

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

Attested on 10 May 2023 at 10:27 AM by Karryn Williams (Principal)

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

Attested on 10 May 2023 at 12:31 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).

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

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, Barnawartha, Norong and other outlying farming areas. The school is part of the Wodonga/Indigo Network of Schools in the NEVR and in 2022 the student enrolment was 170. Rutherglen Primary School has modern and flexible learning spaces that work in harmony with our renovated historic buildings, thus providing an engaging environment for both students and staff. Rutherglen Primary School is a vibrant and connected school with a clear vision and strong values that guide its educational practices within an environment that encourages academic, social, and personal growth for all students, regardless of their backgrounds or abilities. Our school provides a caring and supportive community for students using a multi-age structure from Foundation-6.

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

- 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 educational, social and emotional development of young people and all members of the school community. Our students are at the center of our F-6 approach to learning, as we support and encourage 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.

Collectively as a school we implement agreed instructional models in Literacy and Numeracy and to ensure consistency across school and that our students' learning needs are being met through a differentiated approach to learning. We strive to optimise every student's learning growth in Literacy and Numeracy, and empower students to become responsible for their own learning and critical and creative thinkers and problem solvers who develop both a love of learning and a curiosity about the world they live in. We respect the experiences that each child and their family bring to the classroom and our whole school, and value the many opportunities that engagement with the whole community brings to both our school and our students.

The dedicated staff of Rutherglen Primary continued to utilise professional learning to build capacity across the school and develop shared language and expectations around student learning and well-being.

The well-being 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.

Through the further embedding of SWPBS in 2022 - a school-wide framework for developing and explicitly teaching appropriate and positive behaviours we have committed to a collaborative effort that actively involves all staff members in our school - principal, teachers, education support staff and students. This cooperative approach recognises the critical importance of consistency across people and settings in creating safe schools and effective learning environments. When linked to a broader system of behavioural supports; effective classroom management strategies and techniques become even more effective and efficient. This makes the work of the classroom teacher more effective and the school experience of the student more positive. The weekly teaching of the RRRR - Resilience, Rights and Respectful Relationships and other complementary programs on a weekly basis supports students to develop their social, emotional and positive relationship skills. Regular SWPBS focused lessons and a fortnightly Foundation-Year 6 well-being hour supports our approach to meeting the well-being and behavioural needs of our students. 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 at a personalised level with a number of students.

Student leadership is highly valued at RPS, and along with school and sports captains, we are proud of our Student Leadership Team which is supported by every staff member in the school. On a termly rotating basis, the 4 teams within the Student Leadership Team,

work through the areas of Student Voice, Community Connections, Health & Well-being and Fun & Fundraising. They play an active role in bringing student voice and action both within and outside the school 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 2022 we 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, sport, School Production, 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 2022 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.

In 2022 Rutherglen Primary School, like all Victorian schools, returned to full-time onsite learning following the interrupted school years as a result of the global pandemic of 2020 and 2021.

Progress towards strategic goals, student outcomes and student engagement

Learning

'Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families'.

In 2022 our school had a dedicated focus on the statewide Key Improvement Strategy of continuing to focus on student learning – with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal. Our school also focused on Improving Student Learning Outcomes in English.

Our school achieved this by:

- Developing the data literacy of teachers to ensure accurate assessment of and for learning in English, with teacher collaboration around assessment and moderation, enabling greater consistency of teacher judgements of student learning.

Specifically:

- Building staff capability to analyse student data and triangulate this data to inform consistency in teacher judgment.
- Building staff capability to plan for differentiation based on student data and teach at students' point of need through authentic learning opportunities.
- Embedding within collaborative planning the time to analyse student data at the unit/classroom/individual level, to plan for differentiation.

- Developing the capacity of teachers to continue to embed the school's agreed instructional models with a focus on differentiated teaching.

Specifically:

- Scheduling PL to develop understanding of 'authentic literacy experiences'.

- Reviewing planning documents and make adjustments that show evidence of authentic literacy experiences within student worktime 2.
 - Reviewing the instructional model to embed both assessment and opportunities for differentiated learning.
 - Embedding teaching and learning cycles through PLCs that focus on the transfer of whole school professional learning based on formative data analysis, curriculum planning and differentiation.
- Reviewing and refining our school-wide approach to targeted Numeracy support.

