

# 2023 Annual Report to the School Community

School Name: Glenroy West Primary School (4809)



- 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 26 April 2024 at 02:30 PM by Pamela Streete (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

To be attested by 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 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 for 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').

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

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

### NAPLAN

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

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

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

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

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

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

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

# About Our School

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## School context

Glenroy West Primary School was built in 1958 and is located in Glenroy 16km north of metro CBD. There are large, maintained grounds that provide for active and positive play, adventure playgrounds, kindergarten and native gardens. Glenroy West Primary School received \$18.12 million to upgrade and modernize the school, including new facilities for an additional 200 students to meet enrolment growth for the 2023 school year.

Glenroy West Primary School is a Kindergarten to Year 6 school and has a history of excellence in education. This school is very well regarded by the local community and has always had a reputation as an excellent Victorian Government school due to high expectations for both teaching, learning and behavior. The school has a proven record of achieving high standards of education. In 2023, the school had a total enrolment of 323; 53 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander. Glenroy West Primary School is an authorized IB (International Baccalaureate) World School for the Primary Years Programme (PYP).

The student population is diverse with twenty-nine languages represented at the school and 65 per cent of students coming from a home where English is not the main language. The school has a Medium SFOE (Student Family Occupation and Education Index). Our school has two kindergartens on site called York Street Kindergarten and which have been operational from 2014 under the banner of the Northern Schools Early Years Cluster. The York Street Kindergarten has an excellent educational program for both three- and four-year-old. There is a strong link between the school and kindergarten to ensure a seamless transition in the Early Years.

The curriculum provides explicit teaching and learning in literacy and numeracy based on the Victorian Curriculum. The school provides an inquiry-based authentic approach to teaching and learning, where literacy and numeracy are embedded. As part of the PYP program a learner profile with a set of attributes and ideals that aim to inspire, motivate and focus learning in the 21st century is promoted. Specialist programs include STEAM, physical education, STEM and digital technology and LOTE (Indonesian). EAL is provided for students who meet the criteria and tutoring support for these students who require intervention. The school offers Homework Club as an extracurricular subject and the High Ability Program is also offered for students requiring extension.

Our staff is highly trained, dedicated and professional in upholding high academic, social and personal standards. They constantly strive to ensure that students access The Primary Years Programme (PYP-IBO) curriculum that is both personalized and rigorous. As an accredited IB World School, all teaching staff receive professional training to ensure the Programme is delivered consistently at a high level across the school.

The school implements the Kath Murdoch model of inquiry linked to the PYP from Foundation to Year 6. We adopt a forward-thinking approach to curriculum development and delivery so that all students will be engaged in a curriculum that prepares them for their future. We emphasize personalized learning, goal setting for all students, EAL program, literacy and numeracy intervention at the school for those students who require the foundations for language acquisition and further individualized learning from Prep to Year 6. We also provide support for overseas students through the International Student Program.

In 2023 the staff comprised the Principal Class Team, 23 Teaching Staff, and 17 Educational Support Staff. There were no staff identifying as being from an Aboriginal and Torres Strait Islander background.

The school has an ongoing focus on developing the open teaching spaces by linking pedagogy to practice. All classrooms have interactive whiteboards installed, a one-to-one iPad program from Grades 3-6 with a strong focus on teaching and learning. The focus is on state of art learning with the use of flexible learning spaces, high quality teacher practice and collaborative relationships with local schools and the wider system. The school looks to an exciting future as we will work together to continuously improve the quality of teaching and learning and to achieve high standards of education for all students

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

### Learning

In 2023, our ongoing commitment to maintain high expectations of student performance in literacy and numeracy continued to produce excellent results in Numeracy and Reading in Year 3 and 5 NAPLAN. The school is one of five schools in Melbourne's North-West that were identified by the Australian Curriculum and Assessment Reporting Authority (ACARA) in 2023 as achieving consistently strong results in NAPLAN. For Reading and Numeracy, the school has been identified by DET as an Influence School, meaning that the school is high performing, has maintained this level consistently over three years and is on a positive improvement trajectory with the school acting as an influencer and system leader.

