing.

- Students received targeted feedback on their writing, focusing on areas related to each trait, and were encouraged to revise and improve their work accordingly.
- Assessment tools and rubrics aligned with the Six Traits of Writing were used to evaluate student writing and track progress over time. This facilitated data-driven instruction and informed targeted interventions for students who needed additional support.
- In 2024, students will be goal setting using the Six Traits of Writing and self-assessing using Scribii rubrics.

At RPS, our school climate, as indicated by a 90.9% endorsement from our staff opinion survey (compared to 79% for similar schools and 78.1% for the state average), fosters an environment of trust, collaboration, and collective responsibility among staff, students, and parents. We prioritise high levels of trust in colleagues, students, and parents, recognising that collaboration and collective efficacy are essential for fostering student success. With a steadfast focus on student learning and wellbeing, every member of our community is committed to working together to support students in their holistic development. While our Parent and Carers Opinion survey showed a slightly lower satisfaction factor at 76%, an improvement from 2022, we aim to gather feedback on specific areas where parents and carers perceive a need for further improvement in the educational and wellbeing provision for their children.

In summary, Ripponlea Primary School's initiatives in 2023 have yielded significant improvements in student learning outcomes, particularly in numeracy and literacy proficiency. Our strategic focus on targeted interventions, collaborative practices within PLCs, and a commitment to data-informed decision-making have been pivotal in driving positive changes in student achievement. As we continue our journey of continuous improvement, we remain dedicated to empowering every student to reach their full potential and thrive academically.

Wellbeing

Through the PBS framework, the school has a tiered approach to supporting student learning, wellbeing and inclusion. The Assistant Principal and other student wellbeing teams (SEWB PLT and Respectful Relationships Team) oversee whole-school wellbeing and inclusion practices, as well as supporting students taking part in the Disability Inclusion scheme, with strategic allocation of integration aide support, IEP planning and provision of external therapy services.

The school has implemented ongoing professional development opportunities for staff, including trauma-informed practices, and restorative practices, as well as co-regulation strategies and managing the behaviours of neurodiverse students. The school allocates resources to whole-school mental health programs including Art Therapy, Music Therapy, targeted Social Skills coaching through Social Stencil, mindfulness and wellbeing programs such as Mindful Mushkins, and has staff trained in Mental Health First Aid.

We have targeted intervention through the Minilit and Maqlit Literacy support programs, as well as Numeracy support through the Getting Reading in Numeracy program. The school tracks all students through the Wellbeing Register, as well as chronicles reports and data on Compass. In 2024 we will be more closely monitoring and analysing wellbeing data through Compass Pulse. The school has existing partnerships with Ark Allied Health Services and Stonnington School Focused Youth Services.

We have an active partnership with 'Talking the Talk', in supporting the delivery of Sexuality and Health Curriculum, especially consent education as well as digital safety and wellbeing. In 2024, the school will prioritise mental health and wellbeing by partnering with an external OT, as well as offering Tier 2 support through the Mental Health Fund, Wellbeing Boost and Disability Inclusion funds. RPS's holistic approach to wellbeing and inclusion encompasses a tiered framework, ongoing professional development, diverse programs, robust data tracking, strategic partnerships, and a forward-looking focus on mental health initiatives in the upcoming year. As we continue to evolve, we remain committed to fostering a supportive environment that promotes the wellbeing of every student.

- The percentage endorsement on the Sense of Connectedness factor in the Attitudes to School Survey trended slightly below similar schools and the state average. It stood at 69.1%, while similar schools averaged 74.3%, and the state average was 77%.
- Upon further analysis, it was found that Year 6 students had a lower percentage endorsement at 61%, compared to Year 4 students at 71% and Year 5 students at 73%.

This indicates that there may be a trend of decreasing sense of connectedness as students progress through the school years, with Year 6 students showing the lowest level of connectedness among the three years analysed.