Specifically:

- Enhancing data literacy to inform targeted small group instruction and point-of-need teaching in all year levels.
- Establishing focused maths groups across the 3-6 Year levels to target students who need further support and those who maintained learning outcomes but required further extension.
- Building Collaboration between teachers/tutors in diagnosing student learning point of need and monitoring of student growth in 5-week learning cycles.
- Provide targeted support through the TLI – Tutor Learning Initiative.

Our school's continued growth in learning is evidenced in the Performance Summary and measures against the targets set in our school's Annual Implementation Plan (AIP)/School Strategic Plan (SSP).

The school's Year 3 and Year 5 Latest Year (2022) performance exceeded in NAPLAN Top Three Bands for Reading and Mathematics.

- AIP Targets in Year 5 NAPLAN Top Two Bands in Writing and Reading were near met, with the target of reducing students in the Bottom Two Bands met.
- Teacher Judgement of student achievement against the Victorian Curriculum, saw the school's percentage of students (P-6) at or above age expected standards in English and Mathematics exceeding Similar Schools in both Mathematics (+2.7%) and English (+1.3%). Against the State Average, English outcomes were just below (-0.7%) and Mathematics above (+2.2%).
- 2022 results saw growth in the school percentage of students at or above age expected standards comparative to 2021 outcomes in English (+3.7%) and Mathematics (+4.4%)
- The percentage of students in the top three bands in NAPLAN Numeracy Year 3 continued to show growth against 2021 outcomes, exceeding both Similar Schools (+7.3%) and the State (+5.6%) and Year 5 equaling the State and exceeding Similar Schools (+7%).
- In all Teaching and Learning components (Evaluation, Implementation, Planning and Practice Improvement) within the School Staff Survey the percentage of positive responses was close to and above 90%, well above 2021 results.

This is attributed to an increased focus on whole staff professional learning in the area of 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 2022, Rutherglen Primary School had a dedicated focus on the statewide Key Improvement Strategy of 'Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'.

Our school was able to achieved this by:

- Refining and further embedding the implementation of SWPBS

Specifically:

- Implementing our 'Building our Learning Community' program (first 3 weeks of year) to provide all students and classes with an opportunity to develop clear understandings of the school values, school-wide expectations, behaviour flow charts and instructional models.
- Recording student behaviour and well-being through Compass and analysing data to inform future actions to meet identified needs.
- Establishing a Health and Well-being team inclusive of students and staff.
- Undertaking further professional learning in SWPBS Universal practices and work with the Ovens Murray SWPBS Coach

- Consolidating the supporting practices in place and identifying and providing timely, targeted interventions to specific cohorts and at-risk students.

Specifically:

- Embedding the Respectful Relationships curriculum schoolwide.
- Staff professional learning and implementation in targeted programs – ‘Social Stencil’ and student supports ‘The Play Project’ and ‘Boys to the Bush’.
- Continuing the role of the school-based Chaplain to work closely with the Principal on identifying and referring students and families requiring additional support.
- Partnering with external agencies to provide additional targeted support.

Outcomes in the Student Attitudes to School Survey (AtoSS), indicated in both The Performance Summary report and specific to the 2022 Annual Implementation Plan (AIP)/School Strategic Plan (SSP) growth in Wellbeing and successful outcomes against set targets.

Regarding the school's Wellbeing

- 83.5% percent positive endorsement on the Sense of Connectedness factor (8.2% greater than Similar Schools), an increase from a 75% positive endorsement in 2021.
- 84.4% percent positive endorsement on the Management of Bullying factor (8.1% greater than Similar Schools), an increase from a 76% positive endorsement in 2021.
- The school's performance against AIP and other well-being 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 an 16% increase (84%) in positive responses to Teacher Concern, a 10% increase in Respect for Diversity (86%) and a 4% increase in having an Advocate at School (92%)
- Our school achieved an outcome of Excelling in 9 out of 11 of the FISO 2.0 Wellbeing Improvement Measures and Embedding in the remaining two Measures.

