

# 2023 Annual Report to the School Community

School Name: Cranbourne South Primary School (4755)



- 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 06 April 2024 at 05:39 PM by Monique Corcoran (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 07 April 2024 at 07:40 AM by John Barbaressos (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).

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

Cranbourne South Primary School's (CSPS) mission is to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing. Our vision is to provide all students with an education they can be proud of by exhibiting confidence and creativity in this complex and ever changing world. We strive to assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals. The five values of Purpose, Positivity, Persistence, Pride and Passion are the cornerstone of CSPS.

CSPS opened in 1956; located in a semi-rural environment approximately 5 kilometres south of Cranbourne. CSPS confirmed enrolment for 2024 is 342.

CSPS has undergone a significant Capital Works project (\$5.9 million) which included a purpose built, new facility (on Browns Road) including specialist environmental studies and arts spaces, student kitchen, wellbeing and breakout rooms, administration, first aid, new toilet amenities, staff car park upgrades, new multi purpose hard cour and notable landscaping across the school. This work was completed in early 2023.

The dedicated staff of CSPS comprises of 2 Principal Class, 2 Learning Specialists, 20 teaching staff, 11 Education Support Staff, 1 Inclusion leader, 1 Business Manager, 2 Office staff and 1 part time First Aid.

At CSPS, we pride ourselves on distributive leadership; represented by a strong commitment by the School Improvement Team (SIT). Teams are based on a Professional Learning Community model, where data and point of need teaching, learning and wellbeing are the key focus.

The school structure is predominantly a singular class model, consisting of 14 classes, divided into Lower School (Foundation – Year 2) and Upper School (Year 3 - 6). CSPS focuses on teaching the stage of development, not the age of the child, through use of explicit data sources to identify point of need instruction.

Support approaches and programs focus on literacy and numeracy development from the perspectives of early intervention, extension and growth.

The 'LEAPS+' specialist programs offered at CSPS result in high levels of student connection, motivation and engagement. The five key specialist programs of Language (Spanish), Artistic Flair (Arts), Environmental Science, Physical Education and Social Wellbeing (new program in 2023) open the doors for students to further critical thinking and discovery. A sixth specialist program, Digitech, is being introduced in 2024.

Extra curriculum opportunities are varied and provide students with an opportunity to extend their learning. Opportunities include camps, excursions and in-school activities, swimming and water safety programs, lunchtime clubs, Perceptual Motor Program, intra/inter school sports, school concert and school/community Empowerment Projects.

CSPS predominately utilises a Google platform for communication and collaboration, with additional Apple technology available. There are a variety of mobile devices available in classrooms with the inclusion of commercial panels/screens in all learning spaces. The Student Wellbeing program is committed to daily implementation of strategies and programs that support student mental wellness and welfare, including Breakfast Club, Canine Assistance and Lego Therapies.

Student voice, agency and leadership continues to develop strongly, evidenced with the strong Year 6 leadership program, School Community Captains (SSC), SET (Sustainability & Environment Team) and iSea iCare dolphin ambassadors.

CSPS prides itself on community engagement and connection, highlighted by the Parents and Friends Association who are crucial in fundraising and bonding the community together.

On site, TheirCare provides a high quality before/after school care program five days a week as well as a Holiday program.

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

### Learning

2023 was a School Review year for CSPS. The school review team delved deeply into the performance of the school over the past four years, which informed the development of the school's 4-year School Strategic Plan. The school reviewer assessed compliance with the Curriculum and Student Learning Minimum Standards.