In our annual report, we are pleased to highlight our ongoing commitment to student well-being, which has yielded notable improvements and garnered valuable feedback from students across various opinion surveys. Notably, 83% of students perceive our school as inclusive, while 80% find their learning experiences stimulating. These statistics underscore a positive learning environment that prioritises diversity and effectively engages students.

Regarding student safety, 77% of students indicated satisfaction with the school's handling of bullying incidents, expressing a sense of safety when at school and an increased awareness of available support resources. Additionally, 85% of students identified supportive teachers or trusted adults who advocate for and care about them during school and challenging times.

Engagement

Our school community thrives on positive relationships, fostering connections between students, staff, families, and the wider community. These bonds are cultivated by everyone for the betterment of our students. They are integral to our teaching and learning approach, emphasising real-world experiences alongside social and emotional learning.

Based on the analysis of Pivot data, which revealed positive trends across various aspects of our classroom environments, teacher instruction, peer and teacher relationships, and student voice, the school has identified three common goals for whole-school improvement aimed at enhancing student engagement through student voice and agency.

For Years 3-6:

- **Connection of learning to real life:** Emphasising the relevance of lessons to students' lives outside the classroom, fostering deeper engagement and understanding.
- **Provision of student knowledge and feedback:** Ensuring students receive regular feedback from teachers about their learning progress throughout the academic year, facilitating a sense of ownership and awareness of their academic journey.
- **Increased student choice in work selection:** Offering students more autonomy in selecting tasks or projects, promoting ownership and investment in their learning process.

For Year 1/2:

- **Making learning interesting:** Focusing on innovative and engaging teaching methods to capture the interest and enthusiasm of younger students, fostering a positive attitude towards learning.
- **Supporting students in setting learning goals:** Assisting young students in understanding the importance of setting achievable learning objectives, empowering them to take ownership of their educational development.
- **Encouraging sharing of ideas:** Creating a classroom culture where students feel comfortable expressing their thoughts and ideas during the learning process, promoting collaboration and communication skills.

These goals served as a roadmap for targeted efforts in the 2023 academic year, reflecting the school's dedication to continual improvement and the cultivation of a student-centred learning environment. By prioritising student voice, choice, and agency, the school aims to enhance student engagement, motivation, and ultimately, academic success.

Ripponlea also empowers students to have a say in school policies, activities, and decision-making processes and instills a sense of responsibility and citizenship. Creating avenues for student leadership and participation fosters a positive school culture and strengthens our sense of community.

Regular school attendance also plays a crucial role in supporting student engagement and wellbeing in several ways:

- Regular attendance fosters a sense of belonging within our school. When students consistently attend classes, they become more familiar with their peers and teachers, which can lead to stronger social connections and a feeling of being part of our community. When students attend classes regularly, they have more opportunities to engage with the material being taught, participate in discussions, ask questions, and receive feedback from teachers. This active participation enhances their learning experience and improves academic performance.
- Regular attendance helps students establish a routine and structure in their lives. Having a predictable schedule of classes encourages students to develop good time management skills and habits, which can contribute to their overall wellbeing by reducing stress and anxiety associated with disorganisation and procrastination.
- School attendance is not only important for academic success but also for fostering a sense of belonging, providing support, promoting routine and structure, fostering accountability, and contributing to students' overall wellbeing.

The average attendance rate for each year level **exceeds 90%**, with an average of 16.4 days absent, lower than both similar schools (17.6 days) and the state average (20.5 days). Overall, the attendance statistics indicate that the school is performing well in terms of student attendance, which bodes well for academic achievement, student wellbeing, and overall school success.

Other highlights from the school year

Throughout 2023, Ripponlea played host to a plethora of exciting events that not only celebrated the vibrant culture of the community but also served as a platform for fostering understanding and appreciation of Indigenous traditions. These events were more than just occasions for entertainment; they were opportunities for meaningful connection and growth within the Ripponlea community.

One of the highlights of the year was the emphasis on honouring Indigenous traditions. Sacred rituals were held, serving as poignant reminders of the deep significance of Indigenous culture and the importance of acknowledging and respecting it. Through these rituals, students and community members alike gained a deeper understanding of the rich heritage that lies at the heart of the land on which Ripponlea stands.