Engagement

After two years of interrupted learning, and the cancellation of so many events and activities that students previously engaged in, Rutherglen Primary identified that a successful return to school would involve a whole of school community partnership to re-engage our students through building a sense of belonging and importance as valued members of their class and wider school. We set a clear focus on the purposeful delivery of our instructional models and re-establishing the familiarity of our learning approach and routines at RPS, with the underpinning of a differentiated learning program that both supported and challenged students at their point of need. The school focused on providing authentic learning experiences and social opportunities that prioritised and valued the positive contributions of all students. Rutherglen Primary achieved this by making it a priority to re-establish pre-COVID school and wider community events and the many extra-curricular opportunities and support and extension programs offered to our students.

This included:

- Assemblies and cross-age well-being groups alternating fortnightly, camps, excursions, and incursions (despite the extra planning considerations these posed in working within COVID Safe guidelines)
- Our whole school Production ‘We’re All in this Together’ – written specifically about our school and our school values, and the valued role these play in who we are and what we stand for, as well as the importance of having the courage to be an upstander when something is not right.
- Re-invigorating the roles of student leaders across the school – School and Sports Captains and the Student Leadership Team to ensure students were provided with opportunities to take on roles of responsibility, lead their peers in several sports and fun events (e.g. - Colour Run, themed dress days, Book Week) and be actively involved in decision-making around matters that affected them.
- Engagement in ‘Creative Lands’, an arts-based project within the Festival for Healthy Living - a partnership with the Royal Children’s Hospital, Arts Victoria, our local shire and health and well-being agencies to harness the creative arts for mental health and connecting communities.
- An emphasis on targeted support for students through our Literacy Intervention Program, the Tutor Learning Initiative, Victorian High Ability Program and differentiated cross-age maths sessions that focused on supporting and extending students.
- A strong focus on the promotion of our school's values, positive school-wide expectations and expected behaviours – with an emphasis on acknowledging positive behaviours, engagement and leadership by all students.

- All staff creating welcoming and supportive classroom environments that followed with fidelity the SWPBS frameworks to establish high expectations around behaviour, strategies to support classroom management and the implementation of processes clearly understood by students to address negative behaviours.
- Welcoming families and volunteers back into our school, to be a part of their children's school journey and the many experiences they are involved in.

Despite the COVID impacts over the past 2 years our school was successful in maintaining or achieving higher positive responses in 2022 in the Student Attitudes to School Survey Factors comparative to Similar Schools, the State Average and 2021 results:

- Sense of Connectedness (83% compared to 75% Similar Schools and 78% State)
- Sense of Inclusion (96% compared to 88% Similar Schools and 87% State)
- Respect for Diversity (86% compared to 79% Similar Schools and State)
- Differentiated Learning Challenge (93% compared to 85% Similar Schools and 84% State)
- Effective Classroom Behaviour (87% compared to 78% Similar Schools and 77% State)
- Stimulating Learning (89% compared to 75% Similar Schools and 78% State)
- Teacher Concern (81% compared to 74% Similar Schools and 73% State. An increase from 65% in 2021)
- Advocate at School (92% compared to 86% Similar Schools and State)
- Student Voice and Agency (80% compared to 67% Similar Schools and 65% State)
- Not Experiencing Bullying (87% compared to 82% Similar Schools and State)
- Managing Bullying (84% compared to 76% Similar Schools and State)

The 2022 school year absence data reflected students were absent, on average 22.9 days per year. This was equal to Similar Schools and only slightly better than the State average (+0.4%). Pre-COVID in 2019 the average number of days of student absence was 14.4 days per student. The school recognises that some portion of this increase is attributable to COVID-enforced absences and a spike in extended family holidays post the easing of travel restrictions. Our school continued to promote the importance of attendance to all families, particularly following the extended period of absence and interruptions to learning and social connections and provided ongoing support and targeted interventions to at-risk students.

Specifically:

- Working with families and where required, external agencies to support students with chronic absenteeism and consistently following up via Student Support Group meetings and Student Absence Learning Plans.
- Providing ongoing learning through Google Classroom or other formats for those students who were absent due to COVID isolation periods or extended holidays.
- Developing a strategic approach to continue to address the increasing levels of student absenteeism moving into 2023.

