

2022 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 (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 March 2023 at 12:31 PM by Natalie Rose (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 April 2023 at 02:44 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Ripponlea Primary School is located in East St Kilda, only 10 kilometres southeast of the Melbourne City Centre. Ripponlea State School 4087 opened on 3 July 1922 and has a proud history of serving families and students with a high-quality education in a **safe, friendly, and inclusive** school environment.

Centenary celebrations in 2022, marked our deep connections to the longest-living culture, the Boon Wurrung (Bunurong) people of the Kulin Nations, our school community past and present as well as our commitment to the future.

Our vision is for the students of Ripponlea to be global and creative thinkers who are empowered with the skills and empathy to engage with an ever-changing world. They **care**, they **create**, they **connect**.

We are a learning community where, in partnership, all students, staff and families can learn and support each other and respond to change. We have an agreed set of values that are central to the life of the school. We embody **Community, Creativity, Integrity, Open-mindedness, Resilience**, and **Respect** in everything that we do and strive to be.

Ripponlea Primary School (RPS) empowers students to connect with their true selves and use strengths, passions, and skills, helping them to develop strategies to further their successes. This includes teaching students to understand how they learn, taking personal responsibility for their learning, self-regulating, self-managing, self-reflecting for improvement and setting goals to maximise their learning and social outcomes. We do so in a balanced approach that is personalised and encourages students to aspire beyond their potential. Personal attributes such as adaptability, collaboration, organisation, gratitude and tolerance are fostered to develop the **'whole' child**. 'We work hard to make sure our students are at the **'heart of everything we do.'**

Our school has implemented the **School Wide Positive Behaviour Support (SWPBS) framework, Resilience, Rights and Respectful Relationships** and fosters a safe environment that is supportive and inclusive of LGBTQ+ students. We consciously work towards a positive school culture explicitly teaching expected behaviours linked to the values of **Respect, Pride** and **Safety** that equally promote emotional strength, cognitive capability, self and social awareness alongside academic achievement. Discrimination, bullying or harassment is not tolerated by any member of our school community. Child safe champions and the school's commitment to child safety protect children and young people and reduce opportunities for abuse or harm to occur.

Ripponlea PS places a strong emphasis on **student voice and agency** in every classroom. Students are agents in their learning and play an active role in deciding what and how they will learn, defining objectives for their learning and 'learning how to learn' which is an invaluable skill they can and will use throughout their lives. We also have a large number of student leaders who are actively engaged in school decision-making and consult to improve the school as well as lead special events for the whole 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. They welcome parental involvement, communication and partnership in providing support to **student learning and wellbeing**.

Our curriculum places a strong emphasis on the foundations of literacy and numeracy while fostering inquiry, problem-solving and a connection with the local environment. Teachers at Ripponlea Primary School are committed to providing a multi-disciplinary approach to learning and a strong focus on students' wellbeing. We create experiences in and out of the classroom to expand our students' engagement and motivation through authentic real-world applications. We seek to educate **creatively, experientially** and with **care**.

In 2022, we had a total student population of 272, with 12 full-time classroom teachers and 7 working in a part-time capacity. Additionally, we had 8 **Education Support** staff consisting of a Business Manager, Office Administrator, Intervention Specialist, and Integration Aides. Our Foundation year is a stand-alone year, whereas the rest of the students are grouped in a **deliberate multi-age structure (Year 1/2, Year 3/4, and Year 5/6)**. Research has highlighted the benefits for both teachers and students when learning and teaching in a multi-age classroom. Benefits include more holistic, child-responsive curriculum practices that consider the understandings, capabilities and dispositions that children need for future work skills. When working in such diverse environments we help develop multi-skilled, literate, cooperative, creative, adaptable, independent and highly resourceful students.

At RPS our students take part in several specialist subjects throughout the school week including **Performing Arts, Visual Arts, Health and Physical Education, Technology**, and a multi-lingual approach to language learning both **Italian and French**. There is a range of extra-curricular activities for students to enjoy, such as lunchtime clubs, school band, choir and after-school activities such as coding, drama, multi-sports, science and soccer - something for everyone! Our families value education and have high expectations of the school's academic and social/emotional provision. The school community is privileged to enjoy high student achievement, and focused students. School Council, its committee structures and Ripper Families are committed to the school, its students, their learning and environment as well as increased sustainability practices.

