

2023 Annual Report to the School Community

School Name: Rutherglen Primary School (0522)



- 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 16 April 2024 at 01:24 PM by Karryn Williams (Principal)

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

Attested on 24 April 2024 at 12:41 PM by Marika Partridge (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

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

NAPLAN

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

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

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

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

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

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

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

About Our School

School context

Rutherglen Primary School, established in 1873, is proudly centered within the Indigo Shire town of Rutherglen in North-East Victoria. Centrally located 42km from both Wangaratta and Wodonga, Rutherglen Primary draws students from both within the town, as well as the nearby towns of Wahgunyah, Corowa, Springhurst, Chiltern, Howlong, Norong and other outlying farming areas. The school is part of the Wodonga/Indigo Network of Schools in the NEVR and in 2023 the student enrolment was 166. Flexible learning spaces work in harmony with our renovated historic buildings, and our welcoming and connected school community is guided by a clear vision and strong values that direct our educational practices within an engaging environment that encourages academic, social, and personal growth for all. Our school provides a caring and supportive learning community for students using a multi-age structure across Year 1-6, and a single level class structure at Foundation.

Staff, students, and families work together to create a learning culture that promotes:

- A commitment to support all learners to grow and succeed now and in the future.
- Resilience to ensure learners strive for excellence - academically, socially and emotionally.
- Genuine care for all - regardless of difference.
- Pride in ourselves, our school and our community.

At Rutherglen PS we are committed to the education and wellbeing of every student and strengthen this through partnering with families, community and supporting stakeholders. We aim to ensure our students are center of our F-6 approach to learning, as we encourage and guide them to be independent, resilient learners who can articulate their skills and knowledge, reflect on their learning, and be actively involved in future learning aspirations. We support the personal and academic growth of our learners through an engaging and supportive environment and a balanced school curriculum that prioritises personalised learning.

Rutherglen Primary has a commitment to zero tolerance of child abuse and is committed to child safety. We support and respect all children, as well as our staff and volunteers. We want every child at our school to be safe, happy and empowered, and respect the experiences that each child and their family bring to the classroom and our whole school, and value the many benefits that engagement with the wider community brings.

The wellbeing of our students is of high importance and as a whole community we support students to develop a positive sense of self, as well as confidence and connectedness through a focus on our values of Respect, Responsibility, Integrity, and Empathy. We support students to develop the lifelong skills to make positive and respectful connections with others and be happy. SWPBS, a school-wide framework for developing and explicitly teaching appropriate and positive behaviours is well embedded across our school with a collaborative effort that actively involves all staff, students and families within our school. Students are offered a range of extra curricula activities and opportunities that support their learning and emotional growth. The engagement of students is supported through the role of a school-based Chaplain who works both at a personalised and small group level with several students.

Student leadership is highly valued at RPS, and along with School and House Captains, we have a highly active Student Leadership Team. The Student Leadership Team link regularly with students across the school through the running of class meetings that help to facilitate a platform for all students to have a voice around matters within the school that affect them, and to help provide valuable feedback that informs the work we do as a school in the areas of learning, wellbeing, behaviour and engagement. In addition, our leaders play an active role in within the wider community.

An Outside School Hours Care and School Holiday program is operated on the school site by Indigo North Health. We also partner with Visiting Teachers and services such as Speech Pathologists, OTs, Counsellors and other agencies.

Rutherglen Primary School has specialist teachers that provide programs in PE, Visual Arts, STEM and Languages (French), and we are proud of our own school established cooking and gardening program which sees students in Years 3 and 4 partake in weekly lessons in the garden and cooking center, thus experiencing first-hand the links between growing, harvesting,

cooking and sharing fresh, seasonal produce. Opportunities are provided for students to partake in a range of sporting activities, lunchtime and competition chess, gardening, and through external providers, music tuition.

Our school community is highly supportive of our school, and our parents are valued and active participants who are engaged in a range of events, student centered activities and decision-making processes, including but not limited to School Council and the Parent & Friends Association. In 2023 we continued to strengthen family's connection with, and engagement in, their child's school post Covid interruptions and were pleased to welcome back families into the school to engage in opportunities to connect into their child's school years through volunteering in classrooms and programs or other extra curricula programs such as excursions, camps, sport, learning celebrations, and fundraisers.

An ongoing focus on continual improvement and maintenance of our school's grounds has led to continued improvements in our outdoor environment, which provides a range of both active play and quiet spaces. Our students and wider school community enjoy spacious playgrounds including a large turf sports area, under cover play court space, oval, basketball court, open asphalted play areas, nature playground, play equipment, creative play spaces and sandpit.

