

2023 Annual Report to the School Community

School Name: Mount Pleasant Road Nunawading Primary
School (4808)



- 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 20 March 2024 at 02:38 PM by Kim Streitberger (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 24 March 2024 at 10:54 PM by Jennifer Teoh (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.

School

About Our School

School context

Mount Pleasant Road Primary School and Kindergarten is located in the suburb of Nunawading, in the City of Whitehorse. We are unique to the area as we provide education for children from Three Year Old Kindergarten through to Year Six, with daily before and after school care and vacation care programs provided. The school is set within large picturesque grounds with a student kitchen garden, a range of different play areas and new, state of the art facilities including a cafe studio that supports a cooking, Science and Visual Arts program. The flexible learning spaces, with a range of furniture, complement our excellent teaching and learning practices and provide for collaborative learning opportunities. Classrooms connect to the outdoor learning spaces which include landscaped adventure, sporting and passive play areas.

At Mount Pleasant Road Primary School and Kindergarten our renewed vision is to provide a safe, innovative and engaging setting which inspires students to achieve personal growth and feel empowered to make a positive impact in the world around them. Student wellbeing is integral to academic and personal development and is therefore central to everything we do. Students will learn when they are happy to come to school, feel safe to make mistakes, and have a connection to their peers and teachers. Developing resilience, empathy, confidence and self esteem gives students the skills and strategies to be their own problem solvers. We promote the values of Life Long Learning, Respect, Integrity, Responsibility and Inclusion. Students are encouraged to develop and build on their character strengths and are given many opportunities to be actively involved in their school.

In 2023 the school's enrolment was 430 students. There were three Foundation and five Year 1/2 classes in the Junior School and, five Year 3/4 and five Year 5/6 classes in the Senior School. The Kindergarten provides one Three Year Old and three Four Year Old classes. Our multi-cultural school is growing with one Assistant Principal, 28 teachers (24 Full Time Equivalent (FTE)), 11 (eight FTE) Education Support (ES) staff, two office administration staff and a Business Manager. The teaching staff includes 2.0 FTE Learning Specialists provided by two highly experienced teachers, a 1.0 FTE Literacy Intervention Teacher and a 1.0 FTE Tutor Learning Initiative teacher. We continue to maintain high standards in English and Mathematics and are committed to excellence in teaching and learning and continuous improvement for our students. There is ongoing assessment and continual analysis of students' learning to inform our teaching and learning programs, making sure that we provide a personalised learning approach for all students. Our programs are designed to cater for a diverse range of learning styles and student abilities with opportunities for support and enrichment at all levels. We value and encourage high academic achievement with high expectations held for all students. Our enthusiastic staff take collective responsibility to ensure all students are engaged, feel empowered in their learning and inspired to achieve personal growth.

Our holistic approach ensures development in areas such as Science, Performing Arts, Visual Arts, Physical Education and sport and Languages Other Than English, Indonesian and these programs are provided by Specialist staff. We also offer instrumental music, inter school sport, an outdoor education program including Senior School camps, extensive transition programs, enrichment programs, Literacy intervention and a Buddy Program for all year levels. There are a range of co-curricular programs such as dance, chess, board games, craft and drawing lunchtime clubs, a school running club and Senior and Junior choirs. There are opportunities for students to develop leadership roles and we encourage strong, active student voice and agency across all year levels. Our wellbeing and values programs are targeted at specific age groups and are supported by the Zones of Regulation, Inner Critic/Inner Coach, Positive Psychology: Character Strengths, Let's Talk and Resilience, Rights and Respectful Relationships programs from Kindergarten to Year 6. Access to and the critical use of digital technologies is a priority, with a robotics program in place from Kindergarten to Year 6 and BYO iPad program for all students in the Senior School. Information sessions for families have promoted the successful use of digital devices and are combined with comprehensive eSmart/cyber safety sessions assisting students and families with online safety across all year levels. The school supports on average four students on international visas to attend from within our local school zone. They are provided with access to the equivalent curriculum, enrichment and support programs as are all students. Involvement of families and the wider community is highly valued and actively sought. There are 'Parent Reps' for each class to facilitate social connections and our Sentral parent portal, newsletter, a strong Parents and Friends community, all supporting families to be highly connected with the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