Ripponlea Primary School offers opportunities for international students and families who wish to stay on a long-term basis and experience the opportunities that a small school can offer. Although small in student population, Ripponlea has big offerings in quality educational experiences.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, all Victorian schools had a set of common goals and core priorities aligned with the DET's FISO model. RPS was in its second implementation year of the Strategic Plan with a key focus on numeracy, student voice and agency and well-being. State goals were perfectly aligned with the work our school was already undertaking.

Learning Goal: *Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.* RPS was focused on supporting students through the **Tutor Learning Initiative (TLI)** with small group withdrawal and instruction in reading

comprehension strategies, conventions of language, writing and reading fluency as well as building place value skills and knowledge of students in number and algebra.

Tutors and teachers worked in collaboration to develop measurable and achievable goals and used a range of high-impact strategies to target the learning needs of all students.

Teachers worked in **Professional Learning Communities (PLCs)** using a range of student assessment data to guide cycles of evaluation, goal setting, planning and implementation known as inquiry cycles to determine what students can do and where they need to improve in their writing, spelling or mathematical skills. Teams and PLC leaders were assisted by peer observation and coaching through PLC regional staff. This support was affirming, allowing teams to question data sets to determine student learning goals and identify students who required enabling and extending prompts.

PLC coaching provided teams with common tools, language, resources, and confidence in building effective PLC practices. The high levels of collaboration, trust and willingness to learn were evident and acknowledged by our PLC regional coach. Additionally, PMSS specialists provided teachers with ongoing professional learning on the four proficiencies of mathematics.

This resulted in the delivery of fluency tasks across the school, the introduction of open-ended problem solving as well as alignment of all planning with the school's instructional model - the Gradual Release of Responsibility. Whilst numeracy was a priority, we continued to work with a literacy expert who conducted learning walks and provided the school with an agreed framework for the teaching of reading. A greater emphasis on phonics instruction was a recommendation to embed into our scope and sequence documentation and teach explicitly within reading and writing instruction.

Teacher judgements of student achievement in 2022, showed the percentage of students in Foundation to Year 6 working at or above the expected standards in English and Mathematics. 94.6% of students achieved at or above age expected standards in English which was similar to like schools at 94.4% with the state average at 87%. Teacher judgements of student achievement in Mathematics showed our Foundation to Year 6 students achieving at 97.6% above like schools at 94% and the state average at 85.9%.

Year 3 NAPLAN achievement data in reading in the top three bands was significantly higher at 93.3% in comparison to like schools at 88.8% and the state at 76.6%. 77% of our students were in the Top 2 bands of NAPLAN in comparison to the state of 58%. Our four-year average in reading results was 96.3% greater than the state by 19.7%. Year 5 NAPLAN achievement data in reading in the top three bands was above like schools at 89.3% and the state at 70.2%. 75% of our students were in the Top 2 bands of NAPLAN in comparison to like schools at 60% and the state at 48%. Our four-year average in reading results was 88.8% greater than the state by 19.3%.

2022 NAPLAN achievement data in numeracy in Year 3 showed 80% of students in the top three bands of numeracy which was higher than similar schools and the state, whilst Year 5 students did not match similar schools but were above the state with 65.9% compared to 54.2%. The four-year average shows a decline against like schools but above the state for students in Year 5. Like schools are not local schools in the area but are identified by the socio-economic background of students, the number of English-speaking students and the size and location of the school.

Year 5 NAPLAN achievement data in writing was very pleasing to witness with 48% of students in the top two bands in comparison to 37% in like schools and the state at 29%. Our scaffolding literacy practices provide students with high-quality mentor texts which are exemplary to teach

reading and writing skills. Through the explicit teaching of language features within written texts, students can engage in texts beyond their independent reading ability. This approach uses a deliberately designed sequence of lessons, with a specific focus on authors' vocabulary selection, sentence structure and language patterns, allowing the student to adapt, transform and apply the authors' work to their own writing.

In 2023, we will continue to provide professional learning and focus on building teacher capacity in the teaching of essential skills in mathematics and using data to analyse and address student misconceptions and teach at their individual point of need. It has become evident in some of our data sets that certain students have a poor perception regarding their performance in mathematics and perhaps might be prone to experiencing some levels of maths anxiety. Our school will be working with experts to address some of these factors and identify a range of research-based practices to support the engagement and achievement of all students in mathematics.

