

# 2022 Annual Report to the School Community

School Name: Doreen Primary School (0945)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 30 March 2023 at 04:07 PM by Glenn Simondson (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 30 April 2023 at 07:37 PM by Naomi Joiner (School Council President)

## How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

#### School Profile

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

#### Learning

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

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)

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### 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.

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### 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.

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### 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

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## School context

### School Purpose and Vision

At Doreen Primary School, our aim is to provide a safe and supportive environment for the whole school community that encourages independence in social and academic situations; fosters positive risk taking; develops and nurtures resilience; provides an environment where both positive and negative consequences of actions are respected; values respect for all members of the community; fosters the notion that a student's best efforts are an achievement they should aim for and be proud of; and includes all stakeholders in decision making.

### School Values (2020)

**Determination** - Students will develop independence and the skills needed to actively seek solutions with confidence determination and self-discipline.

**Opportunity** - To cater for and foster individual creativity and forward thinking so as to have the skills needed for the challenges of the future.

**Respect** - All members of our school community will learn to have respect for others and themselves in both their community and beyond, fostering the culture of everyone belonging and having a voice.

**Resilience** - Children in our school community will be encouraged to be independent and resilient in both their social interactions and when taking on academic tasks and activities.

**Empathy** - Students will be supported in developing tolerance, understanding and acceptance of each other's unique qualities at both a school level and in the wider community.

**Excellence** - students will strive to achieve their best and be proud to do so, developing a lifelong thirst for learning and an intrinsic feeling of pride in their efforts.

**Nurture** - This school will be a safe and supportive environment where children will learn the benefits of taking the consequences for their chosen action, both positive and negative.

### About our School:

Doreen Primary School is a small semi-rural primary school set amongst farmland located in Melbourne's northern green wedge. It has most recently been classified as "Peri-Urban", meaning it is not a rural school but also not an urban school. This re-classification has had a significantly negative effect on the school's budget in the process. Its location is adjacent to the Northern Growth Corridor, currently experiencing massive influxes of population. The school is now drawing students from both rural and outer suburban settings. It is seen as an alternative to the many government and private schools in its vicinity, as its enrolments distinguish it as a small school in comparison to its neighbours. Geographically, it is surrounded by both independent and government schools that actively compete for enrolments, so it must provide an educational setting that is acknowledged as effective in all areas. Logistically, parents must take an active role in getting children to and from school, as there is no public transport system. A footpath to the nearby major intersection of Yan Yean Rd. and Doctors Gully Rd. has opened up the opportunity for children to walk, ride or scooter part of the way to school.

In the last decade, the school's enrolments have more than doubled. As a general consensus in the school community is that enrolments should be kept as low as possible to maintain our Small School culture the School Council was successful in obtaining an enrolment ceiling of 150 students. In 2022 the enrolment was 162, the school's largest ever enrolment in 154 years. Although over the ceiling of 150, enrolment levels need to be at these levels to attract an SRP (Student Resource Package) at these levels to fund all programs. Children are often enrolled at Doreen as parents are concerned about their child being lost in a large school system, and the school has been most successful in working with children who have experienced this in other schools before transferring to Doreen. The culture of a smaller extended family atmosphere is imperative. Children feel they belong at Doreen, and that they are known. These are just two of the factors we believe increases their engagement, and ultimately their success. Lower dependence on "screens" is also an attractive feature for prospective parents.

In 2022 children were able to attend school onsite full time after 2 years of intermittent Remote Learning. It was great news, and meant normality returned to schools. Unfortunately so did "regular illness" and the school tripled its illness replacement budget as the philosophy of having classes as "normal" as possible was supported. Absence levels of staff and children was higher than usual.