Workforce composition: In 2023 Rutherglen Primary School had 1 Principal Class Officer (Principal), 8 classroom teachers, 3 specialist teachers – (Visual Arts/STEM, PE and French), 5 Education Support Staff, a 0.2 Administration Officer and a 1.0 Business Manager.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 we continued to focus on student learning - with an increased lens on numeracy through the 2023 Priorities Goal. This was prioritised through; Developing tiered systems of support that enabled teachers to identify and respond to students' individual learning needs, including enhancing the data literacy of staff to inform targeted small group instruction and point-of-need teaching in all year levels, and furthering the collaboration between teachers/tutor in addressing student learning need.

Continually reviewing and refining our school-wide approach to the teaching of mathematics, through our numeracy leader's involvement in the PMSS program and the implementation under their leadership of the 'Anticipate, Launch, Explore, Summarise' model in our classrooms. Numeracy leaders engaged with teams in effective collaboration to build and strengthen their practices to support learning outcomes. Revising our curriculum documentation, content knowledge and instructional practices have been a focus this year and we look forward to consolidating this work with further professional learning and increased coaching support and observations in 2024.

The initial NAPLAN targets set in both our school's Annual Implementation Plan (AIP) and School Strategic Plan (SSP) are not comparable to 2023 data following the revision of NAPLAN and the shift to proficiency levels as the reporting format. However, our Year 3 Numeracy data indicated strong performance with 87% of students achieving in the Strong or Exceeding proficiency levels, comparative to Similar Schools at 66.6% and the State at 67.4%. Whilst there was a drop off in Year 5 data, which will be a forward focus area to address, the number of students achieving at the Strong or Exceeding level was 73.3%, again sitting above both Similar Schools at 64.7% and State at 67.9%.

Teacher Judgement of student achievement against the Victorian Curriculum, saw the school's percentage of students (P-6) at or above expected levels in Mathematics remaining almost the same as 2022 at 87.2%.

A key focus throughout 2023 was around building excellence in the teaching and learning of writing. A school-wide focus led by our Learning Specialist and Literacy team targeted the re-invigoration of our agreed instructional model in writing, with a refinement of our scope and sequence aligned to the curriculum and incorporation of the 6 +1 Traits.

Whole school professional learning in evidence-based approaches to support students' growth in writing was undertaken, including courses through OzLit teacher. From this, staff developed a shared understanding of what quality writing looks like, and how to support students to achieve this through a greater depth of understanding and capacity around, 'what and how', to teach and assess writing to progress student outcomes. Leaders built staff capacity to use formative data to moderate student writing, and NAPLAN scoring guides assisted staff in understanding the elements of writing that would progress student growth. Building staff capability to analyse student data and triangulate this data to inform consistency in teacher judgment was an integral part of the work undertaken by staff.

PLC cycles of inquiry enabled staff to diagnose and address student's writing needs and apply understandings gained from professional learning with their classrooms, as well as, monitor the impact of specific interventions or approaches. Through both professional learning and collaborative planning, teams were able to develop units of writing with a focus on differentiation and meeting the needs of students, as informed by staff's understandings and formative assessment data. These units aimed to enhance student agency, and develop more positive and confident dispositions toward writing. Ongoing classroom coaching by leaders supported staff confidence and enabled targeted growth for teachers in their identified area of need.

6 staff undertook the Sounds Write course in 2023, after proven success in student progress of using this approach within our literacy intervention program. This will enable all staff within the Foundation-Year 2 classes to integrate this into our literacy block and reach all students across their point of need, with anticipation of further progress and success for all students. The initial NAPLAN targets set in both our school's Annual Implementation Plan (AIP) and School Strategic Plan (SSP) are not comparable to 2023 data following the revision of NAPLAN and the shift to proficiency levels as the reporting format.

However, our Year 3 Writing data indicated strong performance with 78% of students achieving in the Strong or Exceeding proficiency levels, comparative to both Similar Schools at 76% and the State at 78%. Whilst there was a drop off in Year 5 data with only 60% of students achieving in the Strong or Exceeding proficiency levels, we are aware that this has been an issue in not fully understanding how to further develop and extend our writers at the upper levels and target their point of need. This was the exact work throughout 2023 and it would not be expected that we would see the impacts of our work in this data.