Based on feedback from the Staff Opinion survey, 80% positively endorsed the school climate feeling they have a collective responsibility to educate students, have the skills, expertise and resources, value the home-school partnership and collaborate with their trusted colleagues to effectively improve learning and teaching. This result was higher than like schools and the state at 73%.

Wellbeing

In 2022, our goal was to continue embedding universal features of the School Wide Positive Behaviour Support framework (SWPBS) to create a positive and safe climate for learning, social engagement, mental health and well-being. This included the introduction of the RPS Outdoor Matrix of expected behaviours and professional learning on logical consequences in response to inappropriate behaviours. Logical consequences should be related, respectful, reasonable, and not punitive. Teaching the skills explicitly to students was a logical consequence in itself. The PBS team in consultation with staff developed a list of behaviours and appropriate logical responses to ensure consistency of practice across the school.

Returning from two years in lockdowns severely impacted the ability of our students to manage social conflict in the playground and classrooms and to self-regulate. Student confidence levels and managing challenges in learning were significantly lower at the start of the year but lifted dramatically by the end of the year.

Students were experiencing a range of 'big' emotions, without the capacity to evaluate and apply problem-solving strategies or restore relationships. We emphasised the teaching of the Resilience, Rights and Respectful Relationships (RRRR) program to support whole-school social and emotional learning. We increased Art Therapy sessions for all students with a focus on reconnection, resiliency, emotional literacy and self-regulation strategies. Students explored the following themes through art and their creativity:

- Remaining curious, open to change and having the ability to adapt to situations with problem-solving as key learning.
- Identifying inner strengths, emphasising the qualities that strengthen our character and make us better people e.g., caring, sharing, helpful and kind.
- Calming strategies by finding treasures within ourselves and things that can be collected. Mindfulness and worry stones were explored as well as the power of words.

- Challenges and gratitude and activating the best version of self and having respect for others. Recognition for those who support us through challenges and never giving up and achieving your personal best.

In 2022, we formed a Respectful Relationships team and focused on a whole school approach to embedding a culture of respect, inclusion, and equality across our entire school community. This includes respect for the diversity of beliefs and families within the community, open and respectful community dialogue, and ensuring that diversity was visible, acknowledged and celebrated. Joining the school's team was a critical friend from Caulfield Community Health as well as parent members. The team completed professional learning, and a self-evaluation committing to action.

The Inform and Empower cyber safety incursions supported students to navigate their return to the outdoors and away from screens as well as supported them to manage unwanted contact online, unsafe content and help-seeking from trusted adults. Students with complex well-being needs had access to the 'Life Skills Go' program with regular emotions check-ins, individual well-being plans, personal emotional regulation and mindfulness lessons and ongoing tracking and monitoring.

Feedback from students in the Attitudes to School (AtoSS) survey showed a positive endorsement of 81% of students feeling a sense of connectedness to school in comparison to like schools at 76% and above the state at 78%. This was further celebrated with 86% of students feeling our school is inclusive and 92% of students endorsing their learning experiences as stimulating. With our continued focus on student well-being, we were able to see a rise in student motivation levels at 84%, self-regulation and goal setting at 85% and the growth in self-confidence rise to 82% from a low of 67%. These results were above like schools and the state. Student perceptions surrounding the management of bullying were slightly lower than like schools and the state. When unpacking this data with students, it became evident that students were seeking to punish a bully or remove them from a school but also had a lot of misconceptions about what constitutes bullying behaviours. Many students believed one-off arguments, and physical, rude or mean behaviours were a form of bullying.

The Student Wellbeing Leadership team raised awareness and action through a range of events. This included the National Day against Bullying, IDAHOBIT, RUOKAY and World Mental Health Day

Engagement

Relationships continue to be the key to our thriving school community, and we actively promote positive relationships among students, between students and staff, and between the school and our families and the broader community. These relationships are nurtured by all for the benefit of our students. Positive relationships are a key feature of the teaching and learning program and authentic real-world learning, but social and emotional learning continues to be our driving force. Teachers share current learning foci within fortnightly blogs and communicate student learning on Seesaw. Student morale was built through rich and authentic learning opportunities. Whole school celebrations provided opportunities to engage and inspire our students building learner traits, strengthening their cultural awareness and a range of academic skills.