We provide differentiated programs which engage and motivate all students guided by the school's Instructional Model. Teachers use a variety of assessment tools to determine the students' needs and explicit instruction methods to cater for individual learning

styles. MPRPS has adopted a whole school approach to teaching Reading and Writing with the Write to Read (phonograms) and VCOP Big Write programs assisting students to analyse their skills, set future goals and monitor their progress. There is also a whole school approach to the teaching of Mathematics that includes a documented curriculum program with a detailed scope and sequence. Rigorous informative pre and post testing informs the development of open-ended learning tasks, which are in turn used to engage all learners at their point of need. The teaching of financial literacy with a student-managed shop is an important addition. In 2023 the percentage of students in year levels Foundation to 6 working at or above the age expected standard in all areas of Mathematics and English as assessed by Teacher Judgements were above similar schools and well above the State. The percentage of students in the Strong or Exceeding proficiency levels in NAPLAN Reading and Numeracy is well above the State for both Year 3 and 5 students. The focus will be to increase the number of students in these categories to align with similar schools. Well established Professional Learning Communities (PLC) are in place that use the Data Wise Project from Harvard Graduate School of Education to support teachers in using collaborative data inquiry to drive continuous improvement of teaching and learning for all of our students. A continued focus of the PLC will be around collaborative planning strategies to support Numeracy in the Junior School and Reading in the middle school to increase the percentage of students in Strong or Exceeding. For those students who were identified as not achieving at the expected level there is ongoing specific individual program instruction, including MiniLit and MacqLit reading intervention programs. Student Support Group meetings, attended by parents and teachers, are held to discuss their child's progress and how to work in partnership with the school to improve their child's achievements. In addition, a dedicated team delivered the Tutor Learning Initiative to target students who did not make expected growth over Remote Learning using a comprehensive analysis of assessment data and then the development of individual goals through Individual Education Plans (IEP.) In 2023, teachers continued to receive additional teaching support in the classroom for their students on the Program for Students with a Disability and students showed progress at satisfactory or above in achieving their individual goals as identified in their Individual Education Plans (IEP). IEP's are prepared to cater for the specific needs of students achieving six months or more below or eighteen or more months above the expected standard and also often address Personal and Social Capability skills. Students are given the opportunity to be active participants in the development of their IEP's, with an increasing number of students attending the SSG to explain and reflect on their progress with their parents/carers.

Wellbeing

Strengthening emotional intelligence and increasing skills such as resilience and empathy are paramount for preparing students for the future. Specific programs such as our leadership program and Moving into the Teen Years for Years 5 and 6, Values For Life for Years 3/4, Zones of Regulation, Inner Coach/Inner Critic and the use of Positive Psychology - Character Strengths and Growth Mindsets teach students life-skills. Our school has a restorative approach to behaviour management with the Respectful Relationships Program being embedded across the school to complement whole school well being.

Parents and families are encouraged to participate in a wide range of school programs and activities as having parents connected to the school assists the well-being of their children. Our staff work collaboratively to plan and support the well being of their students. This has continued to be a central focus during 2023 and highlighted the importance of the initiatives we already have in place. Students graduating in 2023 enrolled at a range of local government and independent schools with the Year 6 Exit Survey indicating they had made a successful transition to secondary school, with 100% indicating MPRPS had ensured they were prepared to start secondary school. The positive responses to the exit survey can be attributed to the responsiveness of the teachers to students' surveys and the 'Step Up Week' to support transitions across the school. Step Up week included a Secondary School style timetable for Year 6 which involved local Secondary School teachers teaching and secondary school subjects being taught. Our Kindergarten program enables us to ensure a smooth transition to Foundation and our Foundation Orientation program supports students and families to make connections with their new community before the start of the school year.