2023 Teacher Judgement of student achievement against the Victorian Curriculum in English, saw the school's percentage of 85.6% of students (P-6) achieving at or above age expected levels remain almost the same as the 2022 result. This result is comparative to Similar Schools and State Average who sat within a 2% difference. With a continued focus on writing into 2024, we look forward to building on the work undertaken last year, and a shift in outcomes for students as a result of the evidence based, collaborative approach being undertaken.

Factors within the School Staff Survey connected to the priority focus areas in teaching and learning in 2023 and the work undertaken, resulted in the maintaining of high levels of positive endorsement. Collective efficacy 86% (2022 - 88%), Collective focus on student learning 93% (2022 - 93%), Collective responsibility 90% (2022 - 82%) and Guaranteed and viable curriculum 91% (2022 - 91%).

This is attributed to an increased focus on whole staff professional learning in the area of instructional models, data analysis to drive differentiated learning and through collaborative planning time to effectively plan for point of need learning. Knowledge of the curriculum and being able to assess more accurately against this has supported teacher professional growth and in turn student progress.

Wellbeing

In 2023, Rutherglen Primary School continued a dedicated focus on supporting students' wellbeing and mental health. Our school focused on this by:

Refining and further embedding SWPBS with fidelity, with a particular focus on recording student behaviour and well-being through Compass and analysing data to inform actions to meet identified needs at individual, cohort or school level. Our data-informed problem-solving and solution plans have shown reductions in specific behaviour problems or student need, and we will continue to take this strategic approach moving forward.

Developing and documenting tiered systems of support that enabled all staff to identify and respond to students' individual well-being and behavioural needs through a planned approach. This also included formalising our school-level wellbeing team and undertaking professional learning in behavioural science principles with a behavioural therapist, Anxiety in the classroom and SWPBS – Universal Prevention.

Students' mental health and wellbeing was supported by consolidating the supporting practices already in place, and identifying and providing timely, targeted interventions to specific cohorts and at-risk students. This included access to counselling and psychology services, the role of our School-Based Chaplain, engagement in opportunities such as Creative Lands and Growing with Gratitude, alongside embedded practices such as RRRR - Resilience, Rights and Respectful Relationships being taught on a weekly basis and complemented with elements from Social Stencil, Anxiety in the Classroom, and the Growing with Gratitude. Regular inclusion of SWPBS focus lessons and a fortnightly Foundation-Year 6 well-being hour supports our approach to fostering the wellbeing and behavioural needs of our students.

Outcomes in the Student Attitudes to School Survey (AtoSS), indicated in both The Performance Summary report and specific to the 2023 Annual Implementation Plan (AIP)/School Strategic Plan (SSP) indicated successful outcomes against set targets. 2023 data indicated:

88.2% percent positive endorsement on the Sense of Connectedness factor (14.4% greater than Similar Schools and 11.2% greater than the State), an increase from 83.5% positive endorsement in 2022.

91% percent positive endorsement on the Management of Bullying factor (13.6% greater than Similar Schools and 15.9% greater than the State), an increase from 84.4% positive endorsement in 2022.

The school's performance against AIP and other wellbeing focused targets was a positive reflection of our school's efforts in resourcing and supporting students' well-being and mental health. Students indicated through AtoSS data relatively stable results from 2022-2023 in positive responses to Teacher Concern (81 to 82%), an increase in Respect for Diversity (86 - 87%) and having an Advocate at School (92-95%), both sitting above that of Similar Schools and the State.

We continued to focus through our systems within SWPBS on classroom behaviour and in 2023 saw a 92% positive endorsement, up from 87% in 2022. (14% greater than Similar Schools and 15% greater than the State)

In 2023 we set a school-wide focus on improving student resilience and attendance. Our goal was to decrease the number of students with low resilience in the AtoSS from 41% in 2022 to 25% in 2023. Whilst the target was not met, there was positive growth for students in this area, with 28% of students indicating low levels of resilience. This sat comparative to Similar Schools at 34% and the State at 31%.

Engagement

Throughout 2023 we continued to build our students' engagement in school through building their sense of belonging and value as a member of both their class and our wider school community. Engaging with families and connecting with the wider community were integral components in this. We focused on providing authentic learning experiences and social and personal growth opportunities that prioritised and valued the positive contributions of all students. The continued re-building of our student's participation in wider community events and parent involvement in their child's schooling was a focus. This included:

Participation in inter-school sports, camps, excursions and incursions, such as theatre performances, The World of Robotics, Science Discovery Dome, Boys to the Bush Community Engagement Day, inter-school chess competitions and cross-age well-being groups.