Student engagement continues to correlate strongly with a relatively low rate of absenteeism. Many families have taken the opportunity with the easing of Covid restrictions to enjoy the benefits of overseas travel and the opportunity to re-establish strong family and cultural ties. These experiences whilst affecting absenteeism, provide substantial enrichment benefits to our students. The average attendance rate for each year level ranges from 88% to 91%. The average number of days absent is 20.4 which compares favourably with the State average of 23.3 days

School improvement can be characterised under five areas: strong leadership that raises expectations; effective teaching with teachers learning from each other; development and measurement of student learning; development of a positive school culture; and engagement of parents/caregivers/guardians and the community. The families of RPS felt significantly disconnected from the school with so many restrictions in place over 2020 and 2021.

Re-engaging the community was a focus for our School Council and celebrating Ripponlea's 100th birthday was the perfect opportunity for our community to come together to celebrate the past, our connection to land and country and the oldest living culture and to focus on the future. The school engaged with the Bunurong Land Council and renamed the sports houses, PBS mascots and the sustainability committee worked with students to build the **Koor Indigenous Garden**. In 2023, the school will work in partnership with Ripponlea Kindergarten to develop our Reconciliation Action Plan and source grants to facilitate an artist in residence and strengthen the community and connection to the custodians of the land on which our school and kinder are located.

Other highlights from the school year

The school year was jam-packed with special events and activities that provided our students with lasting memories of their time at our school. From our camping programs which included a tour of the Nation's capital, to an adventure-style step out of your comfort zone and being independent of the family and of course who can forget circus skills and pizza at the Big Night in and Sleepover?

House Music, Athletics Carnival, Cross Country and Swimming kept our House Captains busy the entire year cheering and leading. There were sporting accolades at regionals and state competitions and personal bests across so many district events.

From special food days thanks to our Snack Shack volunteers, welcome picnic and who would forget the special Carnival in November that marked the celebration of 100 years. From graduation ceremonies to student versus teacher games, we crawled to the finish line and welcomed the school holidays in late December.

Financial performance

Ripponlea Primary School allocated funds to support the realisation of goals in the 2022 Annual Implementation Plan. The financial position of the school was not sound in 2022 in comparison to previous years given the rising costs of living and inflation across the state. Many families were experiencing financial hardship and recovery from the global pandemic was not an easy time for many. Revenue at the start of the year was not so easily secured through voluntary financial contributions, but our wonderful families contributed more and more as the year progressed to ensure our students had the quality education and resources they deserved.

The Financial performance and position report showed an end-of-year deficit of \$33,701. The school held a larger reserve of funds as an emergency and committed \$50,000 towards the learning deck project. Whilst the school showed a deficit position, conservative funds were held in the bank accounts.

Expenditure was high in the replacement of staff due to COVID-19 and other circumstances. With students back in our buildings, the cost of maintenance and building works increased and so did our utilities. The school was involved in a large building project to update its amenities. A school contribution of \$27,000 extended the project to include a first aid room, resource room and a sensory space.

Through the generosity of our building and library funds, we kept improving our school grounds and facilities as well as purchasing wonderful texts for the school library. The school updated heating and cooling in the OSHC room, LOTE room and one of the Year 5/6 classrooms.

Due to the wonderful efforts of our community, the Centenary celebrations and other smaller events contributed to a fundraising total for the year of **\$43,296.87** which included Ripper Families events, Centenary Carnival & Student Council Cake Raffles. Adding to this total we received news of funding for the Inclusive Learning Deck project through the Inclusive Schools Fund. The school received **\$177,834** and will be contributing \$50,000 towards this project in 2023. Locally raised funds include all excursions, camps and activities as well as the hire of our facilities.

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 272 students were enrolled at this school in 2022, 139 female and 133 male.

7 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).