The Year 3 NAPLAN results in Reading show the percentage of students in Strong or Exceeding proficiency levels was 70.3%, well above similar schools and the state average (similar schools were 57.9% and the state average was 69.6%). Similarly, the Year 3 results in Numeracy showed 68.6% of students as Strong or Exceeding (similar schools were 51.2% and the state average was 67.4%). The Year 5 NAPLAN results in Reading showed the percentage of students in Strong or Exceeding proficiency levels was 70.7% (similar schools were 68.0% and the state average was 76.9%). The Year 5 results in Numeracy showed 68.4% of students as Strong or Exceeding (similar schools were 55.5% and the state average was 67.9%).

In 2023 achievement for teacher judgement against Victorian Curriculum in English Prep-Year 6 percentage of students at or above expected level was 87.3% (similar schools were 80.2% and the state average was 87.2%). Achievement for teacher judgement against Victorian Curriculum in Mathematics Prep-Year 6 percentage of students at or above expected level was 89.8% (similar schools were 78.0% and the state average was 86.4%). The school provides intensive EAL support for an increasing number of newly arrived students from overseas as well as support for all students on the Program for Students with a Disability. All PSD students are identified, and individual plans are designed to support their learning. All of these students have shown solid progress towards achieving individual learning goals.

To achieve these strong student learning outcomes, we have an ongoing focus on effective instructional practice, high expectations of all learners, and the provision of a stimulating and secure learning environment. We focus on the collaboration and collective responsibility of our teaching teams and best quality practice to ensure high expectations for all students and staff in the school. Our goal is to provide consistent high quality teaching practice that extends capabilities and grows each individual child. All teachers have been working as part of our team structure to develop a range of teaching and learning strategies specific to the needs of each student in Mathematics and English. Professional Learning Communities support collaborative and data driven approaches to differentiated and individualized learning for all students. Teachers challenge and support one another to build and refine their practice to achieve greater consistency in teacher practice across the school.

Teachers have opportunities to observe skilled colleagues, trial and review new strategies and receive feedback and focused coaching to support improvements in their practice. The focus of this strategy is on the implementation of effective instructional practice with explicit teaching, learning intentions, success criteria and individual student goal setting now routine and visible in every classroom. At each level, there is a collaborative approach to teaching and learning with flexible groupings and children developing their independence and their understanding of their learning. Our differentiated and personalized approaches mean that students are taught at their point of need ensuring appropriate learning growth for all students including more capable students. Staff are focused on identifying and developing targeted and effective assessment processes. A wide range of assessment approaches is utilized including pre-and post-testing of students and moderation of teacher judgements. Key data sets are analyzed to address the learning needs and identify gaps.

A comprehensive and rigorous curriculum program is implemented and continuously evaluated by the principal and staff. As an accredited school for the Primary Years Program of the International Baccalaureate, the school provides an inquiry model which contextualizes learning whilst building the knowledge, skills, and attributes of individual students and staff as learners. We strive to ensure high levels of literacy, numeracy and Science, Technology, Engineering and Mathematics (STEM) which are taught explicitly through the inquiry process.

## Wellbeing

At Glenroy West Primary School we emphasize interpersonal development, self-regulation and personal learning. Our staff have completed the Respectful Relationships training and this program has been implemented in all classrooms. We continually audit curriculum and learning programs, evaluating their capacity to engage students and to improve their health and wellbeing. The school is currently implementing a multi-tiered approach to student wellbeing through the School Wide Positive Behaviour Support Program. Our student wellbeing strategies are fully integrated into all programs in the school and are focused on maximizing student connectedness and preventative social skills approach.

We focus on providing all children with a positive learning environment that encourages and enables students to be socially competent, resilient and self-motivated. Our learning environment is safe and secure and supports the physical, social and emotional wellbeing of each child. Students are supported to recognise and act on their responsibilities as an individual and as a

member of the school community. Teachers and students collaborate with other professionals to develop IEPs, putting in place recommended strategies, and modifying curriculum and/or teaching and learning approaches to support positive mindsets and behaviours

We were successful in securing funding through the Australian Government's National Student Wellbeing Program, which will provide \$20,280 annually from 2024 to 2027. This will support the engagement of wellbeing officers, enhancing the pastoral care available to our students.