The 2023 Student Attitudes to School Survey indicated students have a very high sense of connectedness (sense of belonging) of 86%, and the work around activating student voice and agency within the classroom, school and community is increasing with 71% positive endorsement. The high level of parent satisfaction of 94% is attributed to engaging with parents in many ways across the year including, very responsive parent/teacher communication, follow up by teachers, leadership and Principal class to support student wellbeing challenges, provision of extra curricular activities including a range of lunchtime clubs and the increasing opportunities for enrichment and intervention. Elements from the Parent/Caregivers Opinion Survey show an increase in positive endorsement of the school providing a 'stimulating learning environment' at 91% and opportunities for 'student voice and agency' at 88%. The 2023 School Staff Survey demonstrated the extent to which staff are positive, committed to improving practice and promoting a culture that is conducive to improving student outcomes at 85% of staff indicating they were positive about the school climate. With the new Child Safe Standards coming into effect students developed their own Helping Hand Poster which is seen alongside the PROTECT poster and is a powerful way for students to know where they can go for help across the school. The focus on empowerment and student agency through Child Safe and the reviewed school vision involved the student leaders in reviewing school policies. The continued development of the Let's TALK program also assists students to talk through concerns with trained

student and staff mentors. Staff also use the Life Skills GO program to collect student's state of emotional wellbeing across the day allowing them an insight into how to support student's readiness to learn.

Engagement

The Student Representative Council (SRC) is pivotal as a means for students to give and discuss feedback, with representatives from Foundation-Year 6 given the opportunity to voice their classmates' opinions and organise school events and fundraising. The SRC meets fortnightly and reports to the school community at assemblies and through the newsletter. Circle Time runs in every classroom to support students' connections with their peers and class teacher. Well-being lessons are planned for each week for all year levels and support the embedding of our Wellbeing programs including Respectful Relationships. Guided Inquiry, alongside Play Based Learning in Foundation, supported the strong positive endorsement of Student Voice and Agency, 70% and Motivation and Interest, 80% with immersion sessions involving students in the direction for their Guided Inquiry units.

The 2023 Attitudes to School Survey indicates that we have excellent standards of student learning confidence, sense of inclusion and connectedness of students to their peers and a high perception of student safety. The school had a focus on improving students' perception of Stimulating Learning which now matches similar schools. Students' perception of Student Voice and Agency is positive and will be a focus alongside improving student's resilience 68% and perception of the differentiated learning challenge from 81%. We have school-wide positions of responsibility for all Year 6 students who work in teams and support each other and rotating positions of responsibility for all Foundation to Year 5 students. Graduating Year 6 students believed they were able to make contributions in their role as a student leader. Staff reflect and act on feedback from school based student surveys to improve the teaching and learning environment.

To support student engagement Lunch Time clubs are organised to support students' connection with peers and the Let's Talk program continues. Step Up week has supported students positive transition into their new class for the following year, with 100% positive endorsement of school stage transition to Year 7 and for new students. The 2023 Parent Opinion Survey indicated that 85% of parents were positive about communication between teachers, parents and the school. 90% of parents believe the school provides a good standard of education for their child with high expectations for student success, effective teaching and providing a stimulating learning environment.

Attendance was impacted in 2023 (and previous years) by longer periods of absence for illness and families travelling for holidays, although the absences of 21% are lower than similar schools. This is an area that will continue to be carefully monitored. Strategies such as communicating information on the benefits of regular attendance at Orientation and year level information nights, in the newsletter, records of attendance in Semester reports and phone calls to parents are in place to support students to arrive at school on time and to minimise unexplained absenteeism. The school sends email/SMS messages requesting parents to notify/explain to the school of any absences and staff make phone calls after two days' absence to check in with families. Parents choosing to take family holidays during the term apply to the Principal and reply emails reinforce the importance of attendance and the impact of extended absence periods.