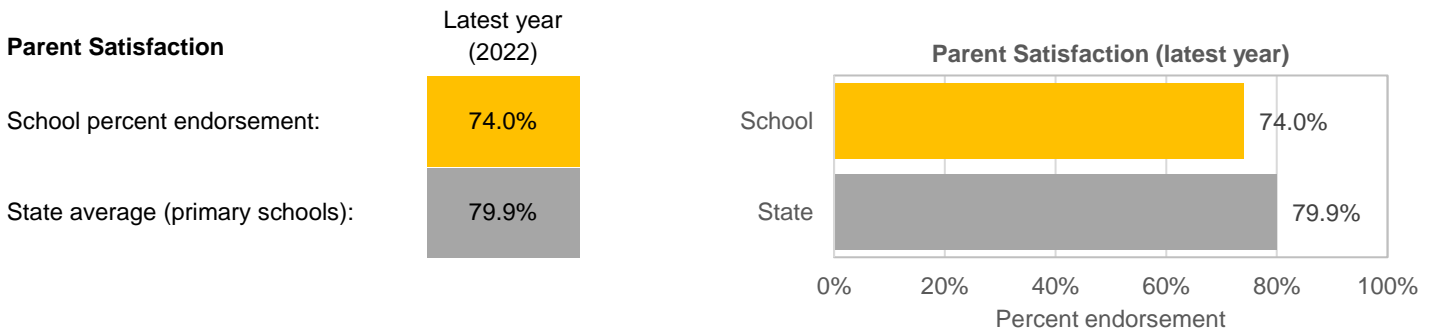
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

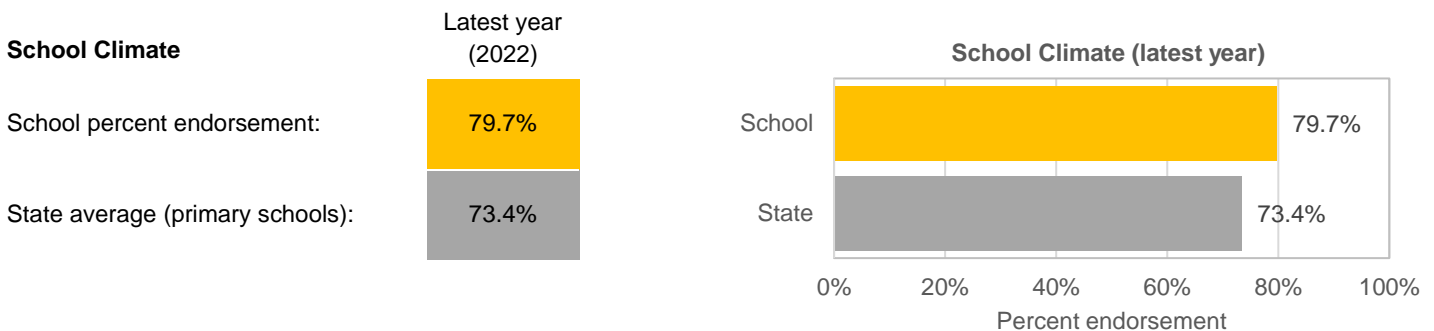


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

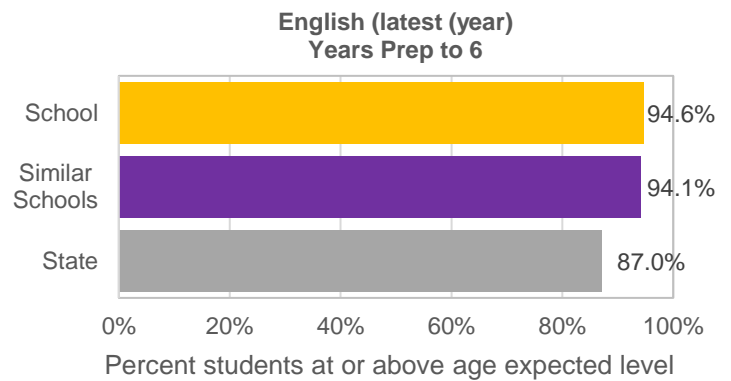
94.6%

Similar Schools average:

94.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

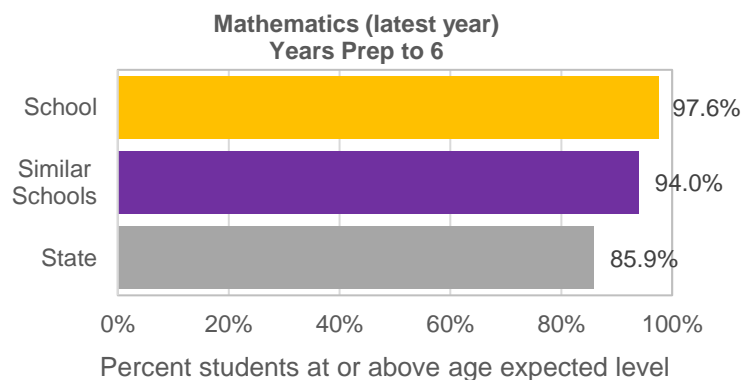
97.6%

Similar Schools average:

94.0%

State average:

85.9%



LEARNING (continued)

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

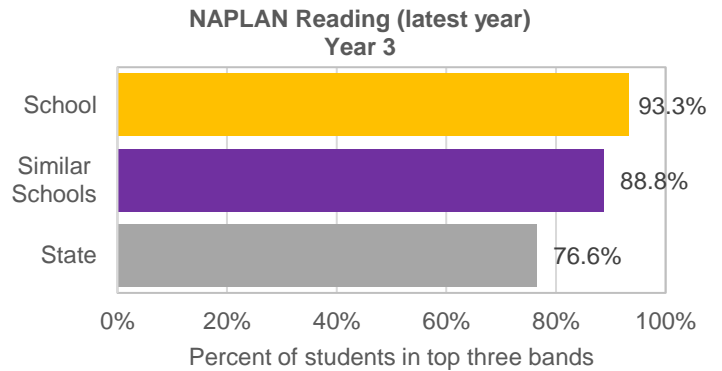
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

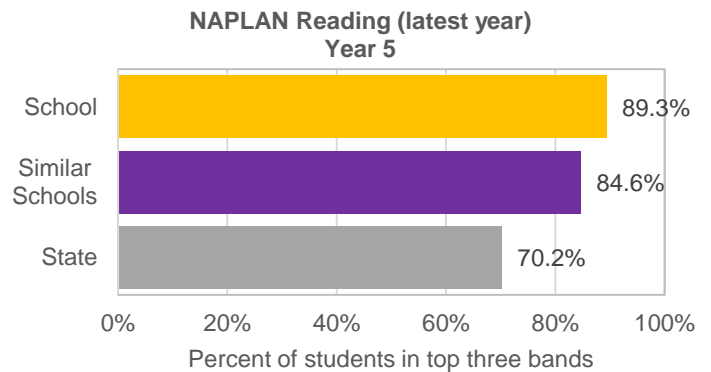
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.3%	96.3%
Similar Schools average:	88.8%	88.3%
State average:	76.6%	76.6%



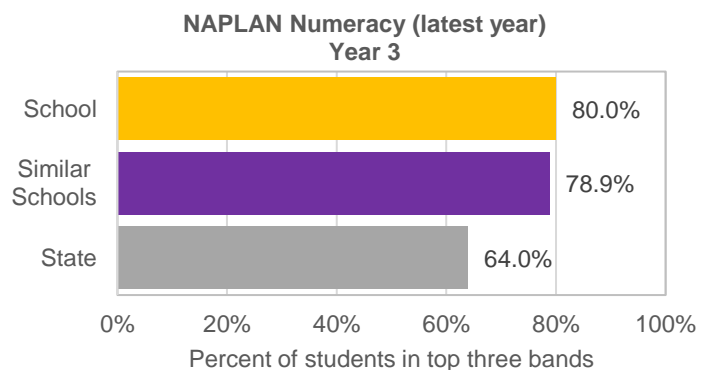
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.3%	88.8%
Similar Schools average:	84.6%	83.5%
State average:	70.2%	69.5%



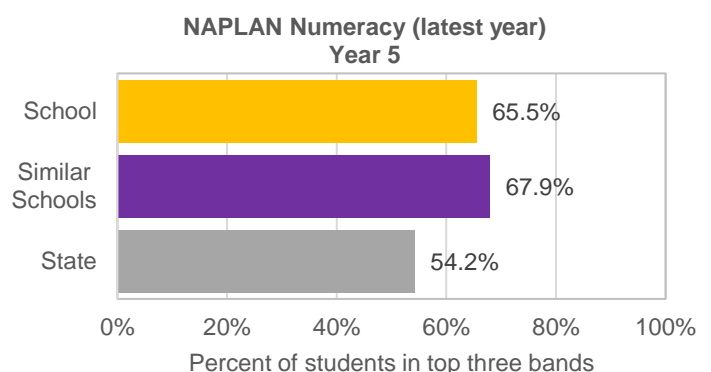
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	84.9%
Similar Schools average:	78.9%	81.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.5%	69.5%
Similar Schools average:	67.9%	73.1%
State average:	54.2%	58.8%