In 2023, Learning Specialists (LS) designed and implemented targeted Professional Learning in:

- developing learning intentions, success criteria, enablers and extenders followed up by instructional learning observations, participation in team planning and explicit coaching
- Mathematics, with a focus on differentiation, and student conferencing / check ins for learning
- Reading with a focus on Phonics (Foundation - Year 2) and whole school assessment

- consistent teaching of Writing through the Instructional Model and use of conferencing / check ins for student learning

As a result, the Staff Opinion Survey indicated the following:

- skills to measure impact increased from 81% in 2022 to 83% in 2023
- professional learning to improve practice increased from 76% in 2022 to 83% in 2023

Focusing on academic emphasis to embed consistent assessment practices and teaching and learning instruction, led to the collaboration and co-creation of:

- Mathematics sub-strand learning continuums (Learning Phases) to inform student specific learning goals and teacher explicit differentiated learning groups
- Writing learning continuums (Learning Phases) specifically in Text Structures and Expressing Ideas (Victorian Curriculum)
- CSPS Writing moderated samples documented from Abilities Based Learning and Education Support (ABLES) to Year 7

As a result, Student Outcome results indicated the following:

- Year 5 NAPLAN students in the proficiencies of strong and exceeding percentages were Reading 87% (above State), Writing 89% (above State) and Numeracy 66% (similar to State)
- Teacher Judgements for Reading F-Year 6 showed students in the expected levels at 86% (Match State)
- Teacher Judgements also indicated areas for improvement in the area of Numeracy/Number and Algebra

CSPS enhanced collective efficacy in Professional Learning Communities (PLC) using the DET Improvement Cycle framework, furthering the belief that we can influence student outcomes and increase achievement for all students.

CSPS supports students relative to early intervention in literacy through the Tutor Learning Initiative and students extension via DET Victorian High Ability Program (VHAP). Extensive Reading support is provided to identified students from Foundation - Year 6 through a small group intervention, four days a week.

## Wellbeing

The CSPS Wellbeing program is a highly organised and intentional plan of action, that acknowledges the rights and responsibilities of all staff and students to work and learn within a positive, safe and orderly learning environment.

In 2023 CSPS focused on:

- introducing the Prevention 4 program which focuses on Bully prevention, in alignment with the School Wide Positive Behaviour Support (SWPBS)
- developing and implementing a weekly Social Wellbeing Specialist program Foundation - Year 6
- developing and implementing a Canine Therapy Assistance Program throughout the school

The Wellbeing program included the extension of the SWBPS, with the natural integration of the Respectful Relationships, Social and Emotional Learning and Zones of Regulation constructs. The SWPBS surveys conducted throughout the year indicated a strong embedding of the SWPBS construct. CSPS is extremely confident in achieving Silver accreditation in 2024.

As a result:

- SWPBS survey indicated exceptional positive results such as 100% of school wide expected behaviours and 97% positive acknowledgements
- Parent.Guardian Caregiver Survey survey showed an increase in positive endorsement of Non experience of bullying from 58% to 63%

Staff received regular Professional Learning targeting staff and student wellbeing, with a focus on mental health. Outside agencies including LOOKOUT Education Support Centres, iCan Network (Autism led services) and Therapeutic Engagement Support Services Association (TESSA) were accessed to extend and develop staff understandings of wellbeing processes and procedures. Selected staff attended the Casey South Wellbeing Community of Practice to gain ideas from colleagues directly in the wellbeing field.

The introduction of a weekly Social Wellbeing specialist subject enhanced the already rigorous presentation of classroom wellbeing lessons with a focus on self awareness and self regulation. Outside agencies were utilised to promote mental health and wellbeing including Melbourne Football Club and Phoenix Soar.

The Social Wellbeing Program is:

- highly inclusive in providing a culturally safe environment for Aboriginal students and students from linguistically diverse backgrounds. The Parent.Guardian Caregiver Survey indicates a continued positive endorsement of Respect for diversity at 85%.
- strongly committed to supporting students with a disability and/or vulnerable.

Student Support Group (SSG) meetings for students funded under the Program for Students with Disabilities (PSD) and other vulnerable students are conducted each term.

The Social Wellbeing program is complemented by daily implementation of strategies and programs that support student mental wellness and welfare, including Breakfast Club, Canine Assistance and Lego Therapies. Small, targeted group sessions were held in conjunction with the Canine Therapy to those students identified by staff.