2022 also saw the school take part in a School review. The visit by the review panel and the subsequent findings showed high level results across the board, a calm and engaged student population, and it was generally a very positive review. Some areas to work on were found, the documentation of a Teaching and Learning Strategy being the first focus, which was actually achieved by the end of 2022. Interestingly during the review it was found some areas of FISO as identified by DET were not as much of a priority of the school as DET would like, yet the schools results were well above schools in the area. Doreen is also a school that spends more time trying to provide quality experiences, rather than talking about them in documentation or on websites. Specialist classes are offered in Phys. Ed., Art, Music and in 2022 AUSLAN as the connection with China is no longer viable and the school lost its Chinese language teacher.

Doreen Primary School students also run a Junior School Council. It aims to develop leadership skills, teamwork skills, Resilience, Role Modelling behaviours, and fosters Student Welfare Programs which involve community projects. The Junior School Council Meeting(which involves all children) often takes on Social Justice Issues. They support a little boy in Cambodia, and raise money for this. Their fundraising efforts also feed the school pet, a lizard by the name of Fudge. The Leaders of the JSC are chosen each term after elections, and are from the grade Six students. All get a turn, each student being on the JSC for one term. In 2020 this was modified so as all grade six students had a turn at Leadership. The NESST Leadership program is an important part of the Doreen Program, running one day where Leadership Skills were developed and the students heard from a local Policeman regards leadership. A second day where children travelled to other schools and looked at Leadership projects and activities being run. This day also allowed for some interaction with future Year 7 peers, an excellent bonus of the day.

The Arts are well represented at this school. The school has several rock bands, choirs and drumming groups. These are run by the music teacher along with music tutors. The visual arts program is run by a teacher who is a practising artist, and involves several visiting artists over the school year. The program has resulted in several school based art installations.

Music is also a major focus at the school with Rock Bands and Choirs performing both at school and in the Community. In 2022 the musicians performed at a recital at the Panton Hill Hotel in both June and early December. These "Gigs"have families in attendance and children performed brilliantly. We held our December Whole School concert on site under the Basketball roof. Stages, sound systems, Lighting and a 300 strong audience saw it again become a highlight of the school year after two years of cancellations due to COVID. A Grade Six Graduation Evening was also held after the success of the COVID induced ceremonies of the previous 2 years.

Facilities over the last 5 years have been both extended and upgraded. Major projects from the past include School Funded installation of synthetic turf on the school "oval" with natural grass surrounds, retaining walls, mulch and plantings. All works were by volunteers who are experts in their field. In March 2021 the school funded another Masterplan Project and the Landscaped sandpit was installed. The school also won a \$200K grant to build 2 outdoor classroom areas including an amphitheatre, and joined the Greener Schools Program and installed 26KW of Solar Panels and LED lights and fittings. Late in 2022 the Inclusion grant project began under the VSBA. Unfortunately the scope of works was less under VSBA management, and the project has still not been completed as of March 2023.

In 2022 after much lobbying for some Government input into the school's facilities, the Minister of Education awarded Doreen Primary school \$5.387M to build a new administration building and some new classrooms. Unfortunately this only equates to \$4.3M due to VSBA deductions to supervise the project, but it still means a set of 21st century buildings onsite at last. The long and arduous VSBA process began in 2022, and hopefully construction should begin by the end of 2023. The new buildings will include an Administration Building and Learning Centre with four classrooms, and there is a planned 2nd stage that will require another government building grant.

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

### Learning

The major elements of this schools Learning Expectations are always based around continued support and fostering of previous high performance levels. This can be a challenge, as continued high performance can lead to complacency. In 2022, even after 2 years effected by Remote Learning and COVID 19 Lock Downs, academic performance at the school continued to be well above similar schools, and pleasingly Teacher Judgement also indicated that students were working at high levels. This would indicate that the school's evaluation program, standardised testing regime and use of SPA to record both short term and longitudinal results has been in line with results found in NAPLAN, so use of student data across the board to influence Learning has been effective.