Other highlights from the school year

A transition back to the 'normal' in 2022 allowed our school to celebrate the many little things that are so important and loved by our students and families. After a pause or adjusted mode of operation we were able to achieve this through:

- Holding or participating in a large number of yearly events such as Grandparent's Day (which was the biggest we have seen in many years), Mother's and Father's Day stall, Book Week, Easter Parade, Graduation, Harmony and Bullying NO WAY Day, French Celebration (Bastille) Day, Whole School End of Year Assembly, Athletics Day, Swimming Carnival and inter-school sports, camps at the Year 3-6 level, Year 2 sleepover and the very popular Colour Run.
- The Year 5-6 students participating in Social Enterprise by running their successful businesses at the whole school 'Bake Fair', with students identifying they wanted the money raised to go toward a Gaga Ball Pit in the grounds.
- Re-establishing a strong presence of families within our school community and re-build connections between our school and the wider community. Participation in ANZAC and Remembrance Day, Lions Club Public Speaking Competition, Rutherglen Agricultural Show and catering for the Rotary Club meetings.
- In the Performing Arts students participated in our whole school production – 'We're All in this Together'. A triumph in bringing our whole school community together and celebrating what makes our school the great school that it is. Students in Years 5-6 also joined in primary and secondary schools across the Indigo Shire in the Creative Lands project, which culminated in a concluding festival at our school that involved students and families from all 6 participating schools.

Financial performance

Rutherglen Primary School's financial situation at the end of December 2022 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 2023 and undertake a number of buildings and grounds projects. This resulted in a whole school year net operating surplus of \$107,352.

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, Learning Specialist and Safe Trees Program.
- Revenue associated with Parents and Friends fundraising and school events such as the Colour Run, BBQs and School Production.
- The rollover of un-expended funds due to less CRT costs during COVID periods and the unavailability of replacement staff for staff leave which was subsequently covered by internal staff, and the inability to complete planned works in 2022 because of difficulty in accessing trades.
- Reduced expenditure to ensure forward costs associated with targeted works – asphaltting works and the replacement of the external roof and internal ceiling of the Cooking Centre and roof repairs the Main School building and BER
- Unbudgeted revenue as a result of a DET Shade Sail grant (\$25,000).
- Equity funding totaling \$45,000 contributed to the ongoing staffing and resourcing of our Literary Intervention Program, resources to support Wellbeing programs, including additional funding added to the Chaplaincy funds to provide 2 days for this role. Funds were allocated to support 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)

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.

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 170 students were enrolled at this school in 2022, 72 female and 98 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).

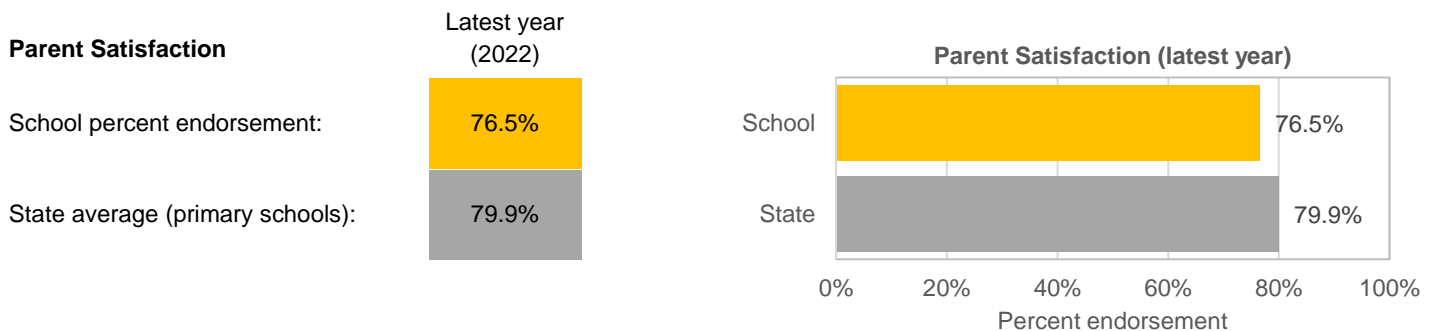
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