WELLBEING

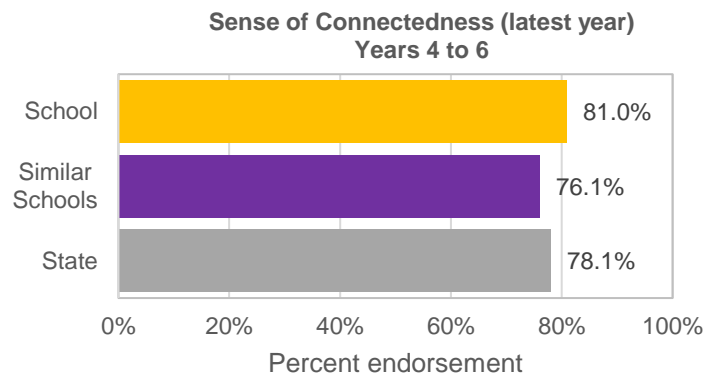
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	81.0%	73.8%
Similar Schools average:	76.1%	77.8%
State average:	78.1%	79.5%

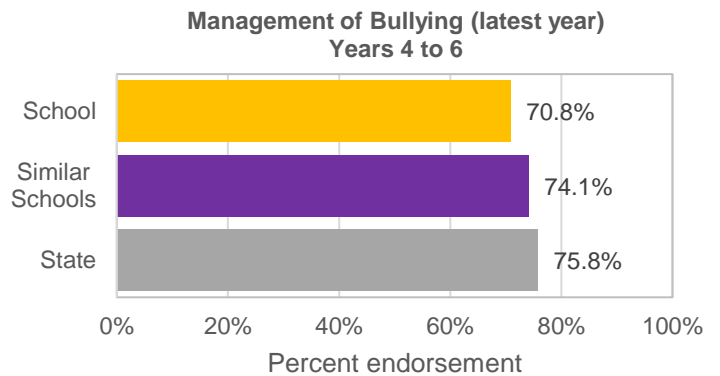


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.8%	73.6%
Similar Schools average:	74.1%	76.9%
State average:	75.8%	78.3%



ENGAGEMENT

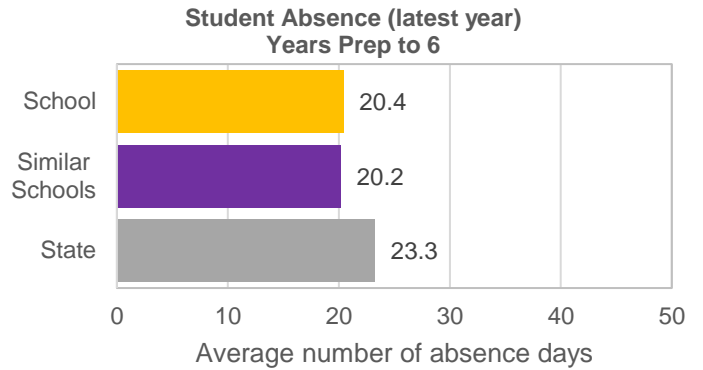
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.4	13.9
Similar Schools average:	20.2	13.8
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	90%	91%	90%	90%	88%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,551,993
Government Provided DET Grants	\$245,465
Government Grants Commonwealth	\$10,632
Government Grants State	\$2,400
Revenue Other	\$37,791
Locally Raised Funds	\$456,758
Capital Grants	\$0
Total Operating Revenue	\$3,305,039

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,475
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,475

Expenditure	Actual
Student Resource Package ²	\$2,589,981
Adjustments	\$0
Books & Publications	\$746
Camps/Excursions/Activities	\$213,029
Communication Costs	\$12,096
Consumables	\$49,302
Miscellaneous Expense ³	\$80,810
Professional Development	\$39,091
Equipment/Maintenance/Hire	\$36,738
Property Services	\$88,145
Salaries & Allowances ⁴	\$141,735
Support Services	\$18,101
Trading & Fundraising	\$42,947
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,019
Total Operating Expenditure	\$3,338,740
Net Operating Surplus/-Deficit	(\$33,701)
Asset Acquisitions	\$15,909

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$210,227
Official Account	\$17,042
Other Accounts	\$39,077
Total Funds Available	\$266,346

Financial Commitments	Actual
Operating Reserve	\$113,638
Other Recurrent Expenditure	\$2,111
Provision Accounts	\$0
Funds Received in Advance	\$13,893
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$14,359
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$47,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$243,001

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.