*Academic Results in this report show that:*

**Teachers at this school believe that 98% of children at this school are at or above expected outcomes in English. ( School SPA Data confirms this)**

1. Statewide data has 89% of teachers at similar schools stating this and across the state it is 87% of teachers.
2. NAPLAN Data says

Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	91.7%	95.0%

Similar Schools average:	82.6%	81.1%
State average:	76.6%	76.6%

Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	82.4%	87.0%
Similar Schools average:	74.3%	73.8%
State average:	70.2%	69.5%

While the NAPLAN figures are not quite at the same levels as teacher judgements, the school's own SPA data using standardised testing is. The NAPLAN data does show the school is well above expected levels across the state. Of course effecting this data greatly is that NAPLAN is a test in May, and the school's standardised tests are in late November after a full year's Curriculum has been covered.

**Teachers at this school believe that 98% of children at this school are at or above expected outcomes in Numeracy. ( School SPA Data confirms this)**

1. Statewide data has 88% of teachers at similar schools stating this and across the state it is 86% of teachers.
2. NAPLAN Data says:

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	88.1%
Similar Schools average:	68.3%	69.5%
State average:	64.0%	66.6%

Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	64.7%	75.9%
Similar Schools average:	56.3%	62.0%
State average:	54.2%	58.8%

This data shows the Grade 3 students are very close to teacher judgements, while the grade 5 is well below teacher judgements although well above statewide results. Of course again effecting this data greatly is that NAPLAN is a test in May, and the school's standardised tests are in late November after a full year's Curriculum has been covered.

It also should be noted that the four year average is down for Numeracy, more so in the Year 5 results and matches a statewide trend. It may be that the after effects of Remote Learning have had an effect across the state. It is pleasing that results at this school were not as greatly effected as those recorded across the state. This has given us more confidence in the effectiveness of our Remote Learning Program.

This school's data has historically been strong and well above expected levels. The school has always run sequential, developmental programs with a high degree of engagement. Programs are School wide, as is the School Culture around children always aiming for their best results - "my best is always good enough". Children are supported by a long running Literacy Intervention Program, and more recently the DET funded Tutors in School Program. as with all Programs at this school, the Tutor Program was incorporated into a whole school approach.

After a School Review mid way during 2022, a strong school Culture of Learning was found, but the need for more documentation on a Teaching and Learning Strategy was identified. The School developed this in the later half of 2022, based around the 10 High Impact Teaching Strategies. This will lead into more commonality in planning documents, although the current requirement for a Year Planner is still an expectation, and a foundation of a full and complete year's Learning Curriculum in all areas.

## Wellbeing

In both the area of School Connectedness and Management of Bullying, this school has achieved very pleasing results. Despite issues involved with Remote Learning and COVID 19 restrictions causing some lower results in 2021, in 2022 School Connectedness was back up to expected levels. Students in years 4-6, showed they had an 91% sense of Connectedness with the school, while students at similar schools said 78% and the state was 79%. Students also said the school's management of Bullying endorsement was 95%, while similar schools and the state averages were at 75%. While being very happy with these results, they are areas we can always keep evolving, and Opinion Surveys often show us areas to work on.

With high results in these areas indicated by students, parents and staff alike, it is obvious the schools recently developed School Values have had fostered the schools culture and had a positive effect. The talk of always doing your best and being proud of that is embedded in our school culture and helps with the Personal Wellness and Welfare of all students. Our School Culture was identified as being a major factor in the success of the school as a supportive, safe, calm and engaging environment where children wanted to and wanted to do well.

Student Agency and Voice are important factors in having a place where children feel engaged, valued and able to work at their best level. An engaging leadership program which includes Junior School Council, Buddies and the NESST Student Leadership Program where all grade six children take part is important, as hearing children talk about "wanting to be on JSC since I was in Preps" shows the importance of the program.

The JSC process included all children via a whole school meeting when possible in 2022, but was mostly achieved through class representatives being elected and attending a meeting with the JSC leaders. Both these types of meetings were chaired by the JSC leaders. Children being asked about directions the school is taking, helping to raise money for a school project, and being part of all stages of a school project created ownership and engagement.