Families were openly welcomed at school and encouraged to take up volunteering opportunities, as well as involvement in events such as, Assemblies, Cross Country and Aths Day, Easter Parade, Grandparent's Day, Book Week activities, Learning Celebrations, and our inaugural 'Poetry Showcase'.

Strengthening the roles of student leaders across the school – Year 6 Foundation Buddies, Reading Buddies Program, Youth Ambassadors, Chess Captains, School and House Captains and the Student Leadership Team. Students were provided with authentic opportunities to take on roles of responsibility, lead their peers in several sports and fun events, and provide their voice and active involvement in decision-making around matters that affected them.

Engagement in opportunities targeted at increasing the engagement of students, and for a small cohort the added benefit of increasing attendance. Such things as Creative Lands, Young Entrepreneurs Program, Victorian High Ability Program, Boys to the Bush, Indigo Shire Youth Ambassadors, Koori students' art projects, the River Detectives Program, Art Therapy mural painting and mentoring with our School-based Chaplain.

A committed focus to positively engaging students through a variety of channels at the whole school, cohort and individual level, which has continued to see positive endorsement across several factors within the AtoSS, including Sense of Connectedness 88.2%, Sense of Inclusion 94%, Motivation and Interest 90% and Student Voice and Agency 81%.

School attendance was a priority focus in 2023 as we worked with students and families to reduce the number of 30+ days of absence from 21% to 15% in 2023. This target was not reached, being 22% in 2023, and the average number of days Prep-Year 6 being 22.1. We again saw a large number of families taking extended holidays to travel, and along with illness these factors accounted for almost half of these absences.

Our school continued to promote the importance of attendance to all families, as well as awareness of the amount of learning time that is lost for each day of absence, and the impacts on learning progress, engagement and social connection. We continually reviewed whole school attendance data and worked at both a whole school and individual student and family level to implement strategies and access supports targeted at improved attendance data, which included daily check-ins, building positive staff-student connections at a 1-1 level for

students needing a trusted adult in the school, and where required, external agencies to support students with chronic absenteeism. Additional strategies to address attendance were directed through regular family contact, Student Support Group meetings and Student Absence Learning Plans.

Other highlights from the school year

Rutherglen PS became a River Detectives school in 2023, with our middle-years students a part of this program. This was a fantastic opportunity for students to engage in meaningful and relevant learning opportunities about their local environment, while covering several concepts across the curriculum. In a fantastic partnership extension that brought the community further into the school, we engaged with our local Landcare group to explore joint ventures that could benefit the health of the lake and the surrounds, such as weeding and planting. This learning journey sparked conversation about the history of the lake, rekindled past relationships with local groups who care for the lake, developed a sense of pride and care for our local community and informed the remodelling of our science program.

Year 3-4 students engaged in the Creative Lands Festival, an arts-based project within the Festival for Healthy Living - a partnership with the Royal Children's Hospital, Arts Victoria, our Indigo Shire and supporting agencies to utilise the creative arts as the medium for improved mental health and wellbeing and the connecting of communities. Students wrote songs, learned djembe drumming, and created Aboriginal art from their learning around Aboriginal peoples' culture and connection to land, water and sky with Aunty Marlene. Year 5-6 students worked with a videographer to make a film about the student's journey which featured at the 'Festival' performance that included students across schools within the Indigo Shire. So powerful were the messages in the songs that the students wrote and performed, that they were invited to perform at the NESAY AGM, and the Upper Murray Family Care regional conference.

Financial performance

Rutherglen Primary School's financial situation at the end of December 2023 was in a solid position due to careful and strategic financial management throughout the year to ensure that the school can both support learning and program needs moving into 2024, as well as undertake a number of buildings and grounds projects, including— re-asphalting works, the replacement of the external roof and internal ceiling of the Cooking Centre and roof repairs the Main School building and BER, along with rectification works associated with damp issues. This resulted in a whole school year net operating surplus of \$172,578.