House events played a significant role in fostering a sense of belonging and camaraderie among students. Whether it was through spirited competitions or collaborative efforts, house spirit permeated throughout various sports and our final music event. Students enthusiastically cheered on their peers, showcasing the unity and solidarity that defined Ripponlea's community.

The Ripper Runfest stood out as a testament to the power of parental involvement and community spirit. This culmination of collective effort and enthusiasm brought together students, parents, and staff in a celebration of health, fitness, and teamwork. The event not only promoted physical well-being but also reinforced the strong bonds that exist within the Ripponlea community.

Musical talents were showcased at the school production, providing students with a platform to express themselves creatively and share their passion for the arts. 'Let's Go to the Movies' was a standout performance, captivating audiences with its original script, music and choreography. The Cripps theatre at CGS came alive as students took to the stage, delivering captivating performances that left a lasting impression on all who attended.

Financial performance

In 2023, Ripponlea Primary School faced financial challenges due to escalating living costs and inflation, compounded by the aftermath of the global pandemic. Despite these obstacles, the school meticulously allocated funds to support the objectives outlined in the 2023 Annual Implementation Plan.

Initially, securing revenue through voluntary financial contributions posed a slight challenge at the beginning of the year. However, consistent support from our families gradually increased throughout the year, ensuring our students received the high-quality education, experiential learning and resources they deserved. Families contributed to excursions, camps, activities and a range of enrichment programs such as the Artist in Residence program.

By year-end, the school achieved a surplus of \$135,179. This surplus was judiciously utilised, including allocating additional funds towards essential projects such as upgrading internal toilets, establishing a resources room, sensory space and a first aid room. These additional costs amounted to \$25,000, supplemented by reserve funds and \$50,000 for the deck project. The school also bolstered reserve funds over the 2023 financial year due to the expansion of an additional class and staffing in the Year 3/4 cohort.

This facilitated smaller class sizes, additional mental health support through onsite therapies like art and music and ensured access to learning interventions through initiatives like the Learning Tutor program and the Minilit and Macqlit intervention program. Through robust fundraising efforts and contributions to the building fund, the school completed several significant projects. These included internal and external painting of the school building, the LOTE room, and the after-hours care building. Furthermore, a range of high maintenance and building works were undertaken, with \$30,000 allocated towards painting and roof works under the Rolling Facilities - Condition Maintenance Report.

Additionally, the school celebrated success through the Inclusive School's Fund, securing phase one of the Inclusive Learning Deck valued at \$177,000. This accomplishment highlights our commitment to fostering an inclusive environment for all students.

The dedication of Ripper Families and the School Council was evident through various fundraising events aimed at establishing the Koor Indigenous Garden - Stage 1 and enhancing the Junior Playground. A total of \$45,000 was raised towards designing the junior play space, with community consultation and a vision board established to guide the project.

Prudent financial management has been instrumental in our success, enabling us to invest in essential resources, maintain infrastructure, and allocate funds for special projects. The diligent oversight of the School Council has ensured the financial stability and sustainability of our school, paving the way for continued growth and success in the future.

For more detailed information regarding our school please visit our website at
<https://www.ripponleaps.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 284 students were enrolled at this school in 2023, 151 female and 133 male.