Other highlights from the school year

In 2023 we continued to focus on involving students in a range of activities across all disciplines and also engaging with parents and carers in innovative ways. All students participated in their Camping and Outdoor Education program with Year 3-6 Camps, Year 2 School Sleepover, and Year One Late Stay. The whole school two week intensive swimming program, opportunities for Buddies to come together, and the Investigate Create Express program were also highlights. We further enhanced our Kitchen Garden program to allow students to have more time in the kitchen garden and cook in the cafe studio across the year. Whole school events from sporting carnivals, the Whole School Production of Shrek Jnr, Guided Inquiry Showcases including a Mathematics Open Morning to show families the programs and initiatives in place to support student's learning and wellbeing, meant our parents and families could come into the school and witness their children's learning. Knowing that being back at school and being able to hold these events supported families, students and staff to not only reconnect but thrive. Across the year the school vision was reviewed and redeveloped to include what we do well and elements we aspire to. With input from students and parents/carers, we have a renewed purpose to ensure our instructional model, programs and strategies align with the vision, including the reintroduction of our whole School Assembly used to celebrate students achievements.

Our School Review in 2023 enabled us to review the last four years and acknowledge the challenges but also our successes, considering the impact of remote learning and lock downs. The opportunity to engage with all stakeholders and colleagues to develop the next Strategic Plan to support our work at MPRPS&K was affirming and sees us excited about the next four years ahead, as we build a new state of the art Makers Centre and eight new classrooms to support innovative teaching and learning.

Financial performance

Mount Pleasant Road Primary School and Kindergarten maintained a very sound financial position throughout 2023. The 2019 - 2023 School Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for School Council's allocation of funds to support school programs and priorities. The School Council operates the Three Year Old and Four Year Old Kindergarten and this is reflected in the Locally Raised Funds and Salaries and Allowances. As a Lead School for the implementation of the DET Respectful Relationships initiative, grant funds were used to support the implementation at MPRPS&K and also to support our network schools. The Financial Performance and Position report shows an end of year surplus. The school received a small amount of Equity Funding and English as an Additional Language funding which contributes towards the employment of two Learning Specialists and a full time Literacy Intervention teacher. The school receives a licence fee from OSHClub to operate the Before, After School and Vacation Care service based in buildings onsite. Additional funds are being committed to future building and ground upgrades e.g. oval development, hard surface renovation of Basketball/Netball courts, addition of flexible classroom divisions and small consultation rooms, and indoor/all weather Physical Education facilities. The school was awarded 9.982 million in May 2022 to deliver the final stage of our Master Plan. Building 1 is being replaced with new state of the art classroom learning facilities. Enhancements to the Cafe Studio including a Science Laboratory, Performing Arts Studio and Media Room making the area a true Makers Space will be built. Stage One of the Master Plan was delivered some 5 years ago and it is exciting to be able to complete Stage 2. Students, staff and parent/carers were invited to collaborate on developing the Asset Management Plan's 1 and 2 which included the educational opportunities we wanted to be able to provide. Building of the new Master Plan has been developed which will ensure all buildings will be integral to the way teaching and learning are delivered for our students now and into the future.

For more detailed information regarding our school please visit our website at
www.mtpleasantroadps.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 432 students were enrolled at this school in 2023, 209 female and 223 male.

29 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).

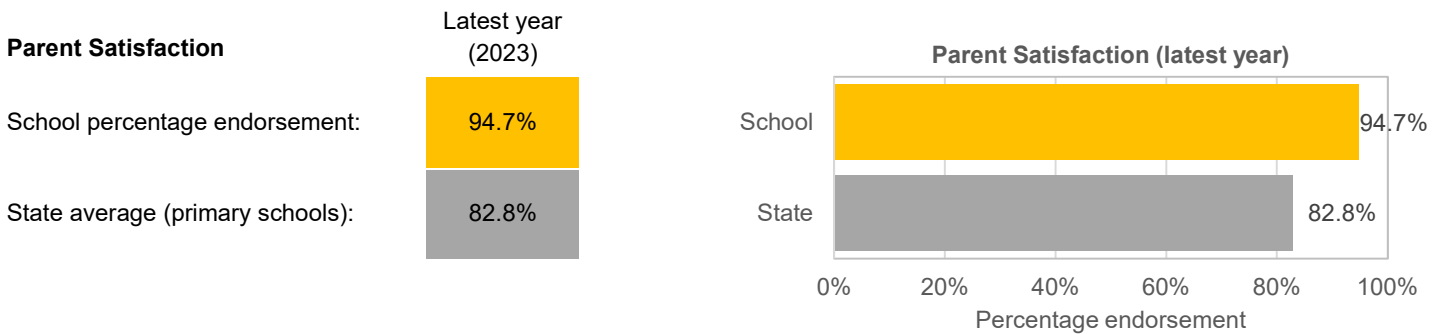
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