As a result:

- The Attitude to School Survey (Year 3-6 students) results showed a increase of positive endorsement relative to Emotional awareness and self-regulation from 64% to 68%
- The Parent.Guardian Caregiver Survey indicates a continued positive endorsement relative to Promoting Positive Behaviour at 84%

CSPS is extremely committed to the Child Safe policies and strategies and to the inclusion, safety and wellbeing of all children in its care.

CSPS accesses a variety of outside agencies to support mental health and wellbeing, such as Life Education as well as liaising with external agencies to support priority cohorts and identified families.

## Engagement

The CSPS Engagement approach is structured and focused. Staff, students, student leaders and community are responsible for promoting a welcoming and inclusive school environment. Through regular and targeted Professional Learning sessions, CSPS has continued to build staff capacity in the area of Student Engagement, focusing on Student voice and Agency within their learning. Professional Learning Team meetings intentionally engage in professional dialogue that elicits open and honest collaboration. The LEAPS+ specialist programs offered at CSPS results in high student connection, motivation and engagement. The six key specialist programs of Language (Spanish), Artistic Flair (Arts), Environmental Science, Physical Education and Social Wellbeing opens the door for students to explore their interests and to discover what they truly love to do. CSPS outsources guest speakers to further student engagement and motivation eg. Olympic Medalists.

Students are offered a multitude of opportunities to participate in events and activities within the community. This includes sporting events such as Cross Country, Athletics and team sports. In 2023, students were well represented at the annual Red Hill Show. CSPS provides many opportunities for students of all year levels to participate in student leadership roles within the school. These include Sustainability and Environment Team leaders, School Community captains and Year 5 iSeaCare Dolphin Ambassadors. These teams plan and implement opportunities throughout the year to raise awareness and funds for specific charities through dress up days and events.

Year 6 Student leadership roles include Captain and Vice, House and Community Captains. They are actively engaged in leading lunch clubs, event days and focus groups to provide feedback on school matters such as:

- school policies relating to home learning and engagement
- School Council attendance and presentation including actions relating to school improvement

CSPS has continued to maintain a highly engaged Transition Program across the school, with a strong focus at the start of each year on building a positive learning culture and setting the climate. Staff and students are strategically allocated roles throughout the transition sessions, including:

Step in (Foundation), Step Through (Year 1 to 5) and Step Up (Year 6).

CSPS provides opportunities for pre Foundation students and families to engage with the school including online as well as onsite sessions to fully immerse students and families in the school experience, including activities led by student leaders. In Term 1, a Foundation Meet and Greet afternoon session is held with a variety of activities onsite such as a petting zoo and community BBQ. Fun and Friendship playgroup sessions were introduced at the beginning of Term 4, inviting students to interact with the school environment in a less formal manner.

The Foundation leader actively engages with neighbouring Child Cares and Kindergartens to ascertain explicit need moving into school, to further support students in the early years of education. The Senior School Team leader participates in a Network Community of Practice to form connections with neighbouring Secondary colleges to ensure a smooth transition to Year 7.

As a result, the Attitudes to School survey indicates a pleasing response relative to Student Voice and Agency with an increase by 8% to 62%.

CSPS implements an Attendance Improvement and Intervention (AIIT) strategy; analysing student data on a fortnightly basis relative to types of and unexplained absences, as well as the implementation of consistent and agreed strategies to highlight the crucial importance of school attendance. Student absence plans and alternative learning plans are closely monitored. SMS messages are sent on the day of unexplained, non attendance, with staff communicating with parents; followed up by the Principal class as required.

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## Other highlights from the school year

CSPS is a school rich in history and Community Spirit Partnerships to Success. We pride ourselves in the ongoing involvement of the community and the inclusion of parents, clubs and associations to further the school experience.



CSPS gathered as a community to celebrate the new “Murrup” building in June. This event brought together past, present and future CSPS community members through a day of activities, assemblies and celebrations. The Murrup building was officially opened on the 9th August 2023.

The first Inaugural Arts Fiesta was held with all students participating in a presentation of dance and showcasing their visual arts talents. Of particular interest and excitement was the ‘Glow’ Room. Year 6 students led a Mercado (market) where they made and sold items. Community attendance was high.