We have a proactive and preventative emphasis on anti-bullying and cyber safety. The curriculum includes explicit instruction relating to bullying prevention, conflict resolution and pro-social behaviors. Students' input is central to these processes. A Student Code of Conduct has been consolidated with restorative practices used across the school. Staff professional learning has a focus on consistent behavior management approaches and follow-up. As a result, staff and students have a common understanding of high expectations and processes which has resulted in the commonality of language and consistency in classroom and yard Behaviour management. We have an ongoing emphasis on accessible student leadership and peer support opportunities.

An analysis of the 2023 Student Attitudes to School data shows that our students have high levels of connectedness to the school and feel very safe in the school environment with Percent Endorsement results for Sense of Connectedness of 72.3%. Percent Endorsement results for Management of Bullying were 70.9%.

Our wellbeing programs provide ongoing initiatives for all students and specific strategies and activities to support individual students and families. A commitment to the value of diversity is reinforced through school programs and activities and the school has actively developed and implemented Child Safety policies and practices. The school has well-established links with community services for promoting positive health in all students, and for supporting specific health needs of individual students. We continually seek to identify potential community partners, including a broad range of health and well-being agencies.

In collaboration with Merri Health, we've been successful in our application for the Play Our Way Grant, aiming to further enrich our community's health and wellness resources. Our Walk to School initiative continues to encourage students to embrace walking, enhancing both their physical health and environmental awareness. Our dedication to promoting cycling has remained strong, fostering an environment where students are encouraged to embrace active travel to school. Our strong partnership with Merri-beck City Council has been a cornerstone in implementing and sustaining these initiatives effectively.

These initiatives not only reflect our commitment to the well-being and development of our students but also underscore our community's resilience and proactive spirit. We look forward to continuing these programs and exploring new opportunities to enrich our community's educational and social landscape.

Glenroy West Primary School is committed to developing and maintaining strong and supportive school and family partnerships through community activities, information sessions and an open-door policy. The 2023 Parent Opinion Survey indicated high levels of satisfaction with the school (82.1%)

## Engagement

At Glenroy West Primary School we provide a stimulating learning environment for all students by increasing opportunities for higher levels of participation, connectedness, cognitive engagement, challenge and independence. Our students are highly motivated to learn and are confident in our curriculum and what it provides them. Teachers work actively with students to encourage independent learning through skills development, resilience and a growth mindset being taught explicitly within the curriculum. Teachers have developed learning environments that engage students in purposeful and meaningful learning, and that provide social interactions that reinforce students' self-efficacy, abilities and potential. Teachers provide regular feedback to students regarding their learning. We aim to ensure that all students have a smooth, planned and logical progression through the stages of learning. Teaching team approaches have ensured a holistic focus on both individuals and groups of students and have supported the transition of students as they move through the school. Teachers plan and identify opportunities for students to actively engage in designing learning that is challenging, inquiry based and discipline rich. They also work actively with students to encourage independent learning through skills development, resilience and a growth mindset being taught explicitly within the curriculum.

The school continues to focus on identification of strategies to improve engagement outcomes, particularly stimulating learning, teacher effectiveness and teacher empathy. We continue to work with teachers, students and families to build deeper understanding of the importance of quality relationships. Relationships with teachers and peers are recognized as lynchpin for personal safety and the capacity to build learning confidence. Teachers have developed learning environments that engage students in purposeful and meaningful learning, and that provide social interactions that reinforce students' self-efficacy, abilities and potential. There is a focus

on the development of student voice and agency. Through the PYP Inquiry Framework, students are taught metacognitive skills which enable active input into their learning. Teachers work with students to identify the steps needed to achieve desired learning outcomes. This is based on assessment, transdisciplinary skills, individual learning plans, reflective journals and goal setting. In their final year of Primary School, Year 6 students are required to complete a major Unit of Inquiry and celebrate their learning through exhibition as part of the IB Primary Years Programme. In 2023, Year 5 and 6 students completed an inquiry into the transdisciplinary theme- Sharing the Planet. They investigated the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. The students engaged in the inquiry cycle, researching their teams' questions linking to the United Nations Sustainability Goals. They sifted and sorted information and data to create comprehensive presentations of their findings. The purpose of this project was to promote agency, creativity, collaboration and to apply their learning.