6 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

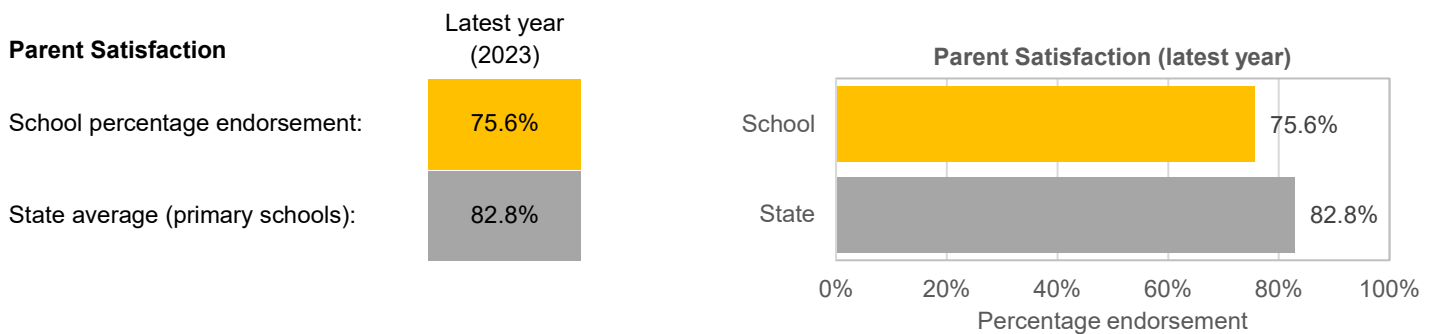
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

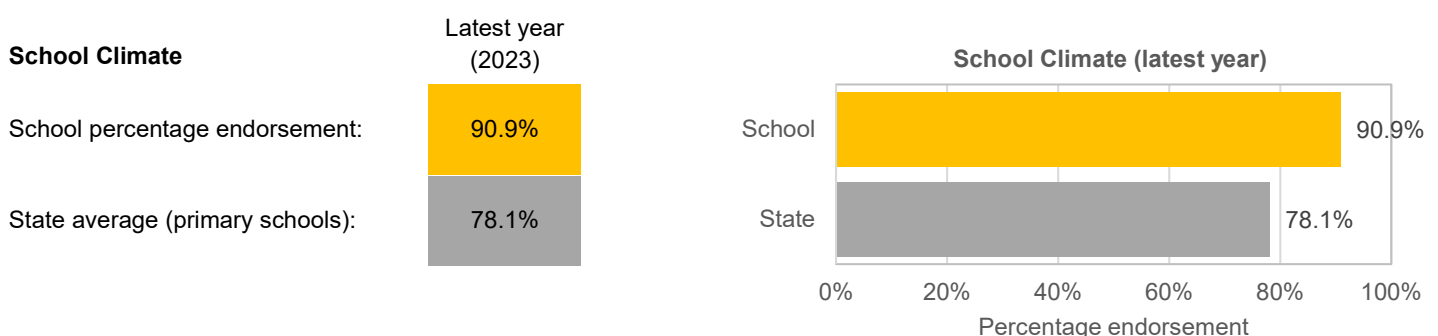


School Staff Survey

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:

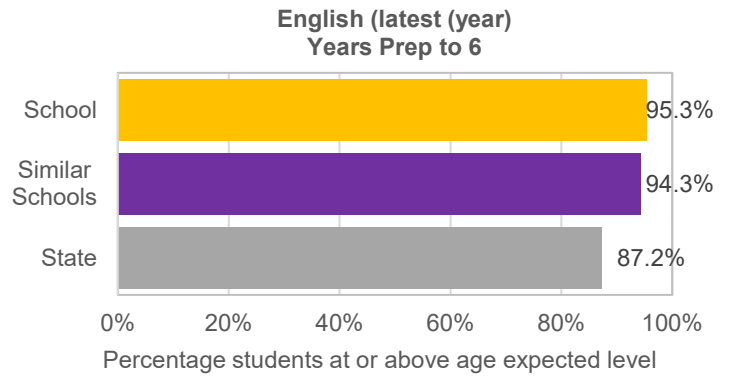
95.3%

Similar Schools average:

94.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

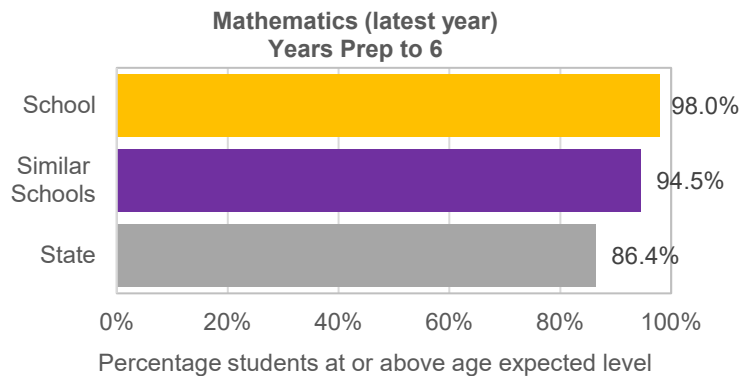
98.0%

Similar Schools average:

94.5%

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:

91.3%

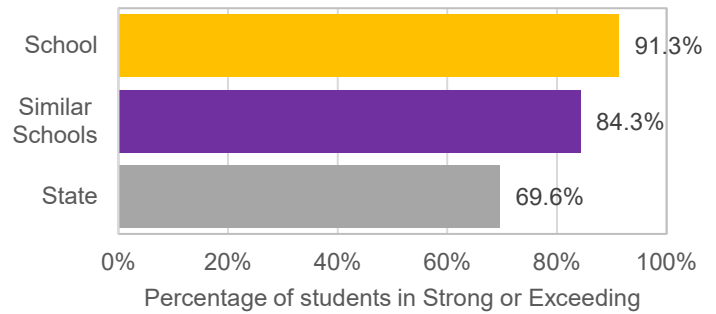
Similar Schools average:

84.3%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

97.1%

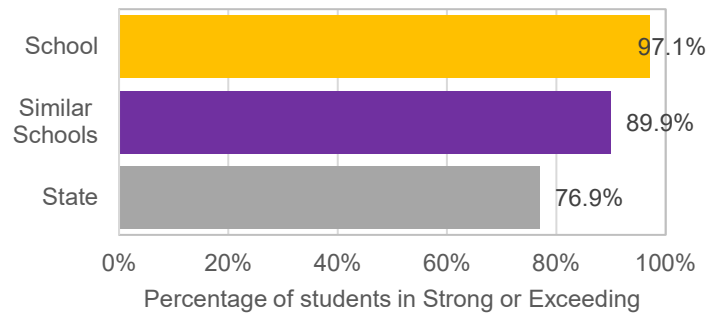
Similar Schools average:

89.9%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

93.5%

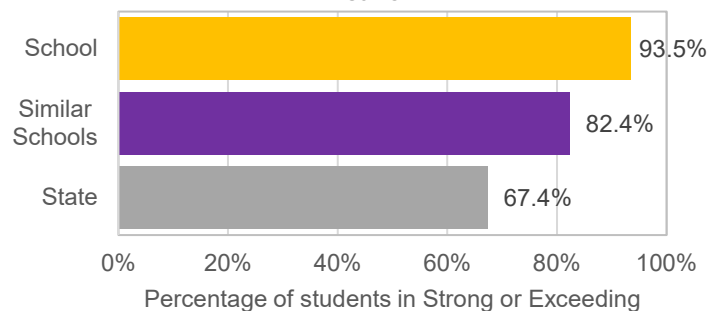
Similar Schools average:

82.4%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

85.3%

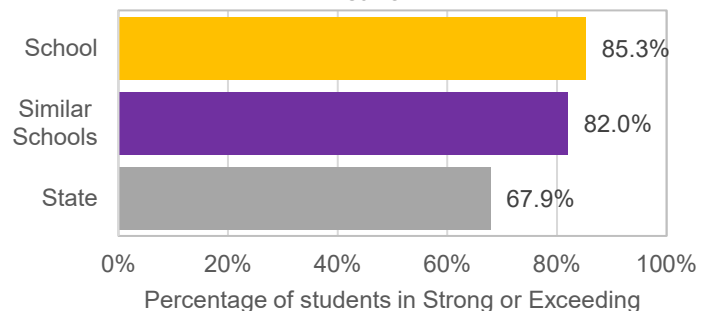
Similar Schools average:

82.0%

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:

93.3%

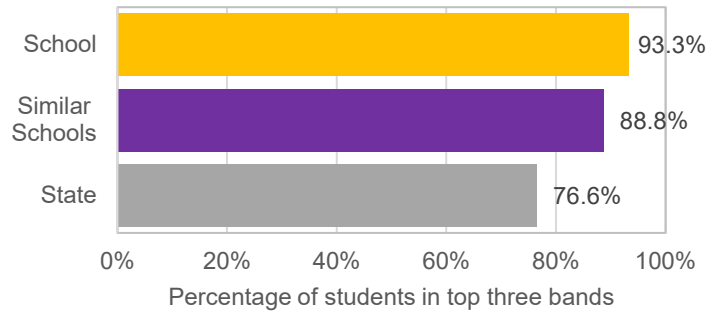
Similar Schools average:

88.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

89.3%

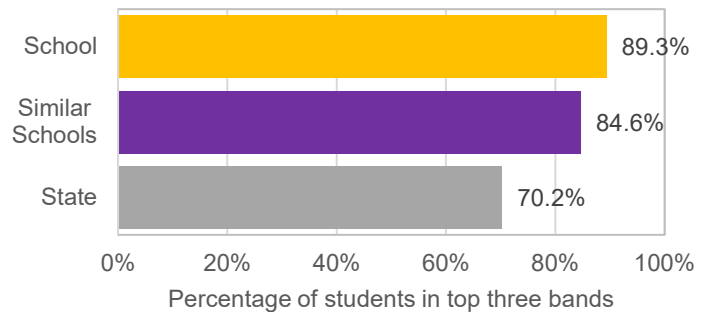
Similar Schools average:

84.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

80.0%

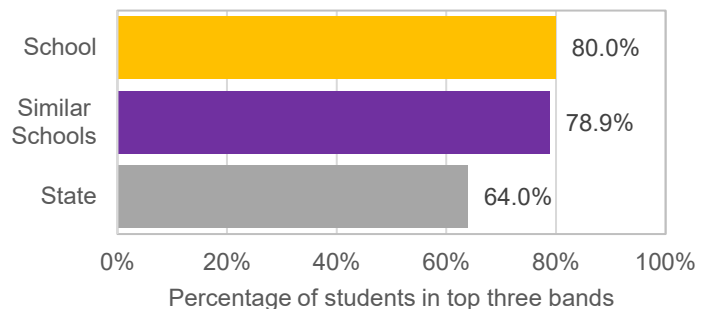
Similar Schools average:

78.9%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

65.5%

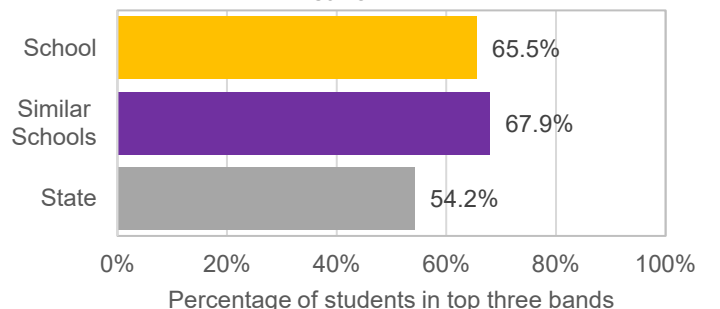
Similar Schools average:

67.9%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

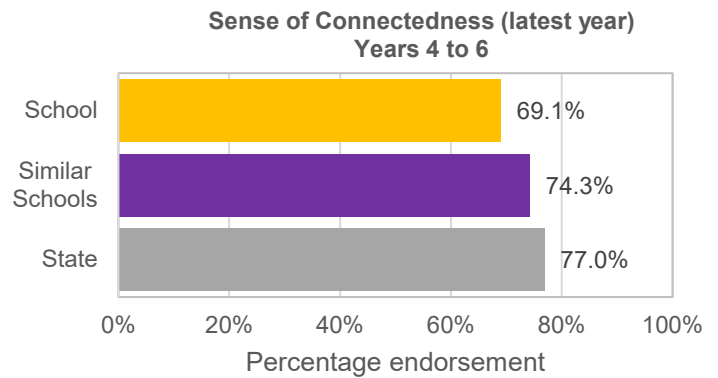
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	69.1%	73.9%
Similar Schools average:	74.3%	76.5%
State average:	77.0%	78.5%