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

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

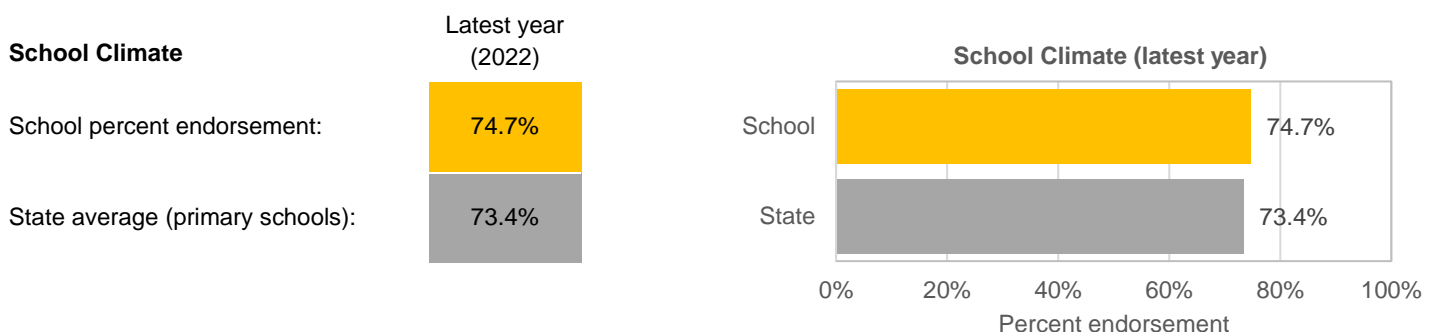


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

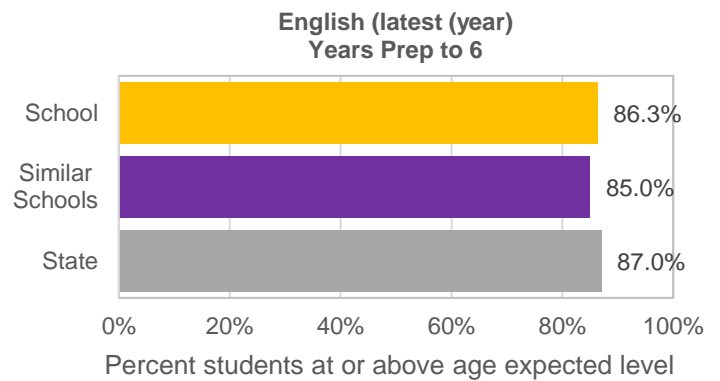
86.3%

Similar Schools average:

85.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

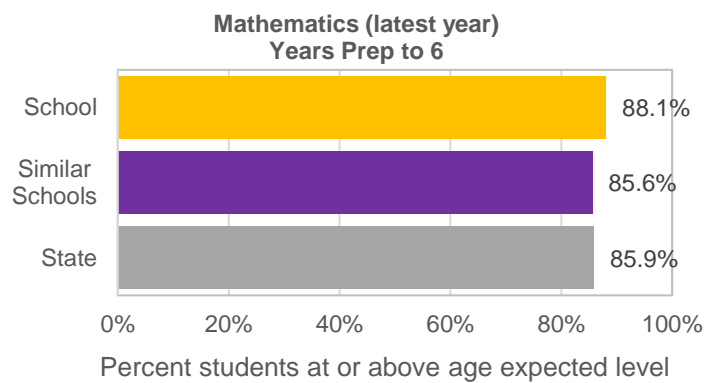
88.1%

Similar Schools average:

85.6%

State average:

85.9%



LEARNING (continued)