The surplus was a result of:

- The continuation of funding to assist in the facilitation of programs and initiatives within our school, such as Equity Support, Sporting Schools Funds, Tutor Learning Initiative, PMSS roles, and Safe Trees Program.
- Revenue associated with Parents and Friends fundraising and school events such as the Mother's/Father's Day Stall and street stalls, raffles, Community Debutante Ball and the catering of Rotary Club dinner meetings.
- The rollover of un-expended funds due to less CRT costs partly attributable to the unavailability of replacement staff for staff leave which was subsequently covered by internal staff, and the inability to complete some of the planned works in 2023 because of difficulty in accessing trades.
- Equity funding totalling \$50,673 contributed to the ongoing staffing and resourcing of our Literary Intervention Program, resources to support wellbeing programs, and the purchase of resources for students, including decodable readers.
- Rutherglen Primary School received Chaplaincy funds of \$20,280. These funds were used to employ a school chaplain on a part-time basis (2 days/week), with additional Equity funding added to the Chaplaincy funds to provide for 3 days/week for this role.

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.

For more detailed information regarding our school please visit our website at <https://www.rutherglenps.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 166 students were enrolled at this school in 2023, 74 female and 92 male.

NDP 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).

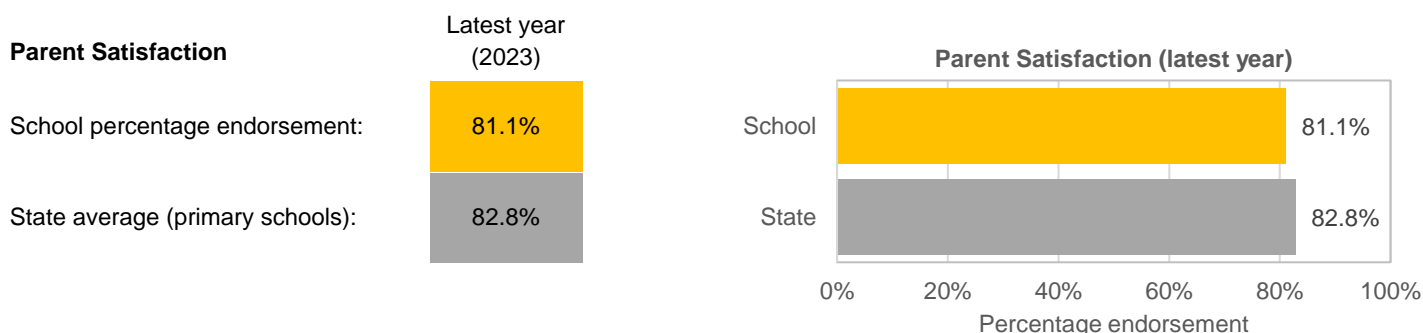
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

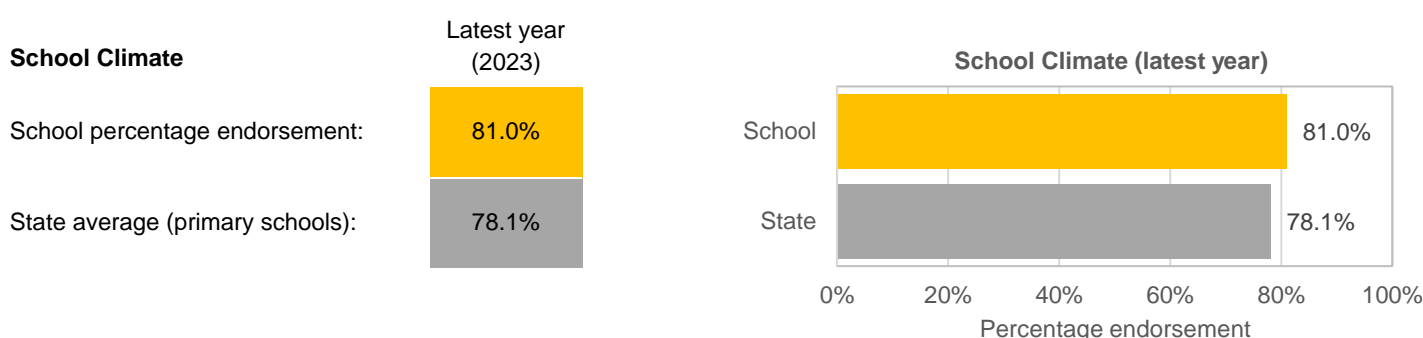


School Staff Survey

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:

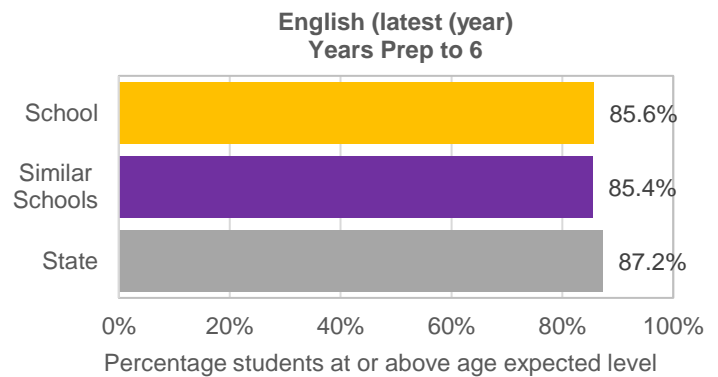
85.6%

Similar Schools average:

85.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

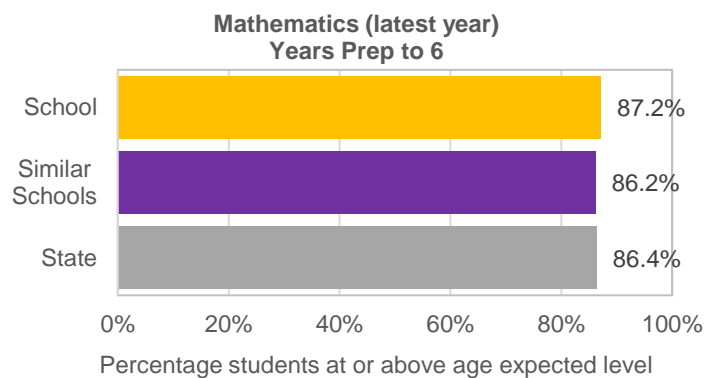
87.2%

Similar Schools average:

86.2%

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:

78.3%

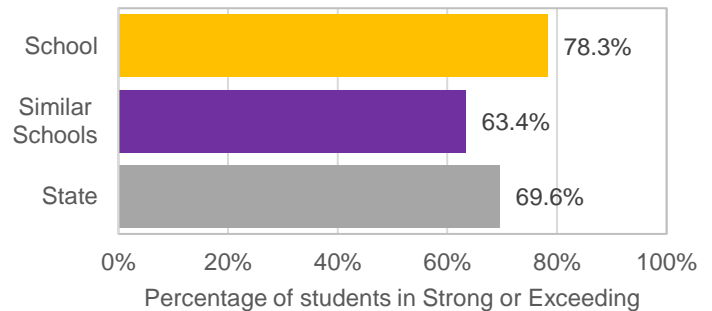
Similar Schools average:

63.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

86.7%

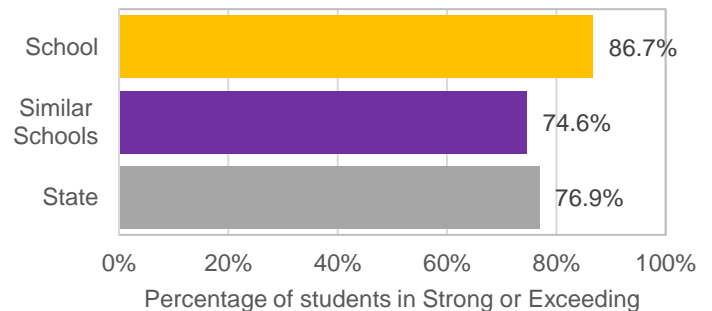
Similar Schools average:

74.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

87.0%

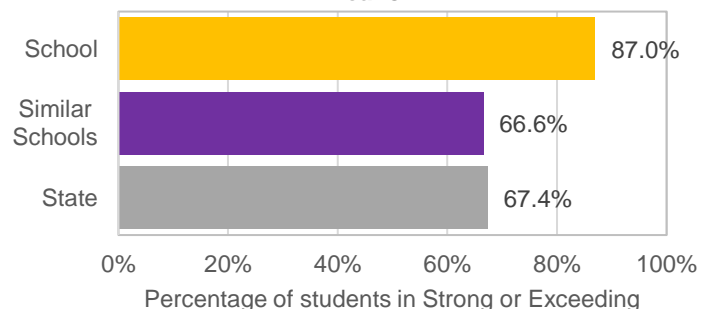
Similar Schools average:

66.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

73.3%

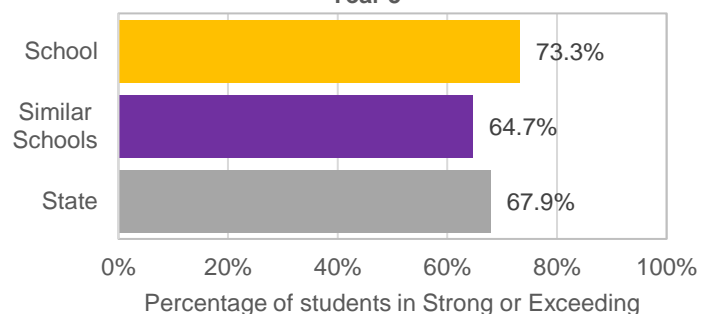
Similar Schools average:

64.7%

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:

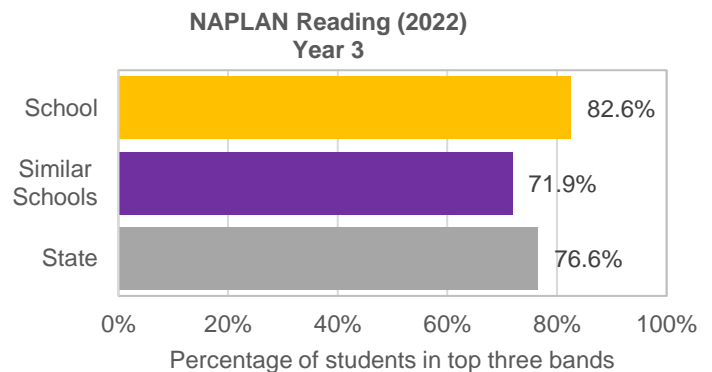
82.6%

Similar Schools average:

71.9%

State average:

76.6%



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

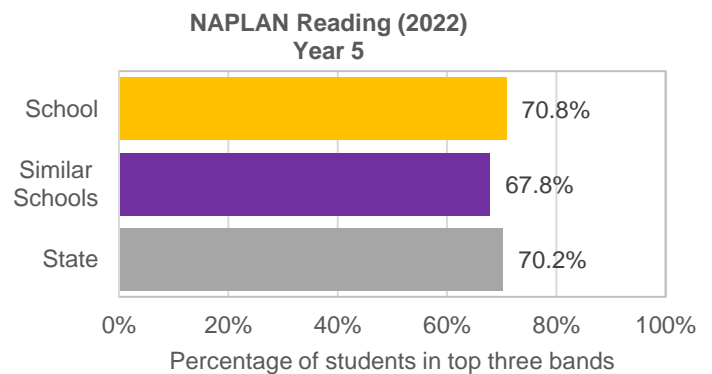
70.8%

Similar Schools average:

67.8%

State average:

70.2%



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

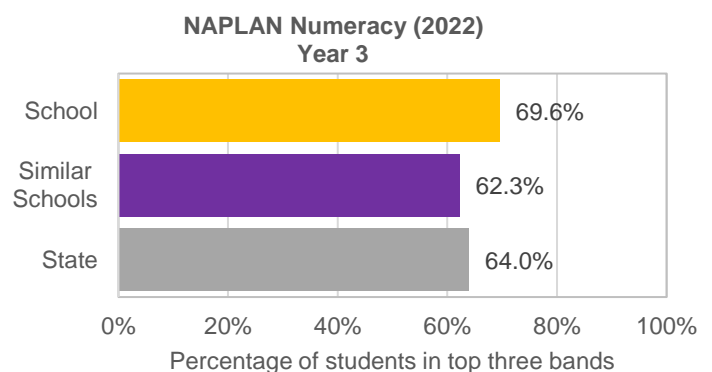
69.6%

Similar Schools average:

62.3%

State average:

64.0%



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

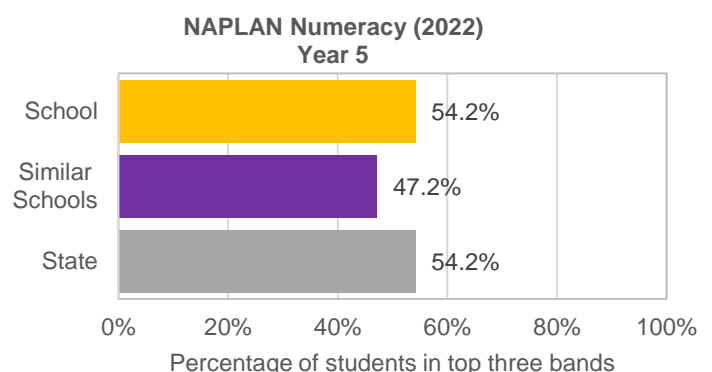
54.2%

Similar Schools average:

47.2%

State average:

54.2%



WELLBEING

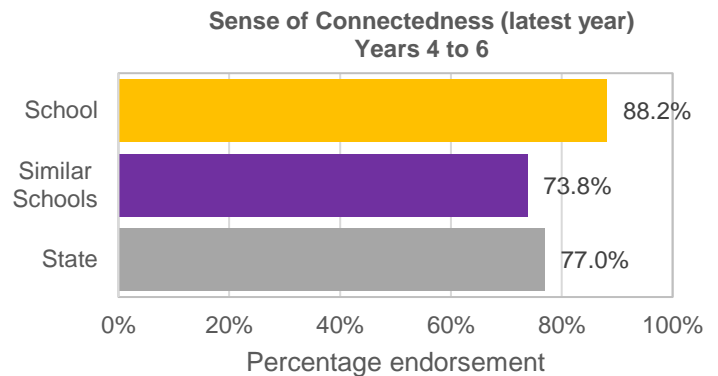
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	88.2%	81.4%
Similar Schools average:	73.8%	76.2%
State average:	77.0%	78.5%

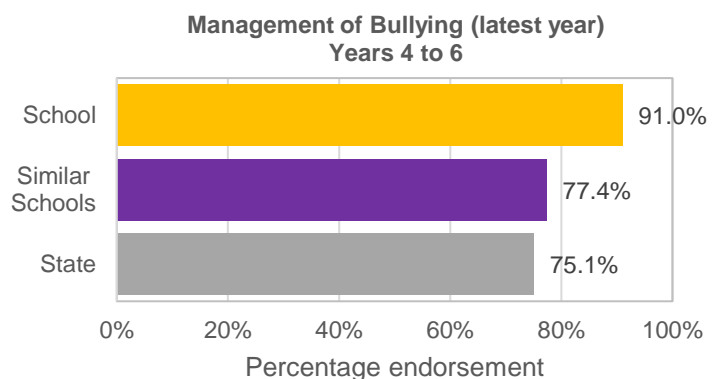


Student Attitudes to School – Management of Bullying

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:	91.0%	82.5%
Similar Schools average:	77.4%	78.4%
State average:	75.1%	76.9%



ENGAGEMENT

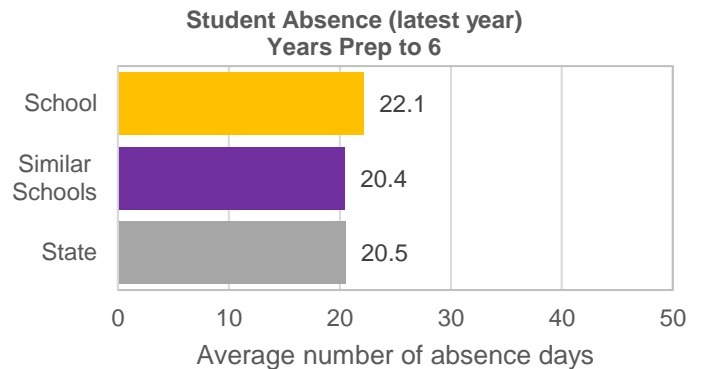
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.1	19.3
Similar Schools average:	20.4	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):	90%	86%	91%	88%	89%	88%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,945,227
Government Provided DET Grants	\$300,595
Government Grants Commonwealth	\$6,990
Government Grants State	\$0
Revenue Other	\$29,226
Locally Raised Funds	\$85,715
Capital Grants	\$4,319
Total Operating Revenue	\$2,372,071

Equity ¹	Actual
Equity (Social Disadvantage)	\$50,673
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$50,673

Expenditure	Actual
Student Resource Package ²	\$1,659,854
Adjustments	\$0
Books & Publications	\$212
Camps/Excursions/Activities	\$39,090
Communication Costs	\$2,624
Consumables	\$20,023
Miscellaneous Expense ³	\$10,201
Professional Development	\$14,407
Equipment/Maintenance/Hire	\$39,409
Property Services	\$176,955
Salaries & Allowances ⁴	\$189,837
Support Services	\$1,101
Trading & Fundraising	\$21,436
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,027
Total Operating Expenditure	\$2,195,174
Net Operating Surplus/-Deficit	\$172,578
Asset Acquisitions	\$6,598

- (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 16 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$447,413
Official Account	\$27,916
Other Accounts	\$0
Total Funds Available	\$475,329

Financial Commitments	Actual
Operating Reserve	\$64,809
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$15,732
School Based Programs	\$73,131
Beneficiary/Memorial Accounts	\$4,714
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,014
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$135,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$60,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$371,400

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.