Some noteworthy 2023 celebrations included:

- School Community Captain led events including Crazy Hair Day, Easter bonnet parade, Pyjama day and Super Hero day
- iSea iCare events including World Oceans Day
- Murrup Days including Smudge’s birthday (canine)
- Year 6 Graduation
- Foundation Meet and Greet

CSPS engages strongly with outside organisations to provide further opportunities for students eg. Green Planks where students were engaged in construction problem solving. High profile sports people visited CSPS, which was a highlight in the AFL and netball fields.

CSPS prides itself on community engagement and connection, highlighted by the Parents and Friends Association (PFA) who are crucial in fundraising and bringing the community together. The PFA are strongly committed in providing varied experiences for the students to engage in, through special events such as the highly successful Color run and Mothers and Fathers Day events.

As a result, the Parent Opinion Survey indicated the following positive endorsements in 2023:

- Pride in physical environment 94%
- School Pride and Confidence 83%
- Parent Participation and Involvement 78%

On site, TheirCare provides a high quality before/after school care program five days a week.

## Financial performance

CSPS has continued to allocate resources in line with the Strategic Plan and AIP to achieve the schools goals and priorities. A well planned annual income and expenditure budget ensured the school’s resources supported educational priorities and goals. Complete accounts and records are kept and internal controls monitored. As a result financial commitments are met within expected timelines and the school operated as planned within its budget.

The Finance Sub Committee and School Council meet on a monthly basis to ensure a firm hold on the financial position, including monthly reports and the distribution of the Finance reports to facilitate the monitoring of the school’s finances.

School Funds and Equity Funding have provided the school with some options in regard to staffing and resources to enhance student learning and meet AIP priorities. Funds were directed in the following ways:

- Replacement staff to further enhance professional learning, coaching, mentoring and classroom observations
- Professional learning to ensure high quality consistency of practice
- coaching program, led by the Learning Specialists, across the school including explicit data evaluation meetings with structured peer reflection

Targeted DET initiatives

- The Primary Welfare program was implemented through the Social Wellbeing Specialist field.
- Swimming in Schools fund supports a Foundation - Year 4 intensive swimming program and Year 5 & 6 Life Saving skills.
- Early Years Koorie Literacy and Numeracy Program implementation targeted specific students with identified needs.
- Student Excellence Program was partially implemented in 2023, with funds rolled over to 2024. Identified students participated in the structured learning extension program – Victorian High-Ability Program. Learning Specialists led Professional learning to build teacher capability in their school to cater appropriately for students who are identified as high-ability students requiring extension.
- The Tutor Learning Initiative (TLI) ensured that any student who may have fallen behind or become disengaged due to remote learning received the additional help they needed. The focus continued to be on Early Years Literacy Intervention and the introduction of a whole school Writing, Grammar and Punctuation program to increase students’ understanding of the English language.

Buildings and Grounds

- Necessary updates to all decking (sanding and staining) throughout the school
- Planning for the minor capital works program for a new bike shed began, with installation to be completed in 2024.
- All Rolling Facilities Evaluation Priority action items requiring attention within the next 3 years were all completed in 2023. AIMS indicates that all Condition Based Maintenance are complete.

- Schools that are funded for RFE visual issues will have received a condition assessment report as part of their RFE. This report identifies maintenance issues at the school, listed by priority. When a school is funded for PMP funding, issues requiring attention within the next 12 months (Priority 1 and 2) are allocated funding. Schools can find a list of their defects on the condition-based maintenance tab of their School maintenance plan (SMP) (staff login required). More information can be found at School Maintenance Plans and Rolling Facilities Evaluations.
- CSPS received \$25K 2023/24 Bushfire At Risk grant, focusing on prevention measures as outlined in the VSBA BARR reports.

#### Music in Schools DUET Teacher Professional Learning Program

- The program is provided by the DET for two teachers to receive training, mentoring and coaching in delivering a music program F - 6. The focus in 2023 was on Foundation to Year 2 with Professional learning and a Mentor in school program.