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

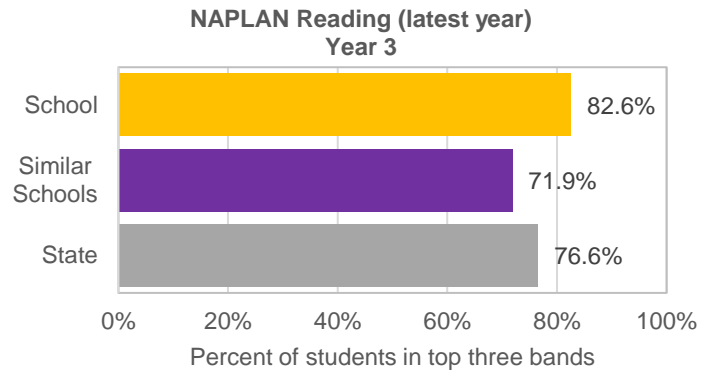
NAPLAN

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

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

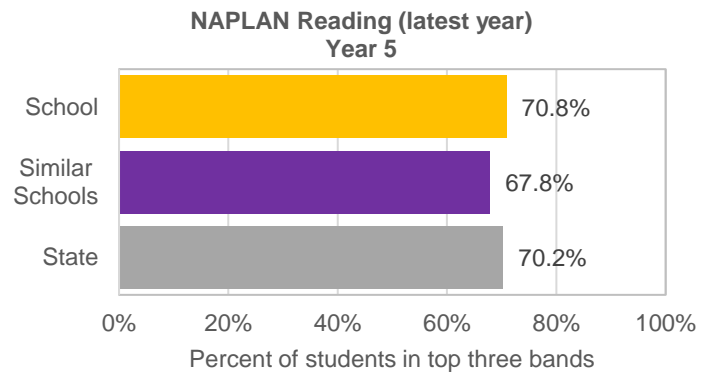
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.6%	72.2%
Similar Schools average:	71.9%	72.2%
State average:	76.6%	76.6%



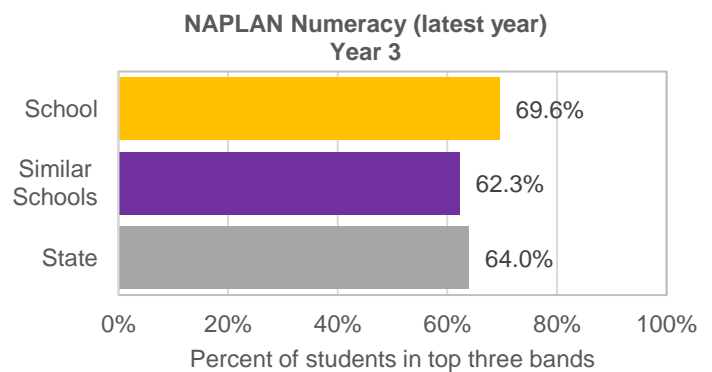
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.8%	60.5%
Similar Schools average:	67.8%	69.1%
State average:	70.2%	69.5%



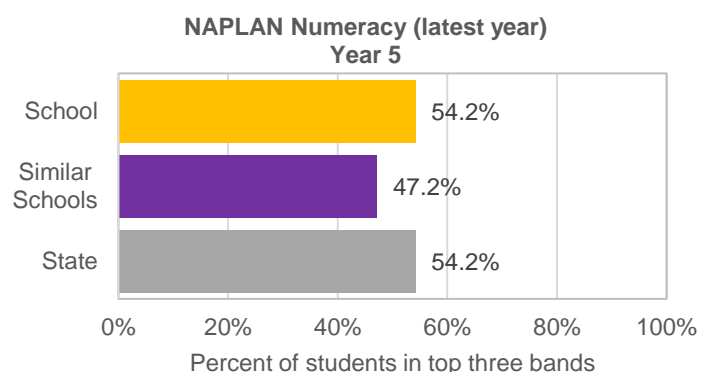
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.6%	67.9%
Similar Schools average:	62.3%	64.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.2%	58.7%
Similar Schools average:	47.2%	54.8%
State average:	54.2%	58.8%