The Exhibition of Learning was the culmination of students learning and provided an opportunity for the students to showcase their knowledge and skills of inquiry from the IB PYP. It was very well attended, engaging the students' families and friends, special guests and the local community.

School attendance continues to be a whole-school focus and is supported by providing a highly engaging inquiry-based curriculum. Our school places significant importance on being at school every day and arriving on time and being prepared for learning. In 2023, the school maintained good attendance levels (90%) with overall absence levels lower than similar schools and like state averages. The school closely monitors attendance and works with the community to establish shared expectations for both attendance and punctuality. The Compass system has supported daily communication with families through SMS and phone calls, as well as clear, follow-up procedures. High levels of student attendance are promoted and celebrated in a range of different forums. Glenroy West Primary School aims to ensure that all students have a smooth, planned and logical progression through the stages of learning. The school provides a comprehensive Kindergarten to Foundation Transition Program that ensures that children and families beginning school are familiar with school procedures and are provided with an opportunity to feel welcomed and part of the school community. The program includes both information sessions for parents and opportunities for children to be in a school classroom environment. The school also engages in regular visits to feeder kindergartens and kinder groups also visit the school. The Year 6 Transition Program involves visits to local secondary colleges and exposure to leadership programs to build resilience and readiness for new challenges during this critical transition phase. The emphasis is on students being prepared to take responsibility for their own learning, organization and time management.

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## Other highlights from the school year

Our pedagogical vision played a crucial role in shaping the educational experiences and outcomes for our students at Glenroy West Primary School. This vision was based on the school's values and the objectives we expected to achieve through teaching. The culmination of the Building Project was significant in 2023 for all stakeholders inclusive of the needs and interests of our students and community, current research and best practices in education.

As a staged project, we were able to see the Student Support Centre completed as well as the Gymnasium. This area included the administration, meeting rooms, music and performing arts area and the OSCH program fully operational. The Junior and Middle Learning Communities were also completed in 2023.

Our Open Streets events have turned Clovelly Avenue into a vibrant and safe corridor for students. With an astounding 82.3% of students participating in active travel during these events, the initiative not only promoted physical activity but also reduced car usage by 27.3%. The community's feedback has been overwhelmingly positive, with a significant majority expressing a desire to see these events become a regular feature.

Our collaboration with the Proactive Policing Unit has been instrumental in addressing traffic management concerns, ensuring safer commutes for our students and peace of mind for parents. We now qualify for a traffic crossing supervisor.

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## Financial performance

Glenroy West Primary School is in a sound financial position. The school in conjunction with the Council and Finance Subcommittee are responsible for producing an appropriate Annual Budget with expenditure targeted towards identified school priorities. These priorities align with the 2020-2024 School Strategic Plan, 2023 Annual Implementation Plan and Annual Program Budgets. Expenditure

is disbursed with the principal importance of strengthening student learning, maximizing student outcomes and further developing the physical environment of the school.

Locally raised funds enabled the school to make improvements to library resources and updating student devices. Major expenditure items in the year included Literacy Resources such as Fountas & Pinnell reading collections, Library & Guided Reading books; major upgrade to Telephone system; Technology equipment such as iPads, ThinkPad, Chromebooks and televisions; Music equipment; Furniture, Plant and equipment. Other expenditure comprised of speech therapy, mental health and wellbeing as well as additional coaching and support in the areas of Literacy and Numeracy.

The school's surplus in 2023 has been targeted towards the provision of enabling the school to provide additional staff members to areas such as Disabilities & Inclusion, Literacy Leading & Coaching, EAL, LOTE, Counsellor, Student catch up programs and numerous Educational Support staff.



# 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 323 students were enrolled at this school in 2023, 154 female and 169 male.

53 percent of students had English as an additional language and 3 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).