This school also takes a pro-active response to bullying. From grade Prep, children are trained to meet "prickly" situations with a simple strategy, and this ensures that children always feel they have power to help solve their problems. It is not a "walk away" approach, but one where children are encouraged to stand up for themselves in a simple non-aggressive way, then approach a series of supporters for help if needed. Children learn they are not victims, but have the power to solve an issue, with help if needed. This is also fostered in the Child Safety area, as a way to deal with situations where they feel at risk. The playground at this school is then a place where children feel safe, and where they feel they belong.

## Engagement

Student attendance rates across the school in 2022 were between 89% and 92% across all grade levels. The state levels were well below this, Doreen's absence days averaged out at 20.4, while similar schools were 22.6 and the state was 23.3. While this school's results were well above its 4 yer trend, 2022 was a year of illness as the world went back to mixing socially again. While not our usual excellent results, it is well above the state, and comes about by the school developing a culture about attendance. Being at school is promoted as brilliant, with children named in newsletters for their efforts. Regular Newsletter articles about attendance occur, and if children miss school, catch up work is provided or suggestions made for ways for children to keep up.

It is also important that School is seen as a place to be. Programs, teaching approaches and engaging "hooks" by teachers mean students want to be here. Mid and End of Year Reports indicate absence days. A culture of consistent positive attendance is fostered by all, and high levels of absence are examined, help offered by the school, and regular check-ins made. At home activities are always offered for longer term absence.

School Connectedness is always high in Opinion Surveys, and factors such as Junior School Council and classrooms that encourage Student Agency are contributing factors to this.

Students at Doreen Primary want to be here, and they want to be involved. They know that goals and expectations are important, and that if they do their best, they are seen as a brilliant student, and should be very proud of themselves. Student connectedness in 2021 from year 4-6 students was 81.1%, while in 2022 it was 91% as students returned back to onsite learning.

Another factor in this area is that there are many programs at this school, across Sport and Phys.Ed, Music, Art, ICT, and Student Leadership, and because of the breadth of curriculum, all students find an area that engages and draws out their curiosity.

It does not hurt that staff at this school still believe there must be some Joy in learning, and that good data should be a by product of good teaching, not the major driver for every session.

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## Other highlights from the school year

2022 was the first full onsite years learning after two interrupted years with Lock Downs and Remote learning across the community. During 2020 and 2021 this school achieved very good results in relation to NAPLAN and its own Standardised Testing Program, and Opinion Survey data during those two years was also positive in most areas. Pleasingly, after the return to "normal", 2022 saw all data return to very high standards and levels.

A School Camp to Swan Hill for children in grades 3-6 and a Whole School excursion to Sovereign Hill in Ballarat were two excellent experiences for the year, but the return of The Great Doreen Bike Ride and Bike Education were also a feature. In week four of Term four 155 children, 40 adults, 7 cars with 5 trailers set off from the Diamond Creek Netball Courts along the Yarra Bike Trail. 60 P-2 children rode to Edendale Farm in Eltham and spent the day working on Farming Skills until being picked up and returning back to Diamond Creek. They rode 10km. About 40 more children rode to Lower Eltham Park and did Outdoor Adventure and Bike Skills before being collected for the ride home. They rode 20km. The last larger group rode to Templestowe before returning, traversing Westerfolds Park. They rode 32km.

Interschool Sport, The Ivanhoe Challenge, Swimming Programs, Swimming Trials visits by a Bee Man and Artists meant lots of "Doreen " style activities happened, and the School Disco and End of Year Concert were popular with all. The Fundraising group held a Colour Fun Run, and that was another highlight for the year. Our Music Tutors prepared individual performers and several Rock bands who were part of our End of year Concert, but also performed at The Panton Hill Hotel as part of the Doreen Primary School Panton Hill Performance. It was a return to previous programs after COVID restrictions, and immensely popular with the school community. The Hotel was booked out on both Performance nights. The End of Year Concert was both well attended and well received. grades, musicians and bands assisted.