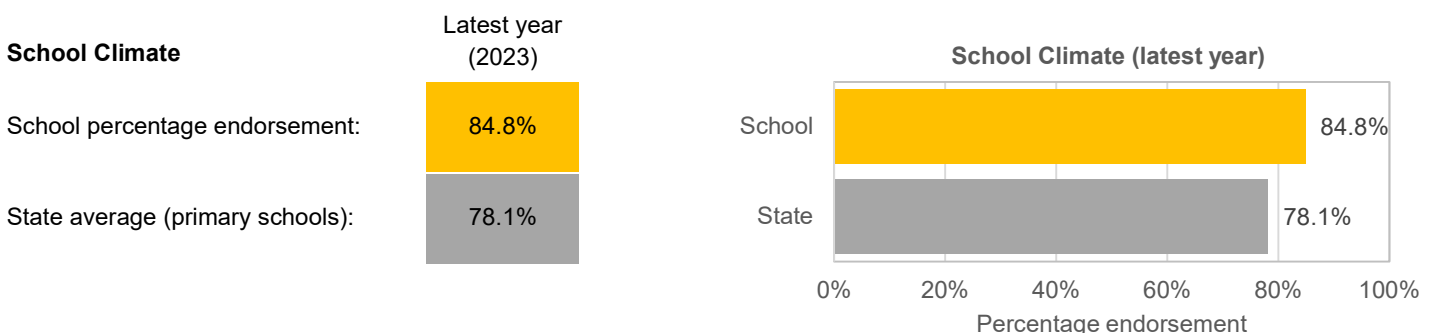


School Staff Survey

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:

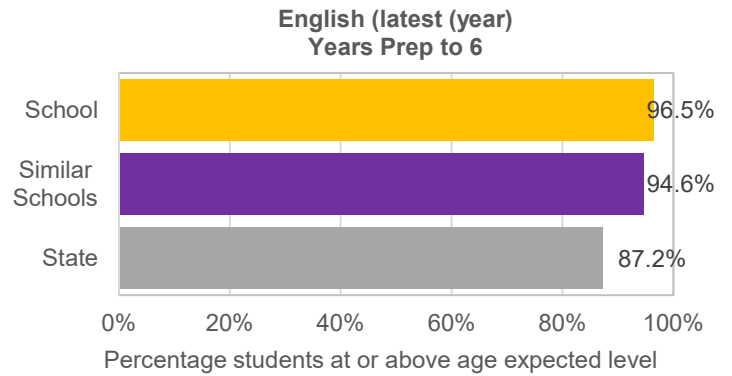
96.5%

Similar Schools average:

94.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

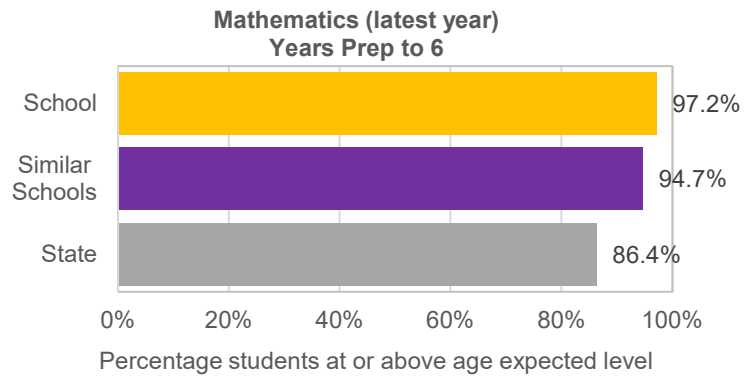
97.2%

Similar Schools average:

94.7%

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%

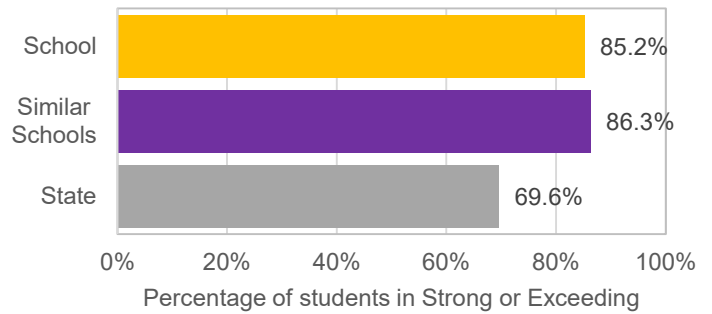
Similar Schools average:

86.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.9%

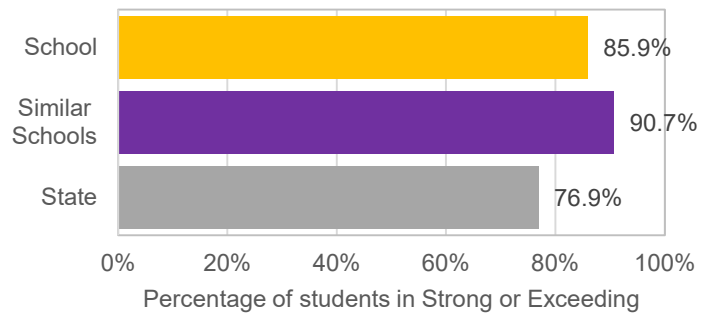
Similar Schools average:

90.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.3%

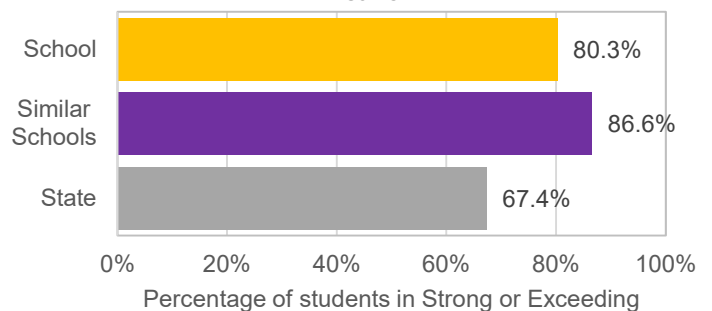
Similar Schools average:

86.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

89.1%

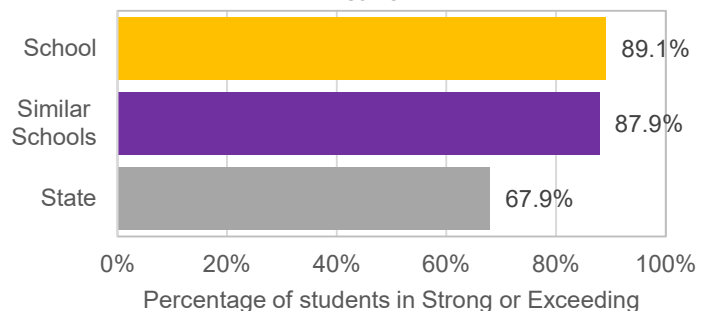
Similar Schools average:

87.9%

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:

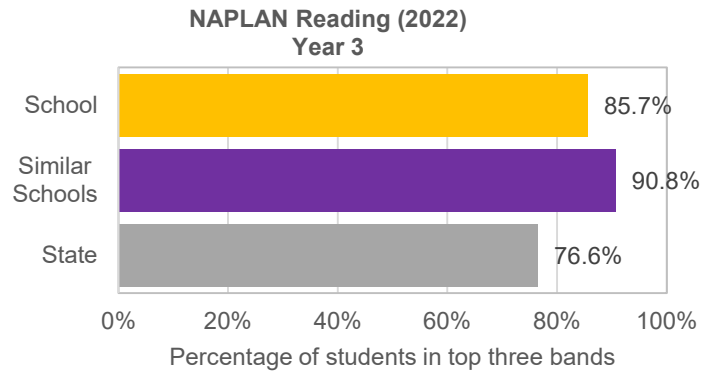
85.7%

Similar Schools average:

90.8%

State average:

76.6%



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

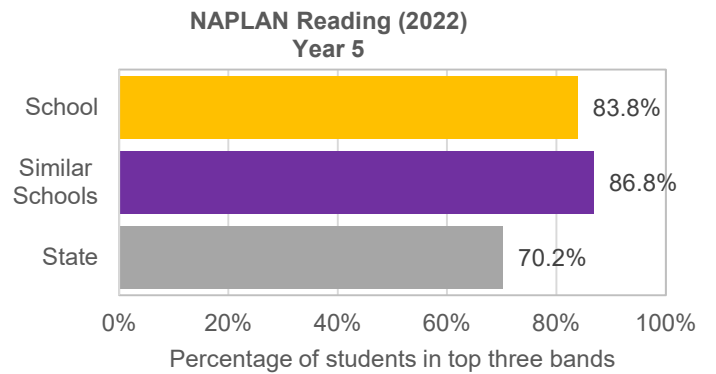
83.8%

Similar Schools average:

86.8%

State average:

70.2%



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

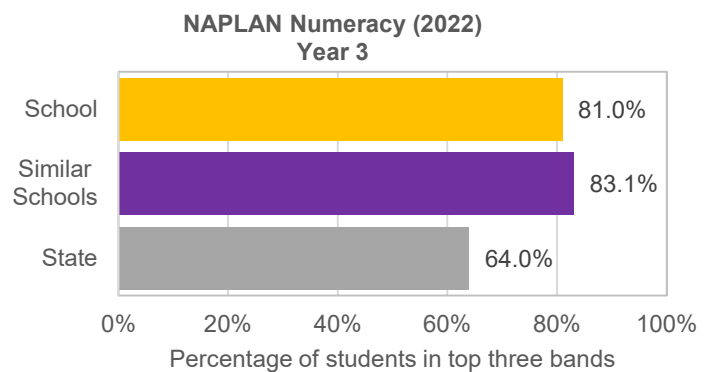
81.0%

Similar Schools average:

83.1%

State average:

64.0%



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

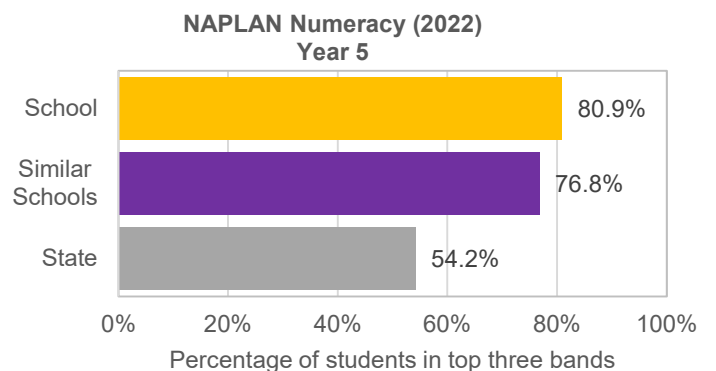
80.9%

Similar Schools average:

76.8%

State average:

54.2%



WELLBEING

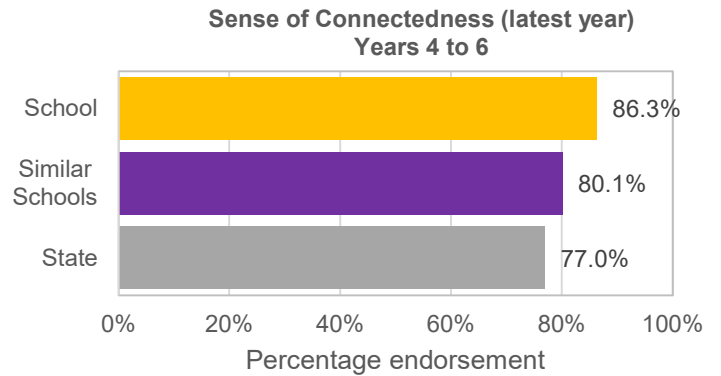
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	86.3%	86.4%
Similar Schools average:	80.1%	81.4%
State average:	77.0%	78.5%

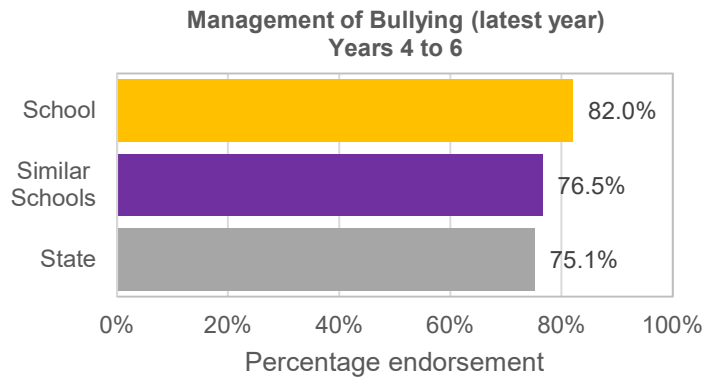


Student Attitudes to School – Management of Bullying

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:	82.0%	83.0%
Similar Schools average:	76.5%	78.2%
State average:	75.1%	76.9%



ENGAGEMENT

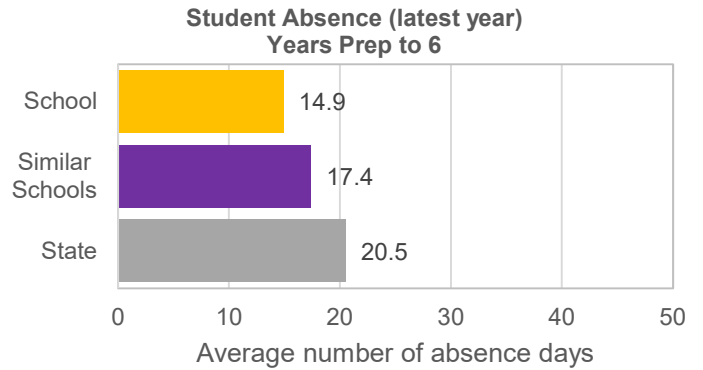
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	14.9	12.9
Similar Schools average:	17.4	14.2
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):	93%	91%	92%	93%	94%	92%	93%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,846,189
Government Provided DET Grants	\$968,974
Government Grants Commonwealth	\$20,627
Government Grants State	\$0
Revenue Other	\$38,176
Locally Raised Funds	\$369,116
Capital Grants	\$0
Total Operating Revenue	\$6,243,082

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,983
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,983

Expenditure	Actual
Student Resource Package ²	\$4,102,781
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$162,731
Communication Costs	\$2,601
Consumables	\$146,368
Miscellaneous Expense ³	\$41,157
Professional Development	\$16,020
Equipment/Maintenance/Hire	\$81,667
Property Services	\$218,839
Salaries & Allowances ⁴	\$560,053
Support Services	\$188,281
Trading & Fundraising	\$30,525
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,167
Total Operating Expenditure	\$5,588,191
Net Operating Surplus/-Deficit	\$654,891
Asset Acquisitions	\$146,172

- (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	\$415,429
Official Account	\$57,457
Other Accounts	\$61,442
Total Funds Available	\$534,327

Financial Commitments	Actual
Operating Reserve	\$212,561
Other Recurrent Expenditure	\$1,112
Provision Accounts	\$17,566
Funds Received in Advance	\$0
School Based Programs	\$65,454
Beneficiary/Memorial Accounts	\$61,442
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$58,463
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$220,333
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$636,930

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.