#### CSPS was fortunate to receive financial support from the:

- Sporting Schools (SS) Grants valued at \$5,900.00, providing students with additional and varied sporting opportunities related to basketball clinics, cricket programs and sports equipment..
- Student Wellbeing Boost funding provided additional funds towards incursions such as Project Rocket for all year levels.

#### Outside School Hours Care Grant

- Funding was received through a grant to extend the OshC program to include a School Holiday program. This will be implemented in 2024.

#### Parent and Friends Association (PFA)

- Fundraising was significant in 2023, with a profit of \$23,625. Such contributed to the new shade sails and new playground equipment (Gagapit) to be installed in early 2024 (\$16K).

**For more detailed information regarding our school please visit our website at**  
<https://cranbournesouth.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 321 students were enrolled at this school in 2023, 154 female and 167 male.

6 percent of students had English as an additional language and 2 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).

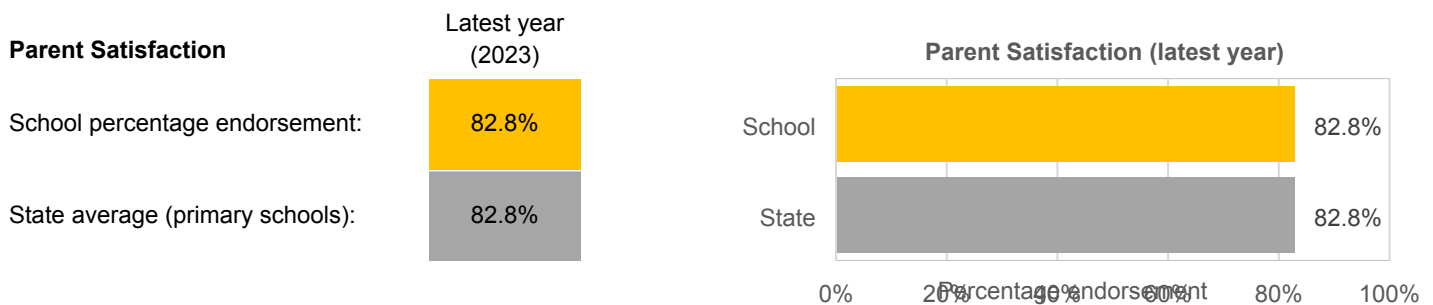
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