The School took part in a full School Review in 2022. The process went for 3 days, and included many stakeholders in the school community. The review was very positive in that the reviewers saw excellent results across academic and Opinion Surveys, and observed calm, focused and engaged students. During the Review a new set of FISO standards were applied to the Self Review, even though it had different expectations when the Self Review was written. The review concluded that the school was performing at high academic levels with solid support from the community, but a few areas of documentation needed to be developed, specifically a new Teaching and Learning strategy supported by all. This was begun immediately, and is presently being trialled and adjusted as needed. New Child Safety Standards and VRQA expectations has seen the website now carry all policies, updating and additions as needed are now written in as they have been required.

Returning back to pre-COVID conditions will be a slow process, and while some positives during 2020 and 2021 were found to add to our School Culture, we may never be able to do all of the activities this school took for granted. In 2022 normality returned to most school programs, and as 2023 unfolds, we look forward to changes to our school buildings via the Inclusion Grant and the New Building project; the addition of Mental Wellness Programs and The Resilience Project; and AUSLAN to continue its brilliant progress as our second language; and this cohesive and supportive School Community to return to its previous strengths.

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## Financial performance

After the 2021 school year, Doreen Primary school carried over a little under \$20,000 in cash into 2022 and after some good growth in enrolments, it carried a deficit of \$143.00 in its Credit budget at Reconciliation time. Enrolments were the key to the better Budget in 2022, especially as further cuts to the Rurality line in the budget were expected. Any money "carried over" or saved is done so to fund a specific project that requires some saving to achieve. The school has always been pro-active in funding its projects, meaning the students benefit as soon as possible. The Facilities Master Plan self-funded in 2020, was used to complete projects in 2022, and influence planning for the Inclusion Grant. The school gaining the \$5.387M building grant has meant new plans and directions, and these will unfold in 2023.

Challenges with its budget in coming years will be related to the experience of staff and the higher costs of wages, however reasonably projected changes to the staffing profile will see more credit funds available as staff retire. The school's use of a Program Budgeting system, and a Culture that puts Quality Programs as a priority means resourcing will always be supported by the School Community. Ongoing staff, yearly increments and DET policy changes will always see the budget come under great strain into the future, but enrolment development and changing staff profiles should see the school manage to keep its breadth of programs. The School lost its Rurality Funding in 2020, but after much protest managed to have the school classified a Peri-Urban school, ensuring the school receives about half of the \$80,000 the school received under Rurality funding.



For more detailed information regarding our school please visit our website at  
[www.doreenps.vic.edu.au](http://www.doreenps.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 162 students were enrolled at this school in 2022, 78 female and 84 male.

22 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).

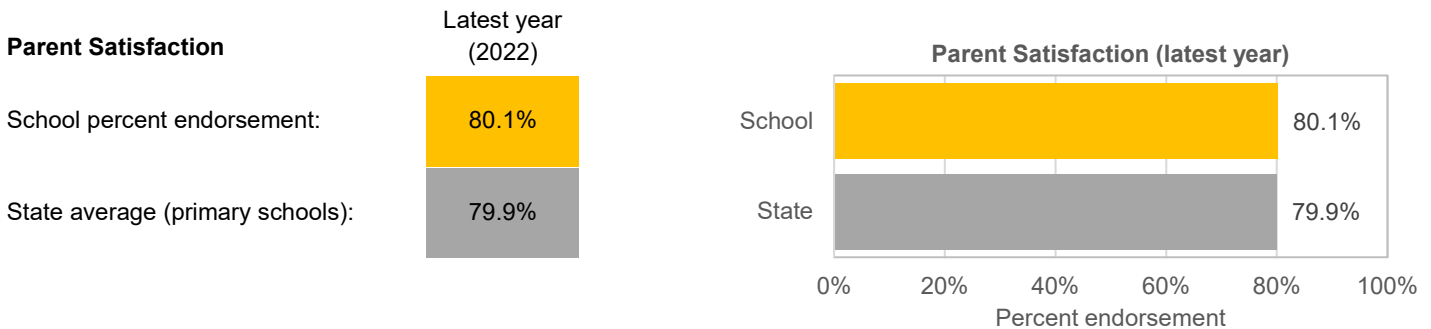
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### 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.