WELLBEING

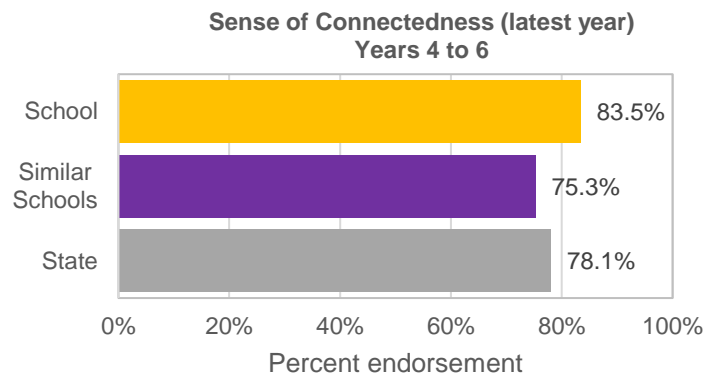
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	83.5%	77.4%
Similar Schools average:	75.3%	77.8%
State average:	78.1%	79.5%

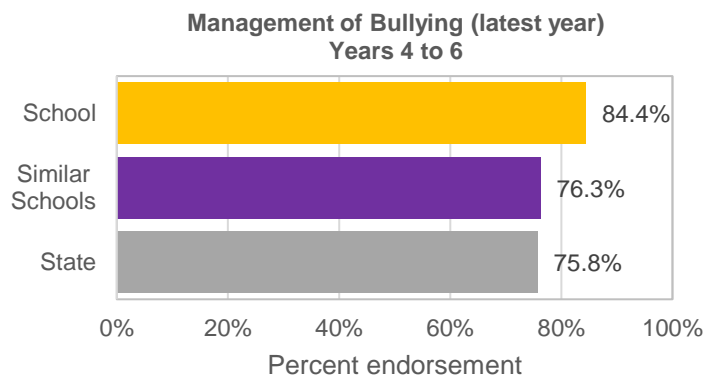


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	84.4%	77.7%
Similar Schools average:	76.3%	79.3%
State average:	75.8%	78.3%



ENGAGEMENT

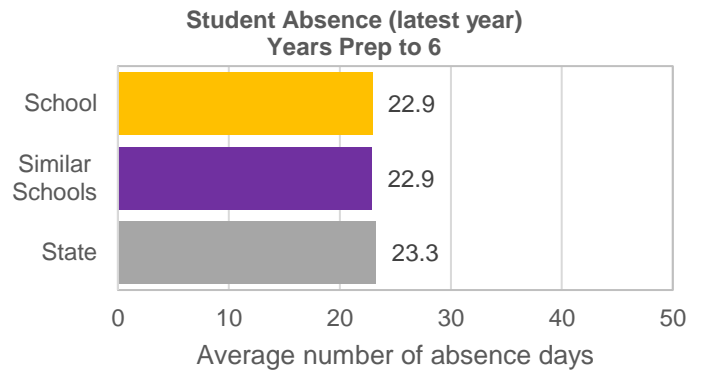
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.9	17.2
Similar Schools average:	22.9	16.8
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	87%	88%	89%	88%	88%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,598,691
Government Provided DET Grants	\$269,571
Government Grants Commonwealth	\$9,600
Government Grants State	\$0
Revenue Other	\$11,074
Locally Raised Funds	\$101,072
Capital Grants	\$20,000
Total Operating Revenue	\$2,010,007

Equity ¹	Actual
Equity (Social Disadvantage)	\$45,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$45,000

Expenditure	Actual
Student Resource Package ²	\$1,503,217
Adjustments	\$0
Books & Publications	\$1,234
Camps/Excursions/Activities	\$31,916
Communication Costs	\$2,801
Consumables	\$19,301
Miscellaneous Expense ³	\$5,885
Professional Development	\$3,872
Equipment/Maintenance/Hire	\$24,284
Property Services	\$131,168
Salaries & Allowances ⁴	\$110,313
Support Services	\$2,703
Trading & Fundraising	\$22,934
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,024
Total Operating Expenditure	\$1,882,655
Net Operating Surplus/-Deficit	\$107,352
Asset Acquisitions	\$46,702

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

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$565,198
Official Account	\$23,335
Other Accounts	\$0
Total Funds Available	\$588,533

Financial Commitments	Actual
Operating Reserve	\$46,260
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$21,883
School Based Programs	\$64,799
Beneficiary/Memorial Accounts	\$5,364
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$160,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$298,306

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.