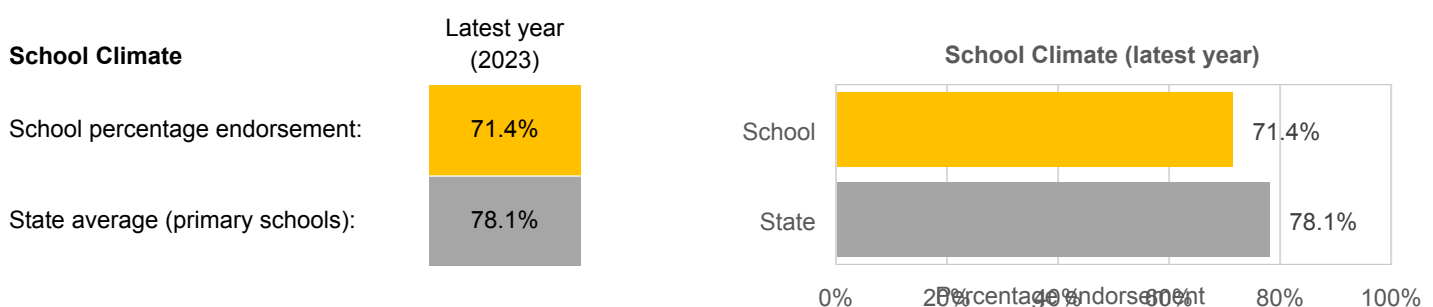


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

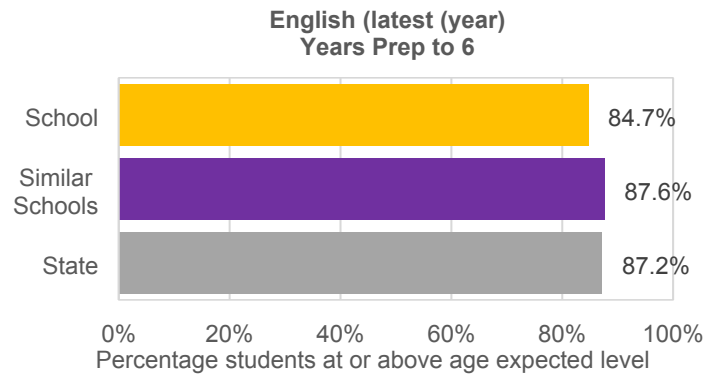
84.7%

Similar Schools average:

87.6%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

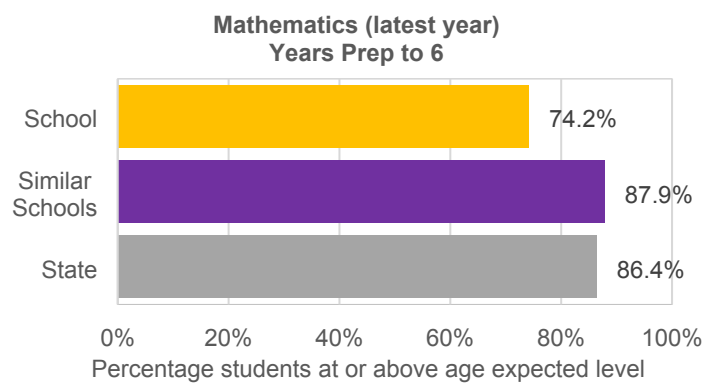
74.2%

Similar Schools average:

87.9%

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:

57.1%

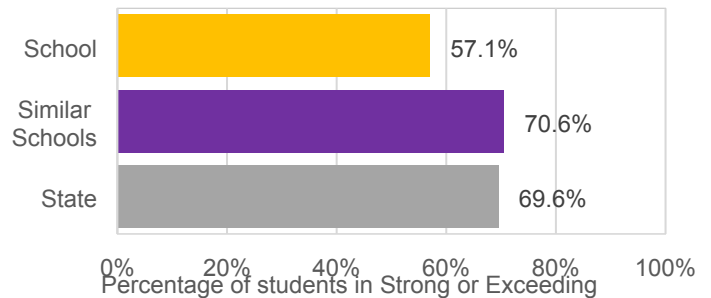
Similar Schools average:

70.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.8%

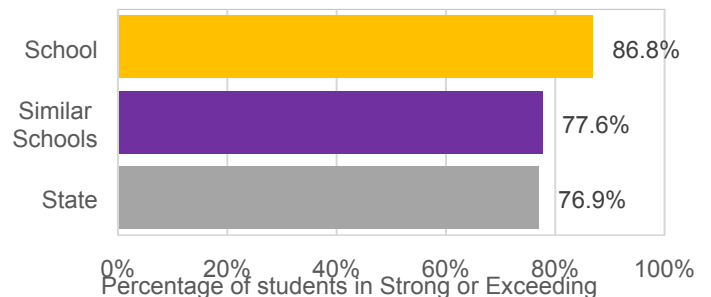
Similar Schools average:

77.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.8%

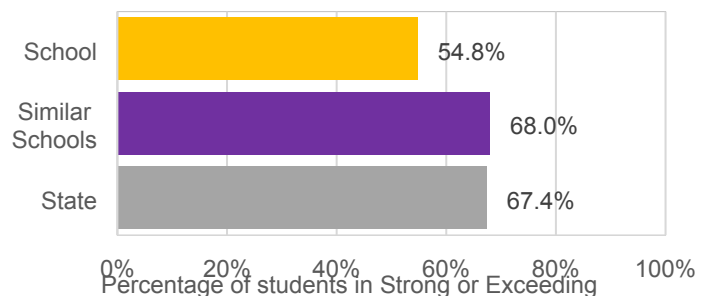
Similar Schools average:

68.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.8%

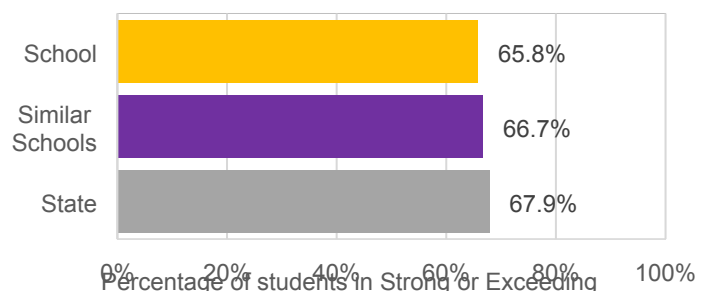
Similar Schools average:

66.7%

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:

75.0%

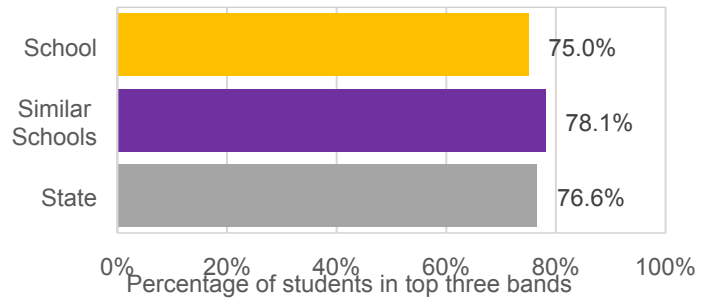
Similar Schools average:

78.1%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

73.5%

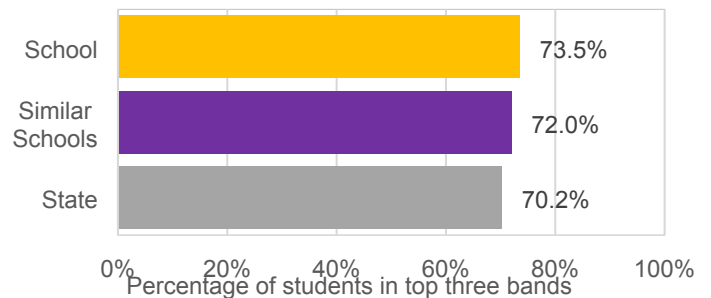
Similar Schools average:

72.0%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

47.9%

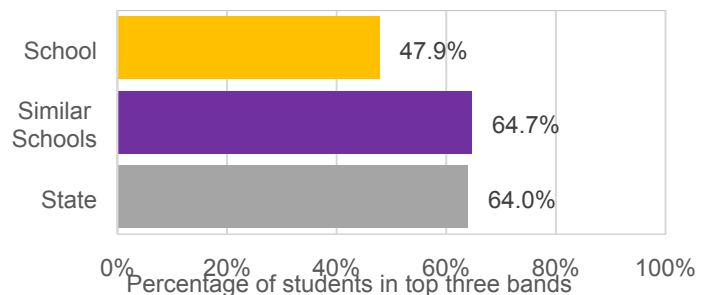
Similar Schools average:

64.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

45.5%

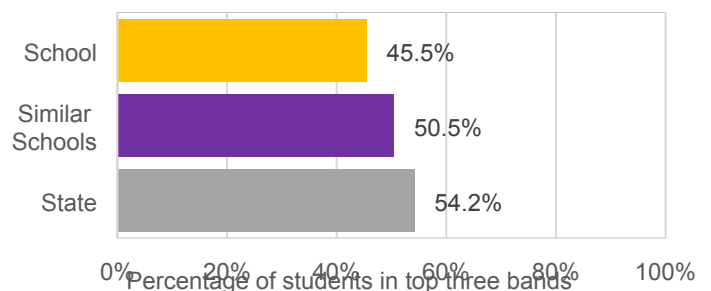
Similar Schools average:

50.5%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

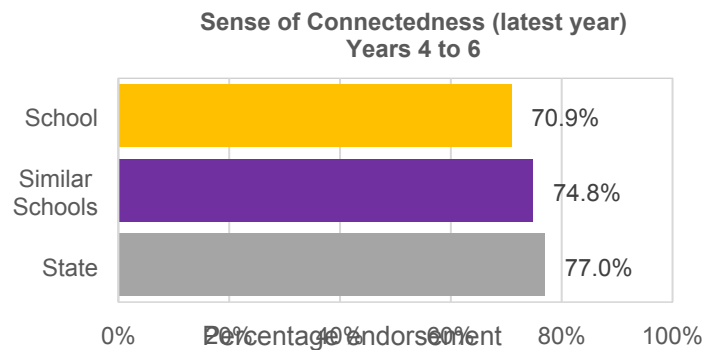
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	70.9%	72.6%
Similar Schools average:	74.8%	76.3%
State average:	77.0%	78.5%

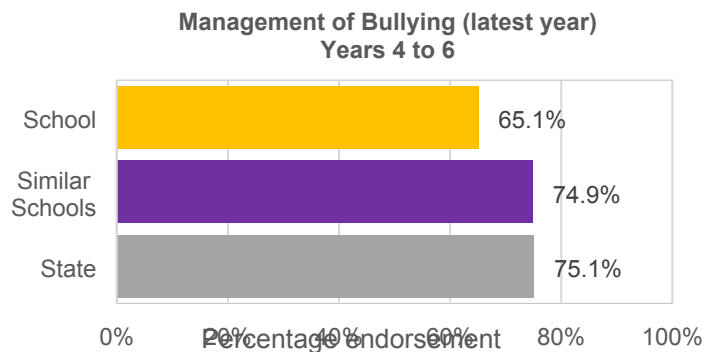


### Student Attitudes to School – Management of Bullying

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:	65.1%	67.9%
Similar Schools average:	74.9%	75.8%
State average:	75.1%	76.9%



## ENGAGEMENT

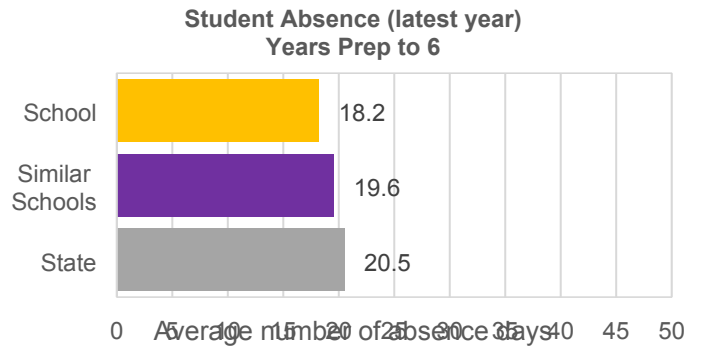
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	18.2	19.8
Similar Schools average:	19.6	17.9
State average:	20.5	18.1



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	93%	90%	91%	91%	91%	90%	90%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,282,004
Government Provided DET Grants	\$487,346
Government Grants Commonwealth	\$9,270
Government Grants State	\$0
Revenue Other	\$20,016
Locally Raised Funds	\$198,970
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,997,607</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$66,283
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$66,283</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,161,114
Adjustments	\$0
Books & Publications	\$943
Camps/Excursions/Activities	\$101,610
Communication Costs	\$6,000
Consumables	\$54,149
Miscellaneous Expense <sup>3</sup>	\$18,315
Professional Development	\$3,800
Equipment/Maintenance/Hire	\$41,523
Property Services	\$86,537
Salaries & Allowances <sup>4</sup>	\$67,811
Support Services	\$110,258
Trading & Fundraising	\$43,662
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,013
<b>Total Operating Expenditure</b>	<b>\$3,733,734</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$263,873</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 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$298,234
Official Account	\$19,640
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$317,874</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$87,209
Other Recurrent Expenditure	\$9,544
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$53,077
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$19,143
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,000
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>\$238,974</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.*