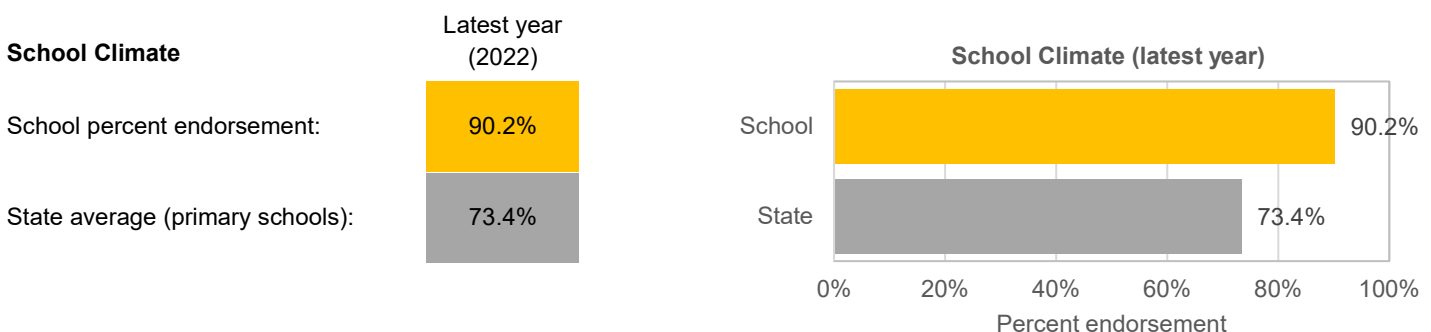


### School Staff Survey

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:

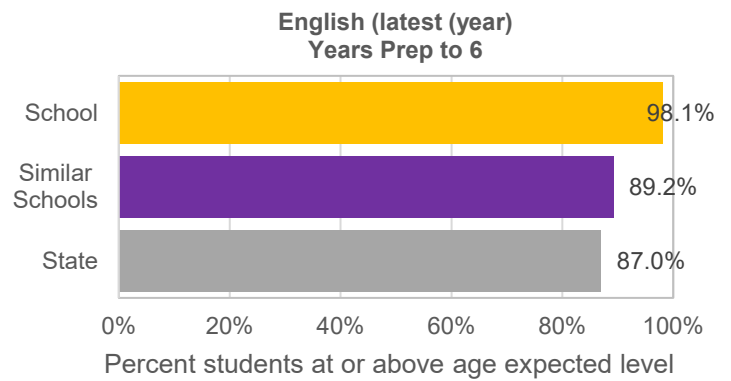
98.1%

Similar Schools average:

89.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

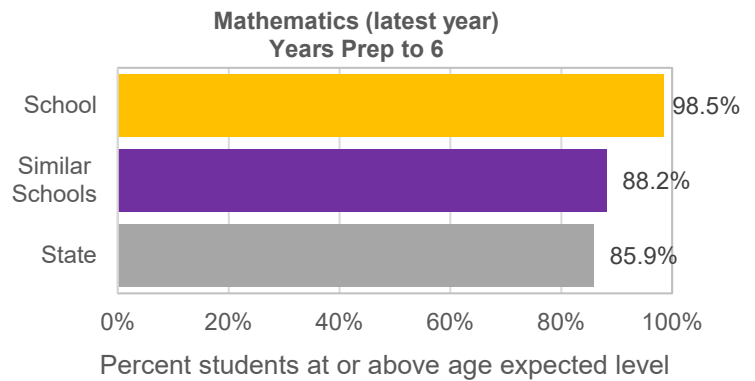
98.5%

Similar Schools average:

88.2%

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.