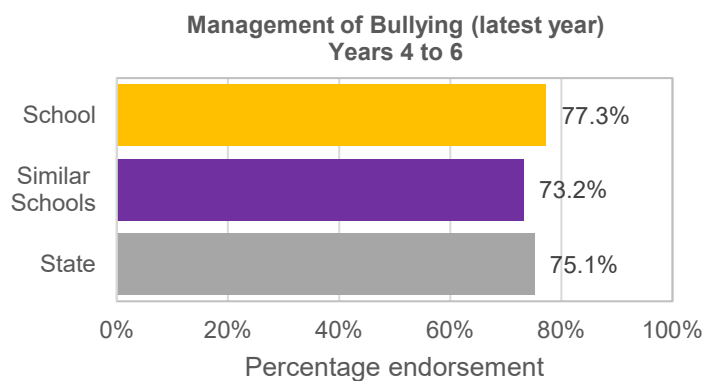


Student Attitudes to School – Management of Bullying

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:	77.3%	75.1%
Similar Schools average:	73.2%	75.5%
State average:	75.1%	76.9%



ENGAGEMENT

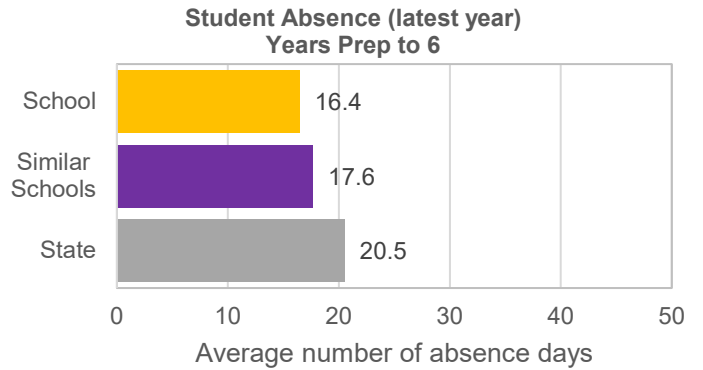
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.4	14.2
Similar Schools average:	17.6	14.4
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):	92%	92%	92%	91%	92%	91%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,682,071
Government Provided DET Grants	\$284,046
Government Grants Commonwealth	\$11,166
Government Grants State	\$0
Revenue Other	\$16,097
Locally Raised Funds	\$471,484
Capital Grants	\$0
Total Operating Revenue	\$3,464,865

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,856
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,856

Expenditure	Actual
Student Resource Package ²	\$2,648,756
Adjustments	\$0
Books & Publications	\$5,218
Camps/Excursions/Activities	\$162,832
Communication Costs	\$12,121
Consumables	\$45,775
Miscellaneous Expense ³	\$13,569
Professional Development	\$20,882
Equipment/Maintenance/Hire	\$55,861
Property Services	\$115,348
Salaries & Allowances ⁴	\$139,527
Support Services	\$50,515
Trading & Fundraising	\$35,608
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,676
Total Operating Expenditure	\$3,329,686
Net Operating Surplus/-Deficit	\$135,179
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	\$227,810
Official Account	\$75,131
Other Accounts	\$39,729
Total Funds Available	\$342,670

Financial Commitments	Actual
Operating Reserve	\$101,362.91
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2000.00
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$18,000.00
Capital - Buildings/Grounds < 12 months	\$50,000.00
Maintenance - Buildings/Grounds < 12 months	\$9,500.00
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$50,000.00
Total Financial Commitments	\$129,500.00

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.