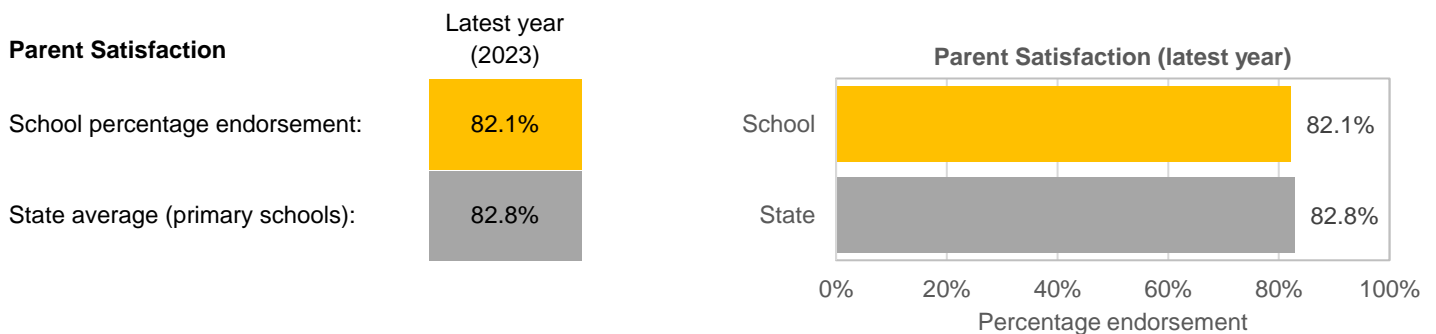
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### 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.

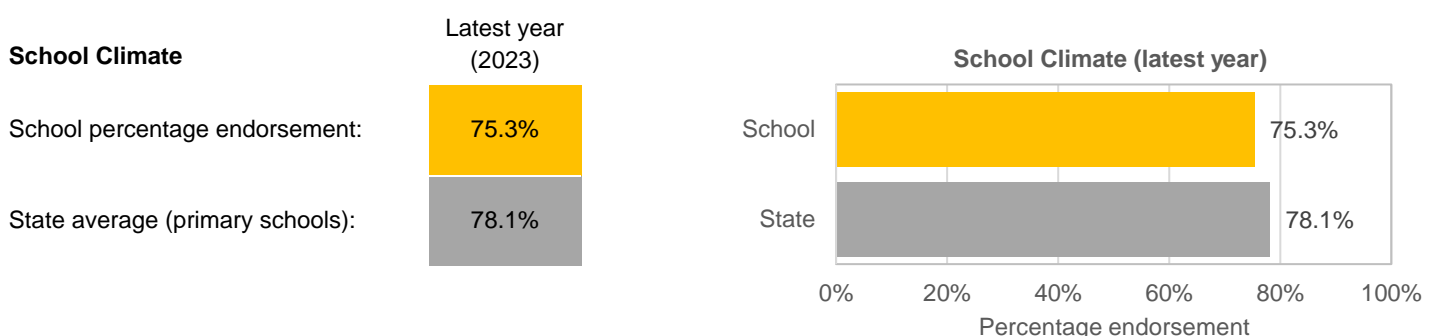


### School Staff Survey

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, considering 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:

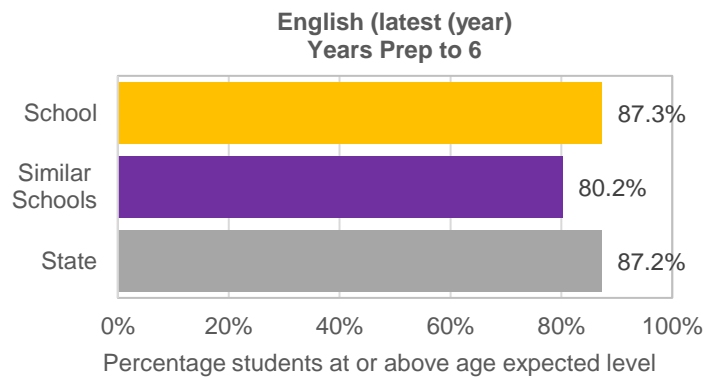
87.3%

Similar Schools average:

80.2%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

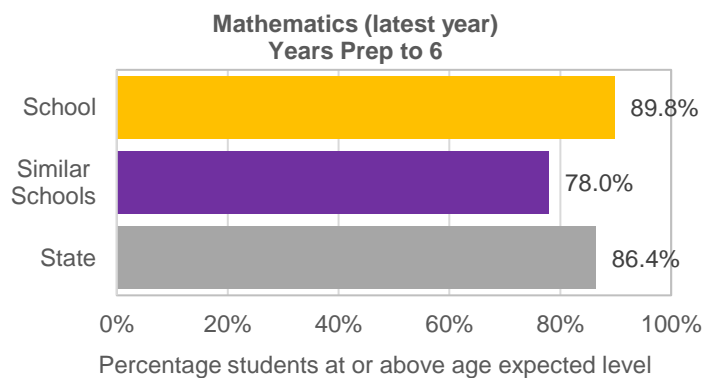
89.8%

Similar Schools average:

78.0%

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:

70.3%

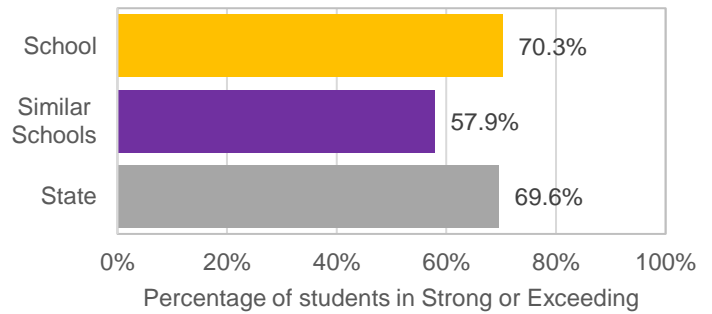
Similar Schools average:

57.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.7%

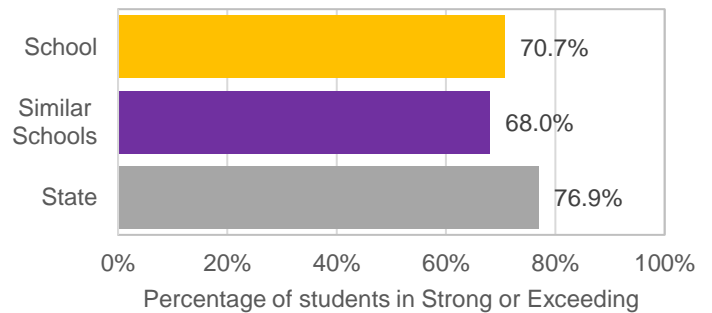
Similar Schools average:

68.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.6%

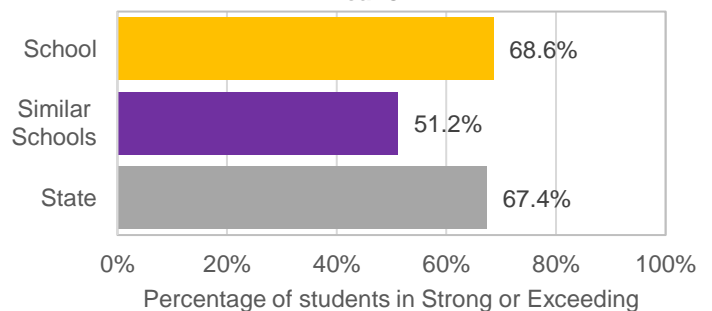
Similar Schools average:

51.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.4%

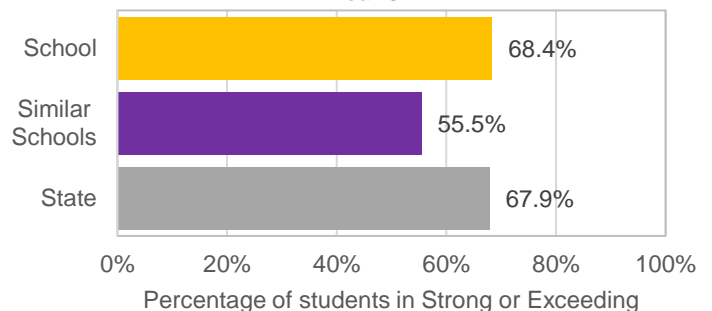
Similar Schools average:

55.5%

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:

92.3%

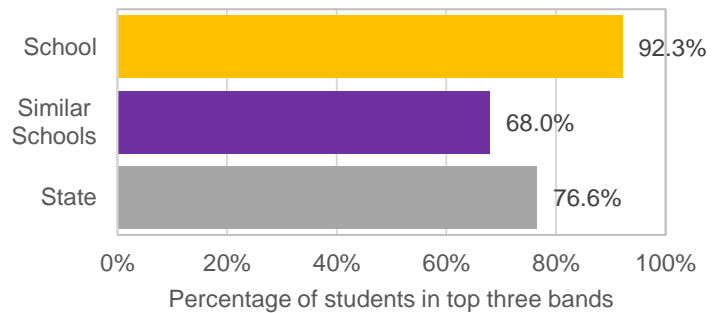
Similar Schools average:

68.0%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

81.5%

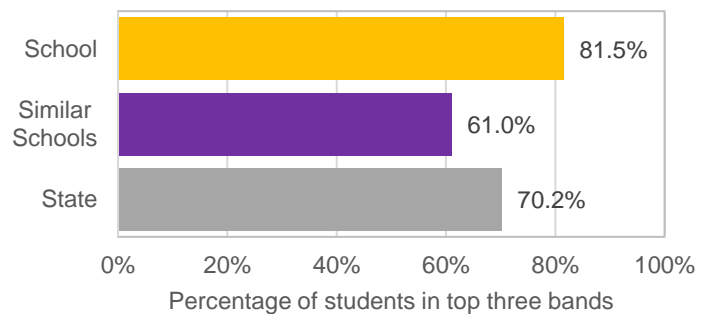
Similar Schools average:

61.0%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

76.9%

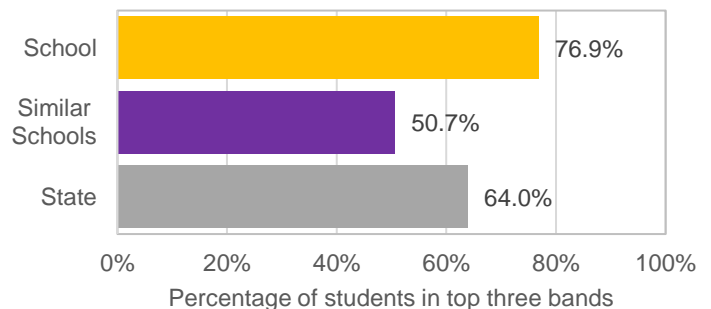
Similar Schools average:

50.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

63.0%

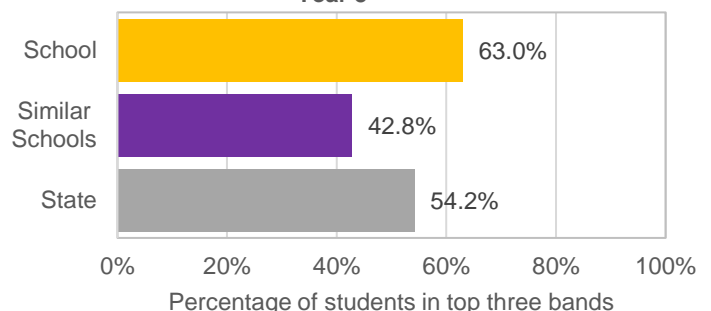
Similar Schools average:

42.8%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

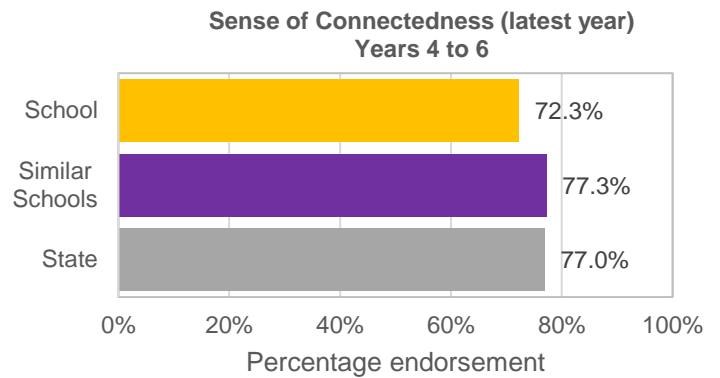
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	72.3%	74.2%
Similar Schools average:	77.3%	79.4%
State average:	77.0%	78.5%

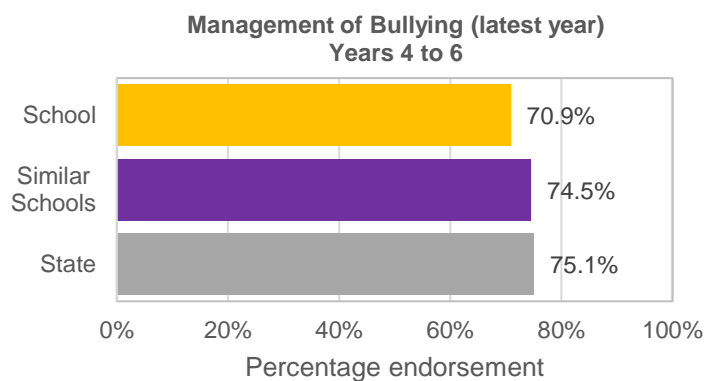


### Student Attitudes to School – Management of Bullying

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:	70.9%	72.6%
Similar Schools average:	74.5%	76.3%
State average:	75.1%	76.9%



## ENGAGEMENT

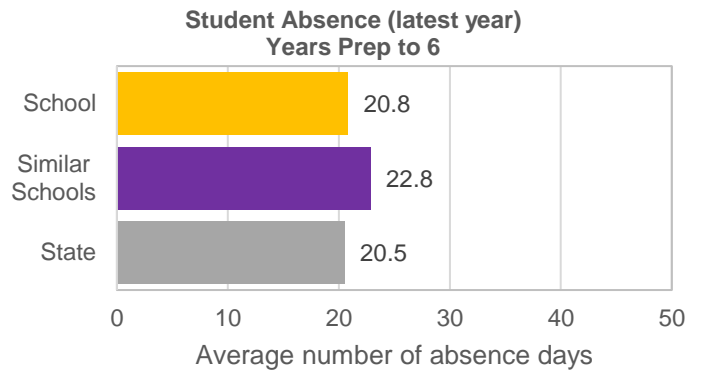
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	20.8	19.8
Similar Schools average:	22.8	21.1
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):	90%	90%	90%	90%	89%	90%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,981,284
Government Provided DET Grants	\$476,622
Government Grants Commonwealth	\$7,622
Government Grants State	\$0
Revenue Other	\$93,850
Locally Raised Funds	\$45,248
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,604,626</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$253,278
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$253,278</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,448,273
Adjustments	\$0
Books & Publications	\$45,976
Camps/Excursions/Activities	\$41,004
Communication Costs	\$6,336
Consumables	\$67,593
Miscellaneous Expense <sup>3</sup>	\$25,642
Professional Development	\$9,806
Equipment/Maintenance/Hire	\$223,934
Property Services	\$80,143
Salaries & Allowances <sup>4</sup>	\$49,129
Support Services	\$281,318
Trading & Fundraising	\$10,067
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$65,120
<b>Total Operating Expenditure</b>	<b>\$4,354,343</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$2,250,283</b>
<b>Asset Acquisitions</b>	<b>\$163,884</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 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 refer to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,952,806
Official Account	\$20,766
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,973,572</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$139,428
Other Recurrent Expenditure	\$51,090
Provision Accounts	\$1,081
Funds Received in Advance	\$26,036
School Based Programs	\$419,733
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$35,400
Asset/Equipment Replacement < 12 months	\$384,000
Capital - Buildings/Grounds < 12 months	\$390,710
Maintenance - Buildings/Grounds < 12 months	\$315,678
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$150,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,913,155</b>

*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.*