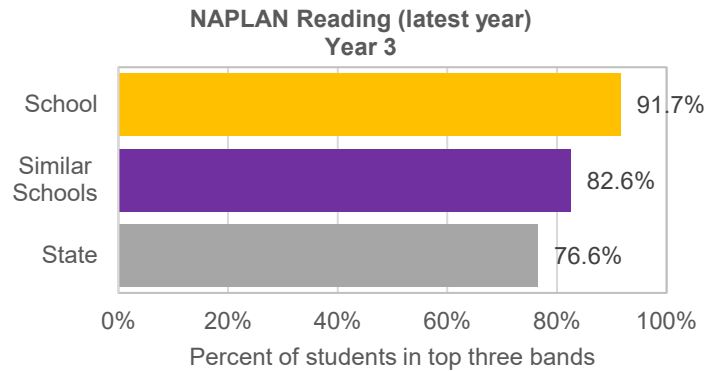
### NAPLAN

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.

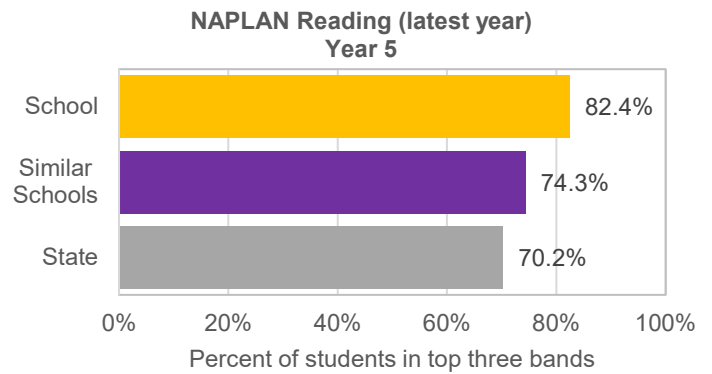
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.7%	95.0%
Similar Schools average:	82.6%	81.1%
State average:	76.6%	76.6%



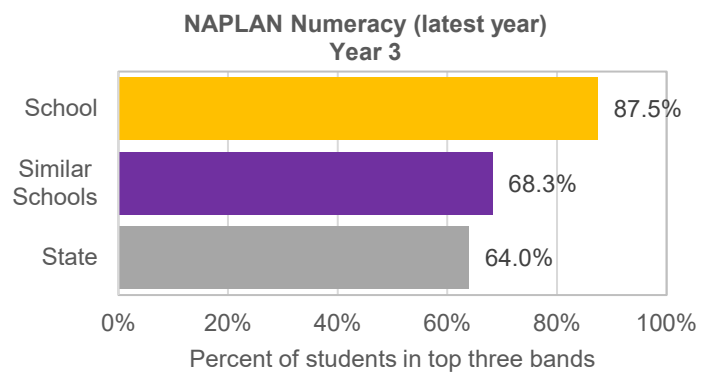
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.4%	87.0%
Similar Schools average:	74.3%	73.8%
State average:	70.2%	69.5%



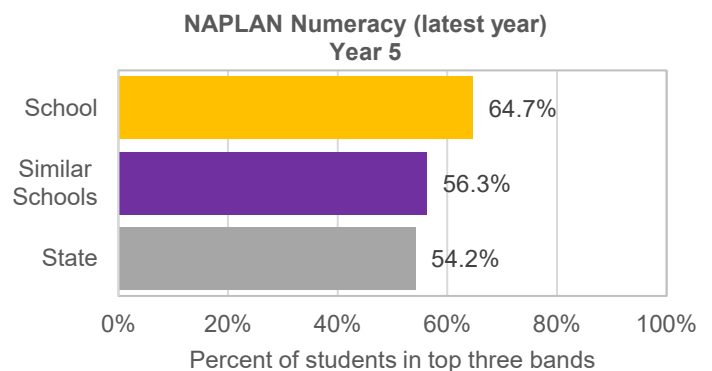
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	88.1%
Similar Schools average:	68.3%	69.5%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.7%	75.9%
Similar Schools average:	56.3%	62.0%
State average:	54.2%	58.8%



## WELLBEING

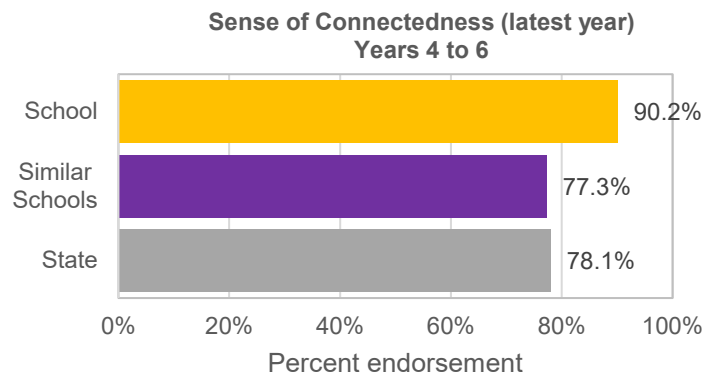
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	90.2%	87.4%
Similar Schools average:	77.3%	79.5%
State average:	78.1%	79.5%

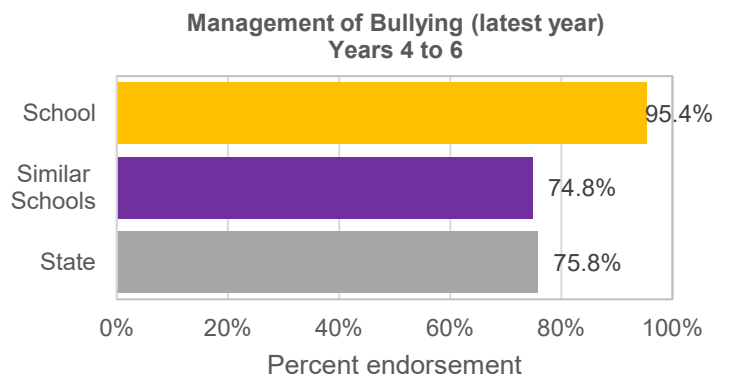


### Student Attitudes to School – Management of Bullying

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:	95.4%	90.8%
Similar Schools average:	74.8%	78.2%
State average:	75.8%	78.3%



## ENGAGEMENT

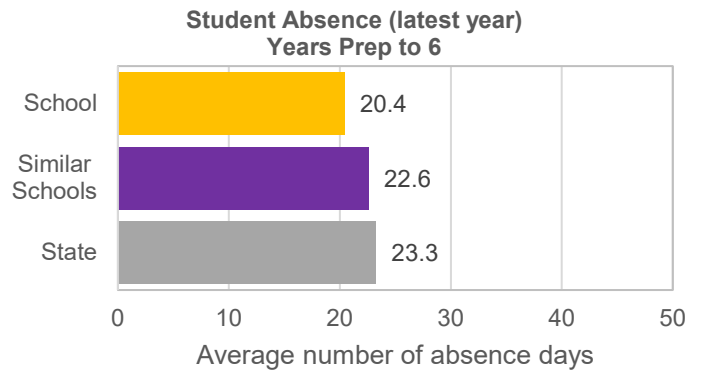
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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	12.7
Similar Schools average:	22.6	16.0
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%	89%	92%	89%	90%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,400,355
Government Provided DET Grants	\$142,280
Government Grants Commonwealth	\$10,455
Government Grants State	\$0
Revenue Other	\$5,252
Locally Raised Funds	\$126,190
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,684,532</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$12,039
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$12,039</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,401,347
Adjustments	\$0
Books & Publications	\$371
Camps/Excursions/Activities	\$69,796
Communication Costs	\$1,146
Consumables	\$39,462
Miscellaneous Expense <sup>3</sup>	\$4,412
Professional Development	\$14,117
Equipment/Maintenance/Hire	\$12,402
Property Services	\$45,490
Salaries & Allowances <sup>4</sup>	\$88,876
Support Services	\$0
Trading & Fundraising	\$22,629
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,360
<b>Total Operating Expenditure</b>	<b>\$1,705,407</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$20,874)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$24,038
Official Account	\$3,059
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$27,097</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$27,097
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	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$27,097</